

SOCRATES
GRUNDTVIG 2
LEARNING PARTNERSHIPS



ADULT EDUCATION EXPERIENCE IN EUROPE
GOOD PRACTICES



Sócrates
Grundtvig



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Grundtvig

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GRUNDTVIG 2 – Learning Partnerships COM – for – Skills project

Introduction:

According to the general objectives of Grundtvig programme to improve the quality of the dimension of adult education in the broadest sense, and to make lifelong learning opportunities more widely available for European citizens. This project COM-for-Skills was brought into existence within the framework of Grundtvig 2 – Learning Partnerships, Lifelong learning programme - was originally submitted in March 2006 to the National Agencies of the Netherlands, Italy, Spain, Germany, Portugal and Hungary. After the evaluation of the National Agencies, the project was approved in Spain, Portugal and Hungary.

The present e-booklet summarises the activities of the three countries connected to our common topics of the development of key competences, ICT and tailor – made services. The cases described in the following pages are describing best practices of the partner organisations of the COM- for – Skills project. Each case refers to a case that proved to be innovative and well tried in the field of adult education.

As a coordinating organisation, the National Transit Employment Association (Országos Tranzitfoglalkoztatási Egyesület) is in charge of the coordination of the activities of COM – for –Skills project. The National Transit Employment Association was founded in October 1999 by vocational organisations that have carried out several vocational training and employment programmes for people at risk of unemployment. OTE is an umbrella organisation condenses 29 civil organizations and two private people from different regions of Hungary. The Association was founded with the intention of encouraging civil organizations to take a hand in working out transit employment programmes, thus promoting the employment and vocational training of the unemployed people and people with fewer opportunities and tackling the problems of this target group.

Results of Transit Employment Programmes:

The National Employment Foundation supported 37 projects through 5 project periods between 1996 and 2003. These projects were implemented by 15 civil organizations. The project cycle resulted in that 1000 participants has got professional certificate within the frame of non-formal education. On a scale of 5, the project participants succeeded in getting 3.5 in practical and theoretical subjects. Compared to formal education drop out rate which is 33%, in transit employment programmes the figures indicate that drop-out

rate is fewer than 10%. The target group of transit employment programmes unemployed job seeker people with elementary or secondary school qualification. They are registered as unemployed at labour centre for a year. People who need vocational guidance in order to achieve successful labour market inclusion. Among the target group young people at risk of social exclusion are also represented at differing levels: addicts, young people under supervision of probation officer, released from imprisonment.

Brief summary of COM – for – Skills project:

The partnership of COM – for – Skills project aimed at studying the existing methodologies of adult education so that improve adult learners key competences that are closely relate to different areas ICT, key competences and tailor – made services. In the pursuance of the implementation of COM – for – Skills project three meetings were organised for the project participants. The first was meeting was carried out in Debrecen where the methodology of transit employment programme was presented to the Spanish and Portuguese representatives at András Mechwart Vocational School. At this vocational school a transit employment project is undertaking a project that aims at training, employment and providing tailor – made services for disadvantaged people. The visitors could contact with the teachers and the adult learners metal cutters participating in the training course.



Meeting discussion in Debrecen



Classroom visit in Guimaraes

The second meeting took place in Guimaraes in the northern part of Portugal. Assessment of key competences as the main topics of this meeting was elaborated. Site visit opportunities were provided at public and private operators in the field of adult education and training: Centres for Recognising, Validating and Certifying Competences. This methodology will be detailed in the case description chapter.



Discussion of study visits at Fundecyt



Our third meeting at the institutions of Fundecyt made it possible to get an insight into the operation of VIVERNET, an organization supporting entrepreneurship of SMEs, San José an education centre and the New Knowledge Centre. The results and methodology will be unfolded in the best practice describing chapter.

Characteristics of Transit Employment Programmes

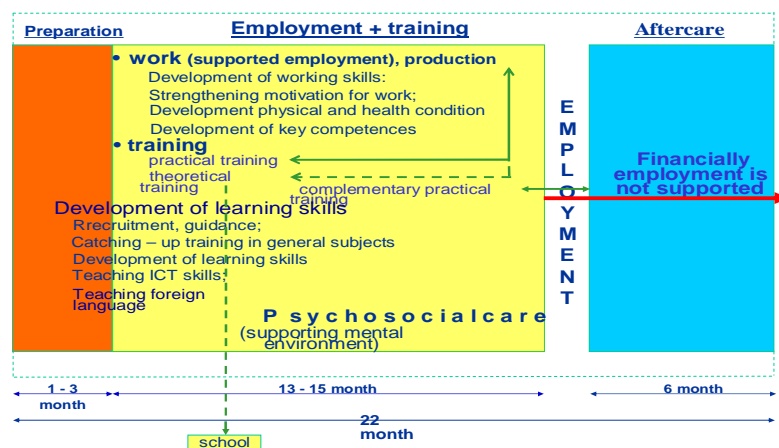
Main features of establishing transit employment model:

Transit employment programmes are complex programmes that consists of various components that are aiming labour market reintegration of low-qualified people (without secondary school certificate or their qualification is not marketable anymore.) The complex transit employment project ensures OKJ¹ vocational qualification parallel with employment within the framework of non-formal education connected to the development of key competences. Training part is overtaken by guidance, vocational orientation; catch up training in general subjects and motivation. The training subproject is completed by tailor-made social services offered for the clients. Finishing the training job placement is ensured for the participants, those who are leaving the training the process is followed-up. Follow-up means that the learning carrier and employment is guided six months after the closing of the project.

Time schedule and phases of the project:

A transit project can be divided to three phases:

1. Preparation phase (1-3 months)
2. Training accompanied (completed) by employment phase (13-15 months)
3. Employment and follow-up (6 months)



¹ OKJ – trades that are included in the National Vocational Qualification Register

1. Preparation phase

The success of the project is influenced by the preparation and elaboration on the project details – planning, recruitment, and human resource.) In this phase the recruitment, the selection, and catch up training of the target group take place. Simultaneously the involved professionals are informed about the aims of the project and the characteristics of the target group. The selection of the participants is carried out according to well-elaborated methods. This phase is highly emphasized since the composition of the project participants has big impact on the outcome of the project.

2. Training accompanied (completed) by employment phase

Since one of the main aim of transit employment programmes is the employment of participants at the primary labour market this is why it is important that the selection would be based on the demands of employability. Connection to real labour market requirements explains the importance of improving motivation for work, work culture, working abilities theoretical and practical training, and key competences. The participants are contracted as adult learners. They are paid the amount of minimum wage adjusted to 6 working hours which is currently 196,5 € (49 125 HUF).

Besides the theoretical training practical training should be ensured too, those are tailored to the necessities and skills of the target group. It is worth structuring the OKJ trainings in a module system, each module is finished by a test or assessment. The employment subproject can be carried out by the managing partner or a sort of cooperating organisation.

In this phase two objectives must be implemented; one of them is that the participant obtain state – certified vocational qualification, the other one is to get acquainted with the world of labour market.

3. Follow-up, aftercare

As a result of the project, the participants should have employment relation at the end of the sixth month. In this phase they are supported to come up with a solution, adaptation to the working environment and maintenance of work place. After closing the project the process of the employment and life path should be followed – up to 6 months length.

Methods of recruitment of project participants:

The aim of the recruitment process in transit employment programmes is to promote transit services for cooperative organisations and to the priority target group. The cooperative partners are the following: employment centres, community centres, child welfare services, and civil organizations. The ultimate aim of transit employment programmes that the young people after obtaining their OKJ qualification can be long-term employed in the primary labour market. The members of the target group are disadvantaged at multiple layers: due to the local labour market situation, socio-cultural background, health state, and disability. These people can hardly get a job without external help and complex employment services. In this programme we consider that those participants are disadvantaged in the labour market, they do not have marketable qualification, qualified unemployed people, unemployed at least for a year (long-term unemployed), belong to Roma minority, changed working capacity, they do not have work experience, young mothers who were authorized to maternity benefit, and child care benefit, women over 40 years old, one-parent family, settlement structure drawback (farm, periphery, and rural area – small region), at risk of unemployment, homeless people, sentenced to imprisonment or released from imprisonment, ex-drug addicts.

Transit employment programme is based on three main pillars that have been mentioned above. But there are other factors that adapt to the expectations of the project.

- Training that could be semi-skilled, vocational and enhancing long-term employment.
- Employments that is predominantly supported in the full length of the project
- Psychosocial care (orientation, guidance, follow-up, social workers, psychologists and psycho pedagogy, activities that are targeting strengthening the individual's personality and responsibility.

The results of the programme are targeted to achieve by tailor-made services and by the work of qualified professionals.

- Target groups of transit programmes
- Unemployed people with basic school education

- Registered unemployed people at least for a year with secondary education if their orientation is reasonable
- Young people under child welfare service, ex-drug addict or currently in therapeutic or medical treatment.

Activities within the framework of the programme:

- Insurance of the conditions of employment and training
- Publicity, promotion among the project participants, questing the target group, recruitment, motivation, and orientation
- Catch up training in general subjects
- Strengthening the participants learning and work motivation
- Training of the participants that is accompanied by theoretical and practical training
- Providing the marketing of the products that are created during the employment
- Improvement of key competences, IT and foreign language
- Preparation of employees for the reception of the graduated participants
- Participants' employment, follow-up, aftercare supporting their adaptation to the working environment

Training and vocational training:

Most of the participants in transit employment project lack key competences. They do not know how to search for work due to their limited relation to the labour market; they are unemployed for a long time they have to be socialised to working environment. This socialisation process may result conflict situations. Training might bring further conflicts especially if the level of training is advanced to the participant. These problems might lead to absence from training sessions. Young participant often do not take notes since the rhythm of teaching is fast, it is difficult to follow the teacher's explanation. The lack of basic skills can be detected in writing, reading, reading comprehension and

numeracy. The catch up part in general subjects serve to prevent early crisis situations. Adult education principles in transit employment are the following: small group work, regular evaluation of individual learning path, applying teaching methods like demonstration, and experienced based teaching. The training should provide labour market oriented knowledge, and have to help the improvement of key competences which are indispensable to successful integration.

Content – based description of employment subproject

Employment subproject is the basic part of transit project that means socialisation for work, getting work experience, and employment. Employment can be carried out at the managing organization on condition that having the necessary conditions, infrastructure, and furthermore external partners. Facilitating learning process of the participant in real working environment – job placement – can be implemented during employment and training. During the implementation of the project each group (average number is 12 people), one vocational trainer – “a master” have to be employed whose task is to demonstrate practical application of the learnt materials. On the other hand she / he should boost socialisation into working environment to fulfil the expectations of the labour market.

Tailor – made services (psychosocial care)

The main task of this phase is to prevent drop out of the project participants by paying attention to their family life and financial situations. The creation of positive working environment in which participants turn to the project coordination and receive help to solve their problems is underlined. Further aims are the following: encourage integration of the project participants, conflict management among the project participants, strengthening group cohesion.

Methods in social work are: individual case management, group social work family care.

Community free time programmes serve the improvement of group cohesion.

Economic activities carried out within the project that target production

Production for the market, providing services, and revenue are underlined aims of transit employment. The employment of a production coordinator is obligatory, his or her tasks are conducting marketing research, purchasing order, and search for employees who can employ the participants later on. The coordinator of production is a member of the project management; he or she is the employment subproject coordinator. His or her tasks are the



following: contact making with the external customers, search for workplaces, and contact making with the employees.

Funding

The National Employment Foundation worked out, and elaborated employment programmes throughout 10 years. The Republic of Hungary accessed to the European Union on the 1st of May 2004 parallel to this the first national development plan made it possible through its operative programmes to apply for the funds of the structural funds. The Human Resource Development Operative Programme is an initiative that replaces the transit programmes of the National Employment Foundation.

