



Education and Culture DG

Lifelong Learning Programme



forward

the way forward to Lisbon 2010

Reference model to support the implementation of lifelong learning systems

European project

FORWARD - The way forward to Lisbon 2010

Lifelong Learning Programme 2007-2013

Transversal Programme

Key Activity 1 "Policy Cooperation and Innovation"

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Chapter 1

LIFELONG LEARNING PROGRAMME – LIFELONG LEARNING STRATEGIES: THE FORWARD FINANCIAL OPPORTUNITY

by Rosalba La Grotteria

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The “FORWARD – The way forward to Lisbon 2010” project was funded in the framework of the call for proposals EACEA/17/08 under the Lifelong Learning programme - Lifelong learning strategies (2008/C 132/10), transversal “Key Activity 1: Policy Co-operation and Innovation in Lifelong Learning (LL)”.

As the flagship European Funding programme in the field of education and training, the Lifelong Learning Programme (LLP) enables individuals at all stages of their lives to pursue stimulating learning opportunities across Europe. It is an umbrella programme integrating various educational and training initiatives. The general objective of the Lifelong Learning Programme (2007-2013) is to contribute through lifelong learning to the development of the Community as an advanced knowledge-based society, with sustainable economic development, more and better jobs and greater social cohesion, while ensuring good protection of the environment for future generations. In particular, it aims to foster interchange, cooperation and mobility between education and training systems within the Community so that they become a world quality reference.

The Lifelong Learning Programme pursues the following specific objectives: to contribute to the development of quality lifelong learning, and to promote high performance, innovation and a European dimension in systems and practices in the field; to support the realisation of a European area for lifelong learning; to help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States; to reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment; to help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit; to contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background; to promote language learning and linguistic diversity; to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning; to reinforce the role of lifelong learning in creating a sense of European citizenship based on understanding and respect for human rights and democracy, and encouraging tolerance and respect for other peoples and cultures; to promote cooperation in quality assurance in all sectors of education and training in Europe; to encourage the best use of results, innovative products and processes

and to exchange good practice in the fields covered by the Lifelong Learning Programme, in order to improve the quality of education and training.

The objectives of the Lifelong Learning Programme should be pursued through the implementation

of four sectoral sub-programmes (Erasmus, Comenius, Grundtvig and Leonardo Da Vinci), the Jean Monnet programme (supporting institutions and activities in the field of European integration) and the transversal programme focusing on policy cooperation, languages, information and communication technology and dissemination and exploitation of results.

Therefore the transversal programme completes the LLP and comprises four key activities that cut across two or more sub-programmes: (a) policy cooperation and innovation in lifelong learning; (b) promotion of language learning; (c) development of innovative ICT-based content, services, pedagogies and practice for lifelong learning; (d) dissemination and exploitation of results of actions supported under the programme and previous related programmes, and exchange of good practice. The Policy Co-operation and Innovation in Lifelong Learning (Key Activity 1) complements the sub-programmes of the Lifelong Learning Programme and it is supporting policy development and cooperation, notably in the context of the Lisbon process and the Education and Training 2010 work programme, as well as the Bologna and Copenhagen processes and their successors. Its objectives are to achieve comparative analyses of educational systems in the EU, with a view to ensuring an adequate supply of comparable data, statistics and analysis to underpin lifelong learning policy development, as well as to monitor progress towards objectives and targets in lifelong learning and to identify areas requiring particular attention. This activity has a transversal approach, covering a large range of topics and actions at different levels of education and training.

As far as the Education & Training 2010 work programme is concerned, considering that it is the framework of European cooperation supporting national reforms in education and training, Member States committed themselves to putting in place coherent and comprehensive national lifelong learning strategies by 2006. The last joint progress report of the Council and of the Commission on the implementation of the Education & Training 2010 work programme¹ adopted in February 2008 pointed out that, on the one hand, most countries have made progress in defining unified and overarching strategies. On the other hand, the joint report also stressed that implementation is a great challenge for lifelong learning strategies in most countries. Implementation needs to be carried out at the national and regional levels.

The specific call for proposals EACEA/17/08 funding FORWARD was published in 2008 (expiring on 13 August 2008) and it's traced back to the

¹ http://ec.europa.eu/education/policies/2010/natreport08/council_en.pdf

above described framework. As all similar calls, its management has been delegated by the European Commission to the Education, Audiovisual and Culture Executive Agency. The total budget earmarked for the co-financing of projects was up to 1 500 000 EUR, with a maximum grant per project of 200 000 EUR. Financial contribution from the Community could not exceed 75 % of the total eligible costs.

Its objectives were:

- to support trans-national cooperation in the development and implementation of coherent and comprehensive national lifelong learning strategies at both the national and regional level, covering all types and levels of learning;
- to support the identification of the main critical factors influencing the successful putting into place of national lifelong learning strategies;
- to exchange experiences and good practice and to jointly experiment, test and transfer innovation in relation to the development and implementation of lifelong learning strategies;
- to ensure strong institutional commitment, coordination and partnership with all stakeholders;
- to implement lifelong learning strategies to achieve efficiency and equity.

Given this, the FORWARD proposal was based on the key features of a coherent and comprehensive lifelong learning strategy. Its elaboration took into account the challenges and priorities identified in the above mentioned joint progress report of the Council and of the Commission.

Chapter 2 PRESENTATION OF THE FORWARD PROJECT

*by Antonio Mocci
Quality Manager of the project*

As described in the previous pages, the FORWARD project has been created to meet the community call addressed to Authorities and public bodies, and it aims at improving the capacity of these bodies to create, manage and implement lifelong learning strategies. The presentation took place during summer 2008, less than two years after the monitoring of the Lisbon process results and from the reform of this process, which started only in these months. The world crisis caused by the speculation on the American subprime loans had just started and still hadn't significantly modified the managing mechanisms of the labour market, nor had it influenced the activities of training and education systems. The attention of the operators and of the potential project promoters to meet the call was therefore centred on the progress of the Lisbon strategy and on the modalities that public bodies could adopt to improve and boost its implementation.

