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Guide of best practices

“Better communicate and identify training needs of basic skills for workers: an overview of European practices”



Lifelong
Learning
Programme

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INTRODUCTION

The European Learning Partnership "BECOMIN" which was developed between October 2012 and July 2014 focused on the issue of basic skills training for lower-qualified target groups such workers and "workers-to-be" / job seekers in process of job reintegration.

The critical entry was the specificity related to the stigmatization of a basic skills apprenticeship for any adult learners. The Partnership considered that a special work, upstream the training face-to-face, should be developed, notably on 3 key-pillars:

- the communication of the training towards workers and employers / companies,
- the identification of basic skills needs of workers, and the evaluation of the workers' levels, relying on trainers' experiences,
- the importance of an adapted pedagogy ("on-the-job pedagogy") so as to provide useful competences for the everyday work and life.

Thus, the Partnership aimed at exchanging their best practices and experiences related to these subjects, in order to be better prepared for the creation of quality training actions which convey great success and benefits for workers, enterprises and pedagogical staff.

These actors represented by the BECOMIN Partnership gathered together to tackle this issue: training centres - which are at the very core of the identification of workers' needs and levels, employers's representants - which represent the Labour needs for basic skills and the match between skills and jobs, consultancy and research bodies in VET - which have a strategical eye on the short, mid and long term common interests at stake. These 3 actors based their interrogations on ground observation: workers with lower qualification level don't easily enroll in basic skills training. The fact that 3 types of actors shared this observation gave the Partnership multi-angle views of the issue at stake.

This is the approach which is illustrated by partners in this publication of the BECOMIN project, the Guide for "Better communicate and identify training needs of basic skills for workers: an overview of European practices".

Practices of professionals, trainers, pedagogues, employers, counselors, researchers, training managers... which convey the idea that basic skills are a core subject for citizens 'lives and for the society. It is observed in work environments, but also in daily practical life circles. It recalls education and training actors that basic skills are a challenge and should be approached differently in the countries of Europe.

1. Project partners

INFREP, Paris Ę France

INFREP is a private vocational training institute which has been created in 1982. It's an original creation since it was founded by a French NGO called "la Ligue de l'enseignement", one of France largest federation of associations in the field of popular education.

INFREP is a national company, with a network of 30 training agencies spread all over France. INFREP counts 400 employees and trains over 30 000 trainees a year.

INFREP has its headquarters in Paris, where the European programmes department is established. INFREP is also a member of the European Vocational Training Association (EVTA) based in Brussels. European programmes are a mean for INFREP to develop pedagogical research and engineering, as well as to cooperate with new European organizations.

Learn more about INFREP by watching the [online video](#) :

http://www.dailymotion.com/video/xgaymw_votre-emploi-avec-l-infrep_lifestyle

Organization website: www.infrep.org

Natacha MOQUET works at INFREP as responsible of the European programme service. She carried out several projects as coordinator and partner on diverse topics such as online training, tutoring in company, facilitating access to training for disabled persons, etc.

Delphine KERUZEC works in one of INFREP agency, where she's a trainer specialized in training for trainers since 6 years. She's involved in basic skills and alternative training (on the job training), for persons who are both training in the institute and working on a job. In her job, she focuses on the links between learning and working at the company, and the match between the two. On personal ground, she helps foreign people to learn French language and gives them support.



Deinde, Lublin Ę Poland



Agnieszka STAWISZYNISKA works for Deinde, a private company which has been created by an NGO in 2010. In this way, Deinde's status is close to INFREP's.

Deinde coordinates European Social Fund projects and projects in the field of Basic skills in which the employers are the beneficiaries, since they need basic skills training for their workers. In Lublin, there are brewery factories, so there is a need for training workers basic skills.

Dominik KUBAS is chairman of Deinde.

Jolanta TĘCZA works for Deinde as counselor.

Anna JESIONEK works as European project officer for Deinde.

Organization website: www.deinde.pl



Bergen Adult School, Bergen Æ Norway

Guri BOE is the head of Bergen Adult School, a school which has been founded by Bergen municipality.

Stig MYHRVOLD, Isabel GOMES and **Rungenhil BRATLIE** are trainers in the School.

Bergen is the 2nd largest town in Norway. It is famous for its fjords, mountains, oil, fishery and tourism.

There are 30 trainers in the school and about 350 trainees trained every year.

It's the first time that the school is taking part in a Leonardo partnership.

Activities of the school:

- teaching Norwegian as a foreign language
- specific training service for the disabled persons (deaf, blind, etc.)
- training for people who aren't good readers / writers, to be part of the knowledge society

What the adult school can bring is the experience of assessing the learning progress and outcomes obtained after the training. The Adult school has developed methodologies that permit to see if the work has paid off.

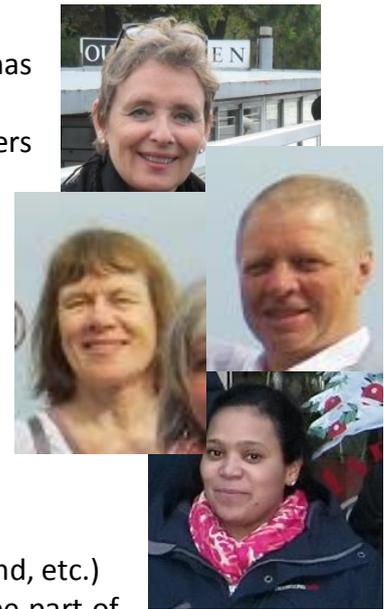
They also design courses for companies. It is an action financed by the State.

For the training of basic skills to workers, teachers use the trainees' material of work.

The main asset of the school is the teachers, who know well about basic skills training.

They are also looking for new methodologies.

Organization website: www.bergen.kommune.no/english



La Chôm'hier, Brussels Æ Belgium

Mathieu DANERO is the pedagogical coordinator of the social restaurant "La K'fête" and **Sylvie NSHOMBO** is the cook chief and the trainer at the restaurant. She manages a team of 13 workers.

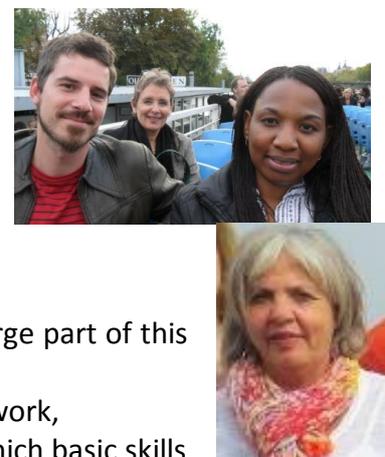
Dominique Poncelet is the Director of La Chôm'hier.

La Chôm'hier has been created in 1984.

Publics / activities:

- Foreigners who come to read and write in French. A large part of this public work in the restaurant,
- Teenagers who come for being helped to do the homework,
- The social restaurant, La K'fête, which is the place in which basic skills training is most relevant. Mathieu works in the restaurant as the pedagogical coordinator and is in charge of the literacy training.

Functionment of the social restaurant:



People come for one or two years to work in the restaurant. They are sent by Brussels social services. They work in the association and receive an income. They have difficulties in literacy, in reading and writing in French. Some of them went to school in their home country and got diplomas. They aren't low educated, but in Belgium their diplomas aren't recognized, this is why they come to the social restaurant.

There are 13 workers and the chief Sylvie, working at the restaurant. The workers mostly come from Congo, Guinea and Morocco.

The association learners and the people from the neighborhood come to the restaurant.

It's open from Monday to Friday.

Organization website: www.chomhier.be

bbb, Dortmund Ę Germany

bbb has been created in 1993 by **Rosemarie KLEIN** and 2 other associated partners.

It's a private institute for research, consulting and vocational training.

It coordinates projects funded either by private or by public funds.

bbb offers consulting for companies which are in changing process. It offers research to national funded projects in relation to on the job training and on learning environment. The aim is to see how adults can develop competences through work-related basic education.

It's a small structure, managed by 3 partners and counting 6 employees.



Dieter ZISENIS is a self-employed consultant and trainer for bbb. He manages the European projects.

He's interested in basic education and studies the formal / non formal training for low-educated / low-qualified persons.

They work on a new project called SESAM, which aims at disseminating their experience in basic skills to make companies aware of this topic and to raise professionalization. They worked before on a project called GIWA and another one called BAGRU, for transferring the results of the GIWA project.

Kevin FOLGER is a research assistant on SESAM project. The project focuses on ways to develop skills for formal low-qualified people, notably by advising the employers on the possible settings to implement the training in the company.

Organization website: www.bbb-dortmund.de



2. Topics of Basic Skills Training in Europe

The presentation made by Delphine Keruzec during the kick-off meeting (October 2012) aimed at introducing some key-concepts and ideas about the implementation of basic skills training for workers. This first intervention on the core subject of the partnership intends to open the discussion in between partners and to start identifying common and diverging points.

Delphine Keruzec introduces a short history of basic education in the world and in France. Some data (figures, systems) concerning the partners' countries was missing, so partners were asked about their national situations, and encouraged to participate and share their knowledge with the rest of the partners.

Some history

In the 18th century, writing wasn't a necessity as work was mostly manual. Then in the 19th century, industrialization pushed for a need for mobility of the workers, forced to move to the city. The technologies developed for industrial work raised the need to learn, to be trained inside the companies. This was a turning point, and this appeared to be the same for all Western countries.

In the 60's, for the first time an international organization, the UNESCO, cares about illiteracy as a source of ignorance and misery.

But in 2012, we can see that the situation hasn't evolved much.

Paulo FREIRE, a Brazilian educator, was talking the people's voice, and underlined that to learn to read and write was a mean for people to get civil and social rights. His theory was that reading and writing enabled to create real democracy and that learning to read and write had to be connected to people's daily life, for every day use.

The first word he worked with the people was "*favellas*".

The theory he promoted was that everyone should participate in education, and should be included in the society. Pedagogy and politics were closely associated here, with a goal to arise political and civic conscience.

Book reference: "Situating the learning of people in the life of people".

Then in 1965 the Teheran congress recalls the need of literacy as a mean to be part of the society and economy.

In 1978, with the French NGO "ATD Quart Monde" emerged the word "*Illettrisme*", which defines the persons who went to school but need to go back to "school".

France makes a difference between people who are foreigners in the country and who have to learn the language and national people who are national from the country and who need to re-learn the reading and writing culture of their home language.

What about the other countries? Can one access to basic education? Is it easier for nationals or for foreigners?

- In Norway:

People coming from EU countries (Denmark, etc.), can't have free education in language and society. People coming from non EU countries can have free education in language and society.

The Norwegian people have lots of rights for accessing education.

- In Belgium:

People from the country and from outside the country have lots of rights. The priority is nonetheless to the immigrants who arrive in the country for the first time ("*primo-arrivants*"). This is why associations / organizations need to develop projects for the immigrants if they want to be supported by the public institutions / funds.

Then there are 2 systems in Belgium:

- the Wallonia system, which is the one La Chôm'hier knows,
- the Flemish system, which is probably much more developed and better organized. There is a system of free classes to learn Flemish, run by volunteers.

- In Germany:

It is mandatory for foreigners to get a certain level of German.

German people have to pay for literacy classes. In some cases, some schools can offer very affordable classes, which they compensate by more expensive courses for target groups who have more money.

- In Poland:

In Poland there are not so many immigrants as there are in Western Europe.

- There are people from Czech Republic who can get a special programme for learning Polish.
- There are people from Ukraine, especially students, who can get as well a special support to learn Polish. They get a scholarship.
- Special programmes exist to support Gypsies and to integrate them in the society. These programmes are funded by the European Union and coordinated by national authorities.

For Polish people, there isn't any programme for literacy known at this moment.

Key-competences, what are they?

Usually people think that reading, writing and calculating are the key competences. But the European Commission identified 8 key-competences (see the presentation), and some of them are very important in relation to basic skills, i.e. the digital competence, which can put people in learning situation.

In France, only 5 out of 8 are considered as key-competences:

- Communication in the mother tongue
- Communication in foreign language
- Mathematical competence and basic competences in science and technology

- Digital competence
- Learning to learn

In Norway, digital competence is considered as a transversal one, and not as a specific one. It is used for learning children and teenagers.

In Norway, there are only 4 key competences:

- Reading and writing
- Oral communication
- Mathematics
- Digital competence



Discussion:

Are the social and civic competences, as well as the cultural awareness, relevant in the workers' context? Is the employer convinced of or concerned by the need for the worker to get these basic competences?

➤ The competences are inter-related, indeed when someone learns the communication in the mother tongue, it is also in connection with the cultural awareness. It is important to convince the employers about that. The training managers need to take both aspects into account: the worker's interests and the employer's interests. This is a major issue. What is at stake is the necessity to overcome the "it's not my problem" some managers can say.

