# EXCITE

## Exchange of Methods to Increase ICT Skills for Senior and Underprivileged Learners

Final Dissemination Toolbook


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Lifelong Learning Programme



http://exciteinfo.eu

# Preface

Adult education and training is an enormous field of endeavour. This is not surprising giving the changing world in which we live and the consequent changes in jobs that ensue. The new jobs involve new skills that must be learned. These are generally covered by continuing technical and vocational education and training. But there are other forms of education in the non-vocational area that are needed to maintain social cohesion and good citizenship. These are normally covered in remedial adult education, adult higher education and popular/liberal adult education. In short, lifelong learning is part of everyday life. The authors of this book and partners of the 'EXCITE' Grundtvig Learning Partnership have recognized that lifelong learning is as 'lifewide' (taking place in many settings, the main ones being formal, non-formal and informal learning), and concerns learning rather than just education.

New technologies and digital media have made significant progress and generated impact and improvement on the conditions for learning in education, training and Lifelong Learning (LLL). Information and Communications Technology (ICT) is more widespread than ever before. All EU Member States have developed programmes and specific actions for the integration of ICT in education and training. In most EU Member States, a first intensive effort on infrastructure, equipment and teacher training has evolved into a more mature and also more pervasive use of ICT for learning. All European countries have had to address similar challenges in similar ways and with similar degrees of urgency. Knowledge, innovation and technology remain key elements in the future strategies.

EU education and training policy has been given added impetus since the adoption of the Lisbon Strategy in 2000. ICT for learning has formed an integral part of the Lifelong Learning Programme (LLP). The increased use of new technologies in work, leisure and daily life has raised the importance of Member States learning from each other. The importance of ICT for teaching and learning has been enforced by the many projects and initiatives under the LLP. This final dissemination toolbook is also result of one of these projects and is therefore intended for the following users:

- Policymakers and public authorities looking for strategies to improve local and national learning environments
- Organizations involved in adult education looking for an exchange of experiences in the use of ICT in lifelong learning
- Practising trainers and education staff actively involved in the delivery of qualifications within formal and non-formal sector.

# Content

# I. THE RELEVANCE OF ICT IN ADULT LEARNING

## *I.1. Status Quo of ICT in Adult Learning*

The information and communication technologies (ICTs) are powerful instruments in improving the quality and improving access to education and training. The development of innovative ICT solutions in support of improved education and training, which covers the entire life of the citizens, is a particular focus of the Lifelong Learning Programme. Moreover, ICT has transformed society and the economy. The challenge is now to achieve equally innovative transformation of the provision of education and training. e-learning has a key role to play in achieving this result.
There has been substantial progress in the use of ICT in education and training in Europe in recent years. However, it has not yet had as significant an impact as expected. Effective integration of ICT into education must go beyond replacing, streamlining or accelerating current practices. It should help to create new and more effective ways of operating and support teaching and organisational innovation. ICT is now embedded in our social and economic fabric; it should be similarly integral to education and training.

ICT is pervasive in shaping all parts of our society, economy and culture. Since 2000, the European Union has stepped up its activities to improve e-learning and the development of digital competences through education. This has continued under the Renewed Lisbon Agenda and the July 2008 Communication on the Renewed Social Agenda for Europe which have highlighted ICT as a key mechanism to create more social and economic opportunities for EU citizens and improve their access to quality services, also for education and training.
Overall the hope is to bring eLearning more closely to the task of creating a European Lifelong Learning Area. In the last decade, the EU has had considerable success in introducing ICT to education and training. Yet if institutions have been ICT-equipped and teachers and trainers ICT-trained, ICT has not yet transformed teaching and learning as it has transformed processes in other key sectors such as enterprise or public services. Today, pedagogical, technological and organisational innovations demand a renewed and more comprehensive approach towards the role of ICT in education and training. This renewed approach should address the impact of technological change and innovation in society and education in the last decade.

The growing use of internet and ICT-based tools also opens up new learning opportunities for adults. In particular, it can help support the informal learning which is so important to them.
Evidence that one in eight adults outside formal education use the internet for formal learning activities, such as research and downloading learning content, comforts this view. Online availability certainly meets the needs of some learners who accept formal training, for nearly half adult learners consider it as a necessary condition. Fur-

ther, the results seem to have been encouraging, with two out of three users satisfied and five out of six saying they would take online courses again. This may reflect the user-focus of ICT-based adult education, which allows individuals to choose appropriate learning paths. Interactive forms of e-learning can lead to a more reflective, "deeper" learning and more empowered discussion, better suited to and more motivating for adult learners[1].

However, 2/3rds of participants see adult learning as the chance to meet people with similar interests. Home-based e-learning does not meet this social motive. Also, more than half of participants prefer guided learning to self-direction.

Nonetheless, e-learning may offer ways to attract social groups that do not traditionally engage in formal training, such as the 80 million low-skilled. Any progress on this front would clearly be very valuable[2].

**Table 1: Examples of ICT and people's learning[3]**

| | Personal (home/health) | Social, Community | Work |
|---|---|---|---|
| Learn to know | • ICT provides new information resources e.g. on health issues, developed both by experts and peers.<br>• ICT can provide flexible and immediate access to information resources. | • ICT helps to stay updated about activities of the local and other interesting communities<br>• ICT provides new possibilities to find personally relevant (online) communities. | • Learning about new ICT based working methods relevant to know in one's work.<br>• ICT provides new means to search for information about work opportunities. |
| Learn to do | • Learning to use online banking and shopping, travel services.<br>• Learning to use digital devices, digital television, mobile phone, other technical equipment.<br>• Learning to use internet for finding information and resources. | • Learning to make free video calls to people living far away.<br>• Learning to participate to online communities.<br>• Informal learning and knowledge sharing when learning to use ICT with peers or other family members. | • Learning to use the ICT tools needed in the work tasks, e.g. office applications.<br>• Learning to use ICT for entrepreneurship.<br>• Learning with ICT resources for preparing voluntary tasks in the community. |

[1] OECD (2006)

[2] Commission of the European Communities (2008)

[3] Kirsti Ala-Mutka, Norbert Malanowski, Yves Punie, Marcelino Cabrera (2008)

| | | | |
|---|---|---|---|
| Learning as activity | • ICT-based brain training games combine learning and entertainment.<br>• Learning to use ICT-based learning resources and applications for personal development. | • ICT enhanced learning in community centres (with intergenerational groups).<br>• Participating in ICT-supported distance learning courses, even aiming at achieving university degrees. | • Updating ICT as well as other skills with training certifications to show updated professionalism.<br>• Learning to teach ICT skills for others. |

ICT can be used to support both organized education and informal learning. They can provide new means and ways to improve knowledge and capabilities for practical tasks. Additionally, the ICT-enabled networking tools, such as social computing, provide new ways of being social and interacting with other people. Still many people are not often interested in learning technology for its own sake, but when it is a means of doing something, learning to use ICT becomes more relevant.
Having in mind that people follow different learning needs, table 1 gives examples of how ICT can relate to different aspects of people's learning. Though it is not a comprehensive list, it demonstrates the important potential provided by, and also the need for, ICT in all areas of people's lives. In the knowledge society, it is important to learn to use ICT in order to reap the full benefit from the resources and services available.
ICT in its different forms (computers, internet, mobile phones, CDs) enable new ways of accessing learning resources, both for organized courses and informal learning. ICT can compensate disabilities and also provide more flexible learning models by combining self managed and organized education, in ways which allow the extra time underprivileged people may need for personal processing and reflection.

ICT can extend the scope of education and training and be instrumental in providing new educational services at all stages in life. The need for this is not in doubt. ICT-based tools can provide unprecedented accessibility to address these needs.
While existing developments need to be sustained, effort is needed in less well covered areas, which have high potential. These include helping the most disadvantaged groups – adult learners, school drop-outs, older people, and groups with specific problems such as immigrants or ethnic minorities. ICT tools, appropriately used and supported, can benefit employability, personal development, and civic participation.
At the same time, ICT can help to build and support a learning continuum, including formal, informal and non-formal learning so helping achieve lifelong learning. More should be done to increase the levels of confidence, upgrading the digital competences and to shift from access to quality of use of ICT for learning.

From the policy point of view, it can be made the following claims about the possible role of ICT in learning:

- ICT is a powerful tool to raise levels of literacy and numeracy
- computers and multimedia software provide attractive ways of learning
- the Web enables access to the best materials and the most exciting learning opportunities
- ICT offers a new start for adults returning to learning
- the Internet and digital TV technology can reach into the home
- learners who use ICT for basic skills double the value of their study time acquiring two sets of skills at the same time.

### *I.2. The EXCITE Project and its Contribution to Adult Learning*

EU actions aim to harness ICT to develop innovative education and training practices, improve access to all levels of education and training, and help develop advanced management systems. Actions are not about developing technology itself, but about its use to enhance learning environments and experiences. This includes areas such as the use of simulations, discovery learning, attracting drop-outs back to education, enabling learning outside school environments and bridging the 'digital divide' between those with access to technologies and skills, and those without.

By decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 the European Union established an action programme in the field of lifelong learning. The general objective of the Lifelong Learning Programme is to contribute through lifelong learning to the development of the Community as an advanced knowledge-based society, with sustainable economic development, more and better jobs and greater social cohesion, while ensuring good protection of the environment for future generations. In particular, it aims to foster interchange, cooperation and mobility between education and training systems within the Community so that they become a world quality reference[4].
Within the framework of the Lifelong Learning Programme, the Grundtvig programme is especially aimed at learners in adult education and institutions or organisations providing learning opportunities in adult education as well as their staff. In addition to the objectives of the Lifelong Learning Programme, the specific objective of the Grundtvig programme is to respond to the educational challenge of an ageing population in Europe and to help provide adults with pathways to improving their knowledge and competences.

[4] Official Journal of the European Union (2006)

Within this scope, partnership projects, known as Grundtvig learning partnerships, focus on themes of mutual interest to the participating organisations. *'EXCITE'*, brief for *'Exchange of Methods to Increase ICT Skills for Senior and Underprivileged Learners'*, was planned and realised as a learning partnership under the Grundtvig funding scheme from 2008 to 2010. The overall project objective was to increase digital competences of disadvantaged people who are discriminated on the job market by their age, regional, educational or migration background. The project initiated between its partners an exchange of best practice in different fields of adult learning.
In detail the projects aimed to reach learners which are outside the learning path, to contribute to the reduction of digital illiteracy and divide and to create community learning forums. The activities of the partnership were focused on underprivileged and senior learners who are unable to use new information and communication technologies and who are hence limited in their personal adaptability and employability.
Within the learning partnership the partners initiated a mutual exchange and test of methods which were successfully implemented in their countries of origin before. This transfer of experiences opened new possibilities for any target group involved, i.e. learners, trainers and managers.

This final dissemination toolbook draws both on the experiences of the partnership and the contributions of the EXCITE project under the Lifelong Learning Programme. It reports on experiences made during the mutual exchange and developments achieved until today. The toolbook also aims at summarising the partners' different tools and concepts on the use of ICT as a general tool to support efficiently adult education. Its goal is further to support organisations providing learning opportunities integrating ICT at all levels of education and training and all subjects. The toolbook emphasises that education and training systems must ensure that what people know and can do corresponds to the fast changing learning needs of a knowledge based, digital society.

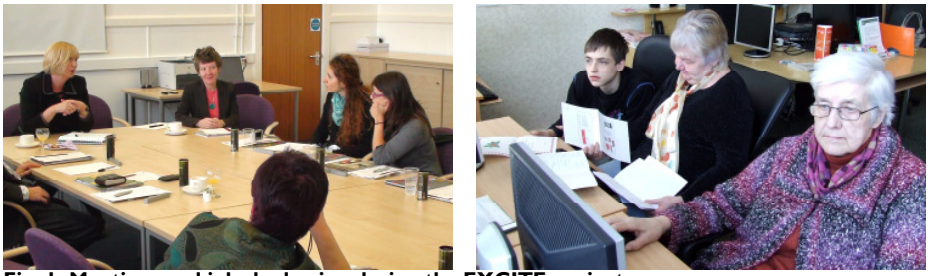

**Fig. 1: Meetings and job shadowing during the EXCITE project**

One of the emerging themes from the EXCITE project is that, despite all the hyperbole surrounding the use of ICT in adult learning, the practical implementation of such programmes is proving more haphazard. Nevertheless, the observations made would suggest that learner demand is unlikely to be significantly altered without a

fundamental shift in individual, and indeed cultural, attitudes towards the value of learning.
At the moment, the introduction of ICT-based programmes would not seem capable of solving this problem. To expect a wide-scale technological fix to the issue of educational inclusiveness would, therefore, appear foolhardy. The establishment of a fully inclusive learning society cannot simply depend upon finding a 'magic button', or a technical fix but needs to be approached in a broader, more comprehensive way by policymakers and educationalists alike.

This is why we are above all calling for a little less enthusiasm and a little more realism when it comes to approaching adult learning in the digital age. Whilst it is perhaps understandable for governments and technologists to overestimate the gains of applying ICT's to the delivery of public services whilst downplaying the conflicts and complexities involved, adopting a naïve optimism will be of little benefit to achieving the effective integration of ICT into adult education. There is no longer to 'sell' new technologies to a disbelieving educational community. What is needed is a realistic approach to technology and adult education which avoids the damaging but well-worn cycle of 'hype', 'hope' and eventual disappointment as yet another educational technology fails to live up to initial expectations.
If these changes are made then we may well achieve a large acceptance of ICT in adult learning, although it may not come to a learning society that we are currently expecting or imagining. But it will see ICT helping those who want to engage in learning.

As a result of the experiences during the EXCITE project we formulated the following recommendations and suggestions for the numerous target groups that are able to improve the acceptance of ICT in adult education.

*Recommendations for policymakers:*

- Recognise that ICT is not a universal solution to adult non-participation.
- Ensuring that people have effective access to ICT.
- Readjust of expectations when approaching adult learning in the digital age.
- Not attempting to coerce people into using ICT but supporting those who do.
- Allow technology to be used genuinely, as it would be in a private home rather than for forced activities such as formal learning.
- Strengthen community resources so that technologies can be used at home rather than in public sites – thus equalising the quality of access.
- Support open-access learning centres in the community, including libraries and facilities on employers' premises, to develop learning opportunities and access to e-learning.
- Respect community-driven, bottom-up initiatives – however temporary – and do not drive them into certification routes.

- Policymakers and IT industry must strengthen their links in recognition of their inter-reliance.

*Recommendations for researchers:*

- Do not privilege online learning over offline learning – it is simply intended to overcome some of the barriers to the latter.
- Move towards a model of lifelong learning and ICT-use based on choice rather than deficit.
- Research needs to move away from providers, and routinely involve comparison groups such as non-users and non-learners.
- Recognise that all new technologies, such as digital TV, can create as many obstacles to learning as opportunities.
- Recognise that there is no homogeneous learner or non-learner for whom a generalisable model of best practice can be developed.
- Develop any action or intervention from a bottom-up perspective and centred around fitting with the individual's everyday life.
- Drawing on people's propensity to use informal means of engaging with technology and education.
- Showcase and encourage the uptake of the work of relevant action research projects at national conferences and locally.

*Recommendations for educational organisations:*

- Create a positive and supportive learning environment, including collaborative activities to help learners realise that they are not alone.
- Providing a learning environment that acknowledges the different cultural backgrounds of their students.
- Ensure that adults' first experiences with e-learning are successful in terms of building these learners' confidence in and appreciation of the use and relevance of e-learning.
- Increasing the flexibility of course delivery with e-learning.
- Providing students with optional e-learning opportunities, such as online learning activities or e-based activities that draw on and link the learners into their communities.
- Blending e-learning with distance learning from support centres in the locality, such as libraries.
- Consider a range of delivery modes, among them evening courses, workplace training, family-oriented programmes and community-/church-based programmes.
- Advertising courses in a range of positive ways, including the web and word of mouth from past students.
- Encourage employers to provide assistance at all stages, including early diagnosis and e-learning extensions to programmes.

- Provide web-based guidance for tutors and friends wanting to support the adult learner to use e-learning.
- Disseminate to other tutors and providers activities involving mobile digital technologies that have proved successful in respect of adults learning.
- Consider innovative ways of using mobile digital technologies during e-learning in order to increase transfer of learning between education, work-place and home locations. These technologies must, however, fit the life and work circumstances of the learners in those locations.
- Promote development of mobile digital technologies that, through their operations, facilitate the skills development.
- Implement e-learning designed to support adults with disabilities that limit their ability to learn and communicate.
- Align e-learning tuition for these adults with their individual needs, and ensure there is adequate tuition (quality and length of time) for their needs.
- Provide support and professional development for tutors and others who support these learners so that they can assist these adults to embed relevant e-learning tools in their lives.
- Seek opportunities to develop the ICT skills and 21st-century knowledge they need to be effective practitioners of e-learning.
- Acknowledge that time is needed to mature tutors' knowledge and skills.
- Ensure that ongoing professional development of teaching staff is informed by research: tutors need to know why they are using ICT and how they can best use these tools to achieve their teaching aims.
- Provide a range of professional development opportunities, including informal networking (so that educators can share successful e-learning innovations) and formal, accredited programmes. Having staff conduct their own action research relative to their growing understanding and use of e-learning is a valuable professional development strategy.
- Model hands-on use of ICT in learning contexts as well as the principles and practice of e-learning in general.
- Promote partnerships between staff members that allow them to develop their use of ICT.
- Acknowledge that teaching staff need to know why they are using e-learning and match its use to their learning and teaching aims.
- Recognise that robust and reliable IT-based infrastructure is critical.

*Recommendations for industrialists:*

- Provide cheaper platforms, rather than necessarily always more powerful ones.
- Educational software and applications should be wider in scope than simply office functions, and bundled into hardware packages as a matter of course.
- Encourage the creation of locally relevant and useful content.