2.1 The Lisbon strategy in 2008

In 2008, like today, education and training had a fundamental role in implementing the community work and development policies: this takes the name of Lisbon process. In particular, the global progress of the European Union and the Member States were carefully monitored in order to highlight the important aspects of the education system development policies and to make it easier to identify the weakest aspects to be improved. Moreover, the evaluation of the progress in training and education was needed to identify the good performances and to favour the exchange among European countries. As it is well known, the monitoring regarded five areas of the education and training systems, according to which the Member States were called to apply significant improvements by 2010. These areas were:

- **reading ability** (benchmark to be reached: reduction of at least 20% of the youth presenting difficulties in reading);
- **school drop-out** (reduction to not more than 10 % of drop-outs);
- **success in secondary education** (at least 85 % of the youth that complete secondary education);
- **graduated students of maths and science universities** (15% growth of those graduated in science and reduction of gender imbalance);
- **participation of adults in lifelong learning** (at least 12,5% of the adult population that takes part in lifelong learning actions).

The European situation – considering the areas mentioned above – lacked of cohesion and was not very clear. The positive elements were represented by those States (16 over 27) that adopted consistent lifelong learning strategies and that had a clear vision of the methods to develop lifelong learning for their citizens. However, the implementation of these strategies was not completely smooth, it was, on the contrary, proceeding very slowly. As a consequence, if in 2008 some States had already reached the benchmarks on education and training agreed at a European level and continued to improve, some others were under the community average and made no improvements.

More specifically, regarding adult learning (that is, formal, non formal and informal education and training activities that also include continuing training regarding work activities), the situation in terms of reaching the benchmark was equally unbalanced. Northern European countries were the best performers. Others as the United Kingdom, Slovenia and Austria were above the community average while countries like Italy and Portugal were below and they kept slowing down. The lifelong learning system was already a reality in countries like the United Kingdom, Sweden, Denmark and Norway, that adopted consistent and important lifelong learning strategies. Also inside the Member States there were some differences: for example, in Italy the lifelong learning participation rate was equal to 6,1 %, while in the Provincia Autonoma di Trento it was 8,6 %. Globally, in Europe the participation of adults in lifelong learning activities passed from 7,9 % in 2000 to 9,7 % in 2007: this represented an evident progress, but the increase was so slow that the estimate was to reach the benchmark only in 2017. Therefore the participation to lifelong learning initiatives was unequal among the States, but there also were important differences regarding the features of the participation itself. Adults with high education had up to six times more opportunities to take part to lifelong learning, compared to low educated adults. Also training opportunities for some categories, like senior workers and immigrants, were low.

The participation to continuing training initiatives connected to working activities was irregular as well, registering a global withdrawal till 2005 and with a variability from 15% of the working force in Greece and Bulgaria, up to 60 % in the Czech Republic. There were also important differences regarding the features of continuing training: for example, the average duration started from three hours per year in Greece to reach 16 hours per year in Luxembourg.

Therefore, the most urgent problems regarded the participation to lifelong learning, which was insufficient and unbalanced among the citizens: one of the most possible causes was the delay in the adoption and implementation of consistent lifelong learning strategies. A second cause was to be found in the importance to create well-developed strategies, based on a systemic logic.

2.2 The decision to create a project for lifelong learning strategies

To face this situation, the call boosted by the Commission proposed a series of objectives: to support transnational cooperation to elaborate and implement national LLL strategies; to support the identification of the main factors for the application of national strategies; to exchange experiences and good practices; to strengthen the coordination of strong institutional partnerships; to apply learning strategies in order to obtain efficiency and quality.

But what is meant by lifelong learning strategy? From a definition of the European Commission, a lifelong learning strategy is a global framework for education and training policies, which entails a global strategy, a range of priorities and the allocation of financial resources. This framework is created in partnership with the most significant key actors and it includes the implementation and results dissemination mechanisms. Keeping this definition in mind, the call undoubtedly represented an opportunity to produce benefits and added value in various areas of lifelong learning. First of all, it could be the opportunity to analyze in detail the situation of lifelong learning in EU countries – or at least those States where the partners came from – in order to try and understand the causes of the differences that emerged from the Lisbon strategy improvements reports regarding the different performances about the benchmarks to be reached by 2010 and to create a heritage of common knowledge. The need to further investigate the structural differences inside and among the countries was strong, as well as the need to learn from the good practices developed in the more experienced countries.

Secondly, the call could allow to create a network (or the connection among various existing networks) of institutional bodies responsible for the planning or the implementation of lifelong learning activities, with different modalities and tasks. This could give the partners the opportunity to share the knowledge, the methodological approaches and the operational tools to create and implement consistent and effective lifelong learning strategies.

In the third place, because the delay in the creation or in the effective implementation of lifelong learning strategies had been identified as one of the causes for the existing structural inequalities among the European countries, the call was seen as the opportunity to innovate the methodology. In other words, it meant to start from the different situations and experiences and create a common, flexible and adaptable mechanism, to create and implement lifelong learning strategies. This represented a considerable challenge, because the peculiarities of the national education and training systems are very different at a regulations, lexical and procedures level. A model that aims at being applied in the whole EU has to be built so that it can supply convincing theoretical and interpretative support, in terms of the examined context, but it also has to give real operational indications to make the choices that are at the basis of the strategy.

2.3 The main options in the project creation

Based on the considerations regarding the various opportunities offered by the call, the Provincia autonoma di Trento and, in particular, the European Social Fund Office, decided to candidate to contribute in the implementation of the Lisbon Strategy, through the promotion of a better integration between initial and adult training. This specific point, that showed a clear need for intervention in the context where the project idea was conceived but also in other EU areas, seemed suitable to strengthen the interest of many Institutions and to develop mechanisms to create lifelong learning strategies. Organisms belonging to the European ESFCoNet network, created in 2008 between the Public Administration and the Fund's Managing Authorities, were involved in the creation of the project and, later on, in its implementation. The result was a fruitful "negotiation" that contributed to the drafting and boasted the identification of partners and the implementation and dissemination of project tasks.

