



# **REACH: PROMOTION OF INNOVATIVE SERVICES AND BETTER ACCESS IN CONTINUOUS EDUCATION**

## **FINDINGS ABOUT ADULTS MOTIVATION TO LEARN IN ICELAND, FINLAND AND LITHUANIA**

REACH: Promotion of innovative services and better access in  
continuous education  
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CONTINUOUS EDUCATION

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## INTRODUCTION

In spite of different adult education situations in partner countries, they all meet the problem of engaging those, who do not participate in adult learning activities, participate seldom, and lack motivation for continuous learning. The methods used in adult education today do not give adequate support to all adults for meaningful and purposeful participation in life-long learning process. Therefore one of the big challenges of adult education is to REACH people with low motivation for learning. Traditional methods, ways of training and involvement not always work properly for them, as today's education mainly concentrates on "hard" knowledge, long-term obligations for participation in learning activities. "One size does not fit for all"- the same training programme does not serve equally to all adults needs.

"Unmotivated learners" it is not abstract concept. Real people with real problems, life stories and experiences stand behind it. They all wait for such offer that really respects their past, appreciates their present and cares for their future. So why, resources, both- financial and human, have to be increased and more attention must be paid to the development of practical learning situations and training material as well as to diversifying training course contents and forms. Some adults may not have the capacity to manage modern methods of learning, they can be not ready for long hours of training, and sometimes they cannot want to learn with bigger group. Their motivation to enter life long learning process depends on how they have been invited to come, on the organization of the learning event, learning conditions, proposed methods of communication, on length and pace of the learning activities. In addition, the learning has to be realized according to their aptitude, learning skills and terms.

What are the possible ways of inviting such learners to enter into the life long learning process, what forms and content of learning is most appropriate? The project REACH tried to find answers to those questions by choosing adequate social advertisement forms and training content for the selected target groups. This report is meant for anybody who wants to become familiar with the practices in other countries, utilize them and learn from them.

This project conforms to the aim of Nordplus Adult programme to develop the quality of adult education.

## ABOUT PARTNERSHIP AND THE PROJECT

Partners have already common “history” of partnership, as REACH project is result of mobility activity “From Best Motivation to Best Education”, run in 2008 and supported by Nordplus Adult Learning programme (more about it you can find here [http://www.sdcentras.lt/en/proj\\_mote.htm](http://www.sdcentras.lt/en/proj_mote.htm) )

Partner organizations have shared adult learning situations in their countries, identified strong and weak points of it, and presented their organizations inputs into the countries adult education systems. It was agreed that main problem in all countries is how to reach those, who are not participating or participating seldom in learning/teaching activities, who have no or have lost motivation to participate. We worked together on ideas about successful promotion of adult learning among most vulnerable groups in regions: drop-outs from general education, jobless, seniors, and others. A hypothesis was raised that traditional ways does not work: either they don't reach those, who are targeted, at all or the forms/content/ of teaching are not attractive enough, especially if adults are from small towns and villages. Partners decided to develop proposal, which could help investigate and test innovative methods and strategies of adult learning/teaching/ promotion as well as their motivation to participate in learning process, *and so to contribute to the Nordplus Adult Programme priority*. Target group were adults from vulnerable groups at different age, who do not participate or participate poor in life long learning activities. By concept of “vulnerable” we understand: living in most remote places and poor socio-economical regions, jobless, special needs, with low educational background, drop-outs from general education, seniors, and women growing children alone.

Project partners one more year worked on project ideas through on-line communication and using other opportunities for direct meetings, while came to an agreement how the new project has to look like and what we expect from it. Luckily, the project purpose and objectives directly correspond to the annual priorities of Adult learning programme: *to strengthen social cohesion in education by improving access and availability of adult education to all potential adult learners with a special focus on rural areas and second chance teaching*”. Each partner worked in parallel with each other, carrying the same activities in countries and searching for best and most appropriate ways to reach target groups; invite and involve them into learning process. Partners expected that project will

benefit from the variety of used and applied social advertisement strategies, service delivery forms and programme content in each separate country. Local networks of social partnership ensured sustainability of the project and its results dissemination. Each partner organization was in charge to identify and choose local organizations that are directly or indirectly connected with adult education in respective regions. They were local municipalities, jobcentres, women occupational centres, consultation & advising companies, local newspapers, radio and TV stations, other training institutions. Those local networks helped to monitor and evaluate run of the project, disseminate its ideas, provided more visibility and contributed to the sustainability of the project results.

## **ADULTS' EDUCATIONAL POLICIES IN THE PARTNER COUNTRIES**

Adult education history, traditions, systems and policies differ from country to country. There are so many examples of rich, profound experiences and examples that show very poor situation in adults' education on different counts. But in this global world we become more similar than different, the same with adult education. Issues, problems, challenges become more universal, but not necessary ways of meeting them. Let's look at the current situation in partner countries.

### **FINLAND**

The Ministry of Education is responsible for self-motivated education, the Ministry of Employment and the Economy - for labour market training and employers for staff training. Around 800 educational institutions provide further and continuing education of varying duration, non-degree studies, as well as education leading to a qualification. In 2008 a total of 5.7 million hours of teaching were given in adult education not leading to a qualification involving 2.3 million participants. The most popular tools of adults learning marketing are webpages, local newspapers, personal contacts. Most popular programs are those where employment possibilities are considered at highest level, for example, secretarial skills course, health care, IT courses. Manual skills courses, languages and physical exercise courses are most popular in non-formal education. Face to face learning still is the most popular form. In spite of long traditions of adult education in country, we meet few obstacles as well. Adults complain for difficulties to combine work, family life and learning activities, they do not want to commit for studying as well as to take part in the competence based qualification

examinations. New tendency in adult education – shift from development of professional skills to the improvement of the general skills needed in working life and work communities

Six per cent of students attending education leading to a qualification or degree discontinued their studies during the 2007/2008 academic year. Male students were more active than female. To find a solution for discontinuation and to keep the motivation we need cooperation with all participants either in organising the training or wanting to learn, that is the trainee himself, trainer, training policy makers. In addition, training methods, contents, place, time have to be kept in mind. Adults like mixture of learning forms, for example, face to face learning and blended learning, learning with group and alone or in pairs, learning in adult education centres and in other community places. Adults like to have assistance - teacher support and opportunities for discussing difficulties and coping with problems or help of on-line tutor. Sometimes trainees are taught by students in collaboration with moderators, professional teachers.

Why motivation matters?

- ✓ Motivated person will surpass an unmotivated person in performance and outcomes
- ✓ If no motivation to learn, then no learning
- ✓ Motivated learners for sure have a future interest in what they learned and are more likely to use what they have learned
- ✓ When persistence exists, people work longer and with more intensity

## ICELAND

Though adult education and training, both in the formal school system and outside, have played an important role in Iceland throughout the years, they were not included in the discussions on the development of education at a national level until very recently. One could say that adult education is an amalgam of two elements, on the one hand formal education, courses and curricula, and on the other informal education of various forms. The article briefly reviews the history of adult education in Iceland and its current environment.

### Background History

In 1998 the Ministry of Education published a report on lifelong learning and on how to increase Icelanders' participation in the process (Ministry of Education, 1998). This was the

first official report to state that it was important to give a second chance of education to those who had not completed further education. Following the completion of salary negotiations with the trade unions, the Icelandic government announced on 13 December 2001 that they would cooperate with employees' and employers' representatives on improving education in the employment sector. The Education and Training Service Centre for the Employment Sector ehf. (FA) was established in December 2002 by the Icelandic Federation of Labour (ASÍ) and the Confederation of Icelandic Employers (SA). Operations started in mid-2003 with the formal opening on 21 November of the same year. The Education and Training Service Centre is owned by ASÍ and SA and operates according to a service contract with the Ministry of Education (The Education and Training Service Centre for the Employment Sector, 2003).