- Adapt/modify hardware and software to accommodate each adult's identified skills and abilities, and ensure compatibility across software.
- Provide both learning and technology support services, and facilitate cooperation between these services to aid skills development of adults with disabilities that impede ability to learn.

# II. THE EXCITE TOOLS

## *II.1. Overview*

Each partner in the project EXCITE was asked to test training methodologies provided by the other partners in its local context and with different target groups by means of pilot tests.
In order to monitor and evaluate the results of the pilot tests, a preliminary questionnaire to be filled in was distributed to the learners just before starting with the training course. At the end of the pilot test, a final questionnaire was distributed to the participants. The questionnaires were anonymous. In this way it was possible to make a comparison between initial expectations and final results of the test.

Within a period of three months the partners have organised and put in practice the pilot tests. Table 2 gives an overview of the piloted tools and their target groups chosen by the project partners.

**Table 2: Tools and target groups used for piloting**

| | Piloted Tool(s) | Target Group(s) |
|---|---|---|
|  August Horch Akademie GmbH | • using online exercises in basic language training | young learners |
|  ESPRIT Soc. Cons. a r.l. I+ s.r.l. | • IT fitness for disadvantaged<br>• using online exercises in basic language training | senior learners<br>immigrants |
|  Viļķenes pagasta bibliotēka | • basic computer skills | senior learners (retired) |
|  Angus College | • using online exercises in basic language training<br>• webwise | young learners |

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| Lärcentrum Vansbro | • geometri | senior learners |

A total of 41 learners have attended the training courses. The pilot tests have obtained great success: almost all the learners were very pleased with the courses and acknowledged their positive learning outcomes. In fact, they evaluated them to be innovative, useful and user-friendly. Moreover, they confirmed that the used tools have improved their ICT and language skills.


**Fig. 2: Young and old– different target groups in the EXCITE project**

In the following toolbox all tools provided by the partnership for the EXCITE project are listed.
The toolbook can also be found online on the project's website **http://exciteinfo.eu**

## *II.2. The Tools from Germany*

### (A) Intergenerational Tandem Learning on-the-job

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| *Problem Situation* | Older employees with comprehensive experiences and competences – Young employees with up-to-date technology skills<br>Knowledge transfer is required to keep employability of older workers and to maintain knowledge management for the enterprise. |
| *Target Group(s)* | Companies with 10 to 250 employees.<br>Employees. |
| *Tool Description* | HR and organisational development with the following aspects:<br>• learning and training of a tandem group (older and younger employees) within a company, guided by an external coach for mentoring, tutoring and supporting self learning.<br>• knowledge transfer from old to young and vice versa.<br>• by documentation of the process it's possible to preserve experience and knowledge for the company |
| *Realized by* | Managers, employees, trainees.<br>Companies with ageing workforce.<br>Number of participants: min 2 / max 6 |
| *Methodology* | § Workshops<br>§ Blended learning, self learning and coached presence periods<br>§ System of different methods, e.g.: specialized further qualification in technical subjects. |
| *Implementation Steps* | 1. Detection/coordination of a suitable methodology for the enterprise and the involved employees<br>2. Determination of the training demand<br>3. Definition of learning tasks<br>4. Training, tandem creation<br>5. Allocation of roles<br>6. Definition of learning targets for the tandem<br>7. Processing of the learning task<br>8. Accompanied coaching to support transfer processes |
| *Benefits* | Generation specific competences, experiences and knowhow will be transferred and exchanged within the company as well as maintained as a competition factor; increasing employability for older workers |

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| | and simultaneously competence development for younger workers |
| *Required Resources* | Time consumption is varying and depends on the learning task; middle to long term qualification process; blended learning including seminars as well as self learning on the job; accompanying mentor/tutor/coach is useful |
| *Practical Experiences* | Companies and employees are open to the approach and methodology; alternation of generations in the company is necessary and planned for middle or long term (Parallel running of the same position – initial job training for the young employee by the older employee)<br><br>Dissemination of experiences and knowhow is regarded with sceptics (feeling that elderly are not useful anymore)<br>Personal discussions and guidance for older workers are necessary.<br>Tandem partners must be able to cooperate, favourable labour climate is necessary as well. |
| *References (including target group feedback)* | Tests in regional industrial companies with different backgrounds and learning subjects; High acceptance of the methodology by the participants because of sensitization (no loss of jobs) and realizing in the company (process-integrated learning on-the-job) |
| *Copyright* | August Horch Akademie GmbH |
| *Contact* | Carsten Krauß<br>August Horch Akademie GmbH<br>Gürtelstraße 29A/30<br>10247 Berlin<br>Germany<br>Phone: +49 375 2000440<br>Fax: +49 3222 2436359<br>eMail: info@august-horch-akademie.de |
| *Materials* | • Manuals<br>• Guidelines<br>• Training curricula |
| *Further Information* | http://www.stz-zwickau.de/bildung.php/cat/19/lk/234/title/fit_for_future_(EQUAL-Projekt) |

## (B) IT Fitness for Unemployed

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| *Problem Situation* | Long-term unemployed become increasingly discriminated from the labour market because of their lack of basic ICT skills. Due to low public funding and low social security in industrialized countries those individuals are unable to attend certified ICT training courses. When searching for affordable online courses on the web, they often use free programmes that are addressed to low skill levels and do not offer any useable content or benefit. |
| *Target Group(s)* | (Long-term) unemployed |
| *Tool Description* | The IT Fitness programme offers a basic ICT qualification for everyone. By means of a so called 'deficit test" people can test their current ICT skills in different fields of application, such as word processing, spreadsheet or use of email and internet.<br>The test provides a structured evaluation with results in five different fields:<br><br>Based on the results of this test, the learners are offered different bite-sized elearning programmes that can be used to improve one's skills in the above mentioned fields.<br>After having completed the elearning sessions the learner is asked to repeat the test in order to evaluate the learning progress. |
| *Realized by* | Unemployed persons<br>Number of participants: min 1 / no max |
| *Methodology* | § Online test(s)<br>§ Self-organized elearning<br>§ Support in offline training courses |
| *Implementation Steps* | 1. Initial IT Fitness deficit test<br>2. Automatic categorized evaluation of results<br>3. Proposal of specific elearning programmes to improve deficits<br>4. Completion of elearning programmes<br>5. Final IT Fitness deficit test<br>6. Evaluation of learning progress |
| *Benefits* | With their personal test scores users learn in which areas they are 'fit' and which they should take another round of practice. In addition, each user receives his personal certificate indicating the level of 'IT Fitness". |

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| | For those who still need a bit of training, the IT Fitness online platform compiles various learning opportunities. Whether IT fundamentals, applications, or computer security, everybody will find the best online courses. For students, teachers and apprentices, there are also some special offers. |
| *Required Resources* | Computer with internet access.<br>If offline support is required, computer lab for offline trainings. |
| *Practical Experiences* | Users in different groups have been very open to this methodology, since test is easy to understand and does not put too much pressure on learners. After graduated their first test many learners have been interested in improving their skills in specific areas in which they have shown weaknesses. |
| *References (including target group feedback)* | Programme has been run with different target groups, e.g. pupils, young unemployed and older long-term unemployed. Results have been very satisfying with any of the tested groups. Learners used methodology even at home to further improve their ICT skills and to proceed with their individual learning. |
| *Copyright* | IT Fitness |
| *Contact* | Rico Eibisch<br>Fortbildungsakademie der Wirtschaft (FAW) gGmbH<br>Akademie Chemnitz – Ausbildungszentrum Zwickau<br>Audistraße 9<br>08058 Zwickau<br>Germany<br>Phone: +49 375 3323835<br>Fax: +49 375 3322221<br>eMail: rico.eibisch@faw-chemnitz.de |
| *Materials* | Online test and online training units – see link below. |
| *Further Information* | http://www.it-fitness.de |

### *II.3. The Tools from Italy*

## (A) DOMUS

| | |
|---|---|
| *Problem Situation* | Physical disability.<br>Scarce autonomy in daily life. |
| *Target Group(s)* | Physically young disabled people |
| *Tool Description* | Aiming to train a new lifestyle for 20 physically disabled young people in a new environment equipped by a lot of technologies.<br>Improving autonomy and quality of life. |
| *Realized by* | Owners<br>Number of participants: 20 |
| *Methodology* | § Questionnaires / checklists<br>§ Interview<br>§ Daily sessions of formal training based on user's feedback<br>§ Practical exercises (learning by doing) |
| *Implementation Steps* | 1. Basic module: all participants together with their families<br>2. Users' selection<br>3. Training context setting up: multidimensional team (technology experts, psychologists etc.); analysis of users' personal context and behaviour<br>4. Identification of indicators and criteria for a successful training<br>5. Continuous testing and training (6 days) with individual and work group |
| *Benefits* | 'Human centred' system: active involvement of end users; disabled people are 'testers' and not only 'users'.<br>This system provides a better designing and a better quality of the service and of the living conditions. Users' feedback is used to improve the ICT solution(s). |
| *Required Resources* | The project has lasted 4 months.<br>For 6 days the participants have lived in equipped houses with assistive devices and home automation solutions. |
| *Practical Experiences* | Active involvement of end users and learning by doing approach.<br>Strong motivation of disabled people and of their families. |