2.4 Project objectives and working programme

After contacting the potential partners, the project team created at the Provincia autonoma di Trento (PAT) elaborated the core objectives of the project that was called FORWARD – the way Forward to Lisbon 2010. The proposal's main objective was the activation of a process to support the Authorities and the bodies involved in the project, to define the goals and the operational methods needed to create an integrated lifelong learning strategy on their territories. The general objective took into account the general choices described above and it aimed at identifying the possibility to implement a kind of lifelong learning that consistently connects initial training to adult training. This general objective had to also take into account the main features of the European education and training systems: they are still regulated by national Authorities, but they are more and more linked through mechanisms, tools and practices that boost students and workers' mobility. This meant that objectives and results should have taken into account the national needs (respect of norms, procedures, local cultures) and the community priorities contained in the policies pursued to make the EU the most competitive and dynamic knowledge-based economy in the world.

For this twofold aspect, the main goal was split into a set of specific aims, linked to the primary project phases and to the planned results. First of all, considering the need to deepen the knowledge about national lifelong learning systems and to understand the cause of the lasting structural differences, detailed frameworks on the situation of lifelong learning in the countries of the partner were created, applying the Lisbon benchmarks (especially about the participation of adults in education and training) and analyzing strengths

and weaknesses. More in detail, the project planned that each partner, right after the beginning of FORWARD, created a scenario that included a thorough description of the partner and its activities and reported the general information about the local structural situation in terms of lifelong learning (and, if it was the case, also about the regulatory framework development), as well as the organizational system's features. Considering the willingness to create cooperative learning conditions, the partners should also have identified and described initiatives in terms of lifelong learning that were believed to be particularly interesting as success cases or experiences not to be repeated, also indicating the factors that led to the final result.

The national frameworks (with regional characteristics, in the case of some partners), should have been analyzed to create a global vision, in order to identify common elements and differences, consistent or incoherent system features, successful practices and, in short, those ingredients to enter the mechanisms for the creation of LLL strategies. To reach the implementation of these mechanisms, the project planned confrontations and discussions about common aspects of the achievement of lifelong learning plans, as the problems linked to learning accessibility, social inclusion of education systems, quality of the offer and operators skills. At first there should have been a distance discussion, but also two workshops were in programme: the first one to analyze the process from initial education to lifelong learning, the second one dedicated to adult training in a lifelong learning perspective. Also testimonials and stakeholders should have participated in the workshop, persons able to bring specific experiences about the lifelong learning system in the host country. As regards the stakeholders' involvement, an in-depth discussion with key actors at a local and national level was planned, in order to share the obtained results and to receive a quality feedback from institutions, professionals, operators and trainers.

Secondly, another point planned was the elaboration of a model for the development and the implementation of lifelong learning strategies, starting from national frameworks, common problems and face-to-face and online discussions. This model, that represented the best result of the project action, should have been organized in policy guidelines and operational suggestions. In fact, as already underlined, a mechanism to create and implement lifelong learning strategies could not be a strict and imposed tool, considering the features of the systems and of the decentralization of planning and managing responsibilities. Flexibility and adaptability to the context conditions had to be the fundamental terms for its elaboration.

In the end, the final conference, to be organized in 2010 (year of the Lisbon Strategy verification) in Spain during the Spanish semester of EU presidency, was imagined as an opportunity to promote the project results and their sustainability over time. It was a political event – for the characteristics of the partners and for the expected presence of the European Commission – and a

technical event at the same time, considering the operational approach of the whole project and of the model in particular. The main message of the final conference appears from the consideration of the partners during the year of common work, regarding the improvement of the capacity to create lifelong learning strategies and the possibility to share good practices.

2.5 Expected impact

Therefore, FORWARD expected results with an impact on two main areas. First of all, the system of specific skills of the operators involved in the process of the scenario analyses and in the model creation. They are operators coming from public bodies, with different responsibilities but with the same importance to determine quality and type of the training offer. Through the exchange with the colleagues that work in contexts with different experience and organization, the participants could enrich their specific knowledge, also through the exchange of practices.

The second area of impact is represented by the education and training systems of the eight partner countries: through the discussion with stakeholders and the return of the results from the participant about their working fields, lifelong learning systems could benefit from a coordinated and shared setting of the strategies that aimed at making the right of all European citizens to lifelong education and training effective.

2.6 Organizational mechanisms

Thanks to the experience gained by the applicant partner in managing elaborated projects, conducted by multi-level and transnational networks, and with the choice to implement the work programme in only 12 months, FORWARD started with organizational mechanisms that were able to guarantee the implementation of the project, even in the case of unexpected events. All the partners involved would have had a representative in the managing committee (Steering committee) – address and control body on project activities. With the same state of mind, all the partners would have worked in all the work packages in which the work was articulated. In fact, the division of responsibilities among the network members was believed to be the best stimulus for motivation and commitment of the partners. For this reason, at the beginning of the project, all the network bodies were asked to identify some reference persons for the production of contents, for monitoring and evaluation and for administrative management.

The work programme planning included finding a scientific coordinator, able to give the pace to the partnership, indicating the theme to be analyzed and

participating in all the contents creation phases. The scientific coordinator had the responsibility to analyze national scenarios, to propose a complete framework and to identify the elements that constitute the model, cooperating with the PAT and with the partners for its creation.

Another planned point was a group of activities and communication tools, to guarantee a good level of interaction among the partners: this included the creation of a dedicated website (with the possibility to activate practice groups and peer reviews) that included a public section and a section with restricted access.

2.7 Quality assurance

Without explaining in detail what will be later described in the chapter dedicated to evaluation, it is here underlined that the project, from its start, was provided with a quality control system, implemented through the periodic collection of information about the implementation process and the products created. This system aimed at the verification of some dimensions regarding the efficiency of the project action, the consistency of what was planned with the final results, the functionality of communication and organizational mechanisms and, finally, the consistency of the produced results with the Lifelong Learning Programme objectives and priorities. A specific action plan was foreseen at the beginning of the project, to agree with partners on the methods to implement this activity, to identify the working tools and the planning for data collection.

2.8 Valorisation

FORWARD wanted to have a systemic approach to the valorisation activities of results, aware that the sustainability of the benefits produced, and the adoption of the model by the bodies in charge of lifelong learning strategies, also depends on a deep programme of dissemination and mainstreaming activities. A part from communication and awareness-raising activities planned for every partner – the most relevant moment was the involvement of stakeholders in the final phase of the project – the approach also included a series of network activities, the organization of which was followed by the European Vocational Training Association (EVTA). This association, that includes 25 bodies and organizations that deal with training in 15 European countries, gained its experience in awareness-raising campaigns addressed to the key actors at a European level. The network activities foresaw the creation of a project brochure, the inclusion of information and files on FORWARD into the EVTA portal and, in particular, into the projects catalogue, and the

implementation of an awareness-raising campaign conducted in conjunction with the final conference in Spain and hosted on the EURACTIVE website – information portal about European development policies, financed by the European Commission, developed on e-zine, periodical journal that reaches over 6000 people.