### **The Education and Training Service Centre for the Employment Sector (FA)**

The service contract under which the FA operates says that it should assist the Ministry of Education in increasing education opportunities for people in the employment sector that have little formal education, and that it should work on evaluating the number of further education credits the courses on offer should carry. For this purpose, the FA has written many curricula, both to describe courses of study that are on offer and to create new courses. The curricula have been presented to a Ministry of Education assessment committee which will evaluate to what extent the courses can be used to shorten the duration of further education. This is considered the most effective way to use time and money, both that of the individual and that coming from the public purse. FA should also develop methods to evaluate education and work, including assessment and documentation of real competence that people have gained through job experience, self-education et al. FA should also increase the quality of adult and vocational education, and should encourage adults to study.

It is fair to say that during the most recent years, adult education in Iceland has developed as a result of initiative from the employment sector. It will be critical for development in this field in the coming years that the employment sector can make its views heard. If one looks at adult education in Iceland and compares it with the situation in other Scandinavian countries, one can see that the involvement of the employment sector in management and development of this education is quite special, and the same can be said of the financing. In Scandinavia, adult education is usually public funded, by the state and local government, but here it is more often than not both the employers and employees that take the initiative and fund it jointly with the

individual beneficiaries. In Iceland, the most common scenario is one where participants pay 90-100% of the course fees, but they can apply to have a part of this reimbursed from the re-education fund they are affiliated to.

### **Legislation**

Laws on adult education were set in 1992 (Laws on general adult education no. 47/1992) but they were repealed when the laws on further education were passed (Laws on further education no. 80/1996). In the years when the laws were in force, there was never any funding allocated in the budget which would have been needed to implement the laws on adult education and this could be one of the reasons why the laws were repealed. The laws from 1996 have three articles on adult education. They empower further education institutions to run both evening schools and centres for continuing education that offer courses for adults.

Laws on vocational training were passed in Parliament in the spring of 1992, where the aim was to strengthen the position of companies and employees in Iceland. At the same time the employees education fund was founded (Laws on vocational training no. 19/1992).

In 2002 laws relating to foreign nationals were passed (Laws on Foreign Nationals no. 96/2002) and regulations the following year, that provide for Icelandic language teaching for foreign nationals (Regulations on Foreign Nationals no. 53/2003). These laws state that those foreign nationals who request resident status in Iceland must complete at least 150 hours of Icelandic language studies before they will be granted resident status.

### **The Responsibility of the Ministries**

In Iceland, adult education is the responsibility of many ministries. The Ministry of Education supervises all matters that relate to education.

The office for education prepares education policy and implementation and is responsible for general administration in education within the Ministry. The office deliberates on matters relating to all school levels, i.e. nursery school, junior and secondary school, further education and higher education. It also deals with continuing education and with the development of innovation in school operations, which includes distance learning and educational grants (Ministry of Education).

Nursery schools, junior and secondary schools are funded by local authorities while further education and higher education institutions are funded by central government. About 20% of further education colleges are privately run. Of the country's eight universities, three are independent, but funded by grants from the State.

Worker's education and education for the unemployed is the responsibility of the Ministry of Social Affairs. Laws were passed in the spring of 1992 regarding a vocational training fund: The aim of the laws was to strengthen the position of staff and companies in Iceland, where the measures included payments from the vocational training fund. Prerequisites for achieving the aims of the legislation are that lifelong learning be encouraged in companies along with increased mobility and better quality of life for staff.

### **Funds**

Most occupations today have a vocational training fund. Agreements have been made with employers that they pay a percentage of salaries into this fund. Employees can either apply for repayment of course fees they have already paid in full or in part, or they can attend a course without paying, where their employer or trade union has received a grant to hold the course.

In the salaries negotiations in the year 2000, some of the largest unions agreed to establish dedicated vocational training funds. A new step was taken in this project during the salaries negotiations 2003-2004, when some organisations agreed to investigate the possibility of setting up individual fund accounts where credits for education would accumulate in the same way as pension rights accumulate, and pay for this by increases fund contributions.

### **Centres for Continuing Education**

The first Centre for Continuing Education started operations in 1997. During the following years, eight more centres were founded, covering the whole country, but with the exception of the capital city area. In the latter area various adult education organisation have augmented their operations. They include Workers Education and Training Organisation, Mímir Lifelong Learning and Reykjavík Adult Education. Centres for Continuing Education vary in organisational structure but can be said to have common roots. They are supported by local government, by colleges of further education, by employees associations and by companies in a variety of ways. They have brought increased adult participation in education at all levels, at further and higher education level, but not least in custom made education (e.g. as seen in the

curricula of the Education and Training Service Centre). With these developments the need for assessment of real skills has increased rapidly in recent years, both for the employment sector and for the purpose of granting further education credits for such skills.

### **Colleges of Further Education**

There are 40 colleges of further education in Iceland. Of these there are nine specialised colleges, for ballet, visual art, art and domestic science. The others are general further education colleges, technical/trade colleges or comprehensives where students can choose between vocational or academic education. Some of the comprehensives are also vocational colleges. This type of vocational college (“core school”) normally has an area of specialisation, with equipment and premises for the trade in question, e.g. car mechanic, electrician or food and catering staff.

In schools there are normally two education routes for adults. On the one hand there are the mature student departments for those who wish to qualify for entry into university. Those who choose this can either attend classes in the evenings where they take the similar courses to those taken by students in the day school, or they can use distance learning. The mature student departments differ from the day school in that the former have fewer teaching hours behind each course credit. The teaching is also targeted at the needs of adults and the adult learners have to pay more for the teaching – about one third of the cost. The other option open to adults is the continuous or re-education available at the lifelong learning centres run by the further education colleges, where courses are offered in cooperation with trade associations, employees associations, employers and other parties. The further education colleges have to keep separate accounts for these activities, and costs are met either by the cooperating parties or by fees paid by participants. In other respects, further education is funded by the State.

### **Universities**

There are eight universities in Iceland. Most of them have departments that are run as lifelong learning centres for adult education. Their offer can be roughly split into two categories: on the one hand a broad selection of courses in computer skills, languages, literature, design, art and on the other an offer of longer or shorter courses of study that lead to a diploma, e.g. in marketing and in project and staff management. Cooperation between the nine lifelong learning centres and the universities is growing steadily. In most cases the cooperation

concerns formal education that leads to vocational qualifications, e.g. for nursery school teachers or nurses.

### **Local Government Adult Education**

The first evening school in Iceland, Reykjavík Adult Education, was founded in 1939. Initially they only offered hobby courses, but in the early seventies they began to offer vocational training courses for the unskilled, linked to the employment market. Later, special courses were offered for people with literacy problems. They have also offered courses for adults who want to complete the secondary school level, and courses in Icelandic for immigrants. Reorganisation of Reykjavík Adult Education operations began in the summer of 2005, but there is no information available on what changes will be implemented. There are also evening schools in Reykjavík's neighbouring boroughs, Kópavogur and Hafnarfjörður. These schools offer a variety of courses, both vocational and hobby courses.

### **Employees Associations and the Trade Union Movement**

Most trade unions offer their members a range of continuous and re-education opportunities. It is done in various ways. Some run their own schools, like the School for Electrician and Electronic Studies which is owned by both the Iceland Electricians Trade Association and the Association of Employers in the Electrical and Computer Industries. Other employee associations have offered various courses in cooperation with parties such as colleges of further education and their lifelong learning centres, e.g. with Matvís which is the Icelandic Association for Food and Catering.

There is a long tradition in Iceland for the involvement of employee organisations in offering adult education. Initially it was limited to vocational education, but in more recent years the associations are buying training from others and are offering a wider choice in cooperation with parties such as Mímir Lifelong Learning and the Lifelong Learning Centres across the country.

### **Private Schools**

Then there is a number of private schools that offer adults a range of courses or offers of education that fulfil market demands. In very recent years the demand has been first and foremost for computer and language knowledge, and there is a plethora of courses supplying this demand.

## LITHUANIA

During the recent years, particularly after Lithuania joined the European Union, a consistently increasing number of learning adults has been observed. The new challenges in the ever changing labour market, economic and cultural changes shaped a different attitude of the Lithuanian population towards lifelong learning (LLL). Today, learning is perceived as an opportunity to develop individual competencies and skills, a presumption of acquiring relevant skills to meet the requirements of the labour market, as well as a prerequisite for the successful and full-fledged participation in the life of modern society. In 2004, after the strategy of Lifelong learning was approved in Lithuania, a conceptual basis for implementing specific objectives in the field of Lifelong learning was formed.