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| | Tailored education and training activities. |
| *References (including target group feedback)* | The participants have been satisfied with the experience.<br>High acceptance of the new technologies because of their initial strong motivation.<br>In some cases the proposed solutions have been viewed as not sufficient for living autonomously. |
| *Copyright* | Region Tuscany<br>Consortium Zenit<br>I+ srl |
| *Contact* | Simona Geli<br>I+ srl<br>Piazza Puccini 26<br>50144 Firenze<br>Italy<br>Phone: +39 055 354829<br>Fax: +39 0553246012<br>eMail: project@i-piu.it |
| *Further Information* | http://www.i-piu.it |

## (B) OF Orientamento e Formazione (Orienteering and Training)

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|---|---|
| *Problem Situation* | Disability.<br>Few occupational opportunities for disabled people |
| *Target Group(s)* | Unemployed young disabled people, 50% women |
| *Tool Description* | Aiming to guarantee occupational opportunities for disabled people by a team-work with families, schools, public services for occupation and companies. |
| *Realized by* | Owners<br>Number of participants: 32 |
| *Methodology* | § Interview<br>§ Workshop<br>§ Formal training about security and media and new technologies (mobile phone, computer) |

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| *Implementation Steps* | 1. Orienteering interviews<br>2. Formal training about security<br>3. Formal training about media and new technologies<br>4. Work experiences |
| *Benefits* | Participants become able to use new technologies and in a work experience they do not learn only a profession, but rather they learn how to work. |
| *Required Resources* | The project requires 2 years |
| *Practical Experiences* | Active involvement of participants and social parts (services for occupation and schools).<br>Strong motivation of participants and of their families.<br>The project is very complex, since it is "single oriented". |
| *References (including target group feedback)* | The project has been realised for several years in the city of Livorno, Tuscany. |
| *Copyright* | Region Tuscany<br>Consortium Pegaso – NFP Network of Tuscany Social Cooperation |
| *Contact* | Roberta Bani<br>Consortium Pegaso<br>via Panciatichi 22/4-6<br>50127 Firenze<br>Italy<br>Phone: +39 055 6531082<br>Fax: +39 055 6531109<br>eMail: direzione@pegasonet.net |
| *Further Information* | http://www.pegasonet.net |

## (C) Informatics to Work

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|---|---|
| *Problem Situation* | Difficulties for people with disabilities to learn new technologies and to find an appropriate job |
| *Target Group(s)* | People with disabilities |

| | |
|---|---|
| *Tool Description* | The aim of the project is to facilitate job placement for people with disabilities. These people have difficulties to attend a training course that is not tailored to the needs imposed by their disability. For this reason the project involves the use of teaching tools and technologies appropriate to the disability of the persons involved. |
| *Realized by* | Owners<br>Number of participants: 15 |
| *Methodology* | § Workshop<br>§ Daily sessions of formal training based on users' feedback<br>§ Practical exercises (learning by doing) |
| *Implementation Steps* | 1. Formal training: Windows and Mac, Office Automation, digital processing, Internet, networks, hardware, labour legislation and safety<br>2. Internship/practical work experience |
| *Benefits* | Improving the employment status.<br>Learning by doing.<br>Encouraging dialogue between companies and people with disabilities. |
| *Required Resources* | The project has lasted 7 months.<br>Teaching methods to meet the attention deficit; tools that allow the use of computers by people with impaired mobility of the upper limbs; Italian sign language for deaf. |
| *Practical Experiences* | Active involvement of end users and learning by doing approach.<br>Strong motivation of disabled people and of their families.<br>Stage activities. |
| *References (including target group feedback)* | Participants have been satisfied with the experience. High acceptance of the new technologies because o their initial strong motivation.<br>In some cases the proposed solutions have been viewed as not sufficient to find an appropriate job. |
| *Copyright* | Region Tuscany<br>Consortium Pegaso – NFP Network of Tuscany Social Cooperation |
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## *II.4. The Tools from Latvia*

## (A) Librarian as Teacher (Knowledge) and Trainer (Skills)

| | |
|---|---|
| *Problem Situation* | We're living in an information age, more and more things are moving online. And there are more and more **active seniors**.<br>There should be a policy to encourage old people to use computers. These people want to learn, but have no means to buy PCs and Internet.<br>Rural people, particularly the elderly, unemployed one, who are outside formal education, have no knowledge and skills in ICT. Indeed, many seniors are realizing that the Internet, and computers in general, are useful tools, but only two Libraries in Limbazi district offer classes for senior now, thanks to the EXCITE Project.<br>During the class, seniors are given the chance to learn basic computer skills and make a move toward PC proficiency. Libraries have computers at our Public Internet Access Points that can be used by everybody and are free of charge.<br>The librarian is now as an agent between people and IT resources available in libraries. |
| *Target Group(s)* | Countryfolk<br>Unemployed<br>Library users<br>Groups of different interests |
| *Tool Description* | Librarians' new role, as a teacher and trainer.<br>The primary task of an educator is to start from each learner's individual obstacles on the way towards understanding. Personalised learning - a methodology that helps identify individual learning goals, as well as raising expectations and attainment delivers - is ideally suited for the ICT course.<br>Adults can learn everything if they are motivated to learn and if the right method of teaching is used – this was our task.<br>Individual consultations for learners, paid attention to their interests and needs, level of knowledge. Learning computer basics and Internet use, to search library databases and library catalogues. |
| *Realized by* | Library staff, librarians<br>Interested persons, library users<br>Number of participants: min 1 / max 4 - 7 |

| | |
|---|---|
| *Methodology* | § Interview<br>§ Workshop<br>§ Self-learning through CD and special literature<br>§ Blended learning, support by teacher-librarian |
| *Implementation Steps* | 1. Identification of learners and their needs clarification<br>2. Negotiation between learners and teacher<br>3. Appropriate choice of efficient methods<br>4. Preparation of plan for learning sessions, development of learning plan and material<br>5. Timing of the training<br>6. Realization of the Course<br>7. Course Evaluation |
| *Benefits* | Seniors know (knowledge and skills) how to use ICT, skills in electronic communication.<br>New experience for librarians, helping, for example, to develop an ability to follow and assess persons` achievements in the learning process.<br>We focus on the use of the library as an attractive meeting place for all citizens and for activities that are not related just to books. Our aim is to explore active methods to bring people to the libraries; to promote the public libraries as an entrance for lifelong learning. |
| *Required Resources* | The time consumption depends on the age of the participants, prior experience and knowledge of computers and the Internet, as well as the individual interests.<br>Equipment: computers, projector, sound blasters<br>Materials: the appropriate hardware and software, teaching aids (CD, Internet resources and textbooks).<br>Staff – good knowledge in computers, programming and use of information/search. |
| *Practical Experiences* | The importance of the teacher in learning process should not be underestimated; teachers can use different words and ways of explaining to make it clear.<br>The main task is to create a positive learning environment which supports the formation of self-directed learners.<br>Training time and duration may reconcile. There is no strict training plan - anyone can learn the knowledge and skills of individual interests and abilities.<br>Course and services absolutely free of charge, easy access and user friendly. |

| | |
|---|---|
| | Older people: tremors, poor memory.<br>Seniors may find it difficult to live with the new circumstances, probably, they are not eligible. Training is required for testing; some indirect methods may be more suitable, more convenient and safer. It is important that teachers are aware of different learning styles among their students and cater for them by providing verbal instructions to accompany on-screen instructions and making hard copies of the screen version of text available.<br>The primary task of an educator is to start from each learner`s individual obstacles on the way towards understanding. For example, if the teacher understands that the learner is afraid of looking foolish in the eyes of others, he/she has to start from changing the climate in the group etc.<br>Librarians: we have never done anything like that before.<br>Training planning and delivery prevents the library main activity, demanding a special agent - a consultant, as well as a training room and time for conducting a course. |
| ***References (including target group feedback)*** | High acceptance of the methodology by the learners because of the relative success is due, in part, to the role of the teacher/librarian.<br>Positive feedback.<br>Observation and analysis by colleagues.<br>Libraries will be developed into learning centres where students have extensive computer hardware, information searching facilities, printed and electronic information resources, workspaces and expert guidance and information services. |
| ***Copyright*** | Vilkene Library<br>Limbazi Main Library |
| ***Contact*** | Marite Purmale<br>Vilkene Library<br>6a Briezu street<br>LV4050 Vilkene<br>Latvia<br>Phone: +371 64063243<br>eMail: vilkene@latnet.lv<br><br>Irina Briede<br>Limbazi Main Library<br>Rigas Street 9<br>LV-4001 Limbazi<br>Latvia<br>Phone: +371 64022306 / +371 26416055 |

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|---|---|
| | Fax: +371 64070767<br>eMail: irina.briede@gmail.com |
| *Further Information* | http://www.limbazubiblioteka.lv |