KID Programme – Complex – Integrated – Differentiated

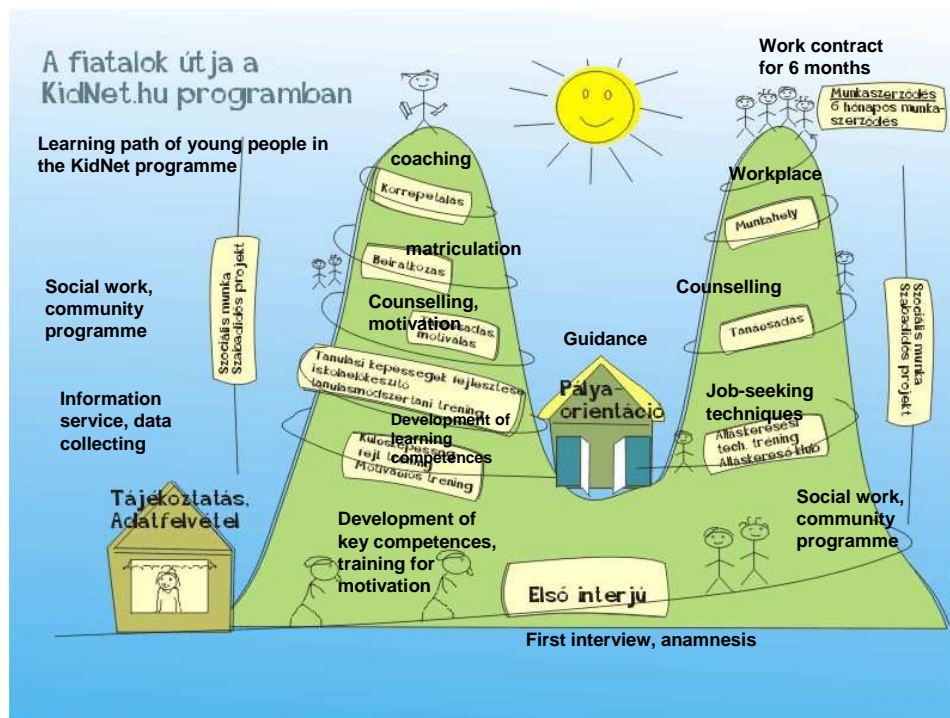
History of the establishment of the programme

In the year of 2000, 80 thousand of the young people between age 16 and 25 were registered unemployed in Hungary, and 147 thousand cannot be detected on the primary labour market, they did not receive any benefit of the social security system. They had only elementary school attainment. They are unmotivated; their ability to represent their interest is poor.

The institutional system of the labour market in 2000 could not provide the necessary conditions for them to reintegrate them to the labour market. For this reason there was little chance for finding a job or a training course without professional help.

In 2001 the National Employment Foundation launched an experimental programme named KID that targets the prevention of social exclusion of these young people. The experimental programme targets the fleshing out of a model. 8 projects were launched in Hungary. The implementers took up a job that they intended to help the employment of 800 young people.

The name of the programme KID comes from the initial letter of the words “complex, integrated and differentiated.” The aim of the programme is to tackle social exclusion of young people from the labour market in a complex, differentiated way. At the first time, the National Public Foundation supported professionally and financially, and then its funding was covered by the Structural Funds.



The aims of the KID programme:

To launch projects that able to tackle the problems of disadvantaged young people by orienting and coaching them to the right training path – that increase the level of their employability – assisting their employment.

These projects offer complex services that are tailor-made, and bring the following results:

- Increase the young people's motivation
- Gain knowledge in connection with the labour market
- Orientation, guidance
- Develop their key competences required by the labour market
- Their personal problems, lifestyle patterns coming from their family background

Altogether the learning skills of young people, employability are developing in this way they can be guided back to formal or in-formal education, or can be permanently employed on the labour market.

Target group of KID programmes:

Those young people at least 11th graders, between age 16 and 25 who are considered to be disadvantaged due to their socio-economic background, registered or non-registered unemployed at the job centre for 6 months long, and those young people whose orientation is required. The percentage of those youngsters who graduated at secondary level cannot be higher than 10%.

The 11th graders finished their studies without obtaining vocational school qualification or CSE². Some of them dropped out from education, they are unqualified.

² GSE – General School Leaving Exam



Description of the project KidNet.hu

The coordinator of the project is the RÉŠ Association - Association for the Development of Local and Regional Labour Market

Location: Debrecen, Hajdú-Bihar County

Time of the implementation: 1st January 2002- 31st December 2002

The aims of the project:

Indirect, general aims:

To achieve the decrease of unemployment among the young people at social risk between age 16 and 25.

Indirect, direct aims:

- The number of young people who satisfy the requirements of labour market is increasing
- Increasing the number of young people learning marketable trades
- Supporting environment and regular lifestyle

Element of the KID programme

- Guidance, orientation
- Counselling related to job-seeking
- Providing information about courses, development of the participants' talent

- Refresher courses
- Development of competences, club activities
- Community clubs

1. Social work subproject

The aim of the employment of social workers is to map out the interfering factors that cause difficulty to young people to get into a training programme, and to elaborate on a solution jointly.

Before starting work together with young people it is very important to clarify the advantages of their cooperation: what kind of problems can emerge, what do they expect from the cooperation, what can be considered as a result, what kind of services can be ensured for them.

The aim is to enable the participants to tackle one specific problem on their own. This learning process is targeted to achieve by a problem solving model.

Activities

- Social, mental assessment (competence, level of knowledge, psychological)
- Guidance (individual, group)
- Social counselling – administration
- Counselling related to lifestyle
- Aftercare

2. Activities that prepare participants for training course

Next to traditional labour market tools, alternative methods are also applied in order to reintegrate the target group.

Activities

- Trainings that prepare the participants for employment and training (self-knowing, motivational, learning techniques)
- Counselling in connection with training (providing information, administration)
- Refresher courses, development of talent (coaching, special development of talent, preliminary school courses, learning to learn courses)
- 3 months long complex and intensive group courses that provides basic knowledge related to one specific trade

- Operating institutional network (members: formal and non - formal trainer organisations, Pedagogy Institution of Hajdú-Bihar County)
- Additional activities: book collecting, recruitment of voluntary coaches, irregular school classes of the former teacher

According to the participants' needs services of more subprojects can be availed simultaneously. The activities of the subproject can be strongly linked to the supporting activities of the social work subproject, flexibly adjusted to the participants' expectations, social and mental state.

3. Activities that prepare for employment

The ideology of “bring the participants into an advantageous life situation” has less impact, if the employment is not regarded as a desirable aim. As far as the successful outcome of the project is concerned suitable “receptive skill” of the employees is indispensable. For this reason the system of the subprojects was worked out as follows:

- Building employers' network
- “Célba Érés – one-to-one counselling that boost employment
- Job seeker's club (3 weeks' long intensive course on techniques of job-hunting)
- Job-hunting techniques (4 days long)

4. Subproject of free time / community programmes and cultural activities

Dealing with the target group of young people between age 16 and 25 is possible only through community programmes that satisfy their expectations. The life of this generation is strongly linked with surfing the net that is why working out IT community programmes is underlined.

Further aims are to carry out programmes that are related to the needs of young people you have ambition for fine arts, music and sport. Many of the young people would like to express themselves somehow, to achieve a sort of fame, sense of achievement in front of an audience. The aim of this element in the programme is to involve the young people, moreover provide a direct way for the development of skills and competences that are necessary for further association in education, and employment. To increase the level of commitment, the implementers make a safe and supportive atmosphere for the participants. The community programmes also mean examples of how free time can be spent in a useful way.

Clubs:

- Click – club (basic computer usage, setting up a website etc.)
- Film club
- Sport club
- Board games
- Cooking club
- Radio club
- Drama club
- Excursion club

Services in action:

- Social counselling, training or course related counselling, employment related counselling
- On - to – one and group guidance
- Job – hunting club
- IT workshop: web design, music composition, graphic design, internet club
- One – to – one, group coaching
- Intensive preliminary school course
- Development of key competences
- Book collection
- School party at the beginning of the academic year
- Club activities that have been mentioned above

Quantitative indicators:

Number of the participants: 102 young people

Successfully graduated young people: 53 young people

Started a training course: 34 young people

Number of the employed young people is 19

Number of drop-out young people is 22

Qualitative indicators:

Basic ICT training course has been carried out for the target group of KidNet.hu programme, for young people between age 16 and 18. This training has practical knowledge for the participants. As a continuation of the programme, the Keyboard club undertook coaching activity of type setting, which was proved to be a good complementary activity of the basic IT training course.



During the training course a sort of trust has been set towards the implementers of the project. More and more kith and kin were shown around at the place of the training with the purpose of taking advantage of the offered services.

The IT course had impact not only on the digital competence of the young people, but also their communicative competence, contact making skills and creativity were developed. On the other hand, a sort of relationship with the programme was also evoked.

The wish to coordinate one's own life was successfully emerged in the participants. They learnt a lot of things their abilities and skills were developed at many levels: tolerance, communication, organisation, and self-assertiveness.

Brief outline of the Terminology of Transit Employment

Anamnesis

Conducting the first interview aims at mapping out the project participants' personal and environmental aptitude, social background, psychic state, and to get know the family background. The preparation of the tailor – made / personalised development plan is based on the results of the anamnesis. As a result of the anamnesis process problems, conflicts, human recourse and family background are revealed. The social workers are able to plan what kind of interventions the participants need.

Case management

One of the methods in social work in which the social worker provides one– to – one personalized service to the participants, map out their psychic state, socio-economic environment, using these results the social workers elaborate on a meddling plan /intervention plan and individual development plan. The project participants have similar problems that can be treated, tackled during the social work group sessions, this is completed by the tailor-made problem – solving sessions because not only so-called typical social problems exist but also individual problems emerged in the social microcosm of the participants. The individual case management can be carried out in group sessions and in complex family care.

Case conference

Case conference is a non-statutory meeting organised by the social workers to consult with other experts collaborate in the implementation of the project. Case conference intends to tackle one of the problems that emerged from the target group. Important characteristics of the case conference that all people are present (family members, project staff, and other staff from social agencies) who effected in problem solving.

Case discussion

Basically there are two forms of case discussions: in the first case the project implementers and other social agencies consult in order to handle problems emerged in connection with one of the project members. In the second case is related to the experts who work in transit employment projects, this case discussion provides opportunity to discuss professional questions. Case discussion is an applied method in the supervision of social work.

Case discussion report

This report serves with important information for the project staff, other social agencies, and for the supervisor in order to solve arisen problems adequately. See also case discussion

Case diary

Case diary is one of the project documents. Social workers who are in charge of transit employment programmes are responsible for compiling case diary for each participant. There are different parts of the case diary: anamnesis, tailor – made / personalised development plan, documentation of case work, or any other documents that were created and support the work of the social workers.

Catch up training

This is a service provided for the participants that enhance their vocational education by refreshing and catching up in general subjects like Hungarian language, mathematics, and basic IT.

Community programmes

Community activities – free time activities for the participants facilitate the formation of community spirit. The participants can get to know each other not only in working environment. During one transit employment project the organisation of several community programmes are reasonable. In the beginning of the project the participants can get to know each other, they are able to establish their own relationships, in the middle of the project the involvement of the family members of the project the creation of homely spirit is the aim during holidays like Santa Claus, Christmas party. The family members can know the project better in this way their commitment can be increased.

Communication skills training course

The aim of this training is the support the selected participants of transit employment programmes in the initial phase; to foster their adaptation into the new environment, getting to know each other, conflict management in group dynamics, and development of verbal and non-verbal communication skills of the participants. The launch of the process of group dynamics is

highlighted, although from individual point of view, it is important to strengthen self – confidence and self -esteem of the participants

Complex employment project

Complex employment project is carried out parallel with employment that provides the development of key competences within the framework of non-formal education linked to the training of OKJ trades (OKJ – National Vocational Qualification Register.) After a well – prepared selection process of the participants, different services are provided for the participants: guidance, catch – up training, training to boost, motivate the participants, psychosocial training, and finally follow-up and aftercare phase that ends the project.

Detailed training plan

The training activities should be detailed monthly that contain the activities to be carried out, services offered, products to be done, parallel with these it also contains the practical knowledge that are necessary to implement the above mentioned activities. Parallel to the practical part, theoretical module can also be found and the mind-term modules as well. If it is necessary the practical training part (was undertaken at external organization) can be built in the training plan as part of the internal training process. The detailed training plan is suitable for scheduling together the different phases of the training course.

Employment that completed by training course

The participants acquire those skills and competences in pursuance of employment – not separated from this phase (production or service – oriented) that are necessary for successful OKJ vocational exam. It should make it possible that the participants can participate in those activities that mean the basis of their qualification (later obtained) such as: planning, organising, administrative, purchasing materials, organising their transit and their marketing. In addition to practical training theoretical training course should be ensured as well. The most effective way of organising it, if the project participants spend one day in so – called school environment in this way prejudice towards school system can be reduced.

Group work for mental health

It is a group activity that targets to preserve mental health and to overcome difficulty emerged in the life of the participants. These group sessions are animated by a psychologist, an expert on mental hygiene, a social worker, in this way it is possible for the individuals to release stress, discuss their problems. Prevention is highlighted in-group sessions. Acquiring successful conflict management problems mental diseases can be avoided.

Job- seeking techniques

According to the decree about labour market services and supports that can be given, job – seeking techniques is a service that provides information in connection with vacancy, training course to be launched in the region, the county, and in the micro- region. Furthermore information is provided related to labour market supplies, and legal-aid service. The goal of job-seeking techniques is to facilitate labour market integration of those people who are motivated for work but do not have the necessary skills in job-seeking. Job-seeking is an intensive training course 3 or 5 days long that carries out in small groups or individually.

Job placement

Both in the training and employment phases of the project it should make possible for the participants to test their acquired knowledge at work. During this period they can be familiar with the existing organisational structures, SMEs and institutions that are potential employers. Job placement provides real labour market environment for them.

Key competences

In transit employment programmes the development of key competences (reliability, punctuality, responsibility, self – aspiration adaptability, creativity, openness, communication skills, cooperation skills, problem solving, learning skills and conflict management) required by the labour market should be emphasised. The involvement of participants into the planning of the different phases of the project, decision making in connection with topics related to them, and into the evaluation of different phases of the project. By involving the participants into decision making their competences are also being developed.

Orientation - Guidance

This is a process, in which the participants' individual needs are taken into consideration in order to orientate them towards a trade that matches them the best by providing them information. If more training courses are launched within a project, the opportunity for a quick glimpse of each training course should be offered mainly in those activities in which they are motivated. The decision making can be eased by organising community programmes like excursion, or exhibitions.

Profit – making activity

In transit employment programmes training and employment are strongly connected. In the training process participants acquire theoretical and practical studies that can be tried out in real labour market environment. Step by step the participants are being able to carry out profit-making activity. It is important to carry out activities that bring sense of achievement to the participants to provide evident results for them.

Psychosocial training

In the pursuance of transit employment project the creation of friendly psychic environment, in which the participants can trustworthily turn to the project staff, in this way their self – esteem, their self – image change into a positive direction. Their restored self- confidence makes them capable to apply for a job, reintegrate them into the labour market. A huge emphasise is placed on the involvement on family members or rather the microcosm because the easement and solution of social disadvantage and psychic problems can be carried out only with their contribution.

Social work with groups

It is one of the methods of social work. Since group cohesion is an important aim in the project, a social worker facilitate that sense of belongingness come into being, for this he or she uses group dynamics for handling problems and conflicts, but as well to develop certain competences of the participants, orientate their concepts in related to values. The group social work is suitable to solve out conflicts and fatigue.

State assessment

The involvement into transit projects is preceded by the recruitment process. During the recruitment process those participants are selected who satisfy the objective conditions of the project, motivated and have all the relevant competences that are necessary for that specific trade. State assessment consist of 2 parts an oral and a written assessment, the written assessment measure the cognitive aspects and knowledge, the oral part measures the motivation and social background and provides information for the project management.

Supervision

Supervision reflects to the interactions (problems of communication, cooperation) among professionals. Supervision is based on practical experience; it is a discussion between a practitioner and the professionals working with people in a structured way.

It supports the professional development of social workers, and the members of the staff as well, it calls the attention to the danger of over-extended

Tailor-made services

Accomplishing services of transit employment it is very important to consider the needs of individuals. Due to the existing structure of education, vocational education and the primary labour market that are less able to react to the problems of disadvantaged people. The aim o transit employment is to support individuals in the phase of psychosocial care to solve those obstacles that result from their social uneasiness and mental problems to break through “the circles of disadvantage”. Training and employment phases are also tailor-made which is achieved by refresher courses and the involvement of vocational trainers into the training.

Tailor- made / personalised development plan

During the process of the individual development plan the social workers prepare personalised development plan. This development plan is preceded by the first interview – anamnesis in which the socio economic situation and psychic state of the individuals are measured up. The development plan is based on the results of the anamnesis in which the positive aspects, supporting system, strength and weakness, participation in the project, and those competences that should be developed are taken into account. The

tailor – made / personalised development plan is built up for a certain period (3 months – 6 months), for this reason it should be reconsidered.

Training on learning techniques

By the help of training on learning techniques the project participants can acquire useful learning techniques in the beginning of training course that can facilitate their learning of training materials. Some of the project participants have already faced many school failures, but now in transit employment projects they volunteered to learn a new trade, however they have fears of another failure.

Vocational Trainer – “the Master”

In the implementation phase of the project is advisory employ a vocational trainer in each trade and group. The tasks of the master are to demonstrate how to apply theoretical knowledge in practice. Moreover teaching the tricks of the trade, the vocational trainer should boost socialization for labour market expectations, mediating labour market reality, evaluation of the participants and administration.



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Useful links:

Az Európai Unió tevékenységi területei

Activities of the European Union

http://europa.eu/pol/educ/index_hu.htm

About Hungary

<http://www.magyarország.hu/english>

Nemzeti Szakképzési és Felnőttképzési Intézet

National Institute of Vocational and Adult Education

www.nszfi.hu

<http://www.magyarország.hu/english>

Országos Közoktatási Intézet

National Institute for Public Education

www.oki.hu

<http://www.oki.hu/oldal.php?tipus=index&kod=english>

Oktatási és Kulturális Minisztérium

Ministry of Education and Culture

www.okm.gov.hu

<http://www.okm.gov.hu/main.php?folderID=137>

Tempus Közalapítvány

Tempus Public Foundation

www.tpf.hu



Sócrates
Grundtvig

<http://english.tpf.hu/>

Felnőttképzők Szövetsége

Federation of Adult Educators

www.fvsz.hu

Professzorok Háza

www.prof.iif.hu

Állami Foglalkoztatási Szolgálat

Public Employment Service

www.afsz.hu

<http://en.afsz.hu/Engine.aspx>

Magyar Népfőiskolai Társaság

Hungarian Folk High School Society

www.nepfoiskola.hu

<http://www.nepfoiskola.hu/eng/index.htm>



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LEARNING PARTNERSHIPS



GOOD PRACTICES
CENTER OF NEW OPPORTUNITIES: RECOGNISING, VALIDATING AND
CERTIFYING COMPETENCES



1 | GENERAL FRAMEWORK

Adult education is understood as a the set of learning processes (formal or non-formal) which enable people considered adults by the societies they live within either to develop their capacities, enrich their knowledge and improve their technical or professional/occupational qualifications or to re-orient these so as to simultaneously satisfy their own as well as their societies needs

(UNESCO, HAMBURG Declaration, 1997)

The impact of new information and communication technologies, the globalization of markets and, in the specific case of Europe, the process of European construction it self, have been leading to accelerated changes in the world.

These changes, insofar as they generate new dynamics, entail important challenges for Portuguese society. If, on the hand, these challenges tend to increase the value of certain advantages, on the other hand, they highlight Portugal's structural vulnerability and fragility. The educational and professional qualification levels of the Portuguese population are a perfect example.

Actually, the delay that separates Portugal of the countries more developed is due, largely, at the low levels of qualification of the active population:

- The medium number of years of education of the adult population in Portugal is of 8,2 while the average of the countries of OCDE locates in the 12 years;

- Half of the active population just has the 9.^o year or less;
- Only 20% of the adult population completed the secondary level of teaching (12 years of schooling).

According to data from 2000, about 64,2% of the Portuguese working populations does not have, to date, the compulsory 9 years of schooling.

If no measures are taken to increase levels of education an qualification the OECD predicts that by 2015 less than 40% of the Portuguese working population will hold education levels equal to or higher than 9 years of schooling. Should this be case, it would be disastrous not only for each citizen but also for Portuguese society as a whole. Areas in witch the consequences will be felt are:

- Cultural and economic assertion;
- Active citizenship;
- Social cohesion.

In order to overcome this problem, the National Plan of Action for Employment (PNE), along the last years, as been suggests a partnership approach, so as to combine efforts and possibilities for “reinforcing lifelong education and training, particularly for the unemployed population, workers at risk of unemployment and workers with low qualifications, especially young people.

This need I again reiterated in the Agreement on Employment Policy, Labour Market, Education and Training, signed by the Government and the Social Partners on February 2001. Both parties agreed that the stimulation of adult education and training as a system giving adults generalized access to educational, technological, cultural and professional advancement, on an autonomous and permanent basis, should be done by attributing greater value to school and professional certification of competencies acquired throughout life.

In the end of 2006, the Portuguese Government as reinforce the importance of lifelong education and training considered, in good time, imperious to overcome the structural low levels of formation and of qualification that Portugal presents. In other words, it assumed through the **Initiative New Opportunities**, a political intervention, focused, certain, continuous and in accelerated rhythm in this area, without which is not possible to reach a society fully developed in all their dimensions.

Actually the **Initiative New Opportunities** represents a new pulse in the road of the qualification of the Portuguese. The objective that guides this Government Program is it of the general education of the population at the level of the secondary teaching.

The road to travel requests a clear identification of the best domains that will allow accomplishing the enunciated ambition. In this sense the Initiative New Opportunities contemplates two intervention axes that, although articulate and leaning for reforms in aspects key of the operation of the education systems and formation, they present a strategy and own goals. The first axis goes to the youths' qualification and the second is especially guided for the adults' qualification.

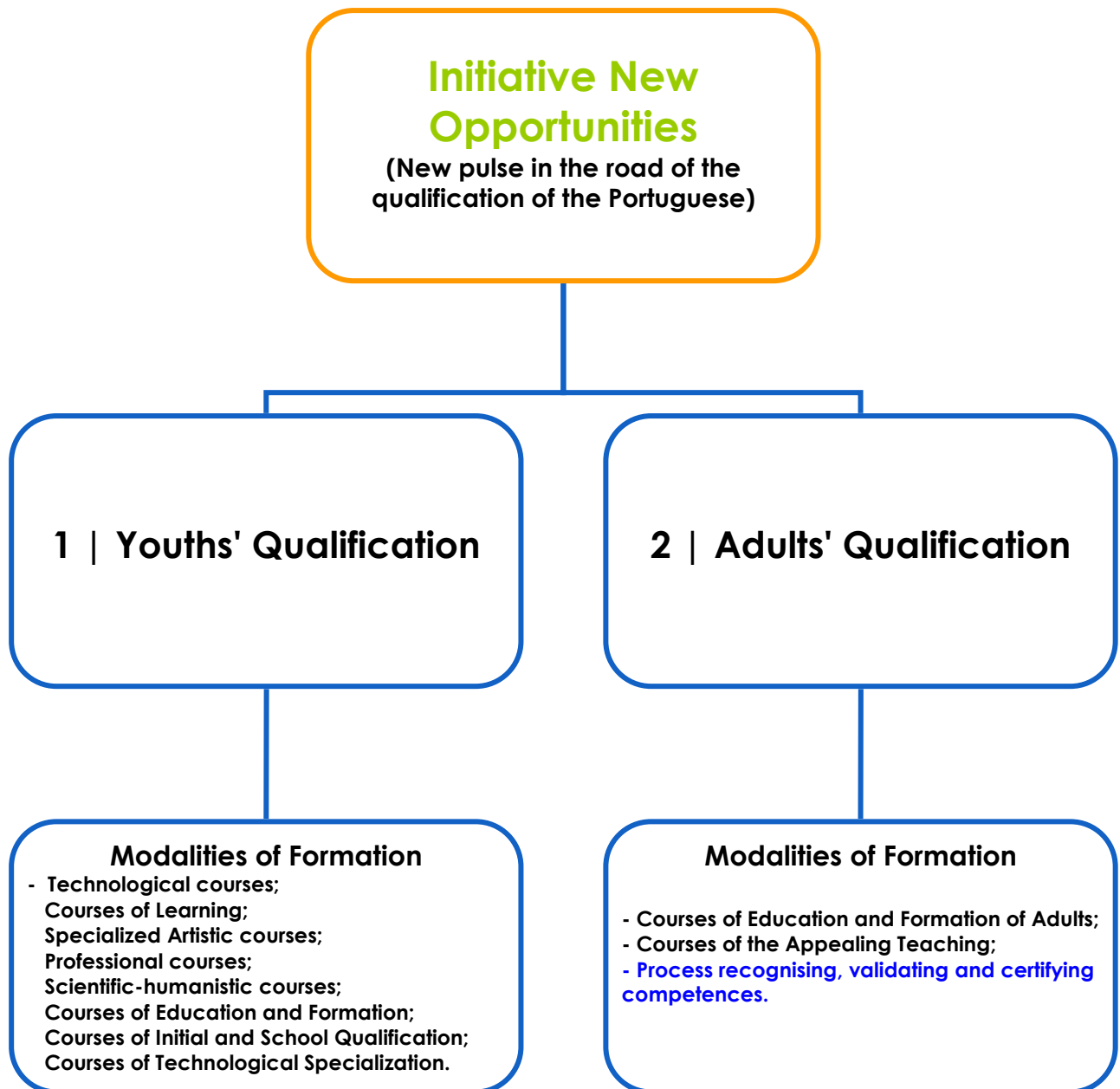


Fig 1: Schematic representation of the Initiative New Opportunities

The first axis consecrates, as fundamental resource to stanch the youths' flow that leave the education systems and formation without conclude the

secondary teaching, a clearing reinforcement of the vocational teaching and certification. The objective is clear: to do with that the 12^o years of education is the minimum landing of the youths' education that leave the education systems and formation.