2.9 The Commission's ex ante evaluation

The FORWARD project proposal has been evaluated together with other applications, on the basis of the award criteria included in the call. The evaluation was conducted by independent experts, who also provided comments aimed at improving the implementation process of the project. Some ideas can be useful to underline how FORWARD was conceived during the evaluation: in terms of work programme relevance, it was judged to be functional and able to supply interesting contributions for stakeholders of the involved territories. The chosen methodologies were thought to be able to contribute in reaching the expected results, being based on a feasible and rational approach. A particularly constructive element was represented by the mechanisms to involve the stakeholders, aimed at collecting feedbacks on results and at introducing these results into the reference systems. Some perplexities were expressed regarding the balance of the assignment of duties and budget.

The presentation of the results obtained and the evaluation of the contents described in the following chapters will give clues about how the positive and improvement aspects have been implemented.

2.10 Expectations towards FORWARD

In April 2009 in Trento, during the kick-off meeting and the launch of the project, the expectations of the participants towards the work to be shared were very high. First of all, the availability of a qualified and expert network of public bodies gave the opportunity to create a workshop of ideas, testing and experiences. Secondly, the partners aimed at making useful experiences for their working activities: improving adult employability, improving the support to operators training, acquiring methodologies and practices to operate for the unemployed, improving equal opportunities in terms of access to training, acquiring the abilities to implement specific strategies for the unemployed, improving the use of the structural funds, better knowledge of the situation of trainers of adults and of lifelong learning implementation phases, countering the critical elements of LLL in their countries, such as the low participation to training.

Chapter 3

THE PROJECT PARTNERSHIP

This chapter draws a description of the project partnership, formed by public bodies only, and interested to start up a comprehensive process that supports the Authorities involved in the subject, while identifying objectives and policies for establishing an integrated strategy for lifelong learning (LL) in their territories.

The partnership consists of 13 organisations belonging to 9 European countries and includes public bodies, that are engaged at central or local level in the planning of LLL policies in connection with labour market management and active citizenship policies, and Managing authorities, responsible for Structural funds and that implement organisations operating in the area of adult learning and guidance, as well as bodies responsible for employment services.

The Autonomous Province of Trento is the leading partner and coordinator of the project. The members of the partnership are listed below.

Partnership of the FORWARD Project

- P1:** PROVINCIA AUTONOMA DI TRENTO – UFFICIO FONDO SOCIALE EUROPEO (IT – Trento)
- P2:** SKILLS FOR CARE (UK – Leeds)
- P3:** VOX - NASJONALT SENTER FOR LÆRING I ARBEIDSLIVET (NO – Oslo)
- P4:** WIRTSCHAFTSFOERDERUNG REGION STUTTGART (DE – Stuttgart)
- P5:** SERVICIO PÚBLICO DE EMPLEO DE CASTILLA-LA MANCHA (ES – Toledo)
- P6:** WOJEWÓDZKI URZĄD PRACY W BIAŁYMSTOKU (PO – Białystok)
- P7:** REGIONE AUTONOMA FRIULI VENEZIA GIULIA - DIREZIONE CENTRALE ISTRUZIONE, FORMAZIONE E CULTURA (IT – Trieste)
- P8:** REGIONE TOSCANA - DIREZIONE GENERALE POLITICHE FORMATIVE, BENI E ATTIVITÀ CULTURALI – SETTORE ISTRUZIONE ED EDUCAZIONE (IT – Firenze)
- P9:** REGIONE MARCHE – SERVIZIO ISTRUZIONE FORMAZIONE E LAVORO (IT – Ancona)

- P10:** VYTAUTO DIDZIOJO UNIVERSITETAS (LT – Kaunas)
P11: LÄNSI-PIRKANMAAN KOULUTUSKUNTAYHTYMÄ,
AIKUISKOULUTUS (FI – Ikaalinen)
P12: SERVEI D’OCUPACIÓ DE CATALUNYA – GENERALITAT
DE CATALUNYA (ES – Barcellona)
P13: CONSEIL RÉGIONAL DU CENTRE (FR – Orleans Cedex)

A descriptive sheet of every partner follows. It contains a general overview of the organisation and the description of scope of the work, areas of specific expertise and competences in relation with the FORWARD project subjects.

P1 - PROVINCIA AUTONOMA DI TRENTO – UFFICIO FONDO SOCIALE EUROPEO (IT – Trento)

En: Autonomous Province of Trento – European Social Fund Office

The Autonomous Province of Trento is a Local Authority located in the northern part of Italy, it has a particular Statute that involves a special form of autonomy in legislative and administrative matters, wider than for the others Italian Regions.

The European Social Fund Office of the Autonomous Province of Trento is the provincial ESF Managing Authority. It looks after the relationships with the other competent ESF and ESF-related national and European institutions and it manages, monitors and evaluates ESF interventions, assuring the observance of the disposals foreseen in the measures in force. The European Social Fund Office manages all the interventions linked to the use of ESF resources, coordinates the activities carried out by the Intermediate Bodies of the Managing Authorities, implements the procedures related to the accreditation of training institutions, responsible for the interventions looking after the qualitative development through the promotion of assistance actions.

The activities carried out thanks to the co-financing of the ESF are described in the “2007-2013 Operational Programme of the European Social Fund of the Autonomous Province of Trento”, a document that sets the development strategy and priorities to be developed.

Such priorities are divided in 6 macro-fields of intervention, called Axis, the content of which are chosen in partnership with the economic and social partners of the territory.

The first axis concerns Adaptability, it has the aim to enhance workers' competences through lifelong learning.

The second axis, regarding Employability, aims at increasing the rate of participation in the labour market improving the quality of employment services, enforcing active policies for the integration of immigrant workers and for the active ageing.