Adult education is implemented in several forms: *formal* learning, which is organized on the basis of approved programmes in the centres for adult education and schools; upon completion of these programs elementary, basic, secondary, upper secondary and higher education is acquired; nationally recognized diplomas and qualifications are granted; *non-formal* learning is related to the acquisition of new additional competencies and enhancement of vocational qualifications; this type of learning is provided in workplaces and in various private and public organizations conducting relevant courses; *informal* (self-directed) learning is the learning which is naturally going on a daily basis, related to personal daily activity, individual interests or hobbies; it is usually based on a person's needs, vocational/professional factors or family.

The population of Lithuania amounts to 3310,7 thousand (2010), 52,4 percent of which is made by the persons aged 25–64. Formal education in Lithuania embraces about 18 thousand learners per year. The number of those involved in non-formal education is constantly increasing. According to the data of Lithuanian Department of Statistics, in 2006 the activities of non-formal education in Lithuania involved about 55% of Lithuania's population. In 2003, this number reached merely 28%. According 2008 Eurostat data, percentage of Lithuania population aged 25–64 participating in education and training – 4,9% while EU average – 9,7%. Much frequently are studying younger (aged 18–34) individuals, including persons with higher education and living in major cities, as well as frequently employed as compared to unemployed workers.

The policy of Lithuanian adult education is regulated by several national legal acts: Law on Education (1991, last edition 2010), Law on Non-formal Adult Education (1998, actual edition 2010), National Education Strategy 2003–2012 (2003), National Education Strategy 2003–2012 Implementation Program (2005, actual edition 2010), Strategy of Life-Long Learning and the plan of actions for its implementation (2004, actual edition 2008).

The most relevant document regulating the field of adult education, namely, Lifelong Learning Strategy, is being currently renewed and updated. The renewed strategy, developed taking into consideration the attitude of a wide range of stakeholders, is expected to systematically solve the problems of inter-institutional cooperation and to secure the accessibility of lifelong learning in various educational and non-educational institutions. The development of adult education is also conducted in compliance with the objectives provided for in the Program of the Government of the Republic of Lithuania for the period of 2008–2010, such as development of non-formal education services in the municipal educational establishments, renovate the buildings of adult education institutions, and provide adult learners with modern instructional and teaching aids.

Adults often find information at educational centres because, like researches point out, these institutions are closer to home and easy enough to access. All adult education providers pay attention to the ways of invitation of participants. Usually adult education organizers invite participants by sending emails with news, by concrete advertisement in training organizing institutions (oral mostly), regional newspapers and online sites. Only some part of participants use advertisements in organisation's website. Those who read this website regularly have fewer problems with motivation to learn and participate. Depending on community size, especially in smaller communities, advertisement about new learning programmes could be spread through local newspapers, through participants of other learning programmes, through participants of this new programme. The best way to disseminate information is from "lips to lips" because in this case happy and satisfied participants could encourage others to participate by bringing their personal examples.

Adult teachers seek to implement the idea of lifelong learning, improve students' knowledge and develop skills which are required by a rapidly changing labour market and society. Lithuanian researches show that the most popular among adults are computer literacy, foreign language training programs and programs helping to improve management skills,

entrepreneurial and professional skills. These programs are popular because it is indispensable strengths of person who is trying to develop himself and to keep up with changing world. Also these programs allow perspectives of personal development and higher earning. The lack of these perspectives are very characteristic for older people.

The most popular forms of learning are seminars / trainings, where activities are organized through group works, using various techniques to encourage active learning, experience sharing, self-assessment of learners learning progress. Teaching methods popularity depends on the subject taught but research shows that students want to work in group and wish less individual work. An explanation of this could be that adults can learn individually at home, reading, searching for information and improving knowledge and working in the group offers more various strategies and methods of learning.

Various studies have shown that problems of adult learning motivation are caused by lack of time, finance, inability to combine learning, work and/or family life. For solving these problems useful are increasing learning motivation, attracting participants with new, more available programs that involve and encourage people to overcome the obstacles and to combine daily duties with training. In involving more participants useful are better advertising of learning programmes that provides a comprehensive and attractive, motivation improving information.

#### [Good practise example on motivating adults to learn](#)

Project *New Strategies for Promoting Foreign Language Learning in Disadvantaged Areas* funded by European Commission LLP Grundtvig programme and involving partners from 6 countries. Teaching of foreign languages was implemented by four thematic modules – ‘My country-region-city‘; ‘Traditions and celebrations‘; ‘Traditional food‘; ‘Traditional jobs, ‘Professions and activities‘. These modules were delivered by each project partner institution. Partners/teachers of adults discussed each module and presented successful methods of instruction. At the end of each module participants in groups or alone made the presentations about what they have learnt. The best ones were presented during project meetings. Lithuanians made films, calendars, culinary shows, etc. After implementation of each module representatives of learners groups participated in project meetings. In this way meetings were like other way of learning - discussions, sharing, gaining new knowledge, experience, etc. Participants learned how to use program MSN (Messenger programme) to communicate with the learners from

other countries. So this communication was also one of the learning forms. This method of learning foreign languages was focused on learner, on his active participation and personal responsibility for learning outcomes. The chosen way promoted language teaching and learning based on intercultural dialogue. Links between participants of different countries were created and it helped to share knowledge on different cultures, lifestyles in different regions of Europe and once again highlighted importance of foreign languages.

The project did not significantly increased number of participants but all participants were actively involved till the end of it. Learners wanted to continue development of foreign language knowledge, to choose other (not just language learning) courses. Pakruojis Education Centre noticed increasing number of people who want to participate in English language course. This example is empowering because it contributes to better language skills, ICT use and group work skills. It is important to note that programme helped to increase motivation of learning foreign languages and grow of participants' self- confidence

## **WHAT ADULT LEARNERS SAY ABOUT MOTIVATION? INTERVIEW RESULTS**

Project partners wanted to find out not only what policy makers and scientists tell about motivation, but also what adults learners think about it. What is their perception? For that reason each partner country conducted interviews with representatives of target groups. 17 interviews were made and recorded.

### **FINLAND**

Our local social partner - Rural Women's Advisory Organization, a nationwide organization for advice directed at households and customers, promotion of landscape management and small enterprises in rural areas. It is one of the largest women's organization in Finland (60 000 members), employing 70 professionals in various fields of expertise. At the municipal and village level the members establish their own associations. The number of these associations is almost 1 900. The wide range of activities at the local level, including training courses, field trips and club meetings, invite the women to get together for learning and recreation. The activity is open to everybody. The actual advisory work occurs at the 16

national Regional Centres, which operate in connection with the Rural Advisory Centres. Our partner organization helped us to reach our target group – people that live at remote places, far from big cities and towns, they do farming and have no time and possibilities to join any bigger groups for training. We interviewed women farmers that in one or another way had connections with our social partner organization. We had 5 respondents, at average age of 40, 2 years. All respondents had at least vocational education. Three participants had also an academical education. The respondents had participated mainly in trainings, which gave support for work. Most of the trainings had been organized in a multiform way and the respondents had worked during the education. Some of the courses/trainings had been tailored especially for this group. They consider them as very useful. But not all were happy with their previous learning experience. They have said that sometimes trainings do not fulfill what has been promised. Foreign language courses are popular, but not very much among the target group, as they require time and big efforts. Two respondents have done the universal degrees in a boarding school. They found it good at the life situation that they had then. They found that studying was easier together with the fellow students; they got support from friends in the exercises and also the life was very social. That time gave very good friends. Most of the respondents have participated in some multiform training. Two respondents had passed a long vocational training in a multiform way in a group that had same kind of back-ground. The same goal (degree) and the same back-ground promoted the team spirit and helped in studies.