The second axis intends to elevate the formation of the employed people. To give to all those that entered in the active life with low education levels, a New Opportunity for recover, complete and progress in their studies. They are many those that didn't have, while young, the opportunity to study more and that forced them to entered, quite sum, in the job market. It would not be possible, for reasons of justice and of social cohesion, to abdicate of the effort of their qualification. But the truth is that this effort is also essential condition for the process of development of the country.

In the extent of Project COM - FOR - SKILLS and with view to the presentation and discussion of **good practices in the domain of the education and adults' formation**, STUDIAFORUM chose, among the several initiatives that integrate the **Program New Opportunities, the case of the Centres of New Opportunities and, more concretely, the process recognising, validating and certifying competences**. It is important to refer that the partnership, during the meeting, in Portugal, had opportunity to visit a Centre of New Opportunities, concretely the CNO of Ave Valley.





Fig 2: Visit of Centre of New Opportunities of Ave Valley, during the meeting in Guimarães, 8 and 9 February, 2007

The presentation that we intended to do of the experience of CNO will be focus in the following aspects:

- Centres of New Opportunities aims;
- Centres of New Opportunities areas of intervention;
- Centres of New Opportunities responsibilities;
- Centres of New Opportunities Activities and Services.

2 | CENTER OF NEW OPPORTUNITIES: RECOGNISING, VALIDATING AND CERTIFYING COMPETENCES: A GOOG PRACTICE

People will only accept learning activities in the course of their lives if sufficiently motivated to cope with them, that is, if they have the objective and subjective conditions to learn.

Therefore, people will only do it if:

- Suitable learning proposals are made accessible to them in terms of opportunity, rhythm and location;
- Their professional and life experience is taken into account in their learning process;
- Their previously acquired knowledge and competencies are duly recognised and validated in both.

Individual motivation to learn and the availability of various learning opportunities are thus considered to be the key factors for a successful lifelong learning strategy. Talking about the blueprint of life learning as a reference, we can identify three basic learning categories:

- **Formal:** the learning process takes place in educational and training institutions and leads to officially recognised diplomas and qualifications;
- **Non-formal:** the learning process takes place parallel to education and training institutions and will not necessarily lead to formal

certificates. It may take place at work, though civil society organizations or group activities, or within organizations or departments complementary to conventional systems (art, music or sport classes, private tutoring...);

- **Informal:** the learning process takes place in everyday life. This type of learning is not necessarily intentional, and is sometimes not perceived by the individual as enrichment and as an acquisition of knowledge and competencies.

As a consequence of the difference ways of learning, people acquire competencies that constitute their own **personal heritage**.

The education and training systems should guarantee that each individual acquires the basic competencies they need for the knowledge society. However, as a consequence of different learning paths, many people acquire competencies outside the education and training systems.

The recognition of the acquired knowledge, of the knowledge resulting from due course of experience, regardless of which kind of experience, eventually constitutes a fundamental right of the individual.

(J. Cardinet, Pratique de Formation, 1989)

To strengthen and facilitate the adult population's school and/or professional qualifications, it is urgent to identify those competencies that people are acquiring through non-formal and informal channels. It is equally important to create processes allowing the validation and certification of these competencies while ensuring people's valuation and self-valuation.



Prospects are thus opening up for adults to discover new paths for new processes of lifelong education and training.

The recognition, validation and certification of knowledge and competencies, as well as adult education and training, play a crucial, specific role here: on the one hand, they provide men and women with the means they need to deal constructively with a constantly changing world and, on the other hand, they provide processes which acknowledge the rights and responsibilities of adults and communities.

In this context, in our opinion, that the experience, during the last years, in Portugal, by the Centres and all the staff involved, in designing and implementing a National System for Recognising, Validating and Certifying Competencies is, without no doubt, a good practice in adult education and training.

3 | CENTER OF NEW OPPORTUNITIES´AIMS

Strong links with a given environment are one way to reach out to an adult, a group of adults and their communities. In fact, the process of recognising, Validating and Certifying Competencies made in STUDIAFORUM results of a partnership, celebrate, in the lasted year, whit the CNO of Ave Valley.

In this local and specifically partnership CNO of Ave Valley makes available the technical means, the human resources and necessary materials for the full development of the Process of RVC, tends in bill the specificity of the adult potentials, the rules and norms the one that is forced, in integral execution of his Declaration of Quality. In this, is responsibility of STUDIAFORUM to accomplish the actions with view to assure the adults' participation in the sessions that constitute the Process of Recognition, Validation and Certification of Competences or another that come to be proposed.

Like is demonstrate in this example it is very important that the centres structures stimulate the participation and mobilisation of local social players, like STUDIAFORUM, for example. The centres thus emerge from public and private organizations with strong local roots and privileged contacts with adults, and are excellent environments for application and development of new methods or recognising and validating competencies.

The validation and certification of competences derive from Government's Guidelines to key competencies. The Guidelines are structured in three levels: Basic 1; Basic 2 and Basic 3 – including four key-areas of competencies:

- Languages and Communications (LC);
- Mathematics for Everyday Life (ML);
- Information an Communication Technologies (ICT);
- Citizenship and Employability (CE).

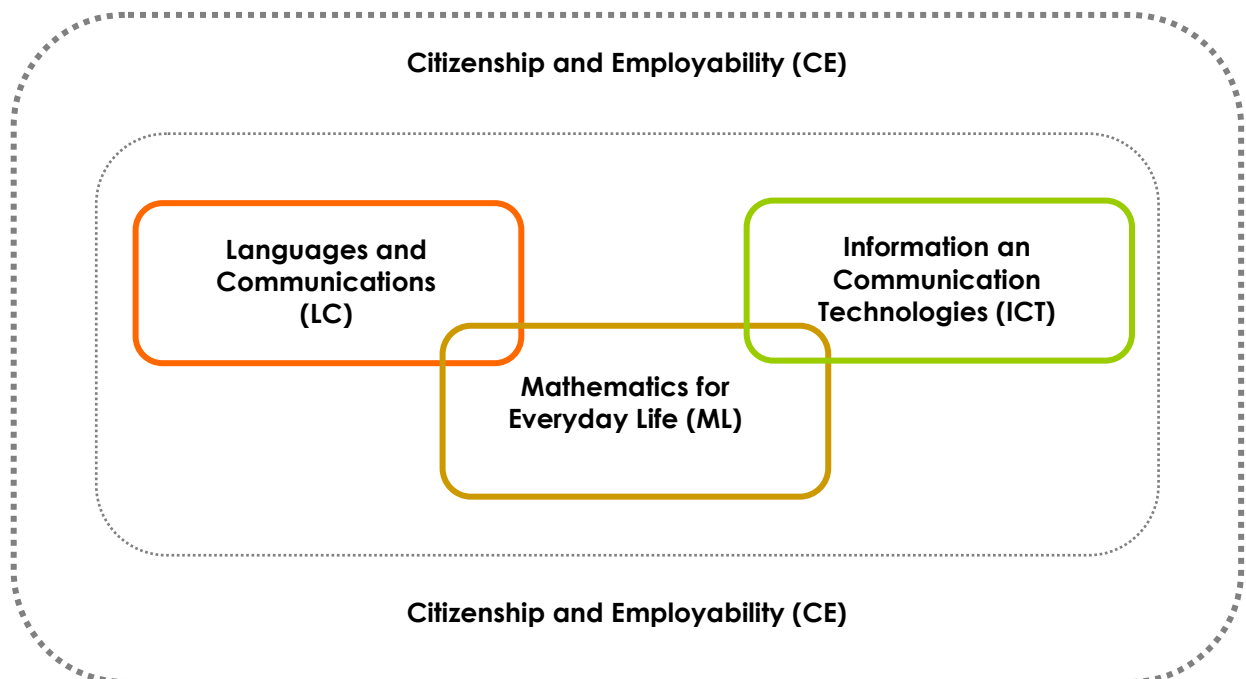


Fig 3: Schematic representation of the key-areas of competencies of Process of RVC

Each of these areas is divided into four key-competency units, subject to validation, as shown in the following table

Guidelines to key Competencies				
Areas of key Competencies	Level	B1	B2	B3
	Citizenship and Employability (CE)	A B C D	A B C D	A B C D
	Languages and Communications (LC)	A B C D	A B C D	A B C D
	Mathematics for Everyday Life (ML)	A B C D	A B C D	A B C D
	• Information and Communication Technologies (ICT)	A B C D	A B C D	A B C D

Table 1: Schematic representation of the four key-competency units of Process of RVC

4 | CENTER OF NEW OPPORTUNITIES´ AREAS OF INTERVENTION

The chief aims of the CNO are grouped in three areas of intervention.

RECOGNITION OF COMPETENCIES

This is a process by which personal identification of previously acquired competencies is made providing adults with the opportunity to reflect on and to evaluate their life experience. This process will lead them to the recognition of their competencies, enabling them to construct significant personal and professional projects.

At the CNO, recognition of competencies is based on the principle of assessing competencies and life stories. This principle uses a variety of methods to identify and evaluate competencies (individual and collective interviews, practical activities, role-play demonstrations, games ...).

VALIDATION OF KEY COMPETENCIES

This is an official act by a duly accredited institution attributing certification with school and/or professional equivalence. It may be preceded by recognition of competencies, accompanied by an assessment of training needs.

At the CNO, the validation of competencies is designed to support and guide adults through the process of validating the competencies acquired in the course of their lives, on the basis of the four key competency areas and three certification levels as stated in Government Guidelines to key Competencies for adult education and training.

CERTIFICATION OF KEY COMPETENCIES

This is an official confirmation of competencies and qualifications acquired through training and/or experience and presumably identified in the process of recognition, evaluation and validation of competencies.

The CNO provide adults with an official validation of their competencies, recording them on their Personal Record of Key Competencies. In addition, and whenever the validation panel sees fit, Certificates will be issued (corresponding to levels Basic 3, 2 or 1) for all legal purposes equivalent to the 3rd, 2nd or 1st basic Education cycles.

The CNO organises the RVC process with the adults, assisting them in the validation and certification of their competencies using several instruments and products:

Intervention Areas	Instruments	Products
Recognition	- Enrolment/application form;	Biographic record
	- Documents; - Identifying competencies	Personal Competency file (portfolio) Application form for validation of competencies
validation	- Application form for validation of competencies; - Personal Competency file (portfolio);	Application Dossier
Further Learning	- Guidelines to key Competencies	Confirmation Dossier
Certification	- Confirmation document	Personal Record ok Key Competencies Certificates

Table 2: Schematic representation of Process of RVC



Fig 4: Partners consulting Personal Competency file, during the meeting in Guimarães, 8 and 9 February, 2007

5 | CENTER OF NEW OPPORTUNITIES´ RESPONSIBILITIES

The CNO three areas of intervention should be organised around the following activities:

- Local Animation;
- Information;
- Guidance;
- Support;
- Counselling.

The centres should also mobilise resources to offer short-term training paths organised in accordance with Government Guidelines to key Competencies. These training paths – called Further Learning – are for

candidates who wish to complete their training by attending these courses and thus achieve certification at a given level.

These responsibilities sustain and consolidate the recognition, validation and certification of competences by the CNO and will require the RVCC professionals to know and adopt the appropriate methods and fields of intervention:

LIFE STORIES

(and biographical approaches) enable us to adopt a different attitude when thinking about adults' relationship with knowledge and literacy. It is a methodology that allows the subject to find his/her own truth independently

VOCACIONAL ORIENTATIONS

A process exploring the subject's investment in the different dimensions of the labour market. This relationship is constantly being built and rebuilt and its nature is not primarily knowledge-oriented. It is rather a matter of investment (desire, interest, commitment).

ASSESSMENT OF COMPETENCIES

The examination and evaluation of adults' competencies, capabilities and interests, which are motivated by the search and construction of (new) life and career projects.

EVALUATION

Ways of analysing the competencies identified by the candidates and which may lead to their validation and certification.

The CNO focus on two different fields of intervention, with different goals but complementing each other:

- The Environment;
- The Adult.