## (B) Intergenerational Tandem Learning in the Library

| | |
|---|---|
| *Problem Situation* | It has been observed that people of pre-retirement age and older than that are eager to use informal education opportunities to obtain qualification and knowledge (computer skills), which offer, for instance, libraries.<br>Young people and students with up-to-date technology skills, who like to visit Library's Internet reading room, but they lack of real- life experience.<br>Knowledge transfer is required to both groups. |
| *Target Group(s)* | Seniors<br>People of pre-retirement age, unemployed<br>Juniors |
| *Tool Description* | Consolidate, educate and empower every individual in our region diverse communities with the following aspects:<br>• learning and training of a tandem group (senior-junior) guided by course coordinator-librarian and supporting self learning.<br>• knowledge transfer from young to old and vice versa. |
| *Realized by* | Librarians, juniors-library visitors.<br>Number of participants: min 2 / max 10 |
| *Methodology* | § Workshops<br>§ Blended learning<br>§ Self learning<br>§ Individual approach |
| *Implementation Steps* | 1. Detection/coordination of suitability of the methodology for the involved participants<br>2. Determination of training demand<br>3. Definition of learning task<br>4. Training, tandem creation<br>5. Role allocation<br>6. Definition of learning targets for the tandem couple<br>7. Processing of the learning task |

| | |
|---|---|
| *Benefits* | Juniors shared their knowledge with seniors hungering to become computer literate, their worlds overlapped just a bit. A young person often lacks life experience and insight into the ups and downs of life, seniors shared their life experiences. Both groups walked away wiser. It was a brief example of junior-senior educational relationships and a co therapy relationship. |
| *Required Resources* | Time consumption is varying and depends on the learning task; blended learning including seminars as well as self learning; accompanying librarian is useful |
| *Practical Experiences* | The training was the first of its kind and was an eye-opener for those who attended and conducted.<br>We congratulated the seniors for taking time out of their schedules to learn more about computers. Young people have to study all of their lives and the seniors are an example of that. What the seniors did is a wonderful thing and what they have learned about computers thus far will help them in life.<br><br>Seniors described the partnership as a little difficult because of the language issues (junior language differs). Personal discussions and guidance for seniors are necessary. Tandem partners must be able to cooperate, favourable labour climate is necessary as well.<br>It takes patience. |
| *References (including target group feedback)* | Questionnaires<br>High acceptance of the course by the participants: It can be helpful, and it can be useful. |
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| *Contact* | Irina Briede<br>Limbazi Main Library<br>LV-4001 Rigas Street 9<br>Limbazi<br>Latvia<br>Phone: +371 64022306 / +371 26416055<br>Fax: +371 64070767<br>eMail: irina.briede@gmail.com |
| *Materials* | Training curricula |
| *Further Information* | http://www.limbazubiblioteka.lv/lv/ms/jaunumi/jauniesi_apmaca_seniorus/ |

## *II.5. The Tools from Scotland*

### (A) Online Blog for Numeracy Learning

| | |
|---|---|
| *Problem Situation* | Students undertaking a vocational course in Landbased require basic Numeracy skills but engaging disaffected students was a problem. Traditional classroom teaching did not work and learners did not see relevance of the Numeracy classes. |
| *Target Group(s)* | Students with low educational levels |
| *Tool Description* | This online blog is an attempt to make the learning interesting, relevant and fun. It was hoped that it would make the learning contextualised but developing ICT skills within learners at the same time. |
| *Realized by* | Special target groups: Students with low educational levels |
| *Methodology* | § Blended learning, self learning and coached presence periods<br>§ System of different methods<br>§ Individually planned learning |
| *Benefits* | Increasing experiences in using ICT.<br>Fun learning.<br>Contextualised learning.<br>Engaging learners. |
| *Required Resources* | Time consumption is varying and depends on the group and the specific learning targets.<br>Access to technical equipment as computer with broadband. |
| *Copyright* | Angus College |
| *Contact* | Cath Ferrie<br>Angus College<br>Keptie Road<br>Arbroath, Angus<br>DD10 8DA<br>Phone: +46 (0) 1241 432695<br>eMail: cath.ferrie@angus.ac.uk |
| *Materials* | See link below |
| *Further Information* | http://kplandbase.blogspot.com/ |

## (B) Interactive PowerPoint for Sport Learners

| | |
|---|---|
| *Problem Situation* | Young sport learners were not engaging with the Core Skills of ICT and Communication. This interactive PowerPoint attempts to make the learning fun and interesting |
| *Target Group(s)* | Students with low educational levels |
| *Tool Description* | This web quest is an attempt to make the ICT and Communication learning interesting, relevant and fun. It was hoped that it would make the learning contextualised but developing ICT skills within learners at the same time. |
| *Realized by* | Special target groups: Students with low educational levels |
| *Methodology* | § Blended learning, self learning and coached presence periods<br>§ System of different methods<br>§ Individually planned learning |
| *Benefits* | Increasing experiences in using ICT.<br>Fun learning.<br>Contextualised learning.<br>Engaging learners. |
| *Required Resources* | Time consumption is varying and depends on the group and the specific learning targets.<br>Access to technical equipment as computer with broadband. |
| *Copyright* | Angus College |
| *Contact* | Cath Ferrie<br>Angus College<br>Keptie Road<br>Arbroath, Angus<br>DD10 8DA<br>Phone: +46 (0) 1241 432695<br>eMail: cath.ferrie@angus.ac.uk |

## (C) Life of a Celebrity

| | |
|---|---|
| *Problem Situation* | Trying to engage young learners into doing a piece of writing was problematic. This is an attempt at trying to make the material fun and interesting whilst improving ICT skills at the same time. |
| *Target Group(s)* | Students with low educational levels |
| *Tool Description* | This web quest is an attempt to make the communication learning interesting, relevant and fun. It was hoped that it would make the learning contextualised but developing ICT skills within learners at the same time. |
| *Realized by* | Special target groups: Students with low educational levels |
| *Methodology* | § Blended learning, self learning and coached presence periods<br>§ System of different methods<br>§ Individually planned learning |
| *Benefits* | Increasing experiences in using ICT.<br>Fun learning.<br>Contextualised learning.<br>Engaging learners |
| *Required Resources* | Time consumption is varying and depends on the group and the specific learning targets.<br>Access to technical equipment as computer with broadband. |
| *Copyright* | Angus College |
| *Contact* | Cath Ferrie<br>Angus College<br>Keptie Road<br>Arbroath, Angus<br>DD10 8DA<br>Phone: +46 (0) 1241 432695<br>eMail: cath.ferrie@angus.ac.uk |

## (D) Webwise

| | |
|---|---|
| *Problem Situation* | Improve and enhance knowledge of using email and internet. |
| *Target Group(s)* | Employees<br>Management<br>Organisations Education establishment.<br>20 physically young disabled people |
| *Tool Description* | The course has ten units, each lasting one hour and is intended for beginners, working at Level 1 (Intermediate 1 in Scotland), although some of the content touches on common objectives found in Level 2 ICT courses. Each unit contains:<br>• Up to 4 interactive guides<br>• Up to 4 quizzes<br>• An online mission designed for learner to use new skills<br>• A Weakest Link Quiz |
| *Realized by* | Workers Council<br>Employees<br>Companies with aging workforce<br>Number of participants: max 20 |
| *Methodology* | § Questionnaire, checklists<br>§ Daily sessions of formal training based on user's feedback; practical exercises (*learning by doing*)<br>§ Interactive activities |
| *Implementation Steps* | To encourage learners not to fear their computers or the internet. |
| *Benefits* | By using a guided discovery learning approach it is aiming to give learners the confidence to try and guess the best way to do things and have a go when they don't know the answer. |
| *Required Resources* | Computer and internet access |
| *References (including target group feedback)* | SkillZone students used to raise awareness of ICT, students like using computers and the opportunity to work at own base through each activity. |
| *Copyright* | Angus College |

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|---|---|
| *Contact* | Angie Mearns<br>Angus College<br>Keptie Road<br>Arbroath<br>Angus<br>DD10 8DA<br>Scotland<br>Phone: +46 (0) 1241 432600<br>eMail: angie.mearns@angus.ac.uk |
| *Further Information* | http://tinyurl.com/ycaz3kz |