Social inclusion, instead is the third axis of the operational programme and aims at improving the re-inclusion in the labour market of disadvantaged individuals in order to fight all forms of discrimination in the labour market through specific integration pathways.

As regards the Human capital axis, the intention is to support reform processes of the education, training and labour systems, increase the opportunities of learning throughout life and create networks among universities, research centres, the production and institutional world, to promote research and innovation.

The fifth axis regards Transnationality and inter-regionality and promotes the creation and development of initiatives and networks among different countries and regions of the European Union to favour the exchange of information, results and best practices.

The last axis regards Technical assistance and deals with actions to support the implementation of the Operational programme.

Furthermore, the European Social Fund Office promotes and carries out interventions at transnational level, looking for possible connections and complementary aspects with the Lifelong Learning Programme.

Over the last few years, the Office has received financing for some transnational mobility projects belonging to the Leonardo da Vinci Programme. These Mobility projects intend to contribute to the promotion of exchanges, cooperation and mobility of people among educational and training systems within the Community. In particular they offer different individuals of the population such as students with a vocational diploma and high school diploma, graduates and workers over 40, the opportunity to gain a work experience in strategic work fields or a linguistic full immersion through an internship in a European country. Before departure trainees can benefit from a language course designed to improve their language skills. The experiences can last from 4 up to 16 weeks. During their period abroad participants alternate linguistic, cultural and vocational preparation with the training on the job.

The office aims at the implementation of some study and research projects, some of which aim at planning innovative actions on continuous training of adult workers at risk of exclusion, especially based on the instrument of vouchers or other training devices on individual demand capable of reaching individuals, matching their interests and inclinations.

On the other hand, others intend to contribute to start up a comprehensive process supporting the Authorities involved in the partnership while identifying objectives and policies for establishing an integrated strategy for lifelong learning (LL) in their territories.

For the implementation of its activities, the ESF office collaborates with the *Ad Personam multifunctional desk*.

This desk offers the citizen-customer support in planning his/her training and career development. In particular, this service offers information, guidance and consultancy to all those in a phase of training-career transition or more in general throughout the process of constantly updating skills, within the context of lifelong learning. It operates through a network of offices located all over the districts of the territory of the province of Trento.

Please visit www.fse.provincia.tn.it for more information.

Contacts:

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P2 - SKILLS FOR CARE (UK – Leeds)

Skills for Care is an independent registered charity working with 35,000 adult social care employers to set the standards and qualifications to equip 1.5 million social care workers with the skills and knowledge needed to deliver high quality care to people who use services, and carers.

our vision is...

- to put employers in the driving seat on social care workforce issues
- to create a trained and qualified workforce providing high quality care
- to provide an expert voice on the social care workforce
- to raise the quality of the social care workforce by ensuring qualifications and standards continually adapt to meet the changing needs of social care employers and people who use care services.

what Skills for Care does...

we provide robust data about the social care workforce

We work with employers to gather data on the social care workforce through our National Minimum Data Set for Social Care (NMDS-SC) that provides robust evidence so that we can analyse emerging issues for the social care sector. NMDS-SC and our research projects are designed to create a well trained workforce capable of meeting the challenges our sector faces.

we help develop new ways of working and delivering services

Our New Types of Working and Workforce Development Strategy will help employers and their staff be innovative and flexible to capitalise on future business development opportunities.

we create a flexible qualifications framework that underpins workforce development, learning and training for 1.5 million social care workers

We have been a key partner in developing the new Qualifications and Credit Framework (QCF) as a simpler, more flexible way of recognising and rewarding skills and knowledge in the social care workforce. Once the QCF is introduced in 2010 our common induction standards and knowledge sets will be linked into the framework.

we help improve the image and status of the social care workforce

Our Accolades awards are now seen as the Oscars of the social care world rewarding the very best social care employers who deliver outstanding services. Our team of care Ambassadors visit schools, colleges and job fairs to promote social care as a positive career choice. The 'I Care...' materials and the career pathway e-tool help employers promote social care as a long-term career.

we are the employer voice on emerging Government policy

Skills for Care makes sure the voice of social care employers and their workers is heard at the Department of Health and at Westminster. We work closely with Government departments, MPs and Peers to make sure that the development needs of the adult social care workforce is reflected in new policy initiatives.

Please visit www.skillsforcare.org.uk for more information.

Contacts:

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P3 - VOX - NASJONALT SENTER FOR LÆRING I ARBEIDSLIVET (NO – Oslo)

En: Vox - Norwegian Agency for Lifelong Learning

Vox is an agency of the Norwegian Ministry of Education and Research, and promotes the participation of adults in society and working life. Acting as a national hub for adult learning, Vox cooperates with other public agencies, social partners, NGOs and education providers on a national level. In the capacity of government agency and advisory body for the ministry, Vox is a policy provider in the field of adult learning.

Vox administers public funding directed towards educational non-governmental organisations and open and distance learning institutions. Public funding for the national programme «Basic Competence in Working Life», aimed at improving basic skills in the adult population, is also administered by Vox, and so is public funding for peace centres and human rights centres.

Vox carries out surveys, assessments, analyses and evaluation within a broad range of topics to spread new knowledge about adult learning. Vox also organises conferences and workshops on adult learning, and initiates and participates in networks for exchange and further development.

Vox is responsible for improving basic skills in the adult population, and aims to promote flexible education systems that are tailored to the learners' needs. In this work, Vox cooperates with education providers and enterprises to develop methods and teaching models based on the Framework for Basic Skills for Adults.

In matters concerning Norwegian language training and social studies for adult immigrants, Vox is a competence centre; responsible for following up the curriculum, developing language tests, developing teaching methods and teaching resources, as well as providing information to teachers and school owners. Vox cooperates with education providers in developing organisational models and teaching methods, models for mapping and assessment, and in-service teacher training programmes. Vox also cooperates with other actors on integration of adult immigrants, and organises meeting places and networks in this field.

Vox holds an expert position within the field of recognition and validation of non- formal and informal learning and on the statutory rights of adults to primary and secondary education. Vox observes closely how this right is put into practice, and has carried out several large surveys in order to map the education offered to adults. Important topics include participation, adapting education to validated prior learning, assuring the quality of documentation, and in particular, securing the homogeneity of the service offered by the counties. Vox aims to provide adults in need of education with a one-desk approach, ensuring easy access to skilled guidance and a professional validation of their prior learning.