The centre is organised according to the context of the internal environment (the centre itself) and the external environment (the local community) – Structuring Activities. Other perspective important in the organization of the centre is the context of the Adult – Recognition, Validation and Certification Services.

CNO´ fields of Intervention

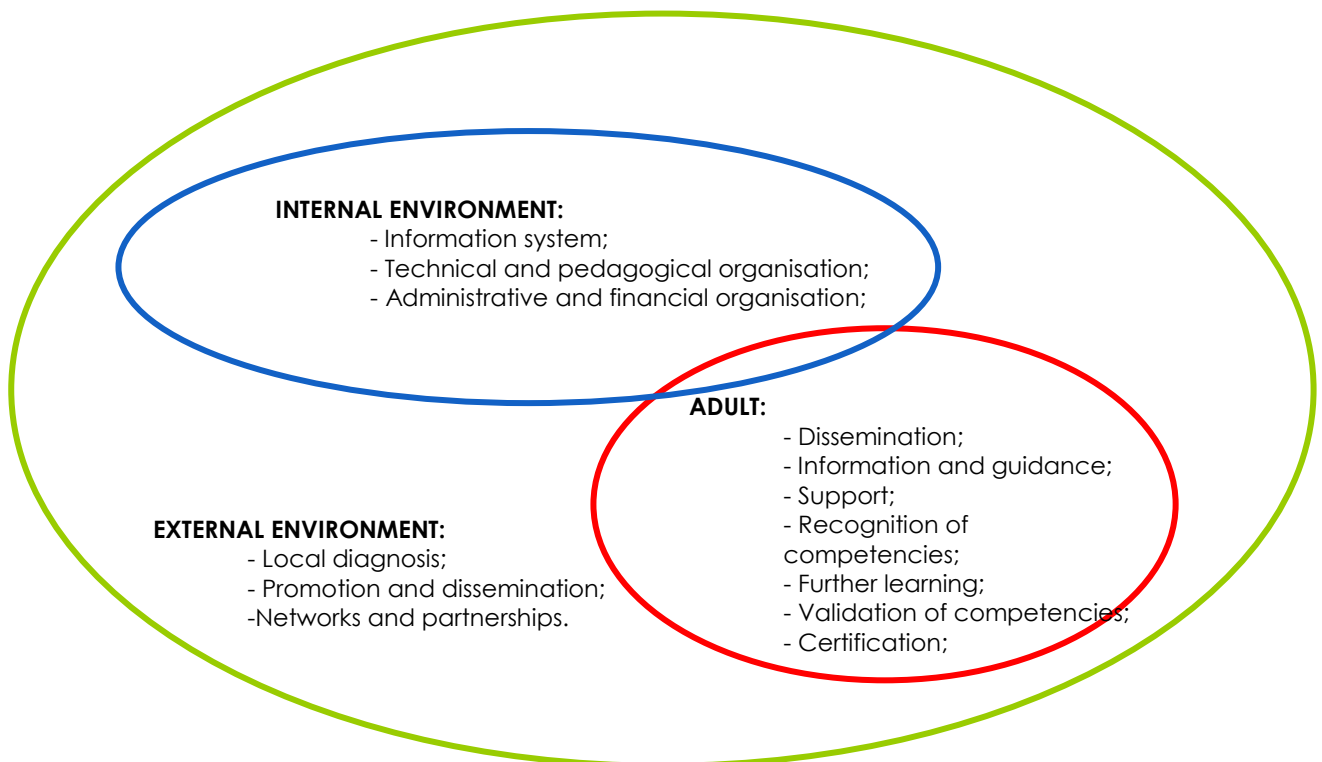


Fig 5: Schematic representation of CNO´ fields of Intervention

7 | CONCLUSION

The construction of a learning, knowledge and innovation society brings with it an awareness of the fact that lifelong learning is more than just an attitude. It is need, and it will lead to individual's full inclusion in the social and occupational environment around them.

Motivating adult learners, accompanying them in their education and training and teaching them how to learn using the right methods are principles underlying in the CNO strategy.

The CNO are formed by public and private bodies with strong roots in the local community. They are excellent places for contact with adults and applying and developing ways of recognising and validating competencies.

The recognition of the acquired competences along the life in informal contexts of learning constitutes not only an important mechanism of reinforcement of the individual self-esteem and of social justice, but also a fundamental resource to promote the adults' integration in new processes of learning of formal character. The recognition of the acquired competences allows, at collective level, to structure courses of formation complementally fitting case-to-case. But more important, it induces the individual recognition of the capacity of learning, what constitutes the main motto for the adoption of postures actives face in search of new qualifications. The consolidation and expansion of the recognition devices and validation of competences is an essential resource for the development of Portugal

GLOSSARY OF TERMS OF COM- FOR – SKILLS PARTNERSHIP

A

Administration of the formation: Group of coordinated activities that seek to monitor and to control projects of formative nature, in an optical of optimization of yours results.

Auto-evaluation: process developed by the several actors of a formative process and that it seeks to support the respective participation to the level of the construction and administration of mechanisms that facilitate the respective learning in the extent of the same.

B

C

Competence: the capacity recognized to mobilize the knowledge, the aptitudes and the attitudes in work contexts, of professional development, of education and of personal development.

Continuous formation: the education activity and formation undertaken after the exit of the education system or after the entrance in the job market, that allows to the individual to deepen professional competences and you relate, tends in view the exercise of a professional activity, a better adaptation to the technological and organizational mutations and the reinforcement of his/her possibilities to get a job.

Certified entity: entity with juridical personality, endowed with resources and technical capacity and structure organization to develop processes

associated to the formation, evaluation object and official recognition in agreement with the established quality referential for the effect.

Certified formation: formation developed by entity certified for the effect.

D

Diagnosis of needs of formation (or of competences): It is a process that seeks to analyze eventual “gaps” or existent discrepancies among the profile of competences possessed by an individual or group of individuals and the respective profile of competences wanted, resulting in the elaboration of a plan of formation of nature corrective and/or prospective.

Duo certification: the recognition of competences to exercise a professional activity and that you/they check a school qualification, through a diploma, certificate or equivalent title.

E

Evaluation of the formation: It is a process that makes possible the monitoring of certain systematic formative intervention, falling back upon for the effect explicit or implicit patterns of reference quality, with view to the production of judgements of value that support the eventual socket of decisions.

Evaluation and effects of the formation (outcomes): Visa to check the changes happened at the level of the individuals' acting, of the organizations and eventually of the context socio economic in which these they interfere, current of the implementation of certain formative programme or project.

Evaluation of learning's: intent to check in that measured the objectives of learning of the program were reached, on the part of their direct beneficiaries (learners/students).

Evaluation “to the measure”: Evaluation that is become pregnant and implemented in agreement with the needs and expectations of their users.

Evaluation of the transfer of learning's: intent to check in that measured them knows acquired for the he/she saw of the formation were mobilized indeed for the respective application contexts.

Evaluation of reactions: allows checking the degree of the participants' satisfaction in relation to the formation action and to the conditions in that the same elapsed, seeking the eventual development of improvement actions.

F

Formation cycle: Group or sequence of phases or domains of intervention witch characterize the formative projects.

Formation of due certification: the formation developed by entity certified for the effect and integrated in the national catalogue of qualifications

Formative evaluation: Evaluation modality made in the course of the accomplishment of the formation that seeks to produce information that it makes possible to the learners and teachers to verify if the pedagogic objectives are to be reached, could result in the introduction of improvements during the learning process.

Formal learning: made arrangements by the formal systems of education and existent formation, it leads to the acquisition of diplomas and qualifications recognized.

Formation modality: the organization of the defined formation in function of specific characteristic's, namely objectives, addressees, it structures curricular, methodology and duration.

Formation referential: the group of the information that guides the organization and development of the formation referenced to the national catalogue of qualifications

Formation Plan: document that integrates a structured group of activities that should be accomplished in a die period of time, with view to the prosecution of certain objectives, tends for base the results of a diagnosis of formation needs.

G

H

I

Initial formation: the education activity and certified formation that it seeks the acquisition of you know competences and indispensable capacities to begin the qualified exercise of a profession.

Informal learning: all include the remaining ones learning forms developed along the course of the individuals' life.

G

L

Learning along the life: all and any activity, undertaken in a continuous base, with an objective that seeks to improve knowledge, aptitudes and competences.

M

N

Non-formal learning: elapses in simultaneous with the remaining education systems and formation, not driving, necessarily to certified formal. It can happen at the work place and/or through activities of organizations or groups of the civil society, could still be supplied through the creation of complementary structures to the conventional systems.

O

P

Professional competence: To know to act that it implicates the mobilization, combination, transposition of resources (group of you know) in a specific professional situation, with view the a certain purpose.

Professional profile: integrates a group of activities that you/they characterize a certain illustration professional, as well as the competences described in terms of you know, to know-do and to know-be, necessary to exercise those activities.

Q



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Qualification: the formal result of an evaluation process and validation proven by a competent organ, recognizing that an individual acquired competences, in accordance with the established referential.

R

Recognition, validation and certification of competences: the process that allows to individual with at least 18 years of age the recognition, the validation and the certification of acquired competences and developed along the life.

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USEFUL LINKS OF COM- FOR – SKILLS PARTNERSHIP

Listings of links where we can obtain more information in the domains of the education, formation, job and innovation.

1 | GOVERNMENT AND GUIDING LINES FOR THE EDUCATION AND FORMATION

Portal of the Government

www.portugal.gov.pt

Initiative New Opportunities

www.novasoportunidades.gov.pt

2 | CITIZEN

Portal of the Citizen

www.portaldocidadao.pt

Store of the Citizen

www.lojadocidadao.pt

3 | MINISTRY OF EDUCATION

Ministry of Education

www.min-edu.pt

General secretary of Ministry of Education

www.sg.min-edu.pt

Direcção-general of Innovation and of Curricular Development

www.dgidc.min-edu.pt



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General direction of the Human resources of the Education

www.dgrhe.min-edu.pt

General inspection of the Education

www.ige.min-edu.pt

Cabinet of Information and Evaluation of the Educational System

www.giase.min-edu.pt

Cabinet of Education Evaluation

www.gave.pt

Cabinet of Financial Administration of Ministry of Education

www.gef.min-edu.pt

Cabinet of European Subjects and International Relationships of Ministry of Education

www.gaeri.min-edu.pt

Editorial of Ministry of Education

www.eme.pt

Net of School Libraries

www.rbe.min-edu.pt

Direcção Regional de Educação do Norte

www.dren.min-edu.pt



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Regional direction of Education of the Center

www.drec.min-edu.pt

Regional direction of Education of Lisbon

www.drel.min-edu.pt

Regional direction of Education of the Alentejo

www.drealentejo.pt

Regional direction of Education of the Algarve

www.drealg.min-edu.pt

Group of Evaluation and Attendance of the Implementation of the Reform
of the Secondary Teaching

www.gcaires.min-edu.pt

Equips of Mission Computers, Nets and Internet in the School

www.crie.min-edu.pt

Bulletin of the Teachers

www.professores.pt

4 | ADVISORY ORGANS

Coordinating Council of the Private and Cooperative Teaching

www.sg.min-edu.pt/ccepc

National Council of the Education

www.cnedu.pt



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5 | MINISTRY OF THE WORK AND OF THE SOCIAL SOLIDARITY

Department of Labor and of the Social Solidarity

www.mtss.gov.pt

Institute of the Job and Professional Formation

www.iefp.pt

General direction of Studies, Statistics and Planning of Department of Labour and of the Social Solidarity

www.dgeep.mtss.gov.pt

Program Inov-Jovem

www.inovjovem.gov.pt

Institute for the Quality in the Formation

www.inofor.pt

Programs for Prevention and Elimination of the Exploration of the Infantile Work

www.peti.gov.pt

6 | MINISTRIES, DEPARTMENTS AND ORGANISMS OF OTHER COUNTRIES IN THE EXTENT OF THE EDUCATION AND FORMATION

Ministry of Education and Science of Spain

www.mec.es

Department of Education of United Kingdom



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www.dfes.gov.uk

Department of Education of the Government from the USA

www.ed.gov

Ministry of the Youth, Education and Science of France

www.education.gouv.pt

Department of Education and Science of the Government from Ireland

www.education.ie

Ministry of Education of Finland

www.edu.fi

Ministry of Education and Research of Germany

www.bmbf.de

Ministry of Education of Ontario (Canada)

www.edu.gov.on.ca

Ministry of Education of Quebec

www.mels.gouv.qc.ca

Office National d'Information sur les Enseignements et les Professions

www.onisep.fr

Conservatoire National des Arts et Métiers

www.cnam.fr

Ministère du Développement des Ressources Humaines - Canada

www.hrdc-drhc.gc.ca

Center on Education and Work

www.cew.wisc.edu



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Centre d'Études et de Recherches sur les Qualifications
www.cereq.fr

European Basic Skills
www.eurobasicskills.org

Project Adult returners key skills
<http://homepages.ed.ac.uk/calarks/arks/indexe.html>

European Network of Education Councils
www.eunec.org

Association Nationale pour la Formation Professionnelle des Adultes
www.afpa.fr

Agence Nationale pour l'Emploi
www.anpe.fr

7 | ORGANIZAÇÕES INTERNACIONAIS

European Union - Education and Culture
http://europa.eu/pol/educ/index_pt.htm

European Centre for the Development of Vocational Training (CEDEFOP)
www.cedefop.eu.int

Organization for the Cooperation and Economical Development (OCDE)
www.oecd.org

United Nations Educational, Scientific and Cultural Organization (UNESCO)
www.unesco.org

Education and the World Bank
www.worldbank.org/education



8 | NEW TECHNOLOGIES OF THE INFORMATION AND COMMUNICATION

Portal about the use of the Technologies of the Information and of the Communication (TIC) to improve the learning

www.elearningeuropa.info/

Portal of Educational Technologies

<http://educatic.netmadeira.com>



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DIGITAL LITERACY CENTRE, VIVERNET AND NEW INITIATIVES CENTRE
GOOD PRACTICES



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- 4.1. Video EURONEWS
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1.- INTRODUCTION

In the following pages there are described a series of Best Practises carried out in the region of Extremadura (Spain) and all of them related with the Digital Literacy as part of the adult training.

As a first step, we will make a description to the New Centers of Knowledge (CCKs) and those best practises they have developed.

Afterwards, VIVERNET as a best practise itself will be described.

Finally, a brief presentation of the New Initiatives Centre will show us their work. A video of EURONEWS regarding this organization is also included.

2.- DIGITAL LITERACY CENTRE

2.1 INTRO

The Program of the New Centers of knowledge (CCKs), was born in 1999 as an initiative of the Council of Education, Science and Technology and the Regional Association of Popular Universities of Extremadura (AUPEX), together with the various city councils and collaborating entities.

Since that time, this program has been developing the Plan for Technological Literacy, to introduce Extremadura to this new era of information, communication and knowledge.

Due to its innovative character, an initial pilot experiment with six centers distributed around the region, was set up first. This strategic distribution kept in mind the population density at each location and the representative nature of the territory of Extremadura, for its later generalization to the rest of the towns and cities. Thus were born the NCKs.

2.2 METHOD

With that vocation of social commitment, the methodology of technological literacy that is designed, experimented, articulated, managed and applied in Extremadura, is basically made up of:

A/ Three Processes: Motivation, Capacitation and Organization

These three processes are a spiral of involvement directed at social development, human progress, collective change...Its basis and purpose is the participation of all of the citizens of Extremadura in the construction of the Information Society.

The procedures followed along a road from a past century to a new millennium are not unknown to us. The methods, special and specific, that have been employed in other social promotion experiences, with similar reasoning, activities and techniques presented in other languages or on other media, are still valid.

Without looking further afield than the Popular Universities of Extremadura project, begun in 1984 and today motor of the New Centers of Knowledge and Integra-Red through their coordination by AUPEX, we find innumerable samples of such action and experience. Bibliographic references still very much valid are found in Sánchez Alonso; Cembranos, Montesinos and Bustelo; López Marfán; Lama; de la Riva; Núñez (Carlos); and so many others who have thought out and systematized a participating society.

The new information and communications technologies, in fact, have not modified the nature of the involvement process (society, participation, progress...) nor have they substantially altered the tools at its service, the use of which still pertains to organizations and citizenship in general.

An activity for spreading cultural, such as an exposition or a group technique, for example, does not constitute in and of itself a methodology, nor, of course, does it guarantee anything that does not have to do directly with itself... In like manner, we cannot reduce the NCK technological literacy experience either to, for example, its classrooms, computers and the professionals who attend users. With those resources, even with a similar offer, it is possible to serve interests that are far from what we seek at these centers: it would be possible to delve into disadvantageous or dominant situations, globalize only the market, generate modern pools of illiteracy and exclusion.

The NCK methodology, fights in favor of real equal opportunity for all the people of Extremadura. However, it is not enough to introduce mere instrumental training or tie it in with developing enterprising abilities: it is necessary to keep in mind the conscious roles that each of us assumes in

the challenges with which the society of Extremadura is creating the 21st Century.

We affirm that without efficient generalized literacy, there would be no technological democratization. At the NCKs s understand that without participation there would be no democracy in the new culture.

The element that identifies the methodological proposal of the new centres is the process of participation and change. At the NCKs, as in all social involvement, there is research and diagnosis, planning and programming, action and evaluation. This nonlinear path distinguishes three moments in the process, three methods that, remember, are not unknown: motivation, capacitation and organization are specific ways of proceeding.

The formats and intensities which motivate it, capacitate it and contribute to the organization of the NCKs, with which, in other words, the heart, the head and the hands of the persons, the groups and the networks are involved, are many and diverse, are in constant evolution, but maintain coherence: the desire to know and be able.

Tools of communication and cooperation have been created on the net, as complex as they are simple, that in the new century will generate challenges not yet thought of today and, of course, other spaces for promotion, training and social participation.

B/ Three points of involvement

1.- Social components susceptible to change, where the transformation and adaptation of the Information and Knowledge Society can take place.

Identifying which attitudes and aptitudes of the community of Extremadura need to stay the same and which need to change in order to advance is one of the most important methodological challenges for orientation of the technological literacy process and to promote initiatives that convert every citizen in a star participant of change and a pioneer in a new era for the society of Extremadura.

2.- Areas of Involvement.

This is where we are going to generate projects, initiatives and action, attending the different sectors of the population and spheres of social, economic or cultural concern.

When a new centre for technological literacy is inaugurated, the following procedure is set up to define structural areas for involvement:

- Carry out an economic and social diagnosis that allows us to make cultural, economic and organizational maps that orient faster and more efficiently the literacy process and animation in the local community.
- Creation of a sense of a team of men and women willing to cooperate at the centre committed to performing the activities that are collectively proposes.
- Establish alliances with the public and private entities and agencies as vital to the creation of communications, cooperation and self-help networks.
- Schedule projects, actions and initiatives that attract, involve and make citizens participate in the construction of the Information Society in Extremadura.

Articulately, the areas above have a direct effect on every decision that is made in the process of technological literacy: what contacts are selected, the first contact with the group and or the person, the reception of the user I the centre, the ways of motivating to access, strategies for presentation to organizations citizens, how persons and organizations with interests in common are placed in contact with each other, to find assistance and collaborators, transfer to the user the advantages of cooperation, participation of the user in the project,

3.- Basic Pillars

These mark the guides to development and serve as orientation to evaluate the process of transformation and change:

- Technological Literacy or technological training. This is a tool which the main objective is reached. It consists of triggering changes in the society of Extremadura, converting each citizen and voluntarily organized group in the centre of the process of social animation.
- Skills for developing self-initiative. After the people of Extremadura have gone through the New Centres of Knowledge and have been taught technological literacy, the success of the Plan is forged on the ideas, strategies, projects, businesses and how many ever initiatives may arise.

2.3 ACTIVITIES

Projects and activities are the creative spark that, born in any centre, is extended over the net to establish links of social complicity among diverse sectors of the population. That is how the virtual exhibitions, the

digital newspaper NCC Extremadura, the collection of folk songs of Extremadura or the following on the Net of festivals of tourist interest and new relationships with peoples who have emigrated out of Extremadura, got started.

If anything characterizes the technological literacy enters apart from the involvement of the entire population where they are located, it is the participation in collective activities that reinforce the knowledge and the identity of Extremadura that were unthinkable previously due to the distance and dispersion of the population in a vast rural region. That is how projects such as the photograph album that portrays part of the history of Extremadura in the 20th century, the virtual museum of memories that collects the words and deeds of the elderly and animates the old people's homes, the cooking routes that show the diversity of natural products and ways of preparing them, were started, until a series of cultural products that enrich the regional heritage and identity has been achieved.

On the other hand, the creativity, the innovation and new social concerns motivate the development of novel activities related to environmental conservation, sociocultural integration of immigrants or the intercultural relations generating a new practise of global solidarity.

Culture becomes the great axis on which the process of technological literacy in Extremadura moves, relating towns, traditions and new ways of living together.

2.4 TRAINING PROCESS

The technological literacy process that the User follows when he arrives at an NCK for the first time:

The keys to the training process are:

- Have sufficient knowledge about the resources to be used.
- Knowledge of the Technological Literacy Plan and its objectives
- Context and information on the Information and Knowledge Society.
- Study what we can do to facilitate the interest of the User/Participant in learning.
- Show the New Centres of Knowledge project and the objectives pursued by it.
- Explain the advantages of the information and

communication technologies

The training goals are:

- Promote creative ability through the use of the ICTs.
- Enable them to learn to handle the technological tools.
- Educate them to understand the reality and dimensions of the technological changes and what these do to our ways of relating, communicating, behaving and habits.
- Create technologically literate users, that achieve their independence from the centre and carry out activities over the Internet in their businesses or homes, without discarding public spaces.

The diagnosis of personal knowledge:

- Take the User's personal data and enter it in the NCK database.
- Find out the User's needs and orient him toward the most appropriate place or activity.
- Analyze the level of knowledge in handling the technological tools that we are going to use.

The theoretical and practical learning process:

- What is a computer and what are its main parts.
- Knowledge of the tools of the centre and of the computer: familiarize them with the mouse, handling graphic environments, scanner, digital camera, printer, etc.
- Teach them to use it in a practical way.
- Learn to get onto the internet and what it is used for.
Basic knowledge of the navigator (learn to recognize links and the menu bar, giving them as an example our web so they can learn about our projects).
- Presentation of the NCK web page as a frame of reference and instrument of cohesion and collective identification.
- Description of all the sections of the navigator, addresses that may be the most useful.
- Learn to fill in a form with text boxes (new Users have to do it to get their NCK User number).
- Contact with the Internet: in which they are shown the different projects that we offer at each center by navigating to the NCK main page.
- Learn to use searchers (key words and subject searches).
- Sign up on free e-mail servers (the knowledge acquired when they fill in the NCK User form is very useful).

- When they know how to navigate, they get a mail account and they write to other persons.
- Surf on the net, searching for information. Become more independent.
- Specifically develop projects once their interests, personal or collective needs are known: design of a web page, photo album, Abiword, etc.
- Make web pages using Composer
- Finally they can learn to type with text processors, or directly in the web maker program, if they want to have their own page (in this case they also learn to use the scanner, digital camera, etc. and put their web on a free server).
- Save and retrieve information.
- Put pages on an FTP site.
- Offer collaboration and advice during the entire process.
- Know the free LinEx software, its possibilities and philosophy.

The process of motivation for participation and organization during training:

- Ask about their project-related interests.
- Support and motivate participation in activities that they have proposed.
- Get them to lose their fear and encourage the users to participate in other activities, achieve continuity.
- Show the www.nccextremadura.org web site showing them what we do and encouraging them to participate.
- Personal integration, promoting relations with other users through activities and mutual support.
- Get them to participate in the various general interest activities that are carried out at the Center (we make you green, get on the net, get a job...).
- Depending on the type of group, they are offered one or other of the activities... or else, if we see that none of the activities adapt to their needs, we invent something else for them to participate in.
- The Users that are learning help us to teach others that do not know how. There is the figure of collaborator, who is already literate and who voluntarily helps in Center events, initiating groups in the Internet ...
- The bottom line is knowing what they would like to do with the computer. At all times User and his interests, demands or needs are followed up.

Stages of the process

Stage 1:

personal contact, we tell them what we are doing and what the NCKs are. They lose their fear. Characterized by surprise and confusion.

Stage 2:

seduction, that is we must offer them something attractive enough for them to find out about the NCK in situ and participate in our activities, get the User to become familiar with the surroundings to a certain degree. Characterized by learning, approach and confidence.

Stage 3:

teaching to handle the tool, as well as involving him so that he continues participating at the Center and in other activities. The User increases his confidence and skill.

Stage 4:

commitment, in which any participant becomes an active subject of training and cooperates in the training of others. Characterized by close collaboration.

Some of the tricks of training in the ICTs that have resulted from working with groups or individuals.

Tricks for motivating in the training process.