All the respondents had passed also shorter courses, and no-one wanted to participate in full-time training. Team spirit was found very important according the respondents. Good team spirit helped in exercises and staying in studies. The same goal enhances in the team spirit and gives support for everyone's studies. Interactivity in studies has increased students possibilities to have an affect on curriculum, but also it has brought more responsibilities for students. If the studies are multiform and there are many teachers in the training, there should always be someone who has an overall view of everything and who would be present in face-to-face learning. The encouragement of the teacher has an important role in the completion of the studies. Motivated teacher motivates also the students. All respondents admitted, that life situation must be suitable for studying. The support of the family is very important. Talking about benefits of training, they have mentioned new knowledge, new friends, new meaning for life, new networks. All the respondents found that an interesting subject attracts, invites to study. Training must be useful. Training has to give change for life and enhance new tools for work. They have acknowledged that one need to participate in trainings regularly, if wants to speed with life. The content of training, it's practical applicability, attractive and comfortable

forms of learning are determination factors in making decision “to be or not to be” involved in learning activities. The price of the course is not very important factor. Talking about obstacles, they have mentioned that hectic work and studies are a difficult formula. It is hard to find time and energy to study then. A long break between the previous studies as well as new learning methods can bring insecurity and uncertainty that it is not easy to manage. Different life situations also affect approach towards learning. For example, when you have little children and your life is busy, you are not able to study although you would like to. All the respondents read newspapers and professional journals. Also personal contacts (e-mail, letter etc.) are used to find information about training possibilities. Advertisement is useful only you are interested in training – you find out interesting topic, subject and later read more information in any of advertisement. It must be uncomplicated, not too much text. It is enough if it has the main points. Other information can be provided in Internet. The time of training really matters for making decision to get involved into it. And not only time, but period of the year play crucial role in decision making process. Spring, summer and autumn are busy times in farmers. Also if you have cows, the morning and the evening is working time. As to the future plans, some of the respondents wanted to increase their professional skills, some wanted to study something completely different; for example hints for leading the family club, development of art or craft skills. They have preferred to get information about training possibilities in professional journals, local organizations and personal contacts.

## ICELAND

Our respondents were 7 young mothers in Reykjanesbær. None of them have finished upper secondary school but all of them started it and stayed for a different length of time. They all had some problems in their personal lives either related to drug abuse, or poor social environment, sexual abuse, or all together. Some of the young women have lost or had risk to lose custody of their children. Average age of respondents was 24 years. 3 of them were single mothers and 4 had boyfriends, all of them had a child or children. In their previous learning experience there were some social factors that caused difficulties and made learning hard to perceive. The environment was not a good one, bullying and sexual harassment by a teacher were experienced by two of them. Some of them had difficulties with the learning content at school, but mainly it was outside factors that made it difficult for them to stay in formal education. They wanted to give for themselves “second chance”, but not in usual academical institution with much reading and writing. They were looking for vocational

training as opposite to their former learning experiences. Their wish to continue was supported by encouraging teachers, that they trusted. They all talked about the important role of teachers and how important it was that they understood that all learners are different. In previous learning experience their outside environment played a big part in their education - drugs, bad family situation, bad company, untrustworthy teachers played big role in shortcoming of their education. Today most of them show more interest in learning and say it has much to do with their interests, and they have better teachers that pay attention to their differences and teach them accordingly. Majority of their needs are met, they are and not forced into something they don't like. One of the motivating factors to stay in learning process they have named possibility for a better job, better future. Lack of self-esteem, uncertainty about what to learn and why – are main de-motivating factors. They get information about learning possibilities through internet and from the counsellors at schools or lifelong learning centres. Sometimes they show interest by making call to certain training providers, but not all have courage to do that and they would rather prefer to go to a counsellor and get some more information. They are fond of attractive information – pictures, photos, “live” information travelling from lips to lips, information presented with good humour. Information has to be inviting, short and clear, it has to catch person from the beginning and make people want to read further on and lead them to what they are looking for.

## LITHUANIA

We reached our target group- adults living in rural places through our social partner, Trakai educational centre. We interviewed 5 women, at age of 36-58. Age average of all respondents was 51. One of the respondents held higher education, the rest – vocational. All respondents claimed, that they have not got any education, except formal in their past. They have admitted that teaching and learning content has changed a lot. Now it has to do mostly with what is applicable in real life situations, not just theoretical knowledge. Training forms have changed also. Now trainings are shorter, there is variety of them to choose, trainers role is equally important as trainees, training environment matters a lot in non-formal education. The respondents said, that role of parents, close environment was very important in making learning choices in the past. Some of the respondents admitted, that they have discovered necessity to learn only being adults, looking for better job results. Now the internal motivation makes more sense in deciding what training to choose. External motivation comes from

employers, but the respondents said, that they didn't feel any pressure from their side. The main de-motivating factor for them is age. The respondents have pointed out that they are too old to learn. Family lives, living place have been considered as other de-motivating factors.

The respondents get personal information from training services providers about learning possibilities. They also have admitted, that they pay attention to advertisements, that present learning opportunities in detail, but first of all they pay attention to advertisement of well know service providers or to those recommended by someone they know. All respondents expressed their will to learn only in non-formal way in the future. One would like to learn computer work and English language; the other would like to get some financial knowledge, the third would appreciate to learn more about gardening and art. The one had strict opinion about not involving in any kind of learning activities. In general, all would like to learn only those things that are useful in practise. All respondents would like to involve in not tool long learning activities, but optimal to learn new skills. Respondents' opinions about learning opportunities and possibilities differed according their age. Only the youngest one knew exactly what she wanted. The rest of them hesitated, had no strong opinion. All of the respondents were keen to get information about training from their friends and people whom they know and trust. The same about learning services providers. They would be linked to choose well known organisations. Advertisement has to be attractive and comprehensive in content. Local newspapers also could be good place to advertise learning opportunities.

## **SUMMARY OF ALL INTERVIEWS**

The overall number of respondents in Iceland, Finland and Lithuania was 17, with average age of 39. All respondents were women, because they represented organizations (or participated in learning courses of the organizations), that work exclusively with women or/ and propose training programmes for women. Most of the respondents had jobs. Only few of them were at the last year of their employment due to the pension age. 9 respondents were married, 1- divorced, 4 – had boyfriends, 3 – single. All respondents had children, part of them live in towns or villages, part - in cities. Level of education varies: 7 had no secondary school education, 6 have vocational or high education, and 4 have higher education. The content of former respondents' education is based on knowledge, formally required for competences, skills at labour market. Main form of education used to be lessons at schools and lectures at professional, high or higher education schools. Some of respondents have met

difficulties in acquiring knowledge on general education, as they tend to learn only professional things. Another part of the respondents described learning content and acquired knowledge very positively. Present learning situation is different because of a different learning form. Now it is mostly non formal learning. The respondents learn the knowledge and skills that are required in labour marker. They either learn new things or improve current work/job/profession skills. The respondents think that communication between teachers and learners, among group members during education process is very important. Friendly and coherent group helps to achieve better learning results and makes the whole process enjoyable. Team spirit helps not only to seek for personal goals, but help others as well. Some of the respondents have stated that they have had opportunity to make influence on learning process and content.

The respondents have different opinions about their teachers. Some of them have negative experience because of felt abuse and nag, some share positive experience, and say that teachers have been nice, attentive, caring. Teachers have provided support for those, who have met sexual abuse, drug, and alcohol problems. Some respondents have admitted, that their teachers have been strict and demanding, but it that has been mentioned not as weakness, but as a strong point. In summarizing, we can say, that positive experience of learning process, teachers personalities, their help and support for the learners are those factors defining successful learning. Learning environment is also very important factor that has and have had influence on learners in the past. Part of the respondents has said that negative environment (drugs, unfavourable situation in families, unreliable teachers) have influenced their wish to learn, and they haven't acquired secondary education. The other part of the respondents has thought, that teacher's personality is the most important for the learning success. Physical and emotional environment is very important for all respondents at present. In general, the majority of respondents were satisfied with their learning experience, as it had contributed to the positives changes in their lives. Interesting subjects, useful for work and personal life, need for change, encouragement of parents and others are motivating factors to participate in life-long learning process. Many respondents felt inner motivation to participate in learning. Lack of self esteem and understanding, what subject to choose has been considered de- motivating factors. The necessity to combine work with learning, big gap between former and present learning experience are also considered to be the obstacles for learning. Place of residence, age, family circumstances have been named as also important factors.