## (E) TEACH-ICT - Website

| | |
|---|---|
| *Problem Situation* | For teaching staff who find themselves constantly looking for materials from the web, and sometimes spending hours just trying to find that useful exercise they had seen, but couldn't remember where. Teaching staff were wasting hours looking for things; this site allows quick access to a wide range of materials on a specific topic. |
| *Target Group(s)* | Companies of any size<br>Employees<br>Management<br>Organisations<br>Students with low education levels |
| *Tool Description* | This is a free site dedicated to teaching ICT at all levels. Students will find revision notes to learn their ICT subject along with plenty of quizzes, competitions and polls. Teachers will find starters and plenaries along with Schemes of Work (SOW), lesson ideas and masses of free material. Revision resources for every level are available. |
| *Realized by* | Owners<br>Top management<br>Workers council<br>Managers<br>Employees<br>Trainees<br>Special target groups: students with low educational level |

| | |
|---|---|
| *Methodology* | § Questionnaire, checklists<br>§ Videos<br>§ Tutorials<br>§ Blended Learning, self learning and coached presence periods<br>§ System of different methods – quizzes – word search – interactive games<br>§ Individually planned learning |
| *Implementation Steps* | Introduction to the way of learning<br>Definition of learning targets |
| *Benefits* | Increasing experience in using ICT<br>Increasing confidence in using ICT |
| *Required Resources* | Access to computer and internet – audio (ear phones) - dependant on time allocation users can progress through each learning step at own pace or as part of a structured lesson. Printing facilities |
| *References (including target group feedback)* | This site was used by Angus College students to consolidate learning and preparation for ECDL/ICT qualifications, and to upgrade ICT skills. |
| *Copyright* | Documents and worksheets such .doc, .ppt files may be downloaded and altered for your own requirements but the copyright notices must not be removed from such documents. |
| *Contact* | Angie Mearns<br>Angus College<br>Keptie Road<br>Arbroath, Angus<br>DD10 8DA<br>Scotland<br>Phone: +46 (0) 1241 432600<br>eMail: angie.mearns@angus.ac.uk |
| *Materials* | See link below |
| *Further Information* | http://tinyurl.com/39o7h5v |

## *II.6. The Tools from Sweden*

### (A) Web-based Platform Integrated in Language Courses on a Basic Level

| | |
|---|---|
| *Problem Situation* | Students who apply for language courses on a basic level often have a lack of knowledge in how to use communication platforms. In higher education this knowledge is required as well as language skills. |
| *Target Group(s)* | Students with low education level |
| *Tool Description* | Learning and training a foreign language in groups and with some exercises and information on a platform.<br>'Hand in' on the platform.<br>Documentation and evaluation of the course on the platform. |
| *Realized by* | Students with low education level<br>Number of participants: min 2 / max 6 |
| *Methodology* | § System of different methods<br>§ Individually planned learning |
| *Implementation Steps* | 1. Introduction to the way of learning<br>2. Definition of learning targets<br>3. Definition of the need of support and coaching |
| *Benefits* | Improvement of language skills.<br>Increasing experiences in using ICT.<br>Preparing further education. |
| *Required Resources* | Time consumption is varying and depends on the group and the specific learning targets.<br>Access to technical equipment as computer with broadband.<br>Login information to the platform. |
| *Copyright* | Lärcentrum Vansbro |
| *Contact* | Lena Wiberg-Ohlsson<br>Lärcentrum Vansbro<br>Saltvik<br>780 50 Vansbro<br>Sweden |

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| *Further Information* | http://www.larcentrum.vansbro.se |

## (B) The Platform FRONTER Used for Spelling Training

| | |
|---|---|
| *Problem Situation* | The spelling exercises are an important feature in a language course. To use a communication platform, with the possibility to record, gives the student individually spelling training with comments from the teacher. The student and teacher are free to use different learning materials. |
| *Target Group(s)* | Immigrants/refugees<br>Everyone who needs to learn a new language |
| *Tool Description* | The possibility to record a sound file on FRONTER. For students - individual training in a language (record and playback) and to get comment back from the teacher. For the teacher – listen in on every student's spelling and from that give individual comments and exercises. |
| *Realized by* | Immigrants/refugees<br>Everyone who needs to learn a new language<br>Number of participants: min 2 / max 6 |
| *Methodology* | § Blended learning<br>§ Self learning and coached presence periods |
| *Implementation Steps* | 1. Introduction to FRONTER<br>2. Self organized use of the platform |
| *Benefits* | Web-based platform FRONTER is easy to reach for everyone with internet. Increasing experiences in using ICT. |
| *Required Resources* | Computer with internet access. |
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| *Contact* | Carina Thorberg<br>Lärcentrum Vansbro<br>Saltvik |

| | |
|---|---|
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| *Further Information* | http://www.larcentrum.vansbro.se |

## (C) Using On-line Exercises in Basic Language Training

| | |
|---|---|
| *Problem Situation* | Immigrants with no skills in English have difficulties when they want to study a new language, especially if the students and their teacher do not have any language in common for communication.<br>Elderly learners sometimes find it difficult in the beginning of their English studies. |
| *Target Group(s)* | Immigrants without English language skills<br>Elderly students |
| *Tool Description* | Free on-line exercises in English and mother tongue |
| *Realized by* | Immigrants and elderly learners<br>Number of participants: min 2 / max 6 |
| *Methodology* | § Workshop<br>§ eLearning or blended learning |
| *Implementation Steps* | 1. Introduction to the technology (getting familiar with a computer)<br>2. Introduction to the on-line exercises<br>3. Self organized elearning |
| *Benefits* | Development of basic language skills<br>Experiences from using ICT |
| *Required Resources* | Access to relevant technical equipment, i.e. computer with broad-band access.<br>Number of workshops according to what you want to achieve. |
| *Practical Experiences* | Help from interpreter.<br>Adequate level of the exercises.<br><br>Lack of previous knowledge. |
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|---|---|
| *Contact* | Lena Wiberg-Ohlsson<br>Lärcentrum Vansbro<br>Saltvik<br>780 50 Vansbro<br>Sweden<br>Phone: +46 (0)281 75284<br>eMail: lena.wiberg.ohlsson@vansbro.se |
| *Materials* | See link below |
| *Further Information* | http://www.english-online.org.uk/beginners/beg1_1.htm<br>http://glosor.eu/ |

## (D) Web-based Language - Preparation Course

| | |
|---|---|
| *Problem Situation* | Many immigrants/refugees get their first contact with the labour market as trainees in the health caring field. An effective and stimulating language training/course whose content is concentrated in this field of work is supposed to stimulate the students' language learning and their basic knowledge in health caring as well as increasing their ICT-skills.<br>This course can be used as a preparation course before the main health course or as a complement in a main health care course. |
| *Target Group(s)* | Immigrants/refugees |
| *Tool Description* | A web-based language course with a health caring content connected to the web-based communication platform FRONTER and lessons at the learning centre. |
| *Realized by* | Immigrants/refugees<br>Number of participants: min 2 / max 6 |
| *Methodology* | § Blended Learning<br>§ Self organized learning and tutored presence periods |
| *Implementation Steps* | 1. Introduction to the FRONTER platform<br>2. Self organized use of the platform |
| *Benefits* | Improvement of language skills.<br>Basic knowledge in health care.<br>Improvement of ICT skills. |

| | |
|---|---|
| *Required Resources* | Access to relevant technical equipment, i.e. computer with broad-band access. |
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| *Further Information* | http://www.larcentrum.vansbro.se |

# III. EVALUATION PROCESS AND RESULTS

Monitoring and evaluation in EXCITE were intended to be an "internal service" providing input data and information to all involved parties with regard to the advancement of planned activities, effective interaction among partners and other players (learners, external stakeholders, etc.)
Evaluation was conceived as a way to increase the rationality of decision-making and management, and as a tool that can provide information on the implementation and outcomes of the project, in a peer-to-peer logic.

The evaluation of the project focused mainly on the project management and achievement of planned project objectives (e.g. respect of deadlines, assessment of the project partners' degree of satisfaction about outputs and results). Furthermore, the impact of the pilot experiences involving senior and underprivileged learners (e.g. the quality of the developed outputs, user's acceptance of the developed outputs) was analyzed, too.

Monitoring and evaluation activities were carried out throughout the project lifecycle. In particular, data and information collection phases will be structured as follows:

*Questionnaires*
Questionnaires were distributed once a year, in Month 12 and 24. Project partners filled in the questionnaires and returned them to ESPRIT for processing and analysis.

*Self-evaluation*
The self-evaluation exercise was carried out every month, in Month 5, 10, 15 and 20. Project partners collected views and opinions from the involved staff. These data and information was preliminarily processed and analyzed locally. The draft reports were returned to ESPRIT who proceeded with a synthesis of the results to be presented during mobility events and to be used as prompts for individual or group interviews.

*Ad hoc Individual or Group Interviews*
Individual or group interviews were organized during the planned mobility events. ESPRIT presented the outcomes of interviews at the end of each event, as part of the concluding session.
ESPRIT identified the topics to be tackled on the basis of the results of self-evaluation.

The most positive aspects of the project implementation can be concluded with the following points:

- effective coordination and organization of the project and its mobility visits
- continuing effective collaboration and communication between partners
- active involvement of all partners and appropriate allocation of tasks

- sharing of the same vision and objectives
- useful evaluation process: it keeps project focused
- appropriate feedback on the developed work
- opportunity to develop ICT skills
- good results of pilot tests
- very useful the participation of learners in the mobilities and their meeting with other learners coming from different countries;
- mutual learning provides opportunity to learn about new teaching methods

**Chart 1: Example of an internal evaluation form**

EXCITE Project

Lifelong Learning Programme

Internal Evaluation Form

Objective:

The goal of this form is to implement a continuous evaluation process in order to make sure that the project actually respects the initially set objectives and that the expected results are reached.
It is part of the **quality management strategy** and will allow, if it turns out to be necessary, to re-orientate the unfolding of the activities, to adapt it to partners' progress and expectations.