- Give a talk to the group or associations before their visit
- Find out first their concerns or interests
- Start with something local, showing them things they are familiar with (example: show a businessman what other competing businesses are doing) to later go on to the world.
- Show them work done by other users who like themselves did not know the potential of the ICTs.
- Look for pages related to their professional activity, or else their locality that motivate them to participate in the activities.
- Visit the web page of their locality and those pages that may be of use to the class group with which we are working.
- Use ways of fast, efficient communication with their family

- members and friends (e-mail, videoconferences, etc.)
- View photographs, old or closely related to the class group
 - The elderly and housewives get enthusiastic about seeing their own photos, so that in everything you can (saving, opening, making pages) it is useful to use pictures of the User or group and their activities to put them on the net.
 - With young people it is very good to begin by sending messages to cell phones.
 - Transfer everything that they learn to their daily lives (for example, if we want a lady to write something in Abiword, we make her write one of her recipes or something similar and print it out. They love it.)
 - Go to their shops, centers, homes and take pictures of their work and activities.
 - Show them the work of other people like themselves
 - Explain operation of Internet resources with real examples (Example: An e-mail account is like having a post box at a post office).
 - Give examples of persons who with even less ability have been able to learn to handle the ICT. In the case of unmotivated Users it is very useful to see that people with apparently less possibilities with the ICTs have been able to learn to use them just by wit of their effort and interest.
 - In working with associations, to encourage them to make their own page it is useful to show them the pages of other associations and often with a lower budget.
 - Games like gymkhana for children or chats and creating web pages for adults.
 - In some cases, the use of games gets the User to achieve a certain degree of skill in using the computer (Example: the "virtual bingo" program, for handling the mouse in older or disabled people

Tricks for enabling in the training process:

- To help the user right at first we have to be agile to find out his needs before they themselves do, so that we can offer them any NCK activity that is attractive and creates interest in it.
- Practice more individual, personal teaching, always attending his needs and interests first.
- Do the simplest activities for those persons with the greatest difficulty, easy to handle and that motivate their imagination and creative skill. Devote the most time to these persons.

- If they have never touched a computer (elderly person, housewife, farmer or disabled) we show them how to handle the mouse by using a basic drawing program. While they write and erase their name they are becoming familiar with the movement of the mouse and it is easier for them. The next step is to show them how to surf the Internet, how to write in an address, keys on the keyboard that have to be used (enter, shift, ...) and the hyperlinks (never with very technical words because they get lost).
- Here we show them pages that are attractive to them and we make them use the searchers with familiar words, for example, the name of the locality where they live, something related to their work or their hobbies.
- Show them the ball of the mouse so the User understands how it works by dragging and not moving the hand.
- Ask him time and again how its going and advise him on new things that he can do, since once they get started, they like to do new things to learn more.
- Compare the ICTs with daily things in real life to make it easier for them to learn.
Example: Use the simile of a post office so the User understands what an e-mail server is. (Ej. Server=Post office; name of user =post box; password; key to open the box, etc.).
- Make use of the click+enter on the icon of the program that he wants to open with those persons who have difficulties with the double mouse click (elderly).
- Take pictures and touch them up with some program to adapt to the mouse.
- Elderly: Recreate a need. Contact their family members by e-mail and make dates to send several mails so they can see how fast it is, its possibilities, etc.
- Businessmen: show similar businesses, their competence and ability because they started using the ICTs.
- Housewives: Offer of new possibilities, occupations, etc. Fast learning.
- Show them the results immediately.
- Scan pictures to learn how to use the mouse.
- Use Abiword which has a web-page like structure.
- This isn't hard / The 1st time I've done it. ; the 2nd time, by myself /Help me with this...
- During the learning process, it must always be the User that handles the equipment.
- Create a series of basic exercises that help people without

any knowledge to lose their fear.

- Adapt the contents to the User interests.
- Make the difficulty the user thinks exists seem unimportant, involve him in some projects so he feels interest and ask him to help with something.
- Let it be the people who make the mistake before you correct them. This way I think their knowledge sets in better. Explain things as if I had just learned them myself.
- Businessmen: design their own web page, their products can be seen all over the world and without costing them a penny.
- Do not tell them things they must do one by one. Make the User be the one who discovers the next step to be taken.

Tricks for enabling in the training process:

- Create a document with Internet addresses of interest to them and make it available to them during their visits, so that their time at the Center is used to the greatest advantage, thus motivating their interest even more and showing them the usefulness of the web of networks.
- Invent new activities, depending on the user in question and his needs and interests, and try to get them to do them in collaboration with other Users and organizations.
- Make them aware of the importance of the ICTs to Users and to Extremadura.
- Use collaborators and other advanced Users to teach them the rest. When a collaborator has problems in teaching him something specific, prepare him for it.
- Easy access of the User to the Activator. An activator must always inspire confidence in the User and communication.

2.5 BEST PRACTISES ACTIVITIES

Each one of the activities summarized below forms part of that personal contribution of the more than 33,000 citizens of Extremadura who actively participate in the process of technological literacy.

As any creative work, each activity is a unique piece that value in and of itself, but the true treasure is hidden in the view of the whole. These are neither the only ones nor the last.

Mobile NCKs.

This project came out of the need to create mobile centers which bring the new technologies to those localities that do not have a permanent center for one week.

Videoconferencing Program.

The purpose is to make known this new form of communications, which promotes and wide-ens relationships, by showing the many applications that this technological tool offers us for meetings, training, congresses talking to family or contacting other cultures.

Virtual Exhibitions.

Virtual Exhibition Hall set up in our web site so that artists in Extremadura, both known and unknown, may have the opportunity to show their work, creating at the same time, a space for exchanging ideas and experiences among them, at the same time they learn to make web pages.

NCK Newspaper.

The virtual community of 250 users brings the digital newspaper NCCEXTREMADURA to life daily. A virtual publication made up of different sections.

Radio NCK.

The purpose is to spread the culture of Extremadura with the aid of an Internet radio program that the users cover and prepare.

Virtual Days.

The celebration of Health Day, Encourage Reading Day,etc. gets persons widely spread around our geography to participate together at the same time in activities such as a forum for debate, visitor's book, questions or links.

Following Festivals of Tourist Interest.

Following festivals of tourist interest such as San Juanes in Coria, La Encamisa de Navalvillar de Pela or Luz de Arroyo Day on the Net, enables us to show the advantages and speed of using the Internet, strengthening regional tourism and bringing emigrants from Extremadura the festivals of their home towns.

Broadcasting of these traditions is done with the help of collaborators, associations, city councils, cultural agencies, etc.

Folk Songs.

301 songs typical of Extremadura have been hung on the net, directly from memory of our elders to avoid their disappearance. Many of them can now be heard today.

Immigrants in Extremadura:

Through chats in French and Spanish, videoconferencing, search for employment and other activities, integration of the immigrant population in the region is promoted.

Emigrants from Extremadura.

Beginning with the Extremadura Belfry on the net, the community of Extremadura that is living outside of the Region is contacted through many different activities: chats, technological literacy, etc.

Photograph album.

This project has enabled the creation of a document base of great historical interest, collecting old photos of each locality and its inhabitants. The oldest users, once they have learned to scan and get around in the ICTs, have made it possible to have more than 4861 photographs on the net.

Commercial NCK and Web businesses.

Show the economic potential of the net for business in Extremadura, making available to it the technological tools necessary for the businessman to learn to get around on the web and begin to set up collaboration networks all around the territory that improve his business.

Bells of Extremadura on the net.

This project takes its first step by collecting the history and the sound of the bells in the localities where there is a permanent or mobile NCK. The purpose is to offer people from Extremadura who have emigrated out of the region a chance to communicate and come back home through the ICTs.

Approaching the Euro.

Addresses all the social sectors, but especially businessmen and women. Daycourses on the net, chat, forums for debate, videoconferencing, exercises with the Euro calculator.

Neighborhood associations on the Net.

The purpose is to develop a gateway for neighborhood events, activities, concerns, interests, etc., at the same time strengthening exchange of experiences and projects they have in common.

Redmil.

Program for bringing the new technologies to a military base where most of the men are from Extremadura. It addresses the troops and officers.

Agrored.

This project addresses the agricultural sector, which is a very important and numerous collectivity in the economy of Extremadura in order to show them the potential of the ICTs. On this web page they can get clear, simple, direct information on their professional activities, strengthening their interest in developing them.

Cooking from Extremadura on the Net.

Collection of the typical dishes of the towns of Extremadura.

We make you green Web page.

An environmental web site developed by 100 ecologist users and the purpose of which is to make known the flora and fauna of our region and serve as a platform for conservation.

To Summarize

The methodology is the main point of involvement in the technological literacy process, the tool box of our workmen in sociocultural dynamics and information technology at the NCKs.

The methodology of technological literacy consists of three processes (motivation, capacitation and organization) and three points of involvement: (social components susceptible to change, areas of involvement and basic pillars).

The activities are the instrument of personal and group participation in the construction of the collective image of Extremadura. All of them make up together a system of collecting information and knowledge generated in our community.

3.- VIVERNET

Vivernet is a project of the Ministry of Infrastructure and Development Technological of the Junta de Extremadura in collaboration with FUNDECYT. It is aimed at facilitating the generation of new businesses in the information society sphere, supports the technological adaptation of PYMEs (small and medium-sized businesses) and promotes the use of freeware in the business sector.

Vivernet defines itself as a generating centre for business initiatives related to information and communication technologies. This project becomes a reality in the following ways:

- Working with business entrepreneurs who want to start up innovative projects within the new technologies sector.
- Offering a complete advisory service that will accompany the entrepreneur every step of the way until their projects are up and running.
- Providing courses of specialist training in new technologies and business administration with the aim of training future entrepreneurs.
- Promoting collaboration and the exchanging of ideas and experience so as to establish a framework within which to create networks of leading entrepreneurs and businesses in the sector.
- The promotion of business activity in rural areas.
- Boosting the use and development of the Information Society tools, in order to help the technological adaptation of Pymes in Extremadura and therefore help competitiveness and growth.
- To support the use of freeware in general and GNUlinEx in particular in businesses in Extremadura, facilitating access to them and promoting awareness of their features.



For the reliable achievement of its objectives, different structures were created and set in motion while studying the needs that existed in Extremadura. The human resource teams that form the created structures work in coordination and in a network so as to provide, in a quick and efficient way, solutions for young entrepreneurs who want to develop a business, regardless of where they are or where they reside.

The mentioned structures are: Business Centres in Badajoz and Caceres, Mobile Vivernet and Virtual Vivernet.

The Business Centres in Badajoz and Caceres



Within our Business Centres the opportunity to use a range of logistic resources and technological equipment is given, as well as personalised advice in all areas necessary for the developing of a business idea or business initiative, totally free of charge.

Our two business nurseries offer:

- Logistic Resources and Technological Equipment.
- An Information and Documentation service.
- A legal and business advice consultancy.
- A computer and technology support service.



3.1 LOGISTIC RESOURCES AND TECHNOLOGICAL EQUIPPING

A. Areas for the carrying out of Business Initiatives.

These are offices which are totally fitted out for the development of business activities, with basic furniture and equipped with technological infrastructure such as computer equipment, printers, broadband connection to internet and telephone connection .

These areas are given to those entrepreneurs who decide to start up a business activity related to the Knowledge Society. Any instigator of a business idea of this kind can request the assignment of one of these areas. To obtain one he/she must participate in a process which consists of the drawing up of a business plan and studying the viability of the project. A commission, made up of experts from the Business Centres, after studying the business project and following a pre-established selection criteria, decide whether to grant one of these areas to the instigators of the particular business initiative.

B. Participation Area

These areas are training classrooms and meeting rooms, technologically equipped for the development of training activities, business meetings and the holding of events.

Training classrooms; are areas for the development of Vivernet training programs. They are equipped with computer equipment connected, via

broadband, to the internet, printers, scanners, projector equipment and audio and video equipment.

Meeting rooms; These areas are equipped with audio-video equipment, television, internet connection and video conference equipment.

C. Common resources

Common resources are those which can be used by all the business initiatives which are based in our business centres. These common resources include building security, reprography, reception, fax, cleaning services etc.

3.2. INFORMATION AND DOCUMENTATION SERVICE

This service provides a combination of information and orientation in the different **spheres** of the businesses and initiatives.

It manages the portal of Extremadura for entrepreneurs in new technologies, www.Vivernet.com, elaborates the Vivernet Informa Bulletin and develops the service of Selective Spreading of Information among Vivernet initiatives and businesses.