The balance between motivating and de- motivating factors depends on the age, social background and family situation of the respondents. Learners get information about learning possibilities in different ways: through newspapers, website, newsletters, directly from adult educators. The respondents have mentioned that they pay attention to the advertisements. They stimulate to find out more about learning programmes, to contact service providers. The advertisement that presents more content related information is more useful. Colourful pictures, photos attract attention. The advertisement that corresponds to the expectations and needs is most successful. Many of the respondents admitted that personal recommendations of those who have had positive experience of learning programmes are very important. Personal invitation and approach of service provides has positive impact as well. “Good name” of the organization, pleasant and positive previous experience, impressions are also not at last place. Most of the respondents would like to learn in the future. The biggest part of them prefer non-formal way of learning, two of them – vocational training. Length and pace of training are important to all respondents. They do not care for long trainings and traditional ways of learning- reading and writing. Personal, family, job related factors are also important for decision making.

The respondents were advocating for different ways of providing information about learning possibilities. It has to be accessible and attractive. Some of the respondents have mentioned professional journals, local newspapers. Announcements (in learning provider organizations etc.), website are considered to be good mean of information transfer as well. Especially - social networks, such as Facebook. Almost all respondents have told that personal way of information transmission (from lips to lips) is very suitable for them. Information about learning activities has to be unfolding: presenting content, forms, ways of teaching and learning. In conclusion, information that is transmitted in variety of forms reaches more potential learners and encourages them to participate in learning.

### **Development of service packages for motivating adults to involve in learning activities: Presentation of the general concept**

The aim of the project was to reach adults with low participation in life long learning process (formal and non-formal), invite them to participate in any kind of learning activities proposed by project partners using variety of social advertisement and marketing tools, improving content and forms of teaching services. In order to achieve it, partners have had to analyse and

map in-countries situation towards project target group: reasons for not participating, marketing strategies applied in partner countries, most popular programs and learning forms; to analyse and test different social advertisement and marketing tools in order to attract as many as possible adults learners from rural areas not participating (or poor participating) in learning activities; to improve, develop and test adult education programs with selected groups (content and forms of delivery); to create and maintain in-country network of different local organizations to support and promote project ideas. In short, we decided to develop and test so called special “service package” for the target groups in order to attract them into the learning activities. By “service package” we meant: social advertisement of the proposed course, training, providing information in the most attractive, applicable, suitable form for our trainees, content of the learning, form of the learning. Partners have tried variety of the informational channels: personal contacts, local newspapers, websites, posters, phone calls, Facebook, social partners’ networks and finally, discovered...that the best channel is personal recommendation or how we called it – “from lips to lips”. Partners also tried out different learning forms – distance learning, direct contacts, group work, pair work, individual consultations, “hand on” activities, and field studies - visits to social institutions. The conclusion that we have made that mixture and good balance of different forms serves the best for our target groups. The content was very specific to different target groups in our partner organizations, but what was common – the presented content met personal or/and group needs at that moment. Our target groups also were different. At the very beginning not all of us managed to reach people that we wanted. For example, our Finish partners started to work with women farmers, living in villages, then they continued with jobless people; Lithuanians wanted to reach adults from rural places and they did it, but majority of them were well educated and highly motivated. So why, they changed their minds and continued to work with seniors. Icelandic partners started and continued working with single mothers with low education and motivation, but in the process added one more group- young men with low education and motivation, who started learning to be fishermen. In spite of variety of the target groups in countries, all of them have one common trait – all they are very sensitive, vulnerable people because of their past and present experiences, but secretly in their souls hoping for the better future.

More about each service package you can read in the Annexes.

## **CONCLUSIONS, REFLECTIONS:**

### ***Reflections from one of the Icelandic partners:***

Our participation in Reach has indeed encouraged us to continue on the same path which is to assist people with the first steps towards a better life. Since completing the course „First steps” MSS has increased the variety of courses that include personal development and creative work. These courses have been successful and participants considered themselves to be better equipped to take the first steps toward a better life. We will continue to be flexible and find out what our people need to take steps forward in life. The conditions we are experiencing in Iceland today are unlike anything we have seen in recent years so we have to be ready to adapt to this changed environment. The course „First steps” where one of MSS new steps and we are thankful for this opportunity and will continue our work in the directions acquired by our target group.

### ***Reflections from Finnish partners:***

The project was very rewarding, as we acquired new ideas, points of view, and models from the other project partners, and thus can continue developing our activities and organization in the future. The produced educational models are easy to adapt to different cultures, and to the needs of many kinds of people. Unfortunately the budget of the project was rather small, which was a challenge, and we found ourselves unable to do as much as we would have liked.

The target group was, perhaps, even somewhat too challenging, as it consisted of socially excluded, long term unemployed persons. Motivating this group to study would take a lot longer than was possible during this training course. If the group had had people who had been unemployed only a short time, or under threat of redundancy, the results would surely have been better. It would also be possible to help prevent social exclusion of people with little training. Due to the economical situation in Finland, there will be more unemployment amongst those who do not have a qualification. If the problem is tackled early, it will be possible to prevent social exclusion and alienation from the society.

All the educational models developed in the project will be further developed and realized in Finland in the future. We will offer them to our partners, local employment offices, and other educational organizations.

## ANNEXES

### Annex 1.1 Service package from Iceland

Country Iceland

Organization MSS

Title of Service Package **The first steps**

#### Short summary (goal, target group, expected results, what has been done)

The course is aimed to encourage young moms to take their first steps to a better life for themselves and their children. The course will be divided mainly into three categories: self-esteem support, civil consciousness and creative work. This will be done with lectures, group work, and conversation, visitations to companies and organizations and creative artwork.

The length of the course is 85 lessons (each one is for 40 minutes) and it will be 2 times a week. In all the duration is around 10 weeks.

Last but not least the goal is that by the end of the course they have made some kind of plan about their future, what they want to do, what will be their first steps and when are they going to take them.

#### Description

How target group was reached	This group was chosen in cooperation with the social services and the unemployment office.
Forms of information, social advertisement	For the project „First steps“ we have not advertised the project formally but instead used our connections with the social partners in Reykjanesbær, the unemployment office and the church. Most of the participants have in one way or the other had connections with those institutions and since the project finished some of the girls have sought help from them. As there were special conditions the girls had to meet to get into the program we thought it would be much better to use our connections rather than making a more formal advertisement to get participants.
Content	The main goal is to help these young ladies take the first step to make some changes and take responsibility for their lives and their future. Get them to know what opportunities are out there to make some difference for good in their life's, what resources are out there, and how can they reach them. There is also an important goal to get them to know how the municipality works and what are their rights when it comes to it and what is their responsibility. The main goal with the creative work is to boost their creative thinking and giving them the opportunity to express themselves in a creative way. It is likely that some of the participants don't have a positive school history and therefore it's necessary to give them the opportunity to learn in a new and a more positive way than before.
Form of delivery	There will be focus on using different kinds of teaching methods.

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	<p>There are going to be some lectures but with lot of function from the participants. The group in itself is an important teaching tool. Creative work is something that's going to be a big part of the project and trips to different kind of organizations and companies. In the beginning the participants can come up with their wishes and create a course which is also a little bit based on their own ideas. What do they want to learn and what are they expecting? There will also be a focus on group work and stretch that it is the responsibility of both the teachers and the participants to make the group a good one.</p>
<p>Feedback from participants (short summary)</p>	<p>Things that could have been done differently were:</p> <p>They felt when other participants stopped coming it had a negative impact on the others. They wanted the instructors to be stricter on punctuality. The course was too short because in the end they felt like many things were changing for the better.</p> <p>Positive things:</p> <ol style="list-style-type: none"> <li>2. I've learned punctuality</li> <li>3. It has given me purpose for the last weeks</li> <li>4. Giving me the chance to meet amazing girls</li> <li>5. More confidence (4)</li> <li>6. I have more interest in education</li> <li>7. It has helped me to go outside the box - for example in ZUMBA</li> <li>8. I believe more in myself</li> <li>9. Higher tenacity</li> <li>10. I'm more effective</li> <li>11. Torn out of my laziness</li> <li>12. Increased pride - I say more often „I can” and much less „I can't</li> <li>13. To learn from the others</li> </ol>
<p>Internal and external evaluation</p>	<p>Overall I find this programme to be of a huge success. Both Anna Loa Olafsdottir and MSS are highly trained and have through the years specialized in this target group, namely young income assisted people. As the unemployment rate in Reykjanesbær (one of the rural areas outside Reykjavik) is one of the highest in Iceland, there has been an increased focus on education in this area, the past years (2008). Through the years the education level in this area of Iceland has been below average due to a plethora of job opportunities. But with the economic crisis in Iceland and the disappearance of the US Army from the Nato Base in Reykjanesbær a lot of job opportunities has disappeared.</p> <p>These young mothers have gained hope and gotten empowered to change their situation. Their self-esteem has been built up and many of them have set goals on further education. They now rely on themselves rather than waiting for the prince to come as a saviour on that white horse.</p>
<p>Improvements</p>	<p>External evaluator, while suggesting improvements on the program, that time for more individual consultation and interviews would be a good addition to First Steps. Therefore the decision was made to offer</p>

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	all the participants to come and speak to counselor - the same one that they had talked to previously to see if anything had changed in their lives for the better and if MSS could be of any more assistant.
Dissemination of the results (please provide links if possible)	An article will be published in Gátt this fall but that is a magazine published once a year by The education and training service center in Iceland. An article about the project was also published on our webisde this spring <a href="http://www.mss.is/frettir/Nyir-timar/118/default.aspx">http://www.mss.is/frettir/Nyir-timar/118/default.aspx</a>
Final outcomes	Overall the First steps have been a great help to these women, among other things. They have been getting help and support from the social system and their families. From the interviews it is clear that some of the women have actually used the course to take the first steps into a better life for themselves and their children. One cannot ask for much more so we feel although one can always do better, that the overall idea we had about the First steps is a solid one and should been used with small groups that are in need for some change in their lives.

**Possibilities for further dissemination, volarisation**

We are already in cooperation with the social services and the unemployment office about another course similar to this one. We think it's fair to say that it's a good recommendation that we have been asked to run the course again. We are sure that after posting our article this fall there will be some questions asked from the other lifelong learning centres and we will encourage them to work with this target group in a similar way.

The best advertisement are the girls themselves so hopefully they will tell others in the same situation they found themselves in before the course and encourage them to seek some advice.

## Annex 1.2 Service package from Iceland

Country ICELAND

Organization ICELANDIC COLLEGE OF FISHERIES (Fistktækniskóli Íslands/Fjölbrautaskóli Suðurnesja)

**Title of Service Package** Work based education and training in the fishing industry for young (male) adults in the region of Suðurnes Iceland

### Short summary (goal, target group, expected results, what has been done)

The objective was to reach young unemployed males (aged 20-25) that had little or no formal education and offer them a) a one year formal education based on 3 months of general ed and 3 months of in-service practical training. The objective was – based on a thorough analysis of interest and individual needs - to build up their confidence and offer a one year program that would a) give them confidence to proceed with a formal secondary education and/or b) practical training in a industry where they could get a job based on their qualifications. Most of the students had prior difficulties in learning and most of those who did continue their education after primary, dropt out early on. Out of the 30 that started (29 men and one women). 25 finished the first semester. 22 continued on to the second semester where of 18 graduated.

### Description

How target group was reached	The group was reached at a meeting organized by the Office of Unemployment where the program was introduced and possible candidates invited to a special introduction meeting. The program was also introduced at a education EXPO for the region.
Forms of information, social advertisement	Partly by attending meetings and interviews in local newspapers, but mostly by networking and word of mouth. Having those young men that had shown great interest and had „bought“ the idea that they could do this – have them „reach“ others and so on...
Content	All the participants were given a two hour interview by a trained counselor and assessed in accordance to their interests, prior knowledge and experience and specific needs. Based on the interview and what information each participant offered, those who were suspected of having learning disabilities like dyslexia (in all 9) (but without proper diagnosis) were either offered special evaluation or marked as for special attention. Students suffering from possible psychological problems such as depression, anxiety disorders (4) and ADHD (2) were offered adequate professional assistance and those dealing with substance abuse (6-8) were offered professional counseling and support. We offered three lines of study 1) fisherman 2) fish processing and 3) aquaculture. The core subjects were the same for all, but the different lines related to the place where students were placed in the work based

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	<p>learning. The first two weeks the main emphasis was put on social inclusion and team building. Next four weeks on communication and self esteem and the rest of the semester was on practical subjects and formal training s.s. fisherman license, fork lift license.</p> <p>Based on individual interest the students were placed in the workplace under supervision of a trained employee were they stayed for 2 weeks up to 3 months..</p>
Form of delivery	Combination of group and individual learning depending on subject, but all work related training was individual.
Feedback from participants (short summary)	The participants were almost all very pleased with the program as evident in the number that went on to the second semester. Most of those who did not proceed had gotten jobs. Almost all of the participants asked if it was possible to have a „second year“. A follow up was done almost one year later (see appendix 1)
Internal and external evaluation	<p>External: The program was designed as to meet government standards and approval as a full year secondary education (16+) and got formal acknowledgment as an experimental program. It is now under evaluation in the ministry for full accreditation.</p> <p>Internal: Based on interviews with students and student evaluation.</p>
Improvements	The program – although experimental - proved to be very successful. The program will be offered again next year. The work based training proved to be the weakest part of the program. This was mostly due to the lack of experience and training of those taking on students. In order to improve the program we have developed a two week course for those who take on students and refined our training-logs.
Dissemination of the results (please provide links if possible)	Full reports were sent to the Ministry of Education and the Office for Employment as well as the „follow up report“ as to were the students were one year later. One article was published in magazine on fisheries and two newspaper articles locally.
Final outcomes	<p>The program will be offered again next year and 6 students have already applied (in June - 3 months before we start)</p> <p>The program will be part of the official curriculum for secondary VET-education in Iceland.</p>

**Possibilities for further dissemination, valorization**

The curricula will also form basis for a two year program in the future. The program will be part of the official curriculum for secondary VET-education in Iceland.

We are now developing a new line of study „Ship Cook- assistant“.

Probably the most significant result of this program development will be that by developing these formal lines of study and getting the officially approved, we will be opening a new opportunity to assess qualifications of current employees in the fishing industry that have no formal education and accrediting their qualifications. This is mostly possible due to the emphasis on practical subjects in the program and the strong influence of the industry that worked with us in developing that part of the curriculum and the fact that there currently is no similar program to ours offered in Iceland.

There are also plans of offering the program in other regions in Iceland next year in co-operation with the Icelandic College of Fisheries in Grindavik.

## Annex 2. Service package from Finland

### SERVICE PACKAGE DESCRIPTION

Country: Finland

Organization: Pirkanmaa Westcome Adult Education Unit

**Title of Service Package : New winds - New paths through education**

#### Short summary (goal, target group, expected results, what has been done)

The aim of the training was to motivate aging, less educated long term unemployed persons back into the work market through education.

The training was arranged as multiform education, where experts and students receive new information on educational opportunities and their funding possibilities through interactive discussions. The main focus, however, is on excursions to local educational institutions and workplaces.

Aging, less educated persons often have negative impressions about participating in education and educational methodology.

Participants: 11 aging long term unemployed persons

Three of them were under 50 years of age and the rest were between 50 and 60 years. Three of them were female and eight were male.

One of the principal expected results to manage a change in the attitudes of the target group towards adult education and studying, and get them to study new job for them.

The training was implemented during six days and its total duration was 18 hours. Approximately half of the time the learning environment was the hall at Heiska and rest of the time was spent on excursions to various educational institutions and businesses. After the course participants made evaluation of the course.

Feedback questions:

1. Age
2. Gender
3. Previous education
4. Work experience
5. Did you considered further education before this training?
6. If you answered "no", why?
7. If you answered "yes", what kind of education?
8. Did this course give you new inspiration to start studying?
9. Did this course change your ideas about adult education?
10. If changed, how?
11. What was the best in our training?