Through our international networks, Vox follows EU policies regarding competence and education with great attention. We are involved in several European processes through our participation in work organised to implement the Action Plan. Also, through contact with our European partners, we contribute to exchange of experience and of examples of adaptable good practice and policy.

Please visit www.vox.no or more information.

Contacts:

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P4 - WIRTSCHAFTSFOERDERUNG REGION STUTTGART (DE – Stuttgart)

En: Stuttgart Region Economic Development Corporation

The Stuttgart Region Economic Development Corporation (Wirtschaftsförderung Region Stuttgart GmbH, WRS) was founded in 1995 in order to foster economic development in the Stuttgart region. WRS is a subsidiary of the Stuttgart Region Association (Verband Region Stuttgart), a public body. The main tasks of WRS are marketing the region, supporting investment and company start-ups as well as local authorities, encouraging innovation by promoting regional networks and cluster initiatives, helping companies find skilled employees and caring about international relations. WRS runs about a dozen European Union projects, most of them under the INTERREG programmes.

Within the WRS, the Forward Project is handled by the Department for Skilled Personnel (Geschäftsbereich Fachkräfte). Activities in the field of lifelong learning belong to the department's core responsibilities (plus "recruiting" and "employee retention"). For example, it publishes information on further education topics and organizes joint stands for regional education providers at trade fairs. Moreover, it invites companies with good practice in qualifying their employees to present what they do to the public.

You'd like to get more information about the WRS and the Department for Skilled Personnel? Visit <http://wrs.region-stuttgart.de> and <http://fachkraefte.region-stuttgart.de>. In case you're interested in information available in French and Spanish, too, visit <http://www.region-stuttgart.de>, the Stuttgart Region Association's website.

Contacts:

WIRTSCHAFTSFÖRDERUNG REGION STUTTGART GMBH

Friedrichstraße 10

70174 Stuttgart (DE)

Phone: +49 (0)711 22835846

P5 - SERVICIO PÚBLICO DE EMPLEO DE CASTILLA - LA MANCHA (ES – Toledo)

En: Regional Employment Service of Castilla-La Mancha

The Public Employment Service of Castilla-La Mancha (SEPECAM) is the Autonomous Body of the Castilla-La Mancha Government, attached to the Regional Ministry of Labour and Employment, which manages the active employment policies and vocational training in the Region.

As an instrument of the Regional Government and mediator service between job seekers and companies offering employment, the SEPECAM was created on the 1st of January 2004 with the purpose to manage and undertake all necessary measures to achieve *full employment* in Castilla-La Mancha. For that reason, this autonomous body management is based on the principles of equal opportunities, territorial solidarity and social cohesion, participation of social agents, work insertion of isolated groups in the labour market and on the gratuity, universality and customization of its actions.

Until the transfer of competences to the Autonomous Region from the Central Government, by Royal Decree 1385/2002 of 20th of December, the former National Employment Institute (INEM), today called the National Public Employment Service which remains responsible for the unemployment economic benefits, provided this service.

The SEPECAM is the result of a broad consensus among the Regional Government and the most representative social agents of Castilla-La Mancha and this is reflected in the composition of the Steering Committees (both at regional and provincial levels) integrated by representatives from Regional Government (Regional Ministry of Education and Science, Regional Ministry of Health and Social Welfare, Regional Women's Institute and Regional Ministry of Labour and Employment), trade unions, business organizations, as well as Federation of Municipalities in Castilla-La Mancha.

Vocational Training for employment is a priority of the Government of Castilla-La Mancha and hence of the SEPECAM. The new Agreement for Growth, Consolidation and Employment Quality in the Region shows that vocational training must be configured as the primary active labour market policy that enables high quality, safe and qualified employment and job stability, to decisively contribute to the development of individuals, businesses and the environment. In this sense, the Public Employment Service, with the participation of economic and social agents, promotes training for both unemployed and employed people and provides training activities planned for the development of particular sectors and occupations with special relevance in the region.

In 2009, the Regional Government, through SEPECAM, has provided 3,000 training courses helping over 42,000 workers to improve their qualifications through an investment exceeding 60 million euros.

Please visit www.sepecam.jccm.es for more information.

Contacts:

SERVICIO PÚBLICO DE EMPLEO DE CASTILLA- LA MANCHA

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Phone +34 925 269 860

P6 - WOJEWÓDZKI URZĄD PRACY W BIAŁYMSTOKU (PO – Białystok)

En: Voivodship Labour Office in Białystok

The Voivodship Labour Office in Białystok (VLO) is self-government organizational unit conducted by the Podlaskie Voivodship in the form of an budgetary unit.

The Voivodship Labour Office in the present structure of Public Employment Services (PES) has been functioning since 2000. The Public Employment Services are a system of employment organs (minister of labour, voivode, marshal, starost/the city president) together with offices at their disposals – the office at the disposal of the minister competent for labour affairs and voivodeship offices realizing the tasks specified by the Act on employment promotion and labour market institutions. The tasks of PES are mostly realized by voivodeship and powiat labour offices, whose activities are directed at assisting unemployed persons and job-seekers through providing labour market services and instruments as well as realizing projects and programmes of the labour market. In the region, the Voivodeship Labour Office as an organizational unit of voivodeship self-government is the realizer of the constitutional tasks in scope of outlining and coordinating the regional policy of the labour market and the human resource development.

The PES in Poland comprise 16 voivodeship labour offices (with one VLO in each voivodeship), 338 powiat labour offices (including 14 in Podlaskie Voivodship) as well as the branches of the latter.