3.3 BUSINESS AND LEGAL ADVISORY SERVICE



This service helps the entrepreneurs to draw up a business plan and to study its economic and financial viability, it helps them through the administrative processes that must be carried out in order to set up a business and informs them about economic and fiscal obligations, as well as orientating them towards the help and support, both public and private, which they are entitled to when putting their business idea into practice. Moreover this service carries out a periodic monitoring of the business initiatives, in order to check to what extent the objectives laid down in the business plan have been completed and to study a business's economic and financial viability.

3.4. COMPUTER AND TECHNOLOGICAL SERVICE

This service manages the computer systems of the business nurseries and advises businesses about this technology.

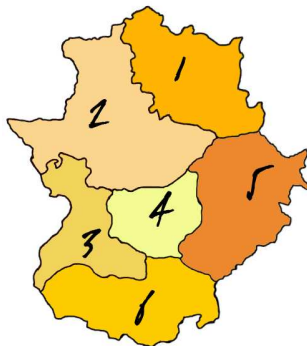
Moreover Vivernet provides;

- Space on its server
- Electronic mail accounts
- Online training and information services
- Common use technological tools

These business centres are located in the towns of Badajoz and Cáceres.

The mobile team in rural areas

Mobile Vivernet is a team whose principal mission is to carry the message of business potential to the rural areas in the region. The specific aim



of this team of experts who are spread throughout the territory of Extremadura is to strike up a relationship with potential entrepreneurs in the new technologies sphere. This team is specially trained in the drawing up of business plans and in advising entrepreneurs about legal-business and technological matters. The team offers step by step help to set up initiatives which emerge in a rural environment, guides them until they have become established as a business and is available to them until their consolidation. Among the activities that this team

carries out are the following:

Establishing relations with other social agents in the area in which the team is working, plan activities which boost the development of business activity in the NTIC sector in the rural sphere through courses, workshops, talks and seminars.

The team is distributed throughout 6 areas:

Area 1 (the Northeast of the Province of Cáceres)

Area2 (the West of the Province of Cáceres)

Area 3 (the West of the Province of Badajoz)

Area 4 (The Centre of the Autonomous Community of Extremadura)

Area 5 (The Villuercas, Siberia of Extremadura and the Serena region)

Area 6 (The South of the Province of Badajoz)

Virtual Vivernet

Virtual Vivernet is the combination of infrastructures and services which we put at the disposal of our clients on the Net. This technological infrastructure makes the provision of services to entrepreneurs possible through telematic media and generates an environment rich in information which helps the entrepreneur in the development of his/her business activity and brings the services offered in the Business centres closer to the rural centres in which the mobile team works.

Virtual Vivernet unfolds through the Entrepreneurs in Computer and Communication Technologies Portal (www.vivernet.com) and the virtual accomodation of businesses in www.vivernet.net

Results obtained

Vivernet, opened the first Business Centre in April of the year 2000 in Caceres and the second in July of the same year in Badajoz while the mobile team spread throughout the rural areas of the Autonomous Community of Extremadura started working in September of the year 2000. From then until now the results obtained are the following:

A. Supported business and business plans

No. of business plans studied: 211

No. of supported businesses: 126

B. Training

Hours of training given: 5.142

No. of students trained: 4.138

C. Users and visits

No. of registered users of Vivernet: 7.916

No. of visits by entrepreneurs and business people requesting Vivernet services: 111.679

D. Virtual Vivernet

No. of businesses accomodated in the vivernet .net domain:10

Visits to [vivernet.com](http://www.vivernet.com) portal: 8.418.009

Technological adaptation and promotion of freeware in businesses in Extremadura

Linex-Empresa and gnuLinex.net Portal

Vivernet has been developing two new kinds of work since October 2003, which means a widening of the program's own objectives and new fields in which to be able to apply the work methodology of Vivernet's team of experts. The first is the technological adaptation of PYMEs in Extremadura and the second concerns the change from Licensed Software to Freeware in businesses in our region through the <http://www.gnulinux.net>



From Vivernet we include these actions under the term LinEx-Empresa as a combination of actions directed to boosting the use of gnuLinEx and freeware applications in businesses in Extremadura, and to do this we rely on the support of the Ministry of Economy and Employment, within the framework of strengthening the Consolidation and Competitiveness Plan for PYMEs.



LinEx-Empresa tries to establish/consolidate itself as the public reference of unity among businesses, favouring the synergy between them with the aim to undertake projects and actions related to freeware, through the exchange of information, development of training action and the boosting of business cooperation.

Moreover, it tries to be a reference tool for traditional businesses in Extremadura which want to modernise their administrative and commercial processes or change all of their licensed software to freeware, so as to take advantage of the numerous benefits that these bring to the business world.

Linex-Empresa is the commitment of the Junta de Extremadura to introduce freeware in the business world; It is a great opportunity to boost a regional market of software developer businesses which base their business model on the development of applications and provision of services, so that they can compete with the model established by big businesses which base their profits on licence sales. Having the source code of the application at one's disposal permits the carrying out of changes in order to adapt the program to the specific requirements which the company in question really wants. In other words, the use of freeware means that the business is not bound to the technology but is able to use it freely and adapt it according to specific needs. In this

same line employment is created in the computer services sector connected with programming assistance and software maintenance.

Gestion-LinEx Package



Vivernet, through the project **LinEx-Empresa** has liberated the administration package, below the GPL licence, **Gestión LinEx** which includes **the Linex-FacturlinEx** and **Gestión Linex-contabilidad** administration models for PYMEs.

The Gestion LinEx package includes the new version of Sales Outlet and Invoicing Terminal: FacturlinEx 1.3, an update that has improved access to databases and among many other novelties, provides a module for the controlling of colours and sizes.

Gestion LinEx also includes a complete accounts application with the possibility/means to import data from FacturlinEx and from other commercial applications (Contaplus). Thanks to these improvements the Gestion LinEx package has become the ideal solution for the daily business and accounts management of a PYME, under gnuLinEx distribution and also under other linux distributions.

Freeware and Business (Examples).

In Extremadura we have examples of businesses that have developed and continue to develop freeware and provide services connected with it. Also we can mention other businesses that have already adopted this type of software for their daily work and are training their workers.

Next we will list some cases (in <http://www.gnulinex.net> a **list of businesses** connected with freeware and a section containing **Success Stories**).

Examples of freeware developers and service businesses in Extremadura:

- **PuntoDev GNU S.L**

Leading business in the development of freeware for PYMES. It is based in Badajoz.

- **ILKEBENSON S.L.L:**

This business with bases in Cáceres and Badajoz has produced administration freeware and personalised distribution.

- **ADAPTIA**

This business based in Cáceres is a specialist in freeware, like GNU/Linux and gnulinEx.

- **SILEX CONSULTORES:**

A newly created business that offers complete solutions concerning gnulinEx. It is based in Badajoz.

Examples of businesses that have adopted freeware applications created in Extremadura. In particular Gestionlinex- Facturlinex, for administration/management purposes in their shops and sales outlets.



- **PERFUMERY-DRUG STORE (Cáceres)**
- **NUOVAPELLE (Madrid, Badajoz, Cáceres, D. Benito...)**
- **GRANJA EL CRUCE, CHAIN OF SHOPS OF THE POULTRY INDUSTRY IN EXTREMADURA.**
- **CAVA DE PUROS ANGEL (Badajoz)**
- **SEXY CATS (Badajoz)**
- **ALFONSO BEBE Y MODAS (Almendralejo)**
- **AMAYA CENTRO DE MODAS (Almendralejo)**

4.- CNI- NEW INICIATIVES CENTER - Video EURONEWS

http://es.youtube.com/watch?v=nR8Oh0Js_IA

GLOSARY OF COM-FOR-SKILLS PARTNERSHIP TERMINOLOGY

A

Applied ICT skills

The ability to apply simple ICT tools in general workplace settings (in non-ICT jobs).

B

Basic e-skills or digital literacy

The ability to use ICT for basic tasks and as a tool for learning.

C

D

Digital Literacy

Ability to access networked computer resources and to use them.
Ability to use and understand information as presented by computers.

Distance education

The process of providing instruction when students and instructors are separated by physical distance.

Distance learning

Learning where the instructor and the learners are in physically separate locations. Can be either synchronous or asynchronous. Can include correspondence, video or satellite broadcasts, or Internet-mediated learning.

E

E-learning services

eLearning services are training and education services which are delivered (partly or fully) over the Internet (and other computer networks using packet switching) to end users.

Training and education means intentional support of deliberate learning activities that are conducted on an ongoing basis.

Training and education services are services which are produced with the main intention to support deliberate learning activities which are conducted on an ongoing basis.

eLearning

eLearning services are training and education services which are delivered (partly or fully) over the Internet to end users.

Training and education means intentional support of deliberate learning activities that are conducted on an ongoing basis.

'Internet' is understood here as comprising all computer networks which are running on the Internet protocol (IP), also including intranets, extranets and mobile networks using packet switching.

F

Formal education

Refers to learning taking place in education and training institutions leading to recognised diplomas and qualifications. According to the Glossary of the ISCED97 classification formal education refers to "...the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous 'ladder' of full-time education for children and young people, generally beginning at age five to seven and continuing up to 20 or 25 years old". This segment of education normally consists of learners who prepare for an entry-level position and for their first steps towards job careers.

G

H

High-skill ICT-related occupations

High-skill ICT-related occupations are defined as ISCO-88 classes 213 (including computer systems designers, and analysts, computer programmers, computer engineers), 312 (including photographers and image and sound recording equipment operators, broadcasting and telecommunications equipment operators) and 313 (including computer assistants, computer equipment operators, Industrial robot controllers).

I

Information Society: A society in which economic and cultural life is critically dependent on information and communications technologies.

ICT literacy

The skills and abilities that will enable the use of computers and related information technologies to meet personal, educational and labour market goals.

Independent eLearning

IEL means that learners are on their own – they are not participating in a shared learning experience, but make use of Internet-delivered content and services in order to train themselves, which might be whenever time allows. The absence of an instructor means that IEL depends more on an automated eLearning system which tailors the learning experience according to the capabilities and preferences of the learner. Highly customised courses are possible, but their performance depends on effective and thoroughly tested eLearning applications. Pre-assessment tools are very important here, as is multimedia content and sophisticated feedback which emulates the experience with a real world instructor.

Informal learning

It consists of all purposeful learning activities and/or situations that cannot be classified as formal or non-formal education and training (i.e. self-directed training or in-groups at the workplace or within the family). These activities are characterised by relatively low level of organisation. They do not lead to formalised certificates.

Internet-delivered training and education

Training and education where the learner is never (or very rarely) in physical proximity to the instructor. This is in some ways a successor to "distance education", "correspondence courses" or "distance learning". Instructor-led traditional classroom sessions are either eliminated, adjusted for some different form of asynchronous interaction, or replaced with real-time "virtual classrooms".

Internet-enhanced training and education

Training and education where the learner has opportunities to meet face-to-face with the instructor. Often, online delivery of training is supplementary here (and generally subordinate to) traditional face-to-face classes. It may replace materials previously delivered to students through the mail or handed out in person. Internet-based segments of the training are typically asynchronous, implemented through either a web editor or an asynchronous course management system.

K

L

M

N

O

P

Q

R

S

Social software

Enables people to rendezvous, connect or collaborate through computer-mediated communication. Many advocates of using these tools believe (and actively argue or assume) that these create actual community, and have adopted the term “online-communities” to describe the social structures that they claim result. They are used inside organisations or by communities of practice/interest.

Skill gaps

A competence shortfall between the current and needed competence levels of the staff within companies or other organisations.

Skill gaps, or internal skill gaps, reflect the extent to which employers perceive their employees’ current skills as insufficient to meet current business objectives. Respondents were asked to comment on an occupation-by-occupation basis about the extent to which employees were ‘fully proficient at their current job’.

Skill mismatch

A mismatch between the competence of the trainee or graduating student/learner and the expected competence needs of the employers assumed to arise from course curricula mis-alignment

Skill shortage

A quantitative lack of skilled people in the labour market

Skill-shortage vacancies

Defined as hard-to-fill vacancies which were skill related where at least one of the following causes were cited by the respondent: low number of applicants with the required skills, lack of work experience the company demands, or lack of qualifications the company demands.

T

U

Unstructured training and learning

Although learning is intended, unstructured training does not meet the minimum requirements for structured training.

Pursued learning objectives, the training content and training methods are not predetermined or not predetermined by a person with at least an officially recognised training qualification with no expertise in the subject matter, or by a person with expertise in the subject matter of training with no officially recognised training qualification. The type of learning activities are not explicitly identified prior to the learning.

V

W

Work-related learning and training

Learning and training which is undertaken with the purpose of improving work performance in the job currently held.

X

Y

Z



Sócrates
Grundtvig

Notes



Sócrates
Grundtvig

Notes

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