Instructions:

X evaluation forms must be filled in by **each partner organisation** throughout the whole project. They have to be sent by e-mail to ..... *(tick the appropriate box) up to the project*

- ☐ ***Form 1**: at the end of the first work package*
- ☐ ***Form 2**: during the second work package*
- ☐ ***Form 3**: at the end of the project*

Mark each one of the items below on a scale from 1 to 4, 4 being the highest (best grade) and 1, the lowest (worst grade). If you mark an item below 2, please indicate the reasons in the "comments" field.

Evaluation:

| 1 | **Topic 1: content of the project** | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1.1 | Do you think that the transferred tools are **consistent** with the needs of the enterprises of your region? | ☐ | ☐ | ☐ | ☐ |
| 1.2 | Do you think that the proposed **intervention methodology** is adapted to the enterprises of your region? | ☐ | ☐ | ☐ | ☐ |
| 1.3 | Do you think that the instructions and explanatory elements are sufficient for implementing the tools and the methodology? | ☐ | ☐ | ☐ | ☐ |
| 1.4 | Do you thing that the content proposed in the project is innovative [added-value, way of tackling the issue etc.]? | ☐ | ☐ | ☐ | ☐ |

Comments:

# IV. PROFILES OF PARTNERS AND AUTHORS

## *IV.1. History of the Partnership*

During a contact seminar of the Lifelong Learning Programme (LLP) in Italy in December 2007 the partners have constituted a learning partnership describing their specific competences and added values for the partnership. Together they developed the EXCITE project and applied for a LLP funding under the 2008 call for proposals which was successful in any of the participating countries.

Within the project proposal the partners already distributed their roles and responsibilities within the planned project as follows:

**Table 3: Roles and responsibilities within the partnership**

| | Role / Responsibility |
|---|---|
|  August Horch Akademie GmbH | • coordination and overall project management<br>• general reporting and monitoring<br>• financial management<br>• piloting of tools |
|  ESPRIT Soc. Cons. a r.l. I+ s.r.l. | • evaluation (overall and learning activities)<br>• national reporting and monitoring<br>• piloting of tools |
|  Viļķenes pagasta bibliotēka | • delivery of expertise in working with underprivileged and senior learners<br>• national reporting and monitoring<br>• piloting of tools |
|  Angus College | • delivery of web-based project and communication platform with learner forum/community<br>• national reporting and monitoring<br>• piloting of tools |
|  Lärcentrum Vansbro | • delivery of expertise in distance learning and teaching methodologies<br>• national reporting and monitoring<br>• piloting of tools |

Together the partner defined the overall project objective as to increase digital competences of disadvantaged people, who are discriminated on the job market by their age, regional, educational or migration background. The project should initiate an exchange of best practice in different fields of adult learning.
The activities of the partnership were focused on underprivileged and senior learners who are unable to use new information and communication technologies (ICT) and who are hence limited in their personal adaptability and employability.

Within the learning partnership the partners initiated a mutual exchange and test of methods which were successfully implemented in their countries of origin before. This transfer of experiences opened new possibilities for any target group involved, i.e. learners, trainers and managers.
In order to support this transfer of experiences the partnership decided to run to following set of activities:

- partner meetings in countries participating in the project
- presentation and exchange of best practice examples from different learning environments
- job shadowing in training centres and companies implementing tools used in the project
- workshops and field studies with target groups
- piloting of tools including necessary amendments to national learning environments
- evaluation of learning outcomes and learners' participation

Especially by sharing of methods and best practice all partners were able to implement new instruments to their own learning environments, learning processes and target groups. For communication and exchange within the partnership the Swedish Lärcentrum Vansbro provided a web-based communication platform which is also used for public dissemination purposes. Implementing the EU funded mobilities the partnership elaborated a detailed work plan, introduced best practice tools, planned piloting activities and evaluated their results.

### *IV.2. August Horch Akademie GmbH*


August Horch Akademie GmbH
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Germany

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When August Horch designed its first sport vehicle named AUDI Type A in 1910, he set a new benchmark with regard to innovation and quality for his competitors. Since 1995 August Horch Akademie sets the same benchmark for its products and services like his famous namesake. For the purpose of his tradition the company continues today what was started over 100 years ago.

As a private training organization August Horch Akademie develops and delivers integrated training and human resources programmes to its customers. As a project promoter August Horch Akademie has been involved in numerous European and national projects over the past 15 years. Based on this experience the company provides its knowhow and experience to outline and implement development projects in VET, higher education, HR management and organizational development.

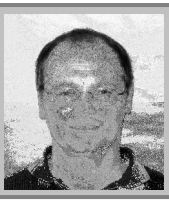
**>>> www.august-horch-akademie.de**

For over 20 years, the Fortbildungsakademie der Wirtschaft (FAW) gGmbH is a recognized partner of the German economy. In 12 states, the company's staff collaborates closely with employers, employment agencies, public authorities, pension funds and other public or private organizations.

The primary goal of all FAW's services is to provide qualified workers for the labour market and to achieve long-term job security. As a provider of educational and HR services FAW has established a close network with all stakeholders involved in the regional labour market. The more than 150 offices are closely linked with local authorities and industry.

**>>> www.faw-chemnitz.de**

**Mr Carsten Krauß** has been working in European projects for many years. As a trainer he develops and delivers HR programmes for industry and designs HR projects for both public and private training providers.



**Mr Rico Eibisch** is the Coordinating Manager of the EXCITE project. In over ten years in European projects he has achieved an advanced level in project management skills. Besides this he has a broad knowledge in technical training fields such as welding and engineering.

### *IV.3. ESPRIT Scrl*

ESPRIT Soc. Cons. a r.l.
Via delle Panche 37 c/d
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Email: info@esprit.toscana.it

**ESPRIT Soc. Cons. a r.l.** is a Consortium created in 2003 as the Intermediate Body for the implementation of the ESF Global Grant "Small Grants" as foreseen in the Regional Operational Programme ESF Ob. 3 2000 – 2006, after a call for tender issued by the Region Tuscany. The overall objective of the Global Grant was to develop the social economy in Tuscany and to promote its capacities as a new source of employment for disadvantaged people, removing the obstacles which hinder the socio-labour inclusion of the weakest part of the population.

In 2008 the Region issued a second call for tender for the management of the new Global Grant, as foreseen in the Regional Operational Programme ESF Ob. 2 Regional Competitiveness and Employment 2007 – 2013. The Temporary Association of Enterprise ESPRIT3 (composed by ESPRIT, Fidicoop Toscana, AGCI, Confictur) won the call for tender and by the end of 2008 is the Intermediate Body in charge of the management of the new Global Grant. The overall objective is to contribute to minimise the effect of different factors causing poverty (of means) and privation (of opportunities) in order to promote a resulting and gradual social and economic inclusion as well as the removal of situations of poverty.

From 2007 ESPRIT has decided to diversify its field of interest, in respect of the statutory mission to facilitate the socio-labour inclusion of disadvantaged target groups. So, it has been decided to start submitting proposals for European projects in different programmes and with different partnerships.

**>>> www.esprit.toscana.it**

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**I+ s.r.l.** is a private ICT-company leader in e-Health solutions and Home Automation integrated systems. Our approach is to match the innovation with solutions effectiveness, flexibility and usability. I+ realizes services and develops software solutions according with ISO 9001 and ISO 13485 standard; its product are CE certified.

I+ solutions are based on long lasting expertise as a key player at international level. This role is reinforced by strong collaborations and partnerships with several European Research Centres and Universities.

**>>> www.i-piu.it**

**Ms Elisa Marchesini** has a university specialisation in international relations. As project assistant, she has been working on research and action-research initiatives on the themes of socio-laboural inclusion of disadvantaged people and on initiatives aimed at supporting them in enterprise creation. Currently she is engaged on the research and development activities at ESPRIT, with a special focus on European and international collaboration projects.

**Ms Alexandra Goldbach** has a master degree in Russian language and literature, economics and political science earned at Humboldt University of Berlin. Since 2006 she has been working for ESPRIT as administration and coordination assistant. Her tasks mainly include the monitoring of projects funded through the Global Grant managed by ESPRIT and providing counselling on administrative issues to the funded organisation in order to facilitate a successful project implementation.

### *IV.4. Viļķenes pagasta bibliotēka*

Viļķenes pagasta bibliotēka
6a Briezu street
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Latvia

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**Vilkene's Parish Library** in 1919 founded by Catherine's Education Society "Light". The library is information, culture and lifelong learning institution, information support center for primary, secondary and college students.

The library has a special mission of collecting local history materials and the creation of digital collections. Information on significant countrymans is available in the library exhibition, as well as Vilkene's Parish website www.vilkene.lv. Library boasts a database of Latvian anthem author - composer Karl Baumanis covering material 725 bibliographic descriptions.

The library has 7,000 copies of books and other expenses fund, which are freely available to all visitors, free internet access, wireless Internet access.
For customers library provides individual and collective consultations to learn basic computer skills and electronic service operations, to search information in library catalogs and databases on the internet.