The main tasks of Voivodship Labour Office¹ are, first of all, programming and performing tasks realized by the European Social Found, performing tasks resulting from the coordination of the system of social security, the law on a free flow of employers between countries, organization and coordination of services of vocational guidance and vocational information (and also their development on the territory of voivodeship), undertaking actions in the scope of constant education and training for both the unemployed and job-seekers, among others, through making a social dialogue in the scope of the employment policy and constant education of employers and job-seekers, keeping a record of training institutions and employment agencies, making and disseminating information on the labour market, dividing the means possessed from the Labour Found, systematic labour market surveys and analyses, EURES services, initiation and implementation of regional programmes and projects. The targets of VLO actions are specified in the Act on employment and labour market institutions, which stipulates that the tasks within the employment

¹ The Act of 20 April 2004 on employment promotion and labour market institution (consolidated text: Dz.U. z 2008, No 69, item 415 with subsequent amendments).

promotion, decreasing the unemployment effects and the vocational activation are realized for the purpose of: complete and productive employment, development of human resources, attainment of high quality of labour, strengthening integration and social solidarity, as well as increasing the mobility on labour market. Besides, in the Podlaskie Strategy for Employment until 2015 adopted by the Regional Council of the Podlaskie Voivodeship in 2006 the voivodeship self-government outlined the following objectives within the labour market policy: objective 1 - to have a higher vocational activity and social integration, objective 2 – to have better education and higher vocational qualifications, objective 3 – to activate the local labour markets.

Realizing its tasks, the VLO co-operates with units of the governmental administration, units of the territorial self-government, labour offices, organizations of employers, particular employers, trade unions, organizations of the unemployed, boards of target funds, and other organizations and institutions statutorily dealing with issues of the labour market.

Our active participation in local, regional, national and international initiatives supporting labour market development made us experienced and competent partner.

Please visit www.up.podlasie.pl for more information.

Contacts:

WOJEWÓDZKI URZĄD PRACY W BIAŁYMSTOKU

ul. Pogodna 22

15-354 Białystok (PO)

Phone +48857497200

**P7 - REGIONE AUTONOMA FRIULI VENEZIA GIULIA -
DIREZIONE CENTRALE ISTRUZIONE, FORMAZIONE E
CULTURA (IT – Trieste)**

**En: Autonomous Region of Friuli Venezia Giulia – Central department
for education, training and culture**

Friuli Venezia Giulia is a region with a special statute situated in North-West Italy and counts more than 1.200.000 inhabitants and an area of 7.845 km². Trieste is the regional capital (the province of which forms Venezia Giulia) and the other main cities are Gorizia, Pordenone (provincial capital since 1968) and Udine (the provinces of which form Friuli); it is divided in 218 municipalities and borders on Austria at the North, Slovenia at the East, Veneto at the West and on the Adriatic Sea at South. The Region was created by forfeit during the second post-war period. On 10th February 1947 Italy came out of World War II defeated and signed the Treaty of Peace with the winning countries in Paris, losing most of Friuli Venezia Giulia.

On 15th September 1947, the Territorio Libero di Trieste (free territory of Trieste) was established and divided between zone A (Trieste and surroundings) and zone B (Capodistria, Umago, Cittanova). The Territorio Libero di Trieste was destined to build a new state under the direct control of the United Nations Security Control, but the project failed and on 26th October 1954 zone A was given back to Italy and zone B was left to Yugoslavia.

In 1963 Italy decided to unite the Territorio Libero di Trieste to Friuli giving the new region a certain autonomy also considering its geographical position.

The Region exerts administrative functions in the fields for which it has legislative power. Its bodies are the Regional Council, the Regional Executive and the President of the Region and it is organized in Presidency, Central Directorates and some Regional bodies.

The Central Division for education, training and culture:

- a) Takes care of the interventions for the training offer programming in the regional school system, supporting school institutions and it promotes the development of the right to education and guidance services;
- b) Ensures programming, implementation and control of vocational training interventions, ensuring their coordination with school education actions;
- c) Takes care of interventions for promotion and support to local institutions and cultural activities;
- d) Takes care of interventions for the conservation and valorisation of local cultural heritage;
- e) Promotes the preservation of local linguistic and cultural identities;
- f) Promotes the culture of solidarity and association.

It is organized in services, among which the Intervention management system for education, the director of which is the Managing Authority responsible for the ESF Community programme and:

- a) It programmes and implements ESF co-financed interventions and other Community, national and regional interventions;
- b) It takes care of the organization and the management of activities of control on the local training system interventions;

The Programming and implementation of initiatives are based on the labour market changes and on its estimated development, strongly linked to employment perspectives and needs.

Funded training initiatives can only be developed by appropriate non lucrative bodies.

Please visit www.regione.fvg.it for more information.

Contacts:

*REGIONE AUTONOMA FRIULI VENEZIA GIULIA -
DIREZIONE CENTRALE ISTRUZIONE, FORMAZIONE E CULTURA*

Servizio gestione interventi per il sistema formativo

Via San Francesco, 37

34133 Trieste (IT)

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P8 - REGIONE TOSCANA - DIREZIONE GENERALE POLITICHE FORMATIVE, BENI E ATTIVITÀ CULTURALI – SETTORE ISTRUZIONE ED EDUCAZIONE (IT – Firenze)

En: Region of Tuscany – Directorate general for cultural and education policy -Education branch

Regional Law nr. 32/2002 defined education, learning, guidance, vocational training and employment policies aimed at the achievement of the Lisbon goals, in order to create an innovative, competitive and integrated society, based on knowledge, on the enhancement of human capital and on the creation of long-lasting and qualified work.

The operational guide lines for the implementation of the policies is defined in the Integrated General Guidance Plan, approved by the Regional Council with resolution nr. 93/2006, and hereby described.

The Integrated System for the Right to Education in Tuscany

The integrated system for the right to education is made by the interventions of integrated policies in terms of education, learning, guidance and vocational training and it aims at gradually creating an integrated regional system for the right to education.

The integrated system for the right to education is created by the public bodies that programme and carry out the implementation of regional actions and interventions aimed at promoting education, learning, guidance and training activities and contribute to the implementation of the right to lifelong learning:

- Lifelong learning as the right to improve one's knowledge
- Learning for everyone, to improve one's working position, to guarantee and enhance the quality of life.

Integration produces innovation in services and interventions and is implemented through:

- ✓ integrated programming, that is overcoming sectorialism and self-referentiality of institutional subjects, protagonists of the interventions in the various fields;
- ✓ subsidiarity, as the highest empowerment of the management bodies that are closer to the citizen;
- ✓ territorial governance, aimed at guaranteeing autonomy and cooperation among institutions.