But how do you convince the employers to teach workers these competences?

➤ There are different ways to see it. An example that Delphine tells about is the situation in which an employer wants to train its employees because he's going to fire them and wants them to be able and ready to find a job afterwards. The goal here is to put the workers in the conditions to find a job.

➤ bbb underlines 2 possible approaches:

- To tell the employer what his benefits are
- To open a dialogue with the employer so that he can find out what his benefits are.

The important thing here is that each person has to get aware. This targets an inclusive end for everyone.

French specificities

- France has a **National "Literacy Agency"**, which is the ANLCI – *Agence Nationale de Lutte Contre l'Illettrisme*. It's a public institution which doesn't have own funds. The Agency's employees come from different Ministries.

The aim of the ANLCI is to gather professionals and exchange practices.

Every year the Agency organizes an event on a topic related to illiteracy. A group of people are invited to work on the topic and learn about what the others do.

BECOMIN partners could take part in the ANLCI activities.

In Germany, the definition frames set by the ANLCI was an inspiration for the BAGRU project run by bbb.

- In France, a **device for individual right to train** (DIF – Droit Individuel à la Formation) is given to all workers. It permits to get vocational training for free. Since 2004, a revision law allows workers to learn basic skills using this device. The worker makes a demand to the employer to get the training in basic skills.
- The French system for vocational training involves the contribution of companies. **Special organizations called “OPCA”** collect the tax for vocational training paid by the companies. These organizations are often organized in sectors / professional branches (i.e. one OPCA for hotel and catering sector, one OPCA for automotive sector, etc.) and receive the money from the companies. With this money, they organize trainings for companies’ workers. If companies’ workers get trained, then the companies can get reimbursed the money they paid to the OPCA.
- The **call for tenders system** can be applied to vocational training. This creates difficulties since it promotes the participation of big VET companies on the market. Before, mostly associations were in charge of literacy training, and were working very tightly with the local partners. Now it’s over. Sometimes it is necessary to build a partnership to answer the call for tender. So sometimes, training bodies are working together, and sometimes, they are competitors.
The system encourages competition.

→How does it work in the other partners’ countries?

- In Poland:

If a worker wants to train, he/she has to ask for public help.

No taxes are asked to companies.

It’s up to the will of people to train; therefore the people have to pay themselves for it.

- In Germany:

There is not such a system as in France, no “DIF” and no “OPCA”.

bbb worked on a project which aimed at helping the employers from SMEs to propose training to the workers.

There is a programme that gives an education voucher for workers in SMEs and the training costs can be taken in charge for 50% maximum. A regional consulting office offers the employers to ask for training vouchers for their workers. This is funded by the ESF since 2008. It’s working, but the target group of low-skilled people doesn’t access it. Since then, 6 other regions have implemented this system.

Some professional branches have some sort of “OPCA”, money to build their own training / education programmes. But it’s not mandatory.

The training possibilities depend on if it concerns an SME or not. Still, the persons who want to get trained have to make a big investment by their own.

Formal low-skilled people / workers don't access to training devices. Why?

One of the answer is that employers don't think low-skilled are a potential for training.

In Norway too, this "Matteus effect" can be observed: the less trained you are, the less training you get".



The target groups

What would be the partners' target groups for training basic skills?

Categories		bbb – Germany	La Chôm'hier - Belgium	Bergen Adult School - Norway	Deinde - Poland	INFREP - France
1	Native language	✓	✓(-)	✓	✓	✓
	Foreign language		✓(+)	✓		
2	Workers	✓		✓	✓	✓
	Workers to be*		✓			
	Unemployed			✓	✓	
3	Men		✓	✓	✓	✓
	Women	✓	✓	✓		
4	Young (15-26)		✓	✓		
	Older (26-60+)	✓	✓	✓	✓	✓
5	Country	✓			✓	✓
	City	✓	✓		✓	
6	Public enterprises	✓		✓	✓	✓
	Social enterprises	✓	✓			
	Private enterprises	✓		✓	✓	✓
7	Handicap					
	Healthy	✓	✓	✓	✓	✓

* In a training on a specific job / about to re-enter the labor market.

According to the survey realized in 2004 by the French National Statistic Institute on a panel of French persons who answered questions through an exercise, here are the results:

Categories	Results
Native language	70%
Foreign language	
Workers	57%
Workers to be	
Unemployed	
Men	60%
Women	
Young (15-26)	
Older (26-60+)	60% (35-67)
Country	65%
City	
Public enterprises	No figure
Social enterprises	
Private enterprises	
Handicap	No figure
Healthy	

What is the approximate figure of illiterate persons in the partners' countries?

- In Norway, about 4% of the persons.
- In Germany, about 14% of people having difficulties (from those who really need it - 7%- to those who are on "the border"). A survey realized in Germany identified 5 levels.
- In Poland, there is no figure known at the moment, but more than 80% of people over 50 don't have digital competence.
- In Belgium, 1 out of 10 persons is concerned.

Delphine Keruzec introduces the target group's main characteristics:

- they are often exemplary workers
- they don't dare to ask for basic skills training, because they're ashamed
- etc.

This shows that there is a work to do on it for the BECOMIN partnership.

The next session focuses on the definition of key-topics that the BECOMIN partners want to deepen within the subject of implementing a training of basic skills for workers.

3. Partnership key-topics

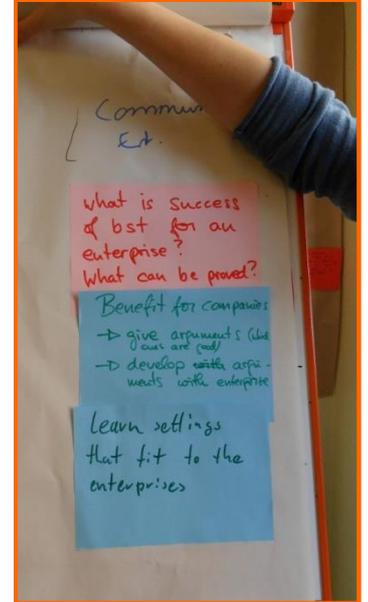
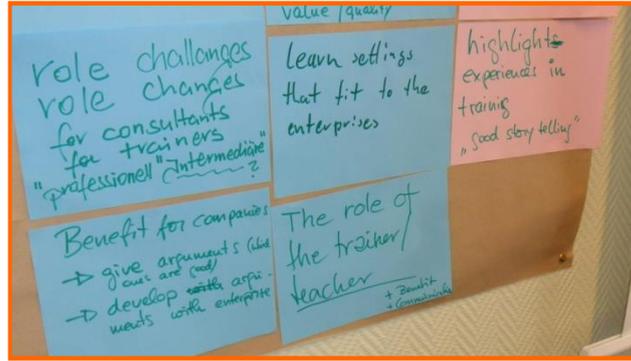
The partners aimed at specifying the list of key-topics that could be feeding the common work and reflections within the two years partnership.

A list of topics has been constituted by the participants, from which 4 main themes emerged:

Key topics	Themes
How to train the workers?	On-the-job pedagogy
How to make the balance between the training and the objectives of the restaurant?	
Connecting BS training and professional activities	
New role taking for trainings. Communicate, experience. In which life and work situations the new competences can show value / quality.	
Make workers aware of the benefits of training (activation of interest)	Communication with the workers
Which dialogue with the workers to make them a part of the reflection?	
Give a legitimacy to workers to train and to improve	
Responsibility sharing (P-T-E)	
Turn self awareness into concrete improvement in the job	Experience of the trainers
The role of the trainer / teacher (+benefits, +communication)	
Involve experience of trainers	
Highlighting experiences in training ("good story telling")	
Role challenges / changes for consultants, for trainers, professional intermediaries	Communication with the enterprise
Learning settings that fit the enterprises	
Benefit for companies: give arguments (which ones are good?), develop arguments with the enterprise	
What is success of BS training for an enterprise? What can be proved?	

Each of the 4 themes has been studied during one meeting hosted by a partner.

The partnership defined a calendar of the meetings as well as the names of the hosting partners.



4. DORTMUND MEETING

“COMMUNICATION WITH THE ENTERPRISE / EMPLOYERS”

bbb projects

GiWA ‘Basic Education in Economy and Work – multi-perspective’ – national research –and designing project (Promoted by the Federal Ministry for Education and Research - 10/2007 – 09/2010)

The target groups of the project GIWA are employees in internal units / transfer companies for professional reorientation (storage/logistics, insufficiently qualified persons in small and medium-sized companies (here: medium-sized businesses - plastic-lacquering/automobile industry-suppliers), long-term unemployed persons, employees in so-called elementary workplaces in the sector of care for senior citizens - cleaners, kitchen staff and every day tutors, employees working in the geriatric care with a migration background and migrants in integration respectively language courses or in vocational training.

It deals with basic education in Economy and Work. It is a – multi-perspective – national research and designing project.

BAGru - Job relevant basic skills concepts and tools for groups facing particular challenges at the labour market (LEONARDO DA VINCI Innovation transfer project - consortium partners from Germany, France, Austria, Scotland, Sweden, Slovenia and Poland - 10/2009 – 09/2011)

The project BAGru includes three transfer projects. The Swedish project partner, Folkeuniversitet, used GiWA results for the further development of a certain “loyal” approach that recognized and valued the individual life style of long-term unemployed and the participants as the actual ‘experts’ of their own lives. The Slovenian project partner, Papilot, took in view the role of employers and the management, and developed special methods of needs analysis for internal education arrangements, especially for low qualified occupations. The French project partner, IRFA Sud, followed the approach of the development of access paths to management, other organizations and trainees through networking with welfare institutions and regional actors in various branches. IRFA Sud targeted transfer especially on occupations in elderly care in the Perpignan region.

SESAM

The SESAM project deals with strategies to develop and to use existing counseling services aimed at promoting job relevant basic education in North Rhine-Westphalia – and is a contribution to encourage the employees in companies

GRAWIRA

(bbb is not involved, but exchange of good practice)

The project works with companies in the following branches: storage / logistics, garden and landscape construction, house cleaning, gastronomy and city cleaning and waste management.

The aims of work-related basic education

The aims are the continued development of vocational competences – by using existing, often concealed competences for enhancing employability – not only regarding the currently workplace but also regarding the general labour market, job satisfaction, participation, the transfer in real day-to-day work, to uses various learning spaces for work related basic education.

The learning with concepts of basic education relates to real working processes. Reasons for learning should be developed from the learners' individual transaction.



The employees and also the employers and the company are the main addressees in the topic of work related basic education. They both have to be convinced by a real benefit. To do a good job you need acceptance for basic education from the companies and employees in economy and work need. The rate of return has to be high – for the company/the supporting institution and for the learners.

Successful access to the companies
The way into the company and to

the target group can be achieved via the top management.

The top management is the first contact person. But it is not sufficient to convince him or her alone. Contacts and communication with the medium management have to be established and - if existing – with the work council or other confidants too.

The GiWA- and BAGru actors chose the way to contact companies with which they already had cooperated successfully before because at the beginning it is nearly impossible or very hard to include a new company.

To establish basic education in a company, the active support of the different levels of management is necessary. You have to plan well-prepared workshops with the managers. In such workshops an argumentative exchange between the providers of education and the company management concerning the benefit of basic education can take place and especially the benefit which the managers hope for can be investigated.

Finally, joint indicators of success have to be developed and a fitting controlling has to be contracted. The results of the workshop should be documented.

GIB

GIB stands for Innovative Employment Promotion Company. GIB is an agency owned by the regional government of the Land North Rhine-Westphalia. The company provides several services to support regional labor policy.

The motto is “We help the Land to achieve the best possible impact from its programmes!”

The aims are integration of unemployed people in employment or self-employment, the support of young people during the transition from school to employment and the support to secure employability.

The activities to secure employment are the improvement of the competitiveness of SMEs, the modernization of work organization, health and safety at work, the support for life-long learning and the improvement of employability of the employees.

INFREP

The Presentation shows 2 experiences where INFREP 77 had to reach enterprises and develop the basic skills training.

It is important to know that in France there is a system of call for tenders.

The first experience deals with the general council. The following steps describe the communication.

- A call of tender was made by the enterprise for BS training;

- “ A pedagogical and financial answer from INFREP 77;

- “ A positive answer from the enterprise with the communication of the training specifications;

- “ Telephone meetings and e-mails between the coordinator and the responsible for training of the enterprise to evaluate and communicate on workers' progress and objectives after three evaluations;

- “ E-mails between the INFREP 77 and the enterprise to inform on workers' absences, schedule changes.

The second experience includes the communication with IMERYS.