The second training (after 6 month) consisted of two days of face to face teaching. On the first day the Learning Cafe method was used for charting possible excursions to businesses and educational institutions as well as reflecting on the reasons a person would not be interested in education even though it might affect their employment prospects.

The second part of the first day was a visit from the Opinovi vehicle. The participants got to know the vehicle and the services it had to offer as well as received personal guidance from the counselor on their prospects for education and employment.

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In the second session we thoroughly examined both the contents of the first training and the new model. The participants compared the contents of the trainings and gave their feedback in both written and verbal forms.

Feedback questions:

1. Age
2. Gender
3. Did you participate in the previous training course?
4. Which one did you think was more interesting?
5. In the first training, all different funding possibilities were present at different times, in the second training, they were present at the same time. Which model is more interesting, in your opinion.
6. If your answer was “all at the same time”, please explain why.
7. If your answer was “different times”, please explain why.
8. What did you think was best in the Opin Ovi vehicle?
9. Did you get new information there on training courses and job search?
10. If you would like to visit some learning institutions or enterprises, which ones would you suggest?
11. Are there too many visits to learning institutions and enterprises in the new model?
12. If you replied “yes”, how many would you consider a good number?
13. If you started studying, do you think it would be of help in your chances to find employment?
14. If you could study something, do you know what it would be?
15. Did your thoughts on studying change after the first training course?
16. Did your thoughts on studying change after the second training course?.
17. If you replied “yes”, please explain how?

### Description

How target group was reached	We had not needed to market the training to outsiders, since the target group was already assembled. We have done co-operation with Heiska Ry <a href="http://www.heiskary.fi">http://www.heiskary.fi</a> earlier and they asked us to arrange this kind of course.
Forms of information, social advertisement	Articles in local newspapers website: <a href="http://aikkari.lpkky.fi/dynamic/1/390.html">http://aikkari.lpkky.fi/dynamic/1/390.html</a> Facebook account E-mail: brochure, leaflets in English and Finnish
Content	Information of the project and course models.
Form of delivery	Course
Feedback from participants (short summary)	In the feedback (the first course) the participants were asked whether they had considered further education before this training. Only one of them answered they had considered it. The participants said the reason for not wishing to go into training was their age. Negative experiences during the elementary school were also cited as preventing the thoughts of further studying. Financial situation and long distances were also thought to prevent further education. When asked whether they had received new enthusiasm for further education through this training, five persons answered they had. Up to

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	<p>seven students answered that the training had changed their preconceptions of adult education.</p> <p>When asked how their conceptions had changed, the first thing they mentioned was the observation that theoretical schooling had been replaced by learning by doing and that the educational institutions had very up to date learning equipment.</p> <p>The diversity of the education offered had also surprised them.</p> <p>When asked what was the best thing about this training the participants cited the excursions and seeing new fields of education and business, and the wealth of new knowledge in general.</p> <p>Feedback after the second session:</p> <p>When asked which of the trainings had the more interesting content, one person answered the first training they'd had, one answered neither, and all the rest considered the new model to be better.</p> <p>Having all three support providers present at the same time was the better alternative according to 7 persons, because then all the problems and the help needed to solve them may be dealt with at one time and in one place.</p> <p>In comparing the different methodologies more than half of the participants considered the new methods to be better, although the Learning Cafe may have been slightly too difficult to understand the first time.</p> <p>The Opinovi vehicle was mainly considered a good solution for charting the educational and employment possibilities. The relaxed manner and professional capabilities of the counselor were particularly praised. Three persons (the eldest participants) disagreed.</p>
<p>Internal and external evaluation</p>	<p>Our continuous control in internal evaluation in the project team have help our work. From external evaluation we have got good information how to develop our courses and project activities.</p>
<p>Improvements</p>	<p>Based on the written and verbal feedback received from the first training we have modified the content of the training, though it remains mainly the same as the pilot training. The methodology has been made more interesting by having the representatives of the employment administration, Social Insurance Institution and municipal administration present at the same time and reducing the amount of classroom teaching.</p> <p>We also employed new training methods, such as Learning Cafe. In this way we tried to dispense with traditional classroom teaching.</p> <p>A visit from the Opinovi vehicle brought new opportunities to find educational possibilities and guidance for employment. Opinovi, Door for learning, is a camping van with a small office built into it with Internet access, brochures from various educational institutions and a counselor who can give personal advice for every visitor about their educational possibilities. The van may also take its visitors to an excursion to an educational institution of their choice.</p> <p>Links to additional information on the Opinovi vehicle:</p> <p><a href="http://www.opinovi.fi/index.php?option=com_content&amp;view=category&amp;layout=blog&amp;id=169&amp;Itemid=692&amp;lang=fi">http://www.opinovi.fi/index.php?option=com_content&amp;view=category&amp;layout=blog&amp;id=169&amp;Itemid=692&amp;lang=fi</a></p> <p><a href="http://www.youtube.com/watch?v=-JO6J9fTGOQ">http://www.youtube.com/watch?v=-JO6J9fTGOQ</a></p> <p><a href="https://www.facebook.com/opinoviauto">https://www.facebook.com/opinoviauto</a></p>

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	<p><b>First session</b> Introduction of the training, building the team spirit, presenting the education possibilities at the Pirkanmaa Westcome.</p> <p><b>Second session</b> Educational and employment seeking services of the employment center. A representative of the employment management present.</p> <p><b>Third session</b> Basic use of the Internet, opportunities of electronic education and employment seeking. Excursion to an educational institution and presentation of a movable metalworking robot at the metalworking department.</p> <p><b>Fourth session</b> Excursion to the Parkano department of Iisakki (vocational school) and their welding robot as well as to a large local metalworking business.</p> <p><b>Fifth session</b> Excursion to the largest adult education center in the region, presentations of its education opportunities, facilities and methodology.</p> <p><b>Sixth session</b> Services offered by the Social Insurance Institution and the municipal social services, both verbal and electronic feedback as possible.</p>	<p><b>First session</b> Introduction of the training, building the team spirit. Questions to the representatives of the employment management, Social Insurance Institution and municipal social services by using the Learning Cafe method. Learning Cafe may also be used to chart which educational institutions and businesses the students would prefer to make excursions to.</p> <p><b>Second session</b> Education and employment seeking services offered by the Employment management. Services offered by the Social Insurance Institution and the municipal social services. Visit by the Opinovi vehicle, possibly personal excursions to educational institutions in the Opinovi vehicle as needed.</p> <p><b>Third session</b> Excursion to a business chosen by the students.</p> <p><b>Fourth session</b> Excursions to local educational institutions and to a business chosen by the students.</p> <p><b>Fifth session</b> Excursion to the largest adult education center in the region, presentations of its education opportunities, facilities and methodology.</p> <p><b>Sixth session</b> Internet and e-mail, the possibilities of electronic education and employment seeking. Presentations of educational institutions (parts of the local municipal federation of education) as well as both verbal and electronic feedback.</p>
Dissemination of the results (please provide links if possible)	<p>We will continue arranging the courses with the same organization (Heiska Ry), because they need this kind of training regularly and with employment offices in our area. Our first course model (made by Rural Women's Advisory Organisation), which was made but not realized in this project is used in future with other target groups. In autumn 2012 brochures and presentation in a big seminar for our cooperation partners and constituencies. Facebook</p>	
Final outcomes	<p>Effective social advertisement and marketing strategies as well as service delivery forms to increase motivation and participation of vulnerable groups adults in lifelong learning process.</p>	

## Possibilities for further dissemination, valorisation

At the moment in Finland we have a slump and many people have got an employee notice and the amount of unemployed people is increasing all the time. This kind of education helps people to find new job.

## Annex 3. Service package from Lithuania

### SERVICE PACKAGE DESCRIPTION

Country LITHUANIA

Organization Modern Didactics Center

**Title of Service Package**

### Short summary (goal, target group, expected results, what has been done)

The goal was to involve persons in learning activities by providing knowledge about nurturance of the garden, creating its areas, planning space and planting, specifics of its maintenance. Target group

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were persons who have not been involved or very little involved in learning activities but willing to learn more about garden and close environment designing. Training content was reflected in the advertisement material in a stimulating form in order to make wish to participate actively in the training. Personal and phone conversations also were used to draw attention to the very “simple”, attractive, “close to local people” topic – creating, developing open space around home/house/cottage.