In order to encourage the development process of adult learning, Tuscany adopted a governance system that takes into account every actor that traditionally operates in this sector: the network of CTPs (Permanent Territorial Centres) or CPIAs (Provincial centres for adult learning), third-age universities, public and private Training centres, associationism, also through specific indications regarding the requirements that training centres operating

in the field of non-formal adult education must meet to guarantee that the training offer is balanced at a quality level throughout the whole regional territory.

Please visit www.regione.toscana.it for more information.

Contacts:

*REGIONE TOSCANA - DIREZIONE GENERALE POLITICHE
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P9 - REGIONE MARCHE-SERVIZIO ISTRUZIONE FORMAZIONE E LAVORO (IT – Ancona)

En: Marche Region Education, Training and Labour Unit

Marche Region (M.R.) is a Local public Administration. It's a central Region of Italy, near the Adriatic Sea. Its Population is 1,5 million and its 10.000 kmq. The Marche consists of five provinces: Ancona, Ascoli Piceno, Macerata, Fermo and Pesaro-Urbino, and 246 Municipalities. The economy of the region is mostly based on small and medium scale productive industries, often family run that produce shoes, clothing and furniture manufacture, but also mechanism, yacht and ship buildings, wood-furniture, food processing, and some others such as electronics, plastics, etc. Agriculture now plays a minor role because much of the countryside was abandoned after the Second World War, when people moved to the cities.

According to the EU, the Marche are one of the top 25 industrialised regions in Europe, and it's considered the gate towards South and Eastern Europe.

As regards the organization of the Marche Region, it is managed by the Regional Government, represented by the Secretary General. The administration is later divided into Units. Unit 6 is the ESF Managing Authority for Education, Training and Labour, where 70 people are employed.

The Education, Training and Labour Unit of Marche Region, and Marche Region as a whole, has considerable long-standing experience in interregional cooperation and in managing policies dealing with all of the specific field tackled by the project as Managing Authority of the Region ESF.

Actually Marche Region has developed specific policies and carried out a lot of experiences (e.g. methodologies, projects, processes) in the project's thematic priorities.

In particular the Regional Education, Training and Labour Unit activities aim to develop and support the training policies and the adult education in a lifelong and lifewide learning framework (to improve training ad education system in order to support the workers adaptability, innovation, quality of labour, competitiveness, also considering teaching and learning needs of those of all form of adult education, developing services and policies).

For each sector, the Education, Training and Labour Unit is responsible for the running of manyfold activities.

Education: coordination and networking of the education bodies, including the preparation of the school calendars and programmes, at the different school levels, and vocational education and training. Enforcement of the rights and obligations to education and training and adult education.

Training: Preparation of the programmes of activities for the vocational education and training schools, continuous integrated with higher education institutions, including the procedures for the accreditation of the VETs. Relations with the Universities and the Schools for Higher Education.

Labour: Planning of the active labour market policies, at the regional level, organization of the Employment Services, public and private. Settling unresolved local industrial disputes, support schemes for unemployed and laid-off workers.

So, The main services provided by the Education Training and Labour Unit

- Identification of the needs and trends in the job market of the Marche territory
- Programming and actuation of regional strategies for interventions in the sector of professional training and the active policies in the field of employment
- Experimentation of pilot projects with Italian, European and non-European partners
- Negotiation with the European Commission and the Italian Ministry for the distribution of financial resources
- Creation and upkeep of the quality of the Regional system for training and employment
- Monitoring and evaluating the results of policies directed at training and employment on the regional territory
- Interaction with citizens through the different and complimentary channels of communication

Daily press, periodical and specialised, radio, TV, public posters, the diffusion of promotional activities, telephone services, the web, the promotional events: these are the channels of communication that the Marche Region unit Services and Employment Issues uses in order to reach an ever increasing transparency with respect to its users, be they local bodies, social entities, professional organisations involved in the offer of training activities of work, private citizens interested in the services directly offered by the Region like EURES.

Two are the tools that connect all the listed channels: the publication of a newsprint *Formazione & Lavoro* and the website www.istruzioneformazioneelavoro.marche.it.

Contacts:

REGIONE MARCHE-SERVIZIO ISTRUZIONE FORMAZIONE E LAVORO

Servizio Istruzione Formazione e Lavoro

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Phone +39 071 806 3739

P10 - VYTAUTO DIDZIOJO UNIVERSITETAS (LT – Kaunas)

En: Vytautas Magnus University

Vytautas Magnus University, established in 1922 (re-established in 1989) is one of the most liberal and modern Universities in Lithuania. It is an open University where traditions and innovations meet and compliment each other. The Centre of Educational Studies, an independent structural unit, was founded at the University in 1997. The Centre distinguishes and develops the most perspective trends of educational change by maching theory and practice, and helps people working in the education sphere to acquire the most significant abilities in that field. CES aims at providing services according to its vision, i.e. the development of lifelong learning. It operates in the following fields of activity concerning Lifelong Learning and Adult Education:

- development and implementation of scientific research in the area of Lifelong Learning and Adult Education. Research programs aims at improving the andragogical (adult education) practice, assuring the quality of adult learning services, adapting ICT for the development of learning environments, expansion of Lifelong Learning strategy into regions, analysis and expert evaluation of educational documents and system of education, developing the qualification system for adult educator. The special focus of CES activities is the qualitative research.;
- provision of formal training to adult learners(master degree programs and special professional studies);
- delivering of courses, seminars and workshops for school teachers, adult teachers and adults seeking to improve personal competencies and professional (pedagogical and andragogical) qualification in andragogy, action research, ICT application, creative and effective thinking, assessment of competence, development and application of portfolio, learning to learn competence, team work, development of innovation, its implementation and application, organisation management, teaching/learning process management, career consultancy;
- participation in national and international projects;
- support for providing dialogue and collaboration between policy makers, practitioners and researchers.

Please visit www.vdu.lt for more information.

Contacts:

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P11 - LÄNSI-PIRKANMAAN KOULUTUSKUNTAYHTYMÄ, AIKUISOULUTUS (FI – Ikaalinen)

**En: Adult Education Unit “Aikkari” - Western Pirkanmaa Region
Municipal Federation of Education**

The unit belongs to the Municipal Federation of Education in the West Pirkanmaa district. Its function is the planning and organizing of vocational adult education. We fulfil the principle of lifelong learning by making Aikkari the open place for adults to find possibