

Leerwinkel (Learning Shop)

Flanders, Belgium

#Labour Market and VET

#Career Guidance



Introduction

Young people and adults can go to a Leerwinkel for free information and tailor-made coaching about education or training. Clients receive information about diploma-oriented courses, but also about courses which do not immediately lead to a diploma, which can strengthen a person, teach something new or help to change lives. At the moment there are four active learning shops in Flanders.

Main challenge

Leerwinkel staff tries to find out first what someone is exactly looking for or what he/she wants to learn. They discuss what their dream for the future is. Some people have a very clear picture in their head of where they want to go, while others realise that they want to reorient themselves but they have no idea at all into which direction they want or can go. Learning shops cooperate with many organizations, but they remain neutral at all times and independent of any training institution. They maintain good personal contacts with various intermediary bodies such as the public employment services, the guidance centers for secondary schools, welfare organisations, the Agency for Integration and Civic Integration, libraries / knowledge centers, prisons, trade unions, local authorities and training providers in secondary, higher and adult education.

Objective

The ultimate goal is that more low-skilled (young) adults would find their way to education and training. In Flanders, the government came to the conclusion that there was a clear shortage of these types of services and that there was a lack of financial resources for further development and expansion to other places in Flanders.

Innovation(s)

The project focused on the development of experimental career guidance and orientation services in six European countries. The learning shops were a part of the GOAL project (Guidance and Orientation for Adult Learners), they ran for three years, from February 2015 to January 2018 and the KA3 project was coordinated by the Flemish Department of Education and Training. The Flemish policy experiments of this project were carried out by the existing guidance services Leerwinkel West Flanders and WordWijs (coaching of unqualified young people between 17-25 years) of Leerwinkel De Stap in East Flanders.

Youth Council Municipality Thermi

Thermi, Thessaloniki County, Greece

#Life Skills

#Young Adults

#Empowerment

#Civic Skills



Introduction

Municipality of Thermi aimed to encourage and empower young adults living in the communities of the Municipality to participate more actively in social events through the creation of a Youth Council. In the framework of Youth Council the sociocratic paradigm is applied as a model of organization and procedural framework for formal decision-making.

Main challenge

Young adults feel that their voice is not heard by politicians and generally by those who design and decide the policies that affect them. The main challenge was to reverse the aforementioned negative attitude and create an environment where young adults of the 14 communities that comprise the Municipality can express themselves and get involved more actively in the social and political life locally and regionally.

Objective(s)

The objective was to develop a model for the formation of a young adults and youth organization that could empower and emancipate its members youth to take action on issues and questions that concern them through synergies, networking, extroversion, and consultation.

Innovation(s)

The main innovation of the initiative is that for the first time the model of sociocracy was introduced as the governing model (operation, decision-making) of the Youth Council.

Cycleup

Ireland

#Environment and

#Disadvantaged Groups

of Learners

Introduction

As part of Roscommon Women's Network's (RWN) Strategy the CycleUp groups are reducing the unsold textiles that are generated by their Charity shop by upcycling these items into different products for sale. In doing so participants master new sewing, design, pattern making and cutting skills as well as learning about the impact that textile waste has on the environment with our expert trainers.

Main challenge

All the way from concept to delivery, the participants led. They made the project happen, set learning objectives and outcomes during training in 2019 and have kept motivated and enthusiastic all through Covid-19. RWN work with women and their families in the county Roscommon and surrounding area, the focus is on the hardest to reach the most marginalised. The project was conceived by volunteers working in the RWN charity shop. Many of the volunteers are also service users and would experience marginalization and disadvantage. The project is now inclusive of all in the community while maintaining its community development ethos.

Objective(s)

- To address the growing issue of textile waste from the RWN charity shop
- To raise awareness, grow understanding, educate and change attitudes on the impact of textile and other waste
- To use community development and community education as an approach and a tool to start conversations and develop practical solutions locally while enabling collective action
- To support the most marginalised women and their families to contribute to the climate change conversation and to bring it back to basics

Innovation(s)

The project is an innovative response to a global crisis. It is a grassroots bottom-up initiative thinking global, acting local, using and demonstrating community education as a catalyst for change. The project has also developed a mentoring relationship with the Rediscovery Centre in Dublin and the support of global players like Patagonia to build this grassroots project into a regional hub for training, workshops, visitor centre and sales outlet. The Environmental Protection Agency have just recently got behind the project by providing funding for a full-time project manager to bring the project to fruition in 2021.



Study Circles - fostering local development

Friuli Venezia Giulia, Italy

#Community Education

#Participation

#Local and Regional Development



Introduction

The initiative implemented the methodology of study circles in order to match local development needs, involving as main promoters training agencies, local development agencies, but also municipalities, businesses, associations.

Main challenges

The main challenges of Study Circles was:

- to highlight the role of the facilitator of active learning processes with a view to promote the right of the person to the realization of his potential in the different personal, social, work dimensions
- to promote a flexible, personalized training offer shaped around the needs of the territory and local development strategies in order to activate human capital
- to promote collaborative dynamics among local actors and citizens enabling them to develop new shared knowledge through investigation of local problems and finding of creative solutions.

Objective(s)

The main goal was to research, design, experience and promote the model of study circles for local development based on a participative architecture.