- “ A call of tender made by the enterprise for BS training;

- “ A pedagogical and financial answer from INFREP 77;

- “ A positive answer from the enterprise with the communication of the training specifications;

- “ A meeting between INFREP 77 chief and the enterprise (the chief and the responsible for training) to agree on official objectives;

- “ A meeting between INFREP 77 trainer, IMERYS responsible for training and the workers concerned by BS training in order to explain the interest of BS training;

- “ A meeting plus a visit of the enterprise by the chief of the enterprise and his sector heads for the INFREP 77 coordinator and her trainer to understand each work station's needs concerning BS training and to agree on unofficial objectives;

- “ E-mails between the INFREP 77 coordinator and IMERYS chief to exchange authentic and useful documents for the trainer;

- “ E-mails between INFREP 77 and IMERYS responsible for training to inform on schedule and pedagogical changes;

- “ Direct exchanges between INFREP 77 trainer and IMERYS chief every Friday.

Conclusion:

The Question of the consulting phase that should be prior to the call of tender acceptance and / or the training implementation was a mismatch. Because with the call of tender



systems, this is done afterwards, during the training the implementation must be done by the trainer himself.

BEST

BEST stands for "Institut für berufsbezogene Weiterbildung und Personaltraining GmbH" and was founded in 1990 as an independent vocational qualification institute.

BEST qualify employees and unemployed people in economy, languages, clerical skills, commerce, and computer skills.

BEST, as certified ECDL Test Centre, offers qualification courses and examinations for the

European Computer Driving Licence (ECDL and ECDL advanced), Eco-C.

They offer training facilities for up to 14,000 people and employ a staff of more than 320 teachers and trainers.

The skills of working in teams, communication, networking, and flexibility become important factors at the labor market.

The concepts for lifelong learning and accompanying coaching are part of their holistic approach.

Projects

Since Austria joined the EU in 1995, BEST has been engaged in more than 120 European projects in the framework of the following EU programmes:

- LEONARDO DA VINCI
- SOCRATES-GRUNDTVIG
- Other European programmes:

eTEN, community initiatives HORIZON and EQUAL, Transversal Programme etc.

Relevant European projects were presented:

Basic Skills for Work

Oct. 2004 – Mar. 2007

In the past years, the issue of "Basic Skills" has gained particular attention in most European countries. Of particular concern is what is generally called "functional literacy" and "functional numeracy". The increasing complexity of work processes requires higher literacy, numeracy and communication skills also at the lowest work levels, especially to meet quality and safety aspects.

Respective numbers are alarming: At least one out of four adults in Europe fails to reach minimum literacy levels for coping with everyday life and work in a complex, advanced society. By training unskilled and low-skilled workers, from certain work sectors the employability of these will be improved.



Results: training materials and curricula for five sectors where so far no workplace training concepts for basic skills and communication skills are available:

- hospital and care
- construction and environment
- tourism and leisure
- Cleaning
- railway transport

Workplace Literacy Language and Numeracy Evaluation Toolkit Project

Dec. 2007 – Nov. 2009

The aims were to research, trial and develop a web-based, user-friendly Toolkit.

And to enable employers, providers and unions to evaluate the impact of workplace basic skills training programs on learning and individual and organizational performance.

Results:

- Research Report (relevant training impact evaluation methodologies, analysis of consultations with stakeholders)
- Web-based Toolkit to identify the impact of workplace training
- Two additional commercial web-based Toolkits

Labor Office & Clients

Oct. 2004 – Mar. 2007

The objectives were to raise awareness for the importance of personal competences in the job counseling and job mediation process -> in order to achieve better matching results

The labor office staff working with job seekers and with employers must improve their counseling and their communication techniques to "understand the employers' language".

Results:

- to develop a modular Curriculum, training materials, Handbook
- to incorporate into the training schemes of labor office advisers, counselors and job of mediators

LINK - Career Services for Better Jobs

Oct. 2010 – Sept. 2012

The priorities of this project were to transfer and adapt a comprehensive program for upgrading the guidance skills of career practitioners in the social arena, to meet the needs of specific groups in risk of exclusion and to map the career services and providers in the 3 target countries –BG, PL and ES to facilitate access of citizens to lifelong guidance

Results: The program includes a Curriculum, Manual and a counselor's Handbook.

Conclusion

The basic requirements are changing. Further development is essential to prepare employees for the demands of modern life and work.

It is necessary that employees acquire key qualifications in broad, initial vocational education and training to successfully manage the constant change in the work requirements.

Continuous development in BS enables employees to improve their performance and consequently the company's achievements.

La Chôm'ner

La Chôm'ner is born from a social movement – unemployed people, raised from popular education, from the Christian Belgian Movement-

La K'Fête - project of social restaurant – don't profit. It is a social and professional project.

The project is 5 years old and in this project the employer and the trainers are on one level and cooperate as a unit.

The main aims are to acquire competences and technical skills, and get a frame to adopt social and professional attitude, regularity, find a place in a team, hierarchy, responsibility,



and take initiatives.

There are three sectors in "Horeca" = Hotel, Restaurant, Café. The People can choose the sector in which they want to work but they have to work.

The worker is welcomed by a manager – Sylvie – who gives the rules to respect, and introduces the first steps: professional / technical and social skills. The coordinator is Dominique.

Each year there are 4 moments of evaluation. Their offering certain

kind of trainings: daily training / individual – collective training. The workers learn hygiene and security rules (conditioning, etc.), organization of the restaurant, professional behavior / attitude: team spirit, punctuality. The workers can also enter a continuing training pathway at individual level: mathematics, linguistic, read, etc. They can also enter an external training, eg. Sylvie who followed a 3 years training in Horeca. During one hour in the morning they can learn, or more when there is not too much work.

Social enterprises are getting more and more recognized and are an important actor of the work place training, especially in relation with low skilled workers and basic skills.

The workers don't get much money. The day meal is 6 Euros. To benefit from it, you have to be organized as an organization ASBL (non profit), in Brussels.

Difficulties of being an employer and a trainer:

- What should be in priority? Training
- We have a financier, so they have to have results
- Think of developing with training participants, but they still are not qualified enough

- Participants are not so much in the initiative
- Affective relation with them but they have to go then

Deinde

Deinde's presentation was divided into four parts: situation in Poland as for BS training and communication with employers/enterprises; Deinde's experience; other countries experiences and research; a few arguments how to convince enterprises to send their workers for BS trainings.

- Anna pointed out quite low level of participation of workers in BS trainings in Poland, compared to other EU countries. The employers' point of view was also presented – key conclusions from panel discussion of Polish Agency of Enterprise Development entitled "Employers' needs. Wanted on the labor market" where employers didn't mention basic skills as a requirement in job offers. Moreover, information was provided who finances the trainings in Poland (co/financed by the employer; free of charge (e.g. ESF trainings) or financed by the labor offices; most commonly – financed by the employees themselves).

- Deinde's experience from ESF projects and trainings (targeted at workers) shows that employers are not so willing to send their workers for trainings (lack of time; don't want their workers to be more conscious/claiming; workers employed only temporarily so "no need to invest in them"), but also that often workers themselves show lack of will to upgrade their skills, especially BS (lack of time; lack of employers' acceptance).

- Anna presented also the extern study done within LEO Rinascimento II project in 2011 – European Network of key competences which aim was to create and carry out questionnaires which could be helpful to do a comparative analysis of key competences in EU countries. The tests were the same in all project partner countries: Austria, Czech Republic, Spain, Lithuania, Italy and Poland. In total, around 4800 people took part, including 848 from Poland.

The results should be helpful in preparing the EU map of key competences (lacks – which areas need to be 'subjected to training', strengths to be used in vocational and private life).

Unfortunately, the respondents very often didn't know what the key competences are.

The results of the study are available: http://www.key-competences.com/wpcontent/uploads/2012/09/7_RINASCIMENTO_RESULTS.pdf

- Finally, a few arguments how to convince enterprises were presented (more devoted workers, higher quality of work and services for the company, better working climate, better use of working time, reduced absenteeism, advertisement for the company etc.). What was underlined was the fact that trainings should be presented as the investment for the company and should take into account its current and future economic situation.

Bergen voksenopplæring

Presentation of the practice developed with the Haukeland University Hospital

VOX (national agency for training) did the programme of basic skills in which Bergen school was involved.

The Haukeland University Hospital is the largest public hospital in the county. About 11.000 people work there. 30%-35% of the employees are immigrants. The employees were from the laundry section and cleaners.

The hospital contacted us because they saw a need to give some of their employees more knowledge of the Norwegian language.

Communication

Before the course was starting there where a meeting between me, my superior and one or two from the enterprise's management. They contacted us because they needed guidance.

- Durability – 80 hours
- Motivation – the participants have to want it for themselves
- Time of the day – During working hours (or at least partly)

The enterprise wishes to give their

employees with leadership skills the possibility to develop these skills.

There were participants with more or less the same educational background. To achieve this goal it was important to ask the enterprise if there are particular topics that they want the participants to learn more about. For example: The hospital's organization (trade union, safety deputy), Health, environment and safety, the Norwegian tax system, Norwegian "arbeidsliv" and grammar.

During the course they ask what the participants wish to achieve. It follows a test but only the participants are informed of the individual results of the test. The enterprise is informed about of the level of the class in general.

The lessons are based on the participants work and challenges and are meant to help them in their everyday life.

After the course we make an evaluation and select improvements for the next course – topics, time and participants.



5. LUBLIN MEETING

« COMMUNICATION WITH THE WORKERS »

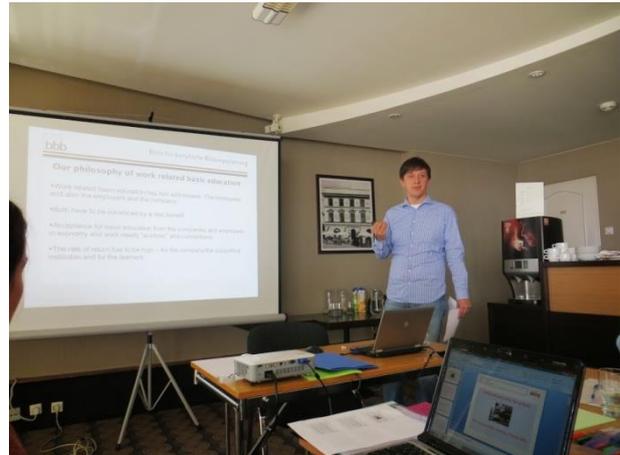
bbb

Presentation of German partner was held by Kevin from bbb who focused on two main points: bbb's philosophy of work-related basic education and successful access to the employees.

It is crucial to remember that basic education for adults doesn't work like a primary school for adults, but should be always connected with work experience. The key elements for bbb are: the importance of the context, the two addressees of work-related basic education: employees and employers, and the support of different levels of management staff which is always necessary (not only the highest level). Training should be a profit for both the employee and the employer.

As for how to successfully access employees, here the atmosphere of confidence is the key and providing them with a protected space. Through a learning map method, participants can define the basic contents of trainings and they can also change it and adapt during the process. Moreover, it establishes transparency regarding contents and next steps.

As an example of good practice, Kevin described sub-project entitled FAKOM (Advancement of work-related communicative competences for migrants in geriatric care) implemented within the project GiWA 'Basic Education in Economy and Work – multi-perspective' (promoted by the Federal Ministry for Education and Research). The aim of this subproject was the development and evaluation of marketable workplace-related concepts of language promotion for the sector of geriatric care.



Bergen voksenopplæring

First, Guri introduced VOX, which is administrative responsible for basic competence in working life and belongs to the Norwegian Ministry of Education and Research. It focuses on basic skills trainings, teacher training, as well as preparing tests and also, also to confirm competences.

Then, Stig held the presentation about theoretical background, i.e. basic principles of communication (mutual respect, confidence, integrity and awareness of roles) and basic understanding of adult learning (with experience of Knud Illeris, Professor of lifelong learning at the Danish University of Education in Copenhagen). Based on the comparison of the different attitudes a person adopts about learning depending on the age, it is possible to assume that when people get older they become more skeptical. Adults are characterized by 'selective learning', i.e. they choose learning according to their 'life projects': family, work, leisure time, religious and political projects. The causes of adults' resistance towards learning may be various, as for example: defense built upon negative experience, defense caused by too high demands, the learner doesn't see the education as relevant etc. The causes of adults' resistance towards learning may be various, as for example: defense built upon negative experience, defense caused by too high demands, the learner doesn't see the



education as relevant etc. The causes of adults' resistance Adult learning is facilitated when the content of learning meets their life project, their commitment to learn is maintained and they are respected as adults. Then, Ragnhild presented four experiences they had in basic skills courses: Innomhus AS (carpentry), Bergen Group BMV (shipbuilding), Haukeland University Hospital (health care employees) and BKF (maintenance in churches, cemetery service, landscape architecture, cleaning services).

To conclude, Norwegian partner explained the different ways of communication during the whole process of the basic skills training. First of all, before the course the communication includes: information about the course (name, practical information, profile, course goals and competence goals) and invitation to participate in the course (motivation), including visits to a company. The first day of the course includes: goals and expectations analysis, defining strategy to learn (way to achieve goals), information on testing, individual conversations with each participant (without employers' interference). During basic skills training, the communication is focused on language, involving participants, work on practical skills and group discussions. At this stage, the employer is often involved. At the end, during the last day of training, communication should have the form of evaluation and individual conversations, checking the results and analyzing the progress of each worker.

What they observe after the training, workers are more self-confident, more secure and not afraid of learning and upgrading their skills and knowledge.

Trainings implemented by Norwegian partner usually last maximum 100 hours (3 or 4 hours per week) and are held during or after working hours; they're usually organized at the enterprise with groups of max. ten people.

Deinde

This presentation was held by Anna from Deinde and was structured in three parts: Deinde's experience, Communication with workers before, during and after trainings, and the situation in Poland as for BS training.

Since April 2013 Deinde implements regional project "Active microenterprises" financed within EU European Social Fund which aim is to increase the qualifications/competencies of 50 employees and/or managerial staff from minimum 20 microenterprises from Lublin region. Participation in trainings is free of charge for enterprises and participants. The eligible enterprises are those conducting business activities in the crucial areas in Lublin 10 region: environmental protection/ecology, information technology, logistics, construction and tourism.

Based on this experience, as well as on other projects implemented by the staff of Deinde and its regional partner, it is possible to indicate different aspects of communication with workers during trainings depending on the stage of 'training process'. Before the training the most common problems are for example: the uncertainty of candidates, lack of confidence,

too complex enrollment process (lot of documents), low willingness to undertake the training as well as skepticism or unwillingness of the employer to train his/her workers in BS. Potential problems during the training: absence of participants, health problems or care giving responsibilities, the training doesn't meet the workers' expectations or the employer is no longer supportive or afraid of raising awareness among workers. After the training, problems can appear with implementing the knowledge and skills acquired during the training into real work situations, or the lack of direct impact of the training on the change in type of work, a potential rise in earnings or a promotion.

At the end, Anna analyzed a study report done in 2010 on demand of Polish Agency for Enterprises Development – “Education of employees and the competitive position of businesses”. The study was carried out among 1200 employees and 600 management staff working in SMEs, and its aim was to check to what extent Polish SMEs utilize the skills, qualifications and competence of employees in shaping company's innovation and competitiveness, and what actions should be taken to encourage greater use of a key factor in the development, which is knowledge so as to be successful in the market.

This study revealed: the relation existing between the size of the company and the (un)willingness of companies to raise qualifications of workers (the smaller, the least willing); the workers' rather low level of interest in participating in trainings; the main barriers influencing participation in trainings (lack of time, inconvenient dates and place of training; length of trainings; little/no support from the employer, general reluctance both from workers' and employers' side; lack of trainings tailored to worker's profile etc.); the benefits of training which are not always transferred into practice (the real activities of enterprises). The general conclusion is the low percentage of workers experiencing the benefits of education which seems also to show the general underestimation of the process of raising qualifications and competences in Polish SMEs. The study includes also a few recommendations how to raise awareness (both among workers and employers) about the importance of raising skills and competences. More about the report (with executive summary in English): <http://www.parp.gov.pl/files/74/81/380/10538.pdf> (11).



La Chôm'Hier

La Chôm'Hier Aid work consists in employing workers sent by the Brussels Social Services in their own restaurant, K-Fête Restaurant Social. Most of workers are low-educated people from Congo, Guinea and Morocco, and they often have difficult socio-economic situation. They are working in the restaurant for maximum two years to learn to cook and wait at table.

The biggest challenge for Belgian partner is that they're employers and trainers at the same time. They offer their employees basic skills trainings - the chef provides the basics of the job on the spot (training in real work situations) - basic recipes, technical vocabulary, gestures, calculating proportions etc. With each new worker the chef proposes collective trainings (social life, hygiene, theoretical cooking lessons) or individual ones (French, Maths, driving lessons). Every three months, they also complete a skills table to measure the level of acquisition in three areas: technical skills, behavioral skills and basic skills. Following the table, the workers can be proposed to reorient the trainings to other skills or to begin/stop a given BS training.



Based on own experiences, Belgian partner pay special attention to the dialogue with workers, trying also to speak their language and using humor. They also make the workers participate in the construction of the training program. Their motto is "do it with the workers, not for the workers".

La Chôm'Hier Aid's tries to insert people to social and professional life and fight against social exclusion. According to their statistics, 70 % of their workers get employment after leaving their restaurant.

INFREP



French presentation was focused on the different phases to set up a good communication with the workers during BS training. Two INFREP practitioners presented their experiences: Mélanie Coulomb as a trainer who was referent trainer on BS action training for food industry company (factory of nougats) and Roselyne Delapchier as a training agency responsible who coordinated a training action with construction sector company.

First, their context and French specificities were explained: system of call for tenders, free trainings for 12 both workers and companies during working hours (French law), and four actors involved (employer, worker, training center and the OPCA - organisme paritaire collecteur agréé).

The timeline of training process is divided into three phases: preparation (upstream the training), during the training and at evaluation time.

In the first phase, the communication consists in an interview or a visit to the company to collect expectations, as well as first evaluation (placement). There is not so much communication with the workers. Here, the trainer/organizer of the training should give confidence to workers and also managers and directors (to involve them), should analyze and start from what workers want and need, and find out what is the communication set up by the employer in the company.

During the training, the trainer should plan meetings with the company's management staff (starting, interim and final meeting), and always recall the objectives of the trainings, the workers' and employer's expectations. In this phase the trainer would be able to adapt the training action if necessary, trying to tailor it to the needs of employees. Moreover, during trainings, they often use materials workers are using in their daily work, so that they don't feel like at school, but have a real work-related experience.

At the final stage, the trainer should analyze the progress of the workers through final evaluation tools (grids, questionnaires etc.) and renew a training action in the company.

According to INFREP's experience, basic skills are still the taboo inside the company. Only after one year of cooperation they appreciate and understand the need to be trained in BS.

Analysis of practices presented by all partners and study visits

Delphine Keruzec from INFREP prepared a synthetic summary of two days of partner meeting, including the presentations held by each organization followed by discussions, as well as the study visits and their results. What was underlined at first place was the variety of our project, which is especially visible in the variety of contexts of each organization coming from different sphere – public institution, private organization, social economy organization, research organization etc.

Summarizing the things in common in all partners' presentations, partners found the following conclusions:

- The learner/worker is in the centre of partner organizations' interest. 16

- The training process should always be linked to some personal/professional experience of the learner. As an adult person, he/she has already the knowledge acquired during his life, so it is necessary to take into consideration, while training, socio-economic aspects of learner's lifetime experience and anchor the training in real work situation, combining theory with practice.
- The training must be useful for both employer and employee/worker.
- The concept of security is especially important for adult learners. In a few presentations, partners enumerated the fear as one of the factors discouraging workers from participating in trainings (workers seem to be afraid of getting involved in training, raising skills and reaching for new competencies).
- The concepts of 'agreement' and 'awareness' were also enumerated by partners, since it is often the case that adult learners agree to get involved into the training, often by means of formal document (agreement) but also as a word given to themselves. The adult learner should be aware of the education process and all consequences related to it.
- The majority of presentations included the following division of Communication with workers: before, during and after the training process. Trainer should have at least one

personal meeting with workers in each phase (both by means of informal conversations and formal interviews; it's possible to have more meetings, especially during the training). Communication after the training is a key stage to see the progress and improvement of the learners. It may include co-evaluation meeting done with the trainer as well as auto-evaluation of the worker.

- The context of the company (employer of the workers participating in our training) is also important. It is crucial and challenging for the trainer to balance the needs of workers and the demand of the company.

- Examples of factors determining the training process and its impact on the workers :

1) Place of the training: training center / in the company

2) Time: personal time / work hours

3) Type of training: intra / inter

4) Methodology: group / individual activities

- The importance of training the trainers was also underlined (the subject will be discussed in detail during next partner meeting in Bergen).

6. BERGEN MEETING

“EXPERIENCE OF TRAINER / TRAIN THE TRAINERS APPROACH”

bbb

Experiences of trainers in training basic skills

The field of literacy and basic education

- No long-standing tradition in the field of literacy and basic education
- Only in the past few years a new discourse about basic education and especially work related basic education has begun.

Trainers in training basic skills

- The vast majority of trainers are staff member in the public adult education centers
- Mostly fee based freelancer, not permanently employed, often in a precarious situation
- No independent profession as a trainer in training basic skills (teachers, pedagogues, psychologists, qualified social education workers, and others)
- very little experiences and expertise in work related training basic skills to workers



Professionalization

- 140 hours training “teaching and learning in literacy” and similar “train the trainer” – courses starting in 1985
- During the funding programme of the Federal Ministry of Education and Research (2007 to 2012) two initiatives:
- Master Studies in Literacy and basic education at the pedagogical university Weingarten
- 4 semester – part time alongside job – fields of competence: basics literacy and basic education / adult education / job related and diagnostic skills with a view to literacy language and with a view to work related basic education / advisory and counselling expertise / networking expertise
- Basic qualification „Pro Basic Education“ at the public adult education centre in Munich
- 200 lessons
- 5 Modules: basics literacy and basic education / literacy learning and mathematical literacy learning for everyday life / learning process advice and support / heterogeneous groups and individual encouragement / collegial advice and reflecting practice
- Study texts
- Practice project – reflected practice

Dieter Zisenis also presented the GiWA results

Deinde

Searching for trainers

- É Notices published on our project website other websites/portals with various announcements, database of contacts, recommendation

Selection process

- É 'an offer inquiry', Operational Programme assumptions ("rule of competitiveness")

Requirements

- É higher relevant education, experience in conducting trainings for adults, specific number of hours of trainings already carried out within a given field (min. 150/200 h, additionally: certificate confirming

Employment

- É different agreements according to the projects

Contact/communication with trainers

- É Before the training: To set and explain the rules, sign the contract, set the deadlines
- É During the training: To check the quality of work, to monitor the course of a training
- É To questionnaire filled in by participants
- É To close the training (examination), present the results of evaluation
- É To settle all dues resulting from the contract

Key duties resulting from the agreement

- É Preparing materials for participants, keeping to the agenda/timetable, preparing and participating in tests/exams
- É Current communication with the organiser (Deinde)

Testing process

- É Initial test at the beginning of training → to check the level of knowledge
- É Exam at the end of the training → questions from the Initial test to compare the results (growth of knowledge) and additional questions related to the training area
- É Sometimes, placement test (e.g. language courses)

Evaluation of the trainer

- É Knowledge and thematic preparation to the subject, methods of teaching, balance between theory and practice, general attitude to participants
- É Conformity of the content to the training programme
- É Anonymous questionnaire filled in by the participants, direct interviews with 60% of participants, direct interview with the trainer

Methodology and tools

- É Mini lectures; PPT presentations, practice: exercises, workshops, discussions, case study analysis
- É Materials prepared by the trainer, manuals, books, workbooks, additional didactic materials (e.g. sets of articles for drawing/interior design trainings)
- É Computers and computer programmes



É Standard classroom equipment: whiteboard, slide projector.

Vox: Norwegian Agency of lifelong learning (Margrethe Svensrud)

“Professional development of basic skills teachers in Norway”

Background

- Adults in Norway have a statutory right to free basic skills training (BST) as a part of their right to primary and lower secondary education
- A number of measures to ensure that low-qualified adults are able to take “one step up” in their qualifications is in place
- Provision is fragmented by sector and area of responsibility
- The quality of BST, while assumed to be relatively good, is not ensured by any national quality system



Areas of provision

- Public and private providers

The basic skills teachers

- Teachers trained to teach children or young people
- Adult educators with no competences in teaching basic skills
- People with no formal teaching qualifications

Professional development for teachers (who teach basic skills to adults)

- Purpose: Ensure the quality of the learning provision, support the teachers in their new role and improve the teachers' competence in mapping participants' need for adapted training
- Focus on both theory, practice and attitude
- Will provide teachers and trainers with a deep understanding of the workplace learning approach

Informal teacher training

- Annual series of seminars for teachers and trainers
- Free of charge
- Has been implemented since 2007
- Get input and ideas
- Share experience with other teachers

Formal teacher training

- 30 ECTS points
- Part-time study
- Are implemented from the autumn of 2009
- Are given in cooperation with Norwegian Universities and University Colleges

Road Map towards a Quality Framework for Basic Skills Training Provision in all sectors of Norwegian Adult Learning

- Establish a consensus among all relevant sectors and stakeholders about the need to focus on the quality of BST provision

- Identify the most urgent issues and the possibilities for synergy between initiatives in the different sectors
- Co-ordinate the efforts of all stakeholders with the aim of creating a Road Map called “Towards a Quality Framework for Basic Skills Training Provision in all sectors of Norwegian Adult Learning”.