**Description**

How target group was reached	Target group was reached with help of local social partners - Trakai educational center and Holly Crosse house in Vilnius. Representatives of these organizations kindly helped to get connection with participants, gave us a lot of useful suggestions how to reach and involve people. Also these organizations helped us to organize trainings, provided premises and supported all the process.
Forms of information, social advertisement	Three different advertisement forms have been chosen to promote training: personal conversations, personal phone calls and colorful posters. Training was advertised in accordance with the format which has been identified as the most efficient and drawing attention..
Content	<p>The course intended to involve adults in the learning activities and help to develop the knowledge and skills in the field of personal interest. The aim was to provide knowledge about nurturance of the garden, creating its areas, planning space and planting, specifics of its maintenance. During the training, participants gained knowledge easy applicable in practice, since the training was organized in May, when the processing of garden work begins. After attending training session the participants were able to implement their ideas in practice in their gardens, house environment. They asked for personal trainers contacts in order to get further consultations, to acquire desirable plants, trees, etc.</p> <p>The expected result was that the training participants, who didn't learn for some personal reasons, get the motivation to learn environmental and garden design, to develop and express creative ideas, continue to seek for the knowledge in areas which would like to improve. We have expected to have the target group of training of inhabitants of rural areas and seniors who have no motivation to learn something more advanced, sophisticated, and academic. We have planned to engage them in activities associated with simple knowledge and easy to apply in practice, as training topic was generally useful and adaptable, didn't require systematical studying, long term obligations and promoted motivation, willingness to learn.</p>
Form of delivery	Duration of trainings was planned for 6 academic hours. Knowledge acquired during this training was practically applied by participants in designing their environment. It was initial training, basics of forming nature environment.
Feedback from participants (short summary)	Generally participants evaluated course very well -theoretical part as well as practical experimental part. Participants had chance to work

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	actively, raise questions, get answers to these questions and share their experiences. Participants suggested improve course by providing more practical tasks and to show more examples. Some participants suggested organising this kind of trainings during winter time or at the end of work days, in evenings. Some of the participants would want to have further communications with lecturer and ask some practical questions concerning course content.
Internal and external evaluation	Internal evaluation was made by MDC staff. We reviewed course content, advertisement strategies and evaluation of participants. External evaluators were representatives of the organizations who acted as local partner for reaching the target group and organizing trainings for them. Summarized internal and external evaluations showed the need for some improvements: less about content and more about target group reaching and advertisement strategies.
Improvements	After testing service packages, there were very small changes in course content because main idea and content was very useful and evaluated as good by participants and external evaluator. Main change was made concerning target group. Was decided to implement course with other group – seniors from capital city (first time it was rural area inhabitants). First time course was very successful but participants didn't have big problems with learning motivation. For this reason we tried to look for less motivated adults and test service package on them.
Dissemination of the results (please provide links if possible)	Results are disseminated in project REACH website <a href="http://www.sdcentras.lt/reach/index.htm">http://www.sdcentras.lt/reach/index.htm</a> through project leaflet, various conferences, networking and personal communications.
Final outcomes	Final outcome is the service package which was implemented two times and improved according got evaluations. This product is ready to be used with other target groups – people of different age, living in different regions, having different personal and professional experiences and motivation to learn.

**Possibilities for further dissemination, valorization**

Modern Didactics Center planned to disseminate project results through organization website, conferences and meetings with organizations providing education services. Also MDC will keep working with this project target group – elder people. During this project was created network of social partnership and will use it by providing education services to the project target group.

## **Annex 4. Summary of in-countries evaluations of the project**

### **Iceland**

External evaluator Kristín Einarisdóttir from University of Iceland Faculty of Medicine/Public Health Science wrote:

*I have to say that the First step program with the addition that has been made is great success. The target group is a very sensitive group of young vulnerable mothers, whom have no trust in people and the social system what so ever. It is a target group hard to reach. All the mothers comes from a harsh background and do not know any other life then life filled with social and economical difficulties. It is known that many of the mothers have experienced violence. Many of the mothers have experienced health issues<...> Despite social and cultural background differences, Anna Loa has been a great role model for these young mothers and has not been afraid to use her own personal experience as a lone mother of two sons whom managed to get an education and create a quality life for her and her family. Anna Loa's educational background as well as professional background is a good add on resource. Overall I find this project to be a very successful one. It is very important, after the financial crash Iceland has experienced to keep focus on vulnerable groups in municipalities that have high unemployment rate and young single mothers are within that group. It is my hope that this program will be a role model for other municipalities and education centers like MSS for further intervention in the field”.*

The project implementers themselves wrote:

*It was good to see that in spite of different target groups, different content and different settings, we have managed to implement the initial idea of the project and come to the same meaning*

*It would have been useful to have more meetings to keep the communications....*

*Overall I am satisfied with the project. The creative part was very successful but on the whole it was a good learning experience to develop a course for young mothers<...> We will continue with our work hoping for a better “product” in the future.*

## **Finland**

May-Lis Laykki, manager of Tampere University of Applied Sciences, former projects colleague and external evaluator for this project wrote:

*The most useful part was the possibility to affect on the training in the beginning and during the program. It was also very good that the training was in two parts: the training organization could do the changes to the second program after the first pilot. The trainings were multiform: trainees could do the work also at home. They had also very many visits to different training organizations which offer many different possibilities to adult education. The visits to companies in the area were also very useful. The trainees got new tools for work: they had some teaching in computer skills. It was the first time to most of the students to get the contact to the computers. Some of them were also interested in technique. In the program there was for example the case study about the portable robot which was programmed to handle pieces. Also the information about the different ways offered by the society to solve the problems caused by the unemployment and other difficulties in life were very useful. In the second training programme one very good new thing was so called "The door for training - car". It is a real big car with very good equipment for office work: there are good computers with internet and the adviser, who drives the car and also is an expert of adult education. The car gives the possibility to give very detailed and individual service to the students<...>it is very difficult to say what parts are of least importance because all parts were useful to achieve the goals and the project objectives of "Reach". The training programs could be longer. Now the students got the idea of modern adult education: some of them were very surprised with the new tools and the new ways of adult education. It could have been very helpful for them to participate in different study programs, which were offered by the adult education organisations, which they visited very shortly during the training programme. So if they had had the opportunity to prolonged their visit they could have overcome their fear into participating in adult education in the future.*

The project implementers wrote:

*Everything was useful. The training programs were good and hopefully would be used in the future*

## **Lithuania**

Jolanta Stupelytė, head of seniors group programme at Holy Cross House said:

*Our seniors liked the programme very much, they would love to continue and have field visit to the Botanic garden. The trainer worked very well, gave a lot of advices. What it could be improved? Maybe some demonstration materials, presented by computer. Seniors don't like very complicated and sophisticated stuff. Also it would be good to give some tasks for the seniors, for example to project some simple schemes of garden on paper<...> I think, that personal invitation is only one possible and effective social advertisement form for such target group. They also need to get information "at good time" – not too early and not too late. This time it was too late....*

Project coordinators wrote:

*It was very useful to find new target groups and work with social partners. Without them it would be not possible to reach target group. It was interesting to try different social advertisement tools; they have to be explored more carefully in the future and explicit for further use. There is a lot of potency to continue working with the project target groups within partnership. Lessons learned from other partners can be applied in our own organizations. In our case, more careful preparation work, more time for social advertisement. More partners meeting in order to discuss all issues face to face.*

## **Overall partnership evaluation**

The project was evaluated very good and good. Project partners evaluated developed products, social advertisement tools, content and form of trainings, spirit of project team, communication and cooperation, flexibility and tolerance. The project itself is considered as good learning experience for all. All partners reached their vulnerable groups and were surprised to see that in spite differences they had many similarities – sensitive issues, vulnerable people, and the same favourable ways of social advertisement. There is a lot of potency to continue working with the project target groups within partnership. Lessons learned from other partners can be applied in each in- country organization.