Innovation(s)

The main innovation is that through the study circles model for local development, it is aimed to respond to identified social needs fostering new relations and

collaborations while increasing the potential for new actions/initiatives to undertake to the benefit of the community.

Gloppen model

Gloppen, Nordfjord region,

Norway

#Migration and Integration

#Labour Market and VET



Introduction

Gloppen commune had - along with many other municipalities - an increasing demand for skilled health care workers. Refugees in the Norwegian introductory program expressed interest towards working in the health sector, but regular employment was hard to get because of a lack of formal education. In 2013, a vocational education program for health care workers was established. The program was a collaboration between Gloppen kommune, the Norwegian labour market service NAV and the Firda upper secondary school. It was specifically adapted to applicants who were in need of a more practically oriented way of learning. This cooperation model is called “Gloppenmodellen”.

Main challenge

The municipality needed skilled workers, the introductory program was not enough to be able to qualify the participants for a trade certificate and the county municipality's offer of higher education was too challenging to follow for this target group.

Objective(s)

- The main goal of the Gloppen model is to give more people a vocational education and to qualify them.
- The vocational training programs shall be based on the needs of the labor market.
- Good co-operation agreements between stakeholders were established to ensure co-operation throughout the entire educational process.

Innovation(s)

Education according to the Gloppen model is innovative in the way that it brings together different players, both public and private, to work closely to create educational programs adapted to local labor market needs. At the same time it solves many of the challenges with integrating migrants into society.

The collaboration is based on solid, formal co-operation agreements. The education model itself is based on turning the standardized, well-known vocational education model upside down. Instead of theory first, practical learning later, it is both theory and practice from the first year. The model has been used in many sectors such as building and construction studies, technology and industry studies as well as restaurant and food studies.

Positive People Programme

Devon, Cornwall and Somerset,

South West England, UK

#Life Skills

#Inclusion

#Lifelong Learning

Introduction

Positive People, a partnership project led by social enterprise Pluss, operates across Cornwall, Devon and Somerset offering a learning lifeline to the most socially excluded and vulnerable people in society. The project includes many different learning opportunities, tailored to suit individual needs.

Main challenge

The main challenge is to help people that have low basic skills and are unemployed to learn what steps they needed to take in order to move forwards and take control of their barriers.

Objective(s)

Positive People aims to help every individual learn to regain their confidence, learn to believe in themselves again and learn to manage their mental/physical health. Having these important foundations to build upon is the greatest way to improve resilience, strength and ambition for the future.

Innovation(s)

A key aim of Positive People is to add value to the provision that is already there. The model is designed to support the individual on a 1:1 basis to understand their needs and what they want to achieve, and then refer them into suitable provision, often delivered by small voluntary and community organisations that are able to offer very specialised support.



Mechanical engineering and traffic school

Varaždin County, Croatia

#Labour Market and VET

#Career Guidance



STROJARSKA I PROMETNA ŠKOLA
VARAŽDIN



Introduction

Mechanical engineering and traffic school in Varaždin works on education for all occupations/professions in the field of mechanical engineering and transport required by the labour market (12 different occupations).

Main challenge

The connection between the school, the economy, the labor market, and the local community has been cherished constantly because vocational schools depend on these good relations. The school needed to train teachers and employers too in order to be able to collaborate and to cover the needs of labor market. The school had to be able to answer to requests of the economy and follow the development of technology in their areas of interests.

Objective(s)

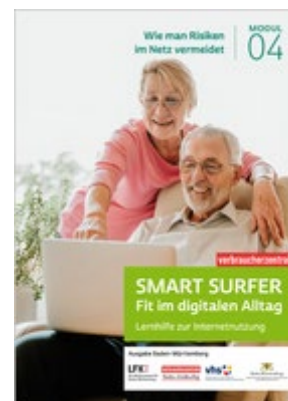
The vision is to become a centre of excellence in the areas mechanical engineering and traffic. The goal is to provide students and adult learners with the acquisition of competencies, knowledge and skills that will enable them to live and work in a changing environment.

Innovation(s)

Education linked to entrepreneurship and aimed at the economy. The school is part of centre for competencies in the area of mechanical engineering for Nord-west Croatia.

Smart Surfer

Germany



Introduction

The "Smart Surfer - Fit in everyday digital life" project supports people of the 50+ generation on their way to becoming smart Internet users. With the educational programme, seniors can gradually learn about the topics of communication, entertainment, data security, consumer protection and ethics on the Internet in nine modules.

Main challenge

Anyone who has not grown up with digital media often finds it more difficult to deal with it than the younger generation. People, therefore, tend to be insecure and keep a distance to media rather than take the challenge to get familiar with it. A main challenge was to overcome concerns and reach a significant number of senior citizens in order to achieve significant impacts with view to the increase of digital skills.

Objective(s)

- The Smart Surfer trainings shall help to close the gap between young and old and ensure that people over 50 stay connected.
- People, for whom computers and the Internet are already part of everyday life but who still have many questions, shall learn how to use tools in a safe and professional way, e. g. in the context of digital networking, online banking or online shopping.

Innovation(s)

The training programme is innovated regularly and shall provide latest content on digital tools and skills needed to use them. The Smart Surfer project, thus, accompanies innovation in society through capacity building of citizens. It offers profound and well-structured learning scenarios, tailored to the current needs of the target groups.