Bergen voksenopplæring

Stig reminded us about basics of adult learning from Knud Illeris, Professor of lifelong learning in Copenhagen, e.g.: “The adults do learn what they want to learn as long as it is meaningful for them.”

Ragnhild told 4 “good stories” from her experiences as a teacher of basic skills at some enterprises:

- Involving the employers: use the profiles of different crafts, discuss the expectations of the employer and make the employer contribute
- “Catching” participants for the courses: face to face contact at the workplace, involve the union leader/foreman, focus on skills that are important in their daily life and have the course partly in working hours
- Involving the enterprise: HSE leader, the secretary, the foreman, the boss and the company
- Making immediate use of new knowledge: writing e-mails/letter to the boss, telephone the boss, buy things on Internet, improve HSE text, participate in discussion groups on Internet



Isabel talked about

- documentation – what kind and how to give measurable results for the employer and the employees
- role challenges, e.g. teach experienced craftsmen, participate in different arenas, use materials/rooms at the and adapt profiles to local needs



INFREP



Celine Beaudoire from INFREP shared her experiences as a trainer at Mortagne agency. "I am neither a teacher nor a social worker: I'm an adult trainer!!"

- Global approach of the persons – waiters, cooks and others
- Individualizing, but using the dynamic of the group in debates, exchanges
- Diagnosing competences through informal conversation
- Using authentic documents

Animation

- project approach / collective work
- Individualized work
- "fun" learning / learning through game / create a game
- Role playing games
- Impossible to stay at a place during more than 30 minutes

Evaluation

- Competence book for each person
- Importance of self-evaluation through an improvement book
- Final results with the boss or the referent in the company

Means

- project approach / collective work
- "fun" learning / learning through game / create a game
- work with specific resources (TV program, newspaper), "photo language" method and with the working tools
- Work on countries (location, names, etc.)
- Work on the news (time identification) => group with individual learning activities and collective activities
- "photo language" method (colour cards)

La Chômbier

The purpose of the social restaurant:

Integrate the workers socially and professionally, develop their professional skills in waiting and cooking, develop their general knowledge and their capacity to be critical, guarantee the quality of the restaurants services and ensure the break-even point of the restaurant

The profile of the worker:

- sent by the Brussels social services, some of them low educated, foreigners or from Belgian underclass, living in a difficult socio-economical situation

The program:

Individual: French (speaking – cooking vocabulary, reading and writing), mathematics (numeration, basic operations, measurements, proportions) and driving lessons

Collective: Social life (taxes, social security, elections), Dutch (basic vocabulary), hygiene (rules for cleaning and food preservation), theoretical cooking lessons (dressing, recipes, desserts) and waiting lessons

The program is built on participation, personal investment, responsibility, confidence/self-esteem, adults, critical/analyses

Who is the trainer?

He agrees with the purposes of the structure, embodies the organization, knows the profile of the learners, is an adult with other adults, is there to teach/educate and has that specific role

Some elements to work with adults:

Work with a democratic intention, be conscious that to educate is a political act, make the learners participate – democracy – love, start from the learners situation, their context, their experience, install a trusting relationship, be conscious that the trainer may be wrong, he doesn't know everything, but he may never lie

Preparation: Good knowledge of the professional sector and the workers profile

Evaluation:

- specific tests on the skills, analyze the results of the learners, evaluation with the learners
- analyze the practice by asking: Where am I?, Who am I teaching?, What am I producing? What are the consequences of my teaching? Is it what I am supposed to do? Is it what I wanted to do?

Issues:

Professionalization of the social sector, freelance trainers, trainers from the university and from teaching children, the present course (fast, production, growth, survival in time of crisis)



BEST

En Vogue –the project for fashion and young deprived female learners

Main target groups:

- education providers dealing with
- disadvantaged, low-level educated young female learners to equip them with innovative methods and tools for providing
- IT and economy contents embedded in the thematic world of fashion

En Vogue products:

- En Vogue handbook and toolbox, demonstration concept, mainstreaming and multiplication plan
- Project Website: www.envogue-project.eu available in different languages



En Vogue Approach:

- Promotes support and mentoring and emphasises appropriate assessment, helps students to practise their key IT and business skills linked to the fashion industry such as: budgeting, presenting, working in teams, producing attractive publicity items, creative thinking, gives young women motivation and confidence and prepares them for the challenges of the modern labour market
- self-directed learning approach; topic related experts and sports expert, supported by psychologists

Key competences:

- Communication
- Maths and technology competence
- Digital competence
- Learning to learn
- Social and civic competence
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

The training introduces sport activities into basic skills.

1000 learners per year have taken part, 60 % entered jobs after the training.

Training of trainers:

- based on annual agreements
- periodic feedback
- sharing of knowledge among peers
- presenting and discussing new approach and material
- peer work and projects
- discussion and feedback circle
- topics: form vocation specific, pedagogical skills to social skills
- company details based on training plan process

Wrap-up of the days in Bergen

Partners have asked themselves about who the trainer of basic skills is, what his /her competences are and what he/she should do. For this, they analyzed the practices and experiences of the trainers, and they reflected on ways to professionalize the practices, develop competences and structured the profile of trainers of basic skills.

1. Experiences of the trainers

- The trainer is involved in an adult-to-adult educational relationship (→ Andragogy vs Pedagogy). A starting point is to say that the worker has the capacity to be a good worker and a good student.
- Trainers are committed to their jobs and like what they do!
- The approach is based on the fact that the worker is the heart of his/her own training and learning. Therefore, the trainer says they need to focus on short and specific issues or topics in order to connect the worker to the learnings and possibility to use it in their work environment. They should also make immediate and concrete use of what they learnt. In this sense, the trainers can use curricula as National organizations, like Vox offer them to learn on.
- The trainers shall no longer be expert in maths or linguistics or digital competences... but they would rather be focusing on soft and transversal skills such as being a citizen, develop the capacity of thinking, analyzing, working and being part of a group.
- In most of cases they developed tools and techniques, most of them directed towards:
 - Adaptation to the workplace / needs of the adult trainee
 - Have a variety of supports / medias (diaries, etc.)
 - Individualization of the training
 - Using project mode, group works
 - kinesthetic aspects (move, act, role games, build things)
 - Digital competences can be approached through different types of learning
- They use evaluation tools such as improvement or progression books

2. Training the trainers

- Challenges :
 - Do the trainers of basic skills make an evaluation of “daily life” or “work” competences?
 - They should make the difference between activity and task = *stipulated work* and real work, (the things I have to do and the things I do).
- We have plenty of ideas concerning what a basic skills trainer should be! The “perfect” trainer should :
 - learn and “absorb” the social and economic situation of the workers
 - learn about the job they do or the job they pretend to do
 - learn about the interests of the person so they don’t give up nor discourage themselves !
 - go into the companies and deal with the company staff, the boss and the secretary.
 - Ethically she/he is loyal and engaged towards her/his missions. She/He must be “aware”!

- Other challenges for the trainer: how to be creative in teaching literacy when it's needed?
- Who is exactly the basic skills trainer? How to define her/his professional profile?
He's an adult! But a teacher? An educator? A facilitator?
 - Someone who goes in the companies, who give the courses in the companies, who deals with the company staff
- How should the trainers of basic skills be trained?
 - Coaching, guiding the trainers all along their practises: sharing experiences from expert trainers, analyze practises...
 - Never give up getting trained!! The trainer/teacher must "long life" learn!
 - The training should focus on learning how to secure the workers coming to a training, although educational centres must do their best to secure the trainers/teachers too. It's also about building a safe environment to hire them and make them do a good job.
 - "Five legs sheep do not exist"!! Let's be careful to ask people things they can do and that have sense (communication with the company...)
 - School leaders must know about the issue of being a good trainer

7. BRUSSELS MEETING

“ON-THE-JOB PEDAGOGY OR HOW TO ADAPT BASIC SKILLS TO THE WORK CONTEXT”

La Chôm'Hier



1. Current context

- a. **Economic context:** economic difficulties, gap in the budget of the organization while the restaurant is an important financial resource for the whole organization.
- b. **Consequences on the work and the trainings:** production becomes the priority and puts the training aspects at the backside.
- c. **What we are able to create:** due to this economic situation, the question is *how to do* and *what should we be able to create* to maintain our social objectives?

2. What one might ask before?

- a. **Where are we? (structure and finalities):** La Chôm'Hier is an organization struggling against social exclusion.
- b. **Who are the workers?** Majority of foreigners, living in socio-economic difficulties, most of the time without mastering French language and reading and writing, some of them with a very low scholar education.
- c. **Why are they here? (context – external):** Don't have any recognized diploma, low education, immigrants, sent by social services to follow an transitive way before facing the labor market.
- d. **Why are they here? (motivation – personal):** To learn how to work in restoration (cooking, waiting, catering).
- e. **Who am I?** As a trainer, I have to know the finalities of the structure and the social profile of the workers to find the right role into this context.

- f. **Why am I here? (context – external):** Because, as everybody I have to work to live.
- g. **Why am I here? (motivation – personal):** Because my intention goes in the same way as the structure where I'm working.

3. Methodological questions

- a. **Depends on the finalities of the structure defined by its political and philosophical options:** Need to define clearly the political and philosophical options of the structure, la Chôm'Her – raised in the 1984 – was created by unemployed citizens from their own initiative to transform their situation. We always have to remember where we come from to make our choices and to define our methodological tools.
- b. **Which are the best pedagogical conditions to make that the workers :**
 - Learn their work?
 - Identify their weaknesses?
 - Identify the takings they have on them to improve them?
 - Improve their lowest skills?
 - Work together?
 - Identify the place they have in the group (their utility)?
 - Are part of the product (quality)/production (quantity) of the group?
 - Love their work?
- c. **How to make the link between the finalities and the methodology?**
- d. **Find the answers to these questions together : with them = the link**

4. Collective reflection

Thinking together with the workers means that they are recognized not only as working people but also as thinking persons. Giving them a real place into this reflection should permit them to be a real part of the social project and to make them responsible about it. Of course, it implies that the chiefs, the trainers and the direction assume to share the power to decide (without forgetting that everyone has a different role into this.)

a. Program :

What do they have to acquire (technics), to know (knowledge) and to master to be a good cook? *Attitude is part of the methodology, and is trained by the collective reflexion itself.*

- What are our weaknesses? *To define priorities.*
- How to do that together? Ideas:

- By observing each other on the job (what we gonna do!)
- By taking the place of the cook chief in turn (one by one)
- By comparing the observations
- By synthesizing the observations and defining items

b. Organisation :

- Which organisation will be the best to :
 - Be trained
 - Learn our job getting trained
 - Make our observations
 - Compare and synthesize our observations
 - To ensure the operation of the restaurant
 - Daily work
 - Banquets

c. **Evaluation:** This kind of evaluation must be realized together with the workers, the chiefs, the trainers and the direction and has to be focused on the work not on the persons. The evaluation must be seen as a tool that's going to control if our job is well done and if it follows the way defined by our political and philosophical options. This way of working could be a solution to make that the working organization controls itself, that the workers control the work and not their colleagues. So the points that should be thought *together* to create *together* the evaluation could be the following:

Which criteria and indicators do we have to define to control (together):

- If our job is well done?
- If our training is good?
- If our organization is going right?
- If our evaluation is efficient?

The pedagogy of the oppressed should be developed WITH the oppressed and not for them (men or peoples) in struggle to regain their humanity.

Paulo FREIRE

A testimony from two cooks working at La K-Kête, Cédric and Bah, and the Dutch trainer, Roger

Cedric, franco-belgian cook

He's now finishing his stay in la Chôm'hier and came from professional to enter the social environment. Professional environment is stressing, social environment is calmer. That was not so easy: different kitchen style, budget, and he adapted to it, and has to manage in the same time evening courses to have chief course. He got his diploma 4 months ago. He needed 3 years of study to become a chief, and to be very passionate (when training and working, it starts at 8 and can be until 23). He needed to pass a test for certifying the training : he had to serve 5 chiefs of Belgium to get his Diploma of the French community. After that, he has now to wait one year. Cédric will finish at la Chôm'Hier in 20 days.

He appreciated the training aspect in la Chôm'hier, because everyone needs to learn different things. He want to start a new business of catering at domicile. Coming from the professional world, he found a family atmosphere in la Chôm'Hier, everybody becomes friends.

Bah, Guinean (Konakry) cook

In Belgium since 19 years, and 17 years working in restoration, in pub and hotel. A bankrupt pushed him to another place for 4 years. After a second bankrupt, he had to live from the welfare services, and took courses for cooking training (3 years school) in another social restaurant Arpaije (Brussels). After that, in la Chôm'hier, the director asked him to start a restaurant.

One of his difficulties at the beginning was to adapt to different cultures and nationality. He Learnt a lot from the others and the director helped him also to be in the team. He began also to take French and Dutch.

How to train people? Be around, show, explain, taste what it does. They are evaluated. They have documentations and books, as a basis. There weren't any problem.

Describe a day of work. Service from 8:30 until 16:12. Shopping once a week, or twice if there are banquets.

Roger, Belgian trainer

Roger is a teacher for Dutch, from Flanders. Teach not grammar works with pictures and practical things and sentences that are shortened and practical. Not using grammar. Most of all, he uses humor.



La Chôm'Hier's partners

Laeken Découverte

Christophe Mouzelard, coordinator of small non profit association, Laeken Découverte. Employee at 3rd time, they make discover with 10 guides Laeken's patrimony and its social life, organizations, and monuments.

Network of social organizations with partnership of other partners: la Chôm'hier and la Maison de la Création, depends of the project ('on call project'). Purposes: guided tours, seasonal job. Visit every Sunday, enter buildings where normally it's forbidden. They want to promote the neighbourhood and off the tourists' path. Visits organized for La Chôm'hier workers.

La Maison de la Création

Jacques-Yves Le Docte, director of the Maison de la Création.

The project started in the 90's by the initiative of people from the neighborhood. So, the citizens are the origin of this project. They gathered and fought for a better way of life in Laeken and didn't wait from political decisions. One of the big figure in this project is Jacques Hanon, a priest. It began with the Amalia festival, with artists. After that, they developed a project of parade in 2002 when Brussels was capital of culture, where they used the building (former city hall of Laeken) to create workshops. And then, in 2004, the Maison de la Création had an official public recognition as culture centre in the North part of Brussels (badly considered in the imagination of the Brussels people.)

Currently, the Maison de la CRÉation and la Chôm'Hier are partner through a theatre workshop with the adult learners in literacy.

Coordination Sociale de Laeken (CSL – Laeken Social Platform)

Emilio Danero, coordinator of the CSL.

The communes along the channel, in this part of Brussels, were specific place of industrial and economic development in the 20th century, so that it brought a lot of migrants : first Belgian people from Flanders (Hasselt), then Portuguese, Italians, Polish, Spaniard, Moroccan, Central African, Romanian, Afghan, Bulgarian.

Creation of the PICOL association (Partenariat Intégration Cohabitation à Laeken), they coordinates all the associations in Laeken, and are constitute themselves as credible interlocutor of the public and political institutions. Coordinates the 100 associations members of the platform, but we can find two types among them:

- citizens based associations
- parapublic associations, linked to political institutions

The platform gathers workers from these associations, not the associations themselves. The coordination of these members should be coordinated by one independent association. The coordination works on a common social action plan based from the needs of the citizens. These last years, we can see that the propositions emerged from de CSL were taken by the local political programs.



Observation workshop

Why a workshop? A better way of training by observing work situations...

How do we reinforce the basic skills of workers on or off the job pedagogy?

The partners had to observe three work situations in the kitchen and in the restaurant.
Each group focused on one specific field:

- One basic skill to pick in the VOX key competences goals grid as guiding tool (only levels 1 & 2): oral communication, numeracy or read / write.
- The role of the chefs/trainer/tutor in accompanying the learners
- The possibility to improve in professional tasks (preparing the restaurant for the service)

Organization:

1- Observation: 20 minutes

2- Group discussion: 20 minutes exchange in the group:

3- Wrap-up: 20 minutes wrap-up (5 minutes by group)

1. Observation phase

Group 1

First take time to observe all the workers and understand the global work situation.

Then choose to focus your observation on one worker: what does he/she do? What is his/her activity?

Example of work situation: the worker is preparing the fish sauce.

Using the competences goals grid, try to spread this task into smaller ones (left column). In the right column, insert the competences goals using the grid developed by VOX.

Group 2 : Observing Sylvie and Bah

The talking (do they talk to one person at a time or to the entire group? What frequency?

Non verbal (The kinestesy) (how do people listen to what is said? How does Sylvie or Bah take a physical position towards the cooks? And everything special you can observe...

Group 3 : Observing people preparing the restaurant

What are they doing?

How could training help them do it better?

How could an evaluation grid help them to improve?

2- Group discussion

What did we notice?

What was surprising?

What did I like?

What could be done in another way?

Prepare the wrap up for the other groups thanks to the paragraph bellow.

3- Wrap-up

Each group presents its findings during 5 minutes:

- Work situation observed
- Analyze of the group
- Improvements/reflection the group can bring

Results of the wrap-up

General feedback of partners: a good experience for La Chôm'hier, which enables to point out the assets and difficulties.

Group 1 : « Observation of the kitchen : what competences of work can be linked to key competences ? »

Observations from the group :

- no much oral communication in between actors
- They seem to make their tasks according to the routine
- Related to the tasks they're doing, they should be able to have a minimum of reading / oral communication and numeracy. Read : because of the security and hygiene aspects, which are present in the kitchen (« Health, Environment, Security »). Writing / reading : for procedures and recipes ('today's menu')
- Management : Sylvie does too much, it seems there is a difference between the written instructions and the reality (Bah had to be at washing, but he was cutting

vegetables...). One big question : who is the head of the restaurant ? Who is the manager ?

La Chôm'hier explains that they would like a person to be the manager, but financially they can't afford it. Partners think it's not so about having a manager, but more about having a quality management. No need of a full time job for that. Need for someone to be able to take distance from the production.

Group 2 : « Observation of the role of the chief and second chief in the kitchen »

Observations :

- not much talking, talk one-to-one but not to the group, Sylvie whispering. La Chôm'hier precises that usually there's more talk between them.
- Nobody ask question to Sylvie, looks like everybody know what he has to do. In fact the workers should change the tasks during the week, so no one should know what he has to do.
- Sylvie is looking after everyone, and looking at the global situation, but not so much. Bah isn't doing it. Does Sylvie feel about her role as chief ?

Group 3 : « observation of the trainees preparing the room : how to improve professional skills ? »

Observations :

- preparation of the room
- There is a list of task
- But who's the responsible in the room? Why don't they talk (only whispering)? This is because of the group observing them. They also don't speak a lot because they know what they should do.
- The tall guy seemed to know what he was doing and to have the instructions for preparing the room. He seemed to be the responsible, but we're not sure. He also looked like he doesn't have the coaching enough and no plan to organize (lost a lot of time by going back and forth)

Recommandations:

- to clean the room with an adapted uniform – not with the white shirt-, in order to realize more what task they are doing (=cleaning)
- attention should be brought to legal rules in question of hygiene and security (mixing kitchen and washing things)

General wrap-up of all the groups

- Tasks need to be precised
- What to do off the job: cleaning techniques, hygiene and security awareness raising, coaching.
- To date, there is only an 'intuition' of the tasks approach. They need a real plan with tasks. For example, a chronological check-list of tasks to do.
- Some workers arriving at la Chôm'hier are already knowing French language, which is a good point (in Norway, for example, this is not the case). Still, in a professional environment, you need to know and learn about adapted vocabulary, and also, you need to be able to questioning, in order to improve.
- Careful with routine tasks: it secures people, but until when? How to « unsecure » the workers' routine to help them improve?
- La Chôm'hier precises that half of workers who have experience at the restaurant don't stay in the catering sector. Some stay at the restaurant to get the welfare money as unemployment benefit. Their situation is precarious, so after that they just go where there is job for them.
- Can they valorise transversal competences they got from the kitchen experience? Not so well.
- Catering is a hard job, with family constrains, that's difficult.
- Deinde observed that it was difficult to make a proper observation in the morning, because of the methodological aspects: people don't behave normally when observed, and it's only after 2-3 days that they start acting normally. Nonetheless, we can observe who the chef (Sylvie) is and who is not (Bah), we see there is no competition in between.



Conclusion

Observation should be part of the daily work and give feedback, to improve the management. It's important for the workers, because they want to improve their job here and they are happy doing it. La Chôm'hier thinks that Sylvie might lack pedagogical

competences, although technical ones are mastered. There is no one around who has a trainer role.

Presentations of partners

bbb

It's not usual to implement basic skills training in the companies in Germany, basic skills culture grew from the years 70 -80.

About the access to the enterprises, we work with Counselling Service, in contact with the enterprise. They make sensibilization to enterprise for basic skills. BBB also works with training centres, and train their trainers to connect and enable to



have off the job pedagogy, because such a process has to start from the beginning. Actually, the SESAM project is dealing with that. It's hard to make a deal with the company and in relation to training, because their priority is profit.

We must see the Lack of basic skills not in general terms but in specific ones. One to one coaching has been done, with a Turkish German worker. What are his needs? The Challenge is more for TPE/PME to get the issue. During the period of less activity, it's a possibility that people get the training on basic skills. When activities slow down, public funding are given to keep the people in the company but with less work hours. There is no official funding to do that. In Germany, we already know that there will be not enough qualified workers in the next years.

Observations from Dieter of trainee in dual system (alternative training) :

- Medical assistant surgeon
- Car repair, mechanic
- Craft sale

The aim is to find out about the linguistic and communicative demands of the workers. Of course, reading, writing and listening are three competences solicited in the activities. What documents they need to read or write? We also work on oral communication.

Deinde

On the job (OJT) training in Poland

- Training „through work” or internal training aiming at transferring the knowledge, skills and attitudes of the superior/supervisor and other employees (e.g. managers) to the new employee directly during the performance of work tasks in the workplace

- In Poland, on-the-job training as for **basic skills** to workers is **not so common** (BS understood as only reading, writing – literacy, numeracy skills).
- It's rather more associated with other basic skills/key competences (communication in foreign languages; digital competence (ICT); learning to learn; social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression).
- Before all, OJT is associated with necessary professional skills and knowledge that new employee needs to have to start a job: OSH (occupational safety and health), laws and duties of employees and employer, scope of duties/tasks = it's more like "workplace training" (key information and requirements connected with specific post/position).
- OJT in many cases aim at increasing productivity and effectiveness of the company.

Techniques of OJT

- "modeling" – observing the superior while performing his/her task, then imitating the work
- mentoring – shaping a desired behavior; it's based on the relationship between subordinates and superior(s) who is/are a model to follow
- coaching - a training or development process via which an employee is supported by the supervisor while achieving a specific result or goal
- specialized instruction – supervisor introduces an employee into the workplace and familiarizes him/her with the scope of tasks and duties (it also may take form of a written instruction)
- consultation with your supervisor – transfer of experience by managers who work longer in a given company; it requires some pedagogical abilities, like skills assessment, patience. The advantage is low cost and the supervisor develops his/her interpersonal and conceptual skills
- "special assignment" – delegating tasks to the employee that exceed the performance of his routine daily duties
- assigning replacement – taking another position (temporarily) that is not filled at a given time due to illness or vacation of some other person
- group work forms – "work/project teams" whose tasks are a part of a bigger work/project; all member are equal; aim: exchange of knowledge and experience

Advantages of OJT

- training takes place in real time and in a real work situation
- an individualized approach between the trainer and the monitored person (employee), which gives greater opportunity to adjust type and content of the training to the individual person and his/her style of work
- carried out in conditions enabling to get to know each other better which strengthens the culture of the organization
- helps to solve current problems in the daily work
- helps to avoid the stage of transforming theoretical knowledge into practical action
- activation of managers "taking care of" a given employee who undergoes training

- easier verification and evaluation of the effects of the trainings and at the same time the employee is not “eliminated” from the work day
- time and money spent on the training quickly pays for itself in the form of increase productivity and effectiveness

Drawbacks of OJT

- limited possibility to use knowledge and skills acquired during the training
- only a slight increase in the bargaining power of the worker in the labor market
- risk of transmission of improper methods and patterns of work to a new employee
- the presence of superiors (directors/chairmen etc.) can be a restraining or blocking factor for employees taking part in the training
- risk of conducting unreliable training by a trainer/training organization who doesn't know/understand the specificity of a given company
- in case of trainings conducted by e.g. a manager (working in the company) – lack of pedagogical background and abilities can make the training inefficient
- costs – in Poland, employing external expert (professional company implementing OJT) is very expensive and enterprises prefer to train new employees with their own means (by involving other employees, supervising, delegating tasks, job sharing etc.)



OJT trainers

- Professional trainer is necessary – with a suitable educational background and experience; preferably someone who worked on a given post and may introduce the next employee.
- They are usually experienced managers having additional pedagogical/trainer qualifications – in this case the training takes the form of coaching, where the trainer-coach works only with one person.