**>>> www.vilkene.lv**

**Limbazi Main Library** is a methodical, consultative and training center for the Limbazi region 30 libraries and a partner of Vilkene's Parish library in several projects, an associate partner in the project EXCITE.

**>>> www.limbazubiblioteka.lv**

**Ms Marite Purmale** is Vilkene's district library manager since 1981. She has experience in Latvian-scale projects related to library automation, library improvement of infrastructure, regional studies, and digitization of local cultural heritage. EXCITE is the first European project in which it is acquired experience in IT training organization, especially for seniors.

**Mr Irina Briede** is a manager of Data processing Department in Limbazi Main Library. She was taught and coordinated several computer courses for seniors in LML. She took part in some Grundtvig programm activities, such as Workshop, Adult education staff professional development and other.

### *IV.5. Angus College*


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**THE ANGUS AREA**

Angus is an administrative area of around 785 square miles and has a population of around 112,000. Approximately two thirds of the population live in the urban centres of Arbroath, Forfar, Montrose, Brechin, Carnoustie and Kirriemuir. Geographically the district is diverse, ranging from a relatively populous eastern seaboard through a fertile rural strath to a sparsely populated mountainous hinterland into which cut the scenic Angus glens.

**ANGUS COLLEGE**

Angus College has a history of steady growth since its establishment in 1957. Currently over 10,500 students and trainees, (over 1600 full-time students) enrol annually and around 80% of these achieve the qualifications for which they enrol. The College currently employs over 400 staff annually, (246 full-time equivalent (FTE)), of whom 125 (FTE) are lecturers and 121 (FTE) are support staff.

The College offers a wide range of courses up to HND level, in subject areas as diverse as Agriculture, Horticulture and Conservation, Business, Management, Communication, Languages, Construction, Joinery, Engineering, Art, Crafts and Design, Hospitality/Catering, Hairdressing, Care, Community Programmes, Computing, Information Technology and Office Administration.

The College offers training and consultancy on a commercial basis and has a major Conference Centre facility, providing conference and meetings facilities both commercially and for various community groups.

The College's commitment to meeting the educational needs of the Angus community is reflected in its outreach centres in Forfar, Montrose, Kirriemuir and Brechin, offering a range of facilities and services for students and commercial clients.

The College has an annual budget of around £10.5 million, and is recognised as being one of the most efficient and financially sound colleges within the Further Education sector.

Angus College operates a team-based structure and each area of the curriculum is led and managed by one of twelve teams of academic and, as appropriate, support staff. Each team is led by a Team Leader with additional support provided on curriculum delivery, development, and review by Course Leaders. All teams are responsible for their own courses and for the continuous improvement of the service they provide to learners. Support Teams are led and managed in a similar way, with each of the Teams led by a specialist functional Manager.

All Teams produce annual self-evaluative and operational plans outlining their objectives, and detailing their achievements in respect of these objectives and against a number of key quality performance indicators. The academic teams are each supported by one of the Directors of Learning and Teaching and receive support and guidance as necessary from a range of curriculum and functional support teams.

As an education and training organisation, the College puts great emphasis on quality assurance and the need for continuous quality enhancement. This commitment is demonstrated by the achievement of the ISO 9001:2000 quality standard, the achievement of the Investors in People standard, the award of devolution of authority under Scottish Qualifications Authority arrangements and recognition under the local enterprise company SQMS quality framework.

The College has been actively involved in leading and supporting a number of national and further education sector quality, management, efficiency and curricular initiatives, and has an enviable national reputation for the quality, efficiency and effectiveness of the services it provides.

**>>> www.angus.ac.uk**

**Ms Cath Ferrie**

Director of Curriculum of Support and Development

### *IV.6. Lärcentrum Vansbro*

Lärcentrum Vansbro
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**Municipal adult education (komvux)**
Part of the public education system for adults, the municipally-run adult education system was established in 1968 with the aim of providing adults with skills at levels equivalent to 9-year compulsory school education (basic adult education) and upper secondary school education (upper secondary adult education).

**Vansbro learningcenter (Lärcentrum Vansbro)**
The government's Adult Education Initiative, launched on 1 July 1996 and concluded in 2002, marked the start of a program of extensive reform and renewal in a number of areas including municipal adult education. As a result of this efforts Lärcentrum Vansbro started in January 2001 and comprises adult education, adult education for the intellectually disabled and Swedish for immigrants.
All educational activities are distinguished by accessibility and flexibility in terms of time and location.Lärcentrum Vansbro also runs advanced vocational education and training. Lärcentrum Vansbro has participated in different kinds of EU-projects.

**>>> www.larcentrum.vansbro.se**

**Ms Carina Thorberg** is an educator at Vansbro Learningcenter.
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**Ms Lena Wiberg-Ohlsson** is an educator at Vansbro Learningcenter.
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# Link Summary

## European Lifelong Learning Policy

*Europass*
http://ec.europa.eu/education/lifelong-learning-policy/doc46_en.htm
http://europass.cedefop.europa.eu

*European Credit System for Vocational Education and Training (ECVET)*
http://ec.europa.eu/education/lifelong-learning-policy/doc50_en.htm

*European Credit Transfer and Accumulation System (ECTS)*
http://ec.europa.eu/education/lifelong-learning-policy/doc48_en.htm

*European Framework for Key Competences*
http://ec.europa.eu/education/lifelong-learning-policy/doc42_en.htm

*European Qualifications Framework (EQF)*
http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm

*Guidance on Lifelong Learning Opportunities*
http://ec.europa.eu/education/lifelong-learning-policy/doc54_en.htm

*Validation of Non-formal and Informal Learning*
http://ec.europa.eu/education/lifelong-learning-policy/doc52_en.htm

## Lifelong Learning Programme

*EU (Main Page)*
http://ec.europa.eu/education/programmes/llp/index_en.html
http://eacea.ec.europa.eu/llp/index_en.php

*Germany*
http://www.lebenslanges-lernen.eu

*Italy*
http://www.programmallp.it

*Latvia*
http://www.apa.lv

*Scotland (United Kingdom)*
http://www.lifelonglearningprogramme.org.uk

*Sweden*
http://www.programkontoret.se

### Information Resources

*Adult Literacy Education – Wiki*
http://wiki.literacytent.org/index.php/Main_Page

*Encyclopaedia of Informal Education*
http://www.infed.org

*ERIC – Education Resources Information Center*
http://www.eric.ed.gov

*European InfoNet Adult Education*
http://www.infonet-ae.eu

*EURYDICE – Information on Education Systems and Policies in Europe*
http://www.eurydice.org/

*VET-Bib – Cedefop's Bibliographic Database*
http://libserver.cedefop.europa.eu

*VOCED – Vocational Education and Training Research Database*
http://www.voced.edu.au

*WIFO – Gateway to Research on Education in Europe*
http://www.wifo-gate.org

### EU Organisations

*AEA Europe – Assocation for Educational Assessment*
http://www.aea-europe.net

*CEDEFOP – European Centre for the Development of Vocational Training*
http://www.cedefop.europa.eu

*CIDREE – Consortium of Institutions for Development and Research in Education in Europe*
http://www.cidree.org

*CRELL – Centre for Research on Lifelong Learning*
http://crell.jrc.ec.europa.eu/

*EAEA – European Association for the Education of Adults*
http://www.eaea.org

*EARLI – European Association for Research on Learning and Instruction*
http://www.earli.org

*EENEE – European Expert Network on the Economics of Education*
http:// www.education-economics.org

*EIESP – European Institute of Education and Social Policy*
http://www.eiesp.org

*ESREA – European Society for Research on the Education of Adults*
http://www.esrea.org

*ETF – European Training Foundation*
http://www.etf.europa.eu

**International Organisations**

*ALADIN – Adult Learning Documentation and Information Network*
http://www.unesco.org/education/aladin/

*CERI – Centre for Educational Research and Innovation*
https://www.oecd.org/department/0,3355,en_2649_35845581_1_1_1_1_1,00.html

*IBE – International Bureau of Education*
http://www.ibe.unesco.org

*ICAE - International Council for Adult Education*
http://www.icae2.org

*IntALWinE – International Adult Learners Week in Europe*
http://www.alwineurope.net

*UIL – Institute for Lifelong Learning*
http://www.unesco.org/uil

*UNEVOC – International Centre for Technical and Vocational Education and Training*
http://www.unevoc.unesco.org

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**Active Ageing and the Potential of ICT for Learning**
Kirsti Ala-Mutka, Norbert Malanowski, Yves Punie, Marcelino Cabrera, M. Institute for Prospective Technological Studies (IPTS), Joint Research Centre, European Commission, Seville, 2008
http://ftp.jrc.es/EURdoc/JRC45209.pdf

**Adult learning in the digital age: information technology and the learning**
Neil Selwyn, Stephen Gorard, John Furlong, Eastbourne, 2006

**ICT and learning supporting out-of-school youth and adults**
OECD, Paris, 2006
http://www.oecd.org/document/26/0,3343,en_2649_33723_39166042_1_1_1_1,00.html

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Commission of the European Communities, Brussels, 2008
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**For further information visit the project website at http://exciteinfo.eu**