Features of a good trainer

- deep knowledge based on experience
- ability to listen
- intrinsic/internal motivation
- charisma
- ability to observe and draw conclusions
- resistance to stress
- empathy and openness
- ability to deal with resistance and criticism
- giving feedback (including criticism)
- prioritizing and organizing information

Our OJT experiences (basic skills)

- Trainings conducted by Deinde's and Foundation's employees or by professional trainers, for example:
- communication in foreign languages – employees are learning English (weekly speaking “classes”), also Spanish
- digital competence (ICT) – short trainings concerning the use of MS Word (advanced functions) or MS Excel
- learning to learn – involvement in LLP projects: partnerships, workshop, trainings
- social and civic competences – short interpersonal and social skills' trainings useful in social and working life (communication, negotiations etc.)
- sense of initiative and entrepreneurship – short trainings e.g. on creativity and creative thinking, as well as the ability to plan and manage projects in order to achieve objectives.
- cultural awareness and expression - short intercultural trainings for employees, useful in social and working life (lately about gender mainstreaming and gender issues)
- Social projects with traineeships, e.g. project „Actively in the labour market”(HR and payroll, computer graphics, catering services, preparation and management of EU projects)
 - Projects' participants: unemployed people from Lublin region
 - Services: vocational counselling/guidance; training courses and internships/traineeships (3-6 months) in a company
 - Each trainee had „a mentor” in a company who provided guidance and assistance in carrying out the tasks during the traineeship period
- In Deinde and FFI we regularly have interns/trainees who have their „mentors” and undergo a sort of OJT (always in relation to tasks he/she needs to perform or a project he/she is involved in).

BEST

On the Job Pedagogy for Basic Skills: Experience and current practice at BEST

BEST currently provides basic skills programmes with on the job training for the following sectors and subjects:

- Gastronomy (auxiliary staff in kitchen, service)
- Tourism (support staff)
- Warehousing/ storage and logistics
- Kindergarten assistants (“Flying Nannies”)

In all the Basic Skills programmes, we follow an integrated approach of “hard” and “soft” skills provision, aiming at the learners' (re-)integration into the labour market. Learners therefore undergo a modular training system with different focusses. They are taken care of by various experts: - trainers - coaches and - company contacts/ mediators (“Betriebskontakter”)

Experts involved

Trainers provide work-related contents for the respective work sectors.

- Focus: practical issues

Coaches provide individual and group sessions;

- Focus: biographic work, reflection, self-awareness

Company Contacts/Mediators: this is a function/ pedagogic job profile, which has been introduced in Austrian labour market oriented programmes only in the last years

- Objective: Learning Transfer of acquired knowledge (theoretical and practical) from course programme/traineeship into future job biography

Company Contacts/Mediators („Betriebskontakter“)

These experts provide additional support to both the learners as well as the trainers.

They provide active support which aims at fostering learners' (re-) integration into the labour market. Their work includes, inter alia, the following:

- establishing and keeping steady contact to companies, i.e. potential employers in the respective field of the training programmes (e.g. gastronomy, tourism etc.)
- identifying job vacancies and analysing concrete needs and challenges for these – in cooperation with the Employment Services in charge
- presenting these vacancies to learners (and their trainers)
- analysing respective opportunities for learners
- preparing learners for traineeships, in accordance with the needs of the employers
- intensive counselling and guidance for learners in preparation for traineeship (empowerment, motivation, reflection on clear connection between skills acquired in training before and skills to be applied in the traineeship)
- accompanying learners for interviews/ talks with employers providing traineeships, if required/ requested
- formalising these traineeships (contract with employers, agreement signed with learners)
- permanent exchange with employers and learners during traineeship
- intensive evaluation and reflection of traineeship once finished
- support for learners in order to find/keep sustainable job to secure long-term employment
- ongoing support also offered to learners who in the end have started a job

On average, learners would work with these experts for around 4 hours per week. Traineeships/ Outplacements usually take 2-3 weeks, in some cases longer. In most of these Basic Skills Programmes, more than 60% of learners do get a steady job as a result of the programme (measured three months after the official end of the programme)

Most important: continuous COOPERATION among trainers/ coaches and company contacts. For this, we employ various methods and tools:

- meetings for exchanging information
- occasional on site cooperation within the training room (coaches, company mediators being present during training)
- database to feed and share relevant information

- permanent exchange and evaluation with Employment Service counsellors and with employer/provider of traineeship

A selection of relevant international projects:

Basic Skills for Work: Combined Basic Skills and Communication Training for Low-Skilled Workers in Five Different European Work Sectors

Developing training material and curricula for five sectors where so far no workplace training concepts for basic skills and communication skills are available. The sectors identified are: hospital and care, construction and environment, tourism and leisure, cleaning, railway transport. www.basic-skills-for-work.org

TOLEW - Training of Low Educated Workers for Productivity Growth

Training of low educated workers in the wood, construction and cleaning sectors, in basic skills and safety regulations.

<http://www.tolew.eu/>

BAGru: Job relevant basic skills concepts and tools for groups facing particular challenges at the labour market

Developing and implementing concepts and instruments to integrate groups with challenges in the labour market, into education, training and employment.

www.bagru.eu

Golden Goal: Basic Skills & Communication Training with Integrated Sport Activities & Golden Goal Plus

Enabling young disadvantaged adults with particular "education resistance" to score their "Golden Goal" by improving their literacy and numeracy skills, and to promote their social and cultural integration into society.

www.golden-goal.at & www.golden-goal-plus.eu

GARDEN your educational life – a new learning environment and opportunity to access education and improve employability for young disadvantaged adults in Europe

Introducing a new (outdoor) learning environment and applying a holistic approach, thus taking advantage of the overall concept of nature and gardens to offer new didactic concepts and pedagogical instruments.

www.garden-project.eu

New Teachers for New Competencies: Tools to help teachers develop, mobilize and valorize transversal competences among their learners, as requested by companies

Creating new teaching and learning scenarios, techniques and methodologies, which allow teachers to develop, transfer and valorise in their students the key competences required by companies.

The Leonardo da Vinci project *NEW TEACHERS FOR NEW COMPETENCES: Tools to help the Teachers to develop, mobilise and valorise the Transversal Competences in their Learners requested by the Companies acquired through Informal Learning* – has been selected as a

best practice example for the European monitoring conference taking place in Brussels on February 11th and 12th 2013 in the frame of the network *Work-based Learning and Apprenticeships*.

<http://www.nt4nc.eu/>

Bergen voksenoppl ering

Pedagogical challenges

“The adults do learn what they want to learn as long as it is meaningful for them.”

Learning problems connected to ambivalence:

- Adults really do want to learn, because they take advantages or see it as necessary but...
They will rather not, because it demands effort
- Adults want to control their learning but... They are used to «teacher-control», which is the easiest way

What is special about Adult learning?

- In contrast to children adults are:
selective – self controlled – sceptical
- Adults learn what they want to learn – if they have a good reason
- Adults do have recourses and experiences
- Adults take responsibility for own learning according to interests
- Adults often do not engage if it is not in their interest or “meaningless”

General practical and pedagogical advices

Adult learning is facilitated if:

- É The practical frames are forthcoming
- É The curriculum match their “lifeprojects”
- É Their joint responsibility for learning is maintained
- É They experience that they are met with respect



Example profile

BASIC JOB SKILLS FOR CLEANERS

TASKS FOR CLEANERS INCLUDE:

- performing cleaning duties
- assessing cleaning needs
- maintaining equipment and machines
- evaluating methods and equipment
- calculating time and planning the work
- working in accordance with hygiene and environmental requirements and guidelines
- working as part of a team

8. ANALYSIS AND RECOMMANDATIONS OF PARTNERS

	TOPIC <i>Communication with employers and enterprises</i>
<p>Points of agreement / convergence in between partners</p>	<p>Work related basic education has two addressees: The employees and also the employers and the company. Both have to be convinced by a real benefit.</p> <p>The first addressee of basic education is the participant, is the employee or the unemployed and the job-seeker respectively. His or her interests, wishes and his self-identified learning needs are the starting and significant point of basic education. This could, but clearly does not have to be, a contradiction to the interests and need of the company.</p> <p>The rate of return has to be high – for the company/the supporting institution and for the learners.</p> <p>Acceptance for basic education from the companies and employees in economy and work needs “anchors” and connections. Strictly necessary is a direct connection between the current challenges of the enterprise and the enhancement of employees' qualifications.</p> <p>Work-oriented basic education aims to reach those who are not in the focus of the operational HR practice, even though they form an important resource for the competitiveness of businesses. They are low-qualified, unskilled and semi-skilled workers and employees who need vocational training to maintain and broaden their employability. Work-oriented basic education is the adequate form of training for low-qualified workers and employees, whose communicative abilities do not or not anymore suffice to perform a task. This can show in both oral and written communication. Starting point of basic education are the current challenges at the work places and not the deficits of the employees. Basic education avoids stigmatization and social attribution. Basic education is using appreciative, respectful and dialogue-orientated ways and methods.</p> <p>Work-related basic education is work-oriented but not reduced to work. The term ‘work-orientation’ does not exclude other life environments from learning in work-oriented basic education. The reference to the working and living environment marks the demands and concerns of the learners and is being balanced didactic-methodically.</p>

	<p>Work-oriented basic education uses and develops the learnability of working environments</p> <p>Work-oriented basic education uses the knowledge of the special effectiveness of learning in the process of work. Learning in the process of work particularly enables an ability of affiliation to specific challenges, a learning interest and learning motives of employees, and individual learning strategies and preferences. Basic education uses manifold learning settings (individual coaching, tandem learning, group learning, learning through sitting in and feed-back / training on the job).</p> <p>Strictly necessary are common aims (interconnected) regarding profitability, staff satisfaction and customer satisfaction.</p> <p>It is necessary that employees acquire key qualifications in broad, initial vocational education and training to successfully manage the constant change in the work requirements.</p> <p>Continuous development in BS enables employees to improve their performance and consequently the company's achievements.</p> <p>Concluding remark: Important is a systemic view of all successful indicators.</p> <p>Only taking into account many different aspects to strengthen basic skills trainings for adults will be successful and sustainable: successful environments, legal conditions, something like "vocational training cultures", supportive collective agreements or agreements between the social partners etc. to provide work related basic skills trainings and make it acceptable or profitable for employers to join in those measures (for example OPCA in France or the Basic Competence in Working Life (BCWL) Programme in Norway, or the "educational voucher" – systems in some countries. But those enabling framework are not automatically successful without considering other indicators like the special pedagogical and educational training concepts, the access pathways to employers and employees, the professionalisation of counselors and trainers, the quality assurance and evaluation of courses being offered, the involvement of all relevant actors in the field of work related basic education and the networking on regional and local level and so on.</p>
<p>Difficulties, issues and challenges</p>	<p>Enterprises are in line with their own logic regarding their economic efficiency and competitiveness.</p> <p>Enterprises (especially SME) must take their business decisions often</p>

	<p>based on short-term goals. Human resources development and the enhancement of vocational qualification of their employees are often not part of a long-term strategy for workplace innovation.</p> <p>The situation is especially problematical in the case of an enterprise that plays roles both as an employer and an employment company including qualification.</p> <p>Trainers and advisors / counsellors are often not well qualified and prepared to offer their pedagogical competences in learning settings in companies.</p>
<p>Ideas, recommendations to improve the practice in relation to the topic</p>	<p>The way into companies and to the target group can be achieved via the top management. The top management is the first contact person. But it is not sufficient to convince him or her alone.</p> <p>Contacts and communication with the medium management have to be established and - if existing – with the work council or other confidants too.</p> <p>With activities for basic education and alphabetization no door to a new company will be opened.</p> <p>It will be more successful to choose the way to contact companies with which already have been successful cooperation and projects before.</p> <p>Therefore there were already trustworthy contacts with decision-makers in the company. Irrespective of this the trainers and the advisors / counselors must have a lot of competences in the field of the enterprise and the industrial sector and the business environment.</p> <p>To establish basic education in a company, the active support of the different levels of management is necessary.</p> <p>Well-prepared workshops with the managers have proven their value. In such workshops an argumentative exchange between the providers of education and the company management concerning the benefit of basic education can take place and especially the benefit which the managers hope for can be investigated.</p> <p>Finally, joint indicators of success have to be developed and a fitting controlling has to be contracted. The results of the workshop should be documented.</p>

Strictly necessary for a good communication between the enterprise and the training organization are direct communication channels during the whole process: before, during and at the end and after the basic skills training (including agreements to training specifications with pedagogical and financial terms, introduction of each participant of BS training, visit of the enterprise, information about work stations, information about workers' unofficial needs, meetings about every pedagogical and administrative aspects and evaluation results concerning BS training, the final evaluation of the training quality under the perspectives of the participants and the enterprise.

For trainers and advisors / counselors:

- provide good arguments for basic skills training and range of solutions adapted to the enterprise.
- try to sell the product – present good offer (package support: training, counseling, and coaching).
- refer to the current and future situation of the company on the labour market; tell about competition companies.
- underline the benefits for the company and other employees (not only the one who will be trained).
- present the training as an investment.

Concluding a concrete learning and learning transfer agreement with the management and the participants has proven its value. It should also be contracted in written form. These contracts can for example include:

- Agreements about the learning times
- Financing of the learning times
- Probation periods and trial lessons
- Binding character of participation
- Certificate of attendance
- Controlling/benefit for participants and companies
- Responsibilities
- Possibilities of sanctioning

Arguments that agree with the logic of the employers / in the rationale of the company (using the example of city cleaning and waste management company): Finding and opening – The concrete “WHY?”

- help out somewhere else
- clean during the day, communicate, be able to read work orders
- react properly to “come-ons”
- understand and answer clients' questions
- customer satisfaction

- understand security training
- fill in reports and work notes electronically
- report anomalies
- intercultural teams, conversation during breaks
- admit insecurities and ask
- avoid mistakes and resulting costs
- follow environment protection
- use financial means economically and adequately
- costs of fluctuation
- loss of added value
- costs for advertisements

Points of hidden effort

- focus on the companies
- find contact persons in the company
- use company-specific branding
- collect examples from other companies
- point out the meaning for company and staff
- include staff representatives and multipliers
- develop and agree on accompanying culture
- research educational requirements and needs
- research educational demands
- clarify demand vs. requirement
- write down conditions of the order

Examples for work-oriented basic education trainings, each one being designed and carried out demand-oriented :

Communication with clients – mastering new and old requirements confidently.

Oral and written communication requirements of dealing with clients will be trained according to the working requirements.

Documentation of working processes and results – changing requirements due to QM systems

The central requirements will be practised and stabilised in a work-oriented way.

Job change: being prepared for new communication situations

Restructurings and new product lines lead to changing communication requirements. This training prepares for these situations.

Mastering internal communication with colleagues.

Typical conflicts due to a lack of communication will be identified and communicative alternatives will be practised.

Job change: mastering the new role as a superior.

If simple workers attain a superior position, this training helps to

	<p>master the role change and to stay relaxed in critical situations. Understanding spread sheets. How do spread sheet programmes (Excel, Lotus 1-2-3, Quattro Pro etc.) work? What are their advantages, where can they be used efficiently? Information technology – gaining basic competence for digital media. Basic knowledge will be imparted in short seminars and with examples based on real working tasks. Certifying competences, or: I can do more than I or others know. Recognised procedures of balancing competences are HR tools of a modern management. After this training, employees know how are they are positioned professionally, socially and personally.</p>
	<p>TOPIC COMMUNICATION WITH THE WORKERS/EMPLOYEES (on the basis of the work of partners until the meeting in Lublin, Poland)</p>
<p>Points of agreement / convergence in between partners</p>	<p>Common conclusions as for COMMUNICATION WITH THE WORKERS/EMPLOYEES enumerated by the partners are as follows:</p> <ul style="list-style-type: none"> - The learner/worker is in the centre of partner organizations' interest. - The training process should always be linked to some personal/professional experience of the learner. As an adult person, he/she has already the knowledge acquired during his life, so it is necessary to take into consideration, while training, socio-economic aspects of learner's lifetime experience and anchor the training in real work situation, combining theory with practice. - The training must be useful for both employer and employee/worker. - The concept of security is especially important for adult learners. Partners often enumerated the fear as one of the factors discouraging workers from participating in trainings (workers seem to be afraid of getting involved in training, raising skills and reaching for new competencies). - The concepts of 'agreement' and 'awareness' were also enumerated by partners, since it is often the case that adult learners agree to get involved into the training, often by means of formal document (agreement) but also as a word given to themselves. The adult learner should be aware of the education process and all consequences related to it. - The majority of partners agreed on the following division of Communication with workers - before, during and after the training process. Trainer should have at least one personal meeting with workers in each phase (both by means of informal conversations and formal interviews; it's possible to have more meetings, especially during the training). Communication after the training is a key stage to see the progress and improvement of the learners. It may include co-evaluation meeting done with the trainer as well as auto-evaluation of the worker.

	<ul style="list-style-type: none"> - Partners also agreed on some exemplary factors determining the training process and its impact on the workers : <ol style="list-style-type: none"> 1) Place of the training: training center / in the company 2) Time: personal time / work hours 3) Type of training: intra / inter 4) Methodology: group / individual activities - The importance of training the trainers was also underlined with regards to the effective communication with workers (this subject was discussed in detail during other partner meeting, held in Bergen, Norway). <p>It's worth underlying that thanks to the variety of BECOMIN project (which is especially visible in the variety of contexts of each organization coming from different spheres: public institution, private organization, social economy organization, research organization etc.), partners managed to compare various practices and experiences and draw useful conclusions.</p>
<p>Difficulties, issues and challenges</p>	<ul style="list-style-type: none"> - The context of the company (employer of the workers participating in our training) and their needs may be sometimes challenging. It is crucial and challenging for the trainer to balance the needs of workers and the demand of the company. - Basic skills are often the taboo inside the company. On the basis of experiences of French partner, only after one year of cooperation they appreciate and understand the need to be trained in BS. - Some problems enumerated by Polish partner are: low level of interest to undertake trainings by the workers from one side, and from the other side - skepticism or even unwillingness of the employer to train his/her workers in BS. - According to German partner, it is crucial to remember that basic education for adults doesn't work like a primary school for adults, but should be always connected with work experience. - Norwegian partners also underlined that adults are characterized by 'selective learning', i.e. they choose learning according to their 'life projects': family, work, leisure time, religious and political projects. The causes of adults' resistance towards learning may be various, as for example: defense built upon negative experience, defense caused by too high demands, the learner doesn't see the education as relevant etc. Adult learning is facilitated when the content of learning meets their life project, their commitment to learn is maintained and they are respected as adults. - The biggest challenge for Belgian partner is that they're employers and trainers at the same time. They offer their employees basic skills trainings - the chef provides the basics of the job on the spot (training in real work situations).
<p>Ideas,</p>	<ul style="list-style-type: none"> - The learner/worker should be in the centre of the training process. - The training process should always be linked to some

<p>recommendations to improve the practice in relation to the topic</p>	<p>personal/professional experience of the learner.</p> <ul style="list-style-type: none"> - The training must be useful for both employer and employee/worker. - The trainer and training process itself should evoke in the learners the feeling of security to get involved in training, raise skills and reach for new competencies. - The learner should consciously agree to get involved into the training – e.g. by means of formal document (agreement) or as a word given to himself/herself. The adult learner should be aware of the education process and all consequences related to it. - The communication with workers should take place before, during and after the training process. Trainer should have at least one personal meeting with workers in each phase (both by means of informal conversations and formal interviews; it's possible to have more meetings, especially during the training). Communication after the training is a key stage to see the progress and improvement of the learners. It may include co-evaluation meeting done with the trainer as well as auto-evaluation of the worker. - The training process should be planned in such a way to take into account various variables connected with logistic organization of the training, for example: place of the training (inside/outside the company). Time (personal time/work hours) etc. - It's advisable to take care of training the trainers, which has also impact on the effective communication with workers.
	<p><i>TOPIC EXPERIENCE OF TRAINERS IN TRAINING BASIC SKILLS TO WORKERS AND TRAINING OF BASIC SKILLS</i></p>
<p>Points of agreement / convergence in between partners</p>	<ul style="list-style-type: none"> • The trainer is involved in an adult-to-adult educational relationship (→ Andragogy vs Pedagogy). A starting point is to say that the worker has the capacity to be a good worker and a good student. • Trainers are committed to their jobs and like what they do! • The approach is based on the fact that the worker is the heart of his/her own training and learning. Therefore, the trainer says they need to focus on short and specific issues or topics in order to connect the worker to the learnings and possibility to use it in their work environment. They should also make immediate and concrete use of what they learnt. In this sense, the trainers can use curricula as National organizations, like Vox offer them to learn on. • The trainers shall no longer be expert in maths or linguistics or digital competences... but they would rather be focusing on soft and transversal skills such as being a citizen, develop the capacity of thinking, analyzing, working and being part of a group. • In most of cases they developed tools and techniques, most of them directed towards: <ul style="list-style-type: none"> - Adaptation to the workplace / needs of the adult trainee - Have a variety of supports / medias (diaries, etc.) - Individualization of the training

	<ul style="list-style-type: none"> - Using project mode, group works - kinesthetic aspects (move, act, role games, build things) - Digital competences can be approached through different types of learning • They use evaluation tools such as improvement or progression books
<p>Difficulties, issues and challenges</p>	<ul style="list-style-type: none"> - Do the trainers of basic skills make an evaluation of “daily life” or “work” competences? - They should make the difference between activity and task = stipulated work and real work, (the things I have to do and the things I do). • We have plenty of ideas concerning what a basic skills trainer should be! The “perfect” trainer should : <ul style="list-style-type: none"> - learn and “absorb” the social and economic situation of the workers - learn about the job they do or the job they pretend to do - learn about the interests of the person so they don’t give up nor discourage themselves ! - go into the companies and deal with the company staff, the boss and the secretary. - Ethically she/he is loyal and engaged towards her/his missions. She/He must be “aware”! • Other challenges for the trainer: how to be creative in teaching literacy when it’s needed? • Who is exactly the basic skills trainer? How to define her/his professional profile? He’s an adult! But a teacher? An educator? A facilitator? <ul style="list-style-type: none"> - Someone who goes in the companies, who give the courses in the companies, who deals with the company staff • How should the trainers of basic skills be trained? <ul style="list-style-type: none"> - Coaching, guiding the trainers all along their practises: sharing experiences from expert trainers, analyze practises... - Never give up getting trained!! The trainer/teacher must “long life” learn! - The training should focus on learning how to secure the workers coming to a training, although educational centres must do their best to secure the trainers/teachers too. It’s also about building a safe environment to hire them and make them do a good job. - “Five legs sheep do not exist”!! Let’s be careful to ask people things they can do and that have sense (communication with the company...) <p>School leaders must know about the issue of being a good trainer</p>
	<p>There must be more work on ways of professionalize the practices</p>

<p>Ideas, recommendations to improve the practice in relation to the topic</p>	<p>There is a need for development of competences of trainers Raising the status of the adult educator on basic skills might be helpful Work on ways of documentation of results, suitable for adults and basic skills training There is a need for specific education for adult trainers; it is a very different task than teaching children and youngsters.</p>
	<p>TOPIC ON THE JOB PEDAGOGY</p>
<p>Points of agreement / convergence in between partners</p>	<ul style="list-style-type: none"> - Companies need to realize that on the job training is necessary and to be part of the project to make it good. They need to be sure that implementation of basic skills of their workers is beneficial for themselves and the workers. - For on the job trainers, observation phases are essential to understand the concrete job tasks of the workers and to find out the lacks they will have to work on with the workers. - Observations phases have to be regular and to give elements to create the training program. - Employers have to be implicated in the project (evaluation, program construction). - Employees have to be implicated in the project (evaluation, program construction). - Following the persons and the companies' context, on the job pedagogy can be individual or collective. - Trainers, employers and employees need to have the same objectives, and these objectives must have sense for all of these actors. - Workers are adults and they only learn if it's meaningful for them, as adult they can be selective and skeptical. They need to feel respected to make efforts to learn. - Trainers have to considerate the workers in his whole context : not only a trainee, but a worker, an adult, a person living in a certain socio-economical context, having maybe children, etc.
<p>Difficulties, issues and challenges</p>	<ul style="list-style-type: none"> - To implement training in the companies is not so usual in every country, so it depends on the period when each country has recognized basic skills. Some have done it since a longer time than others. - It's always difficult to make a deal between the training needs and the profit objective of the companies. Training needs time, and this time is taken on the working time. - We can see a lack in the training in specific basic skills (not for general basic skills) - Public funding to train basic skills in companies is not available in every country. - Tension between two visions of basic skills : <ul style="list-style-type: none"> o Implementation of basic skills to make workers more

	<p>emancipated and responsible of his job.</p> <ul style="list-style-type: none"> ○ Implementation of basic skills to increase productivity and effectiveness of the companies. <p>➔ Need to find a balance between these two intentions for the training of workers.</p>
<p>Ideas, recommendations to improve the practice in relation to the topic</p>	<ul style="list-style-type: none"> - Observation should be part of the daily work to give a regular feedback to improve the management. It's important for the workers, because they want to improve their job here and they are happy doing it. - Implicate workers and employers in the evaluation and the construction of the training programs. - Create a steady contact with companies to know them good enough (which needs and challenges, vacancies, opportunities). The same has to be done with workers. - Recommendations meet the points of agreements (put here above), and one of them is to make these points of convergence real on the job!



Dortmund



Lublin



Bergen



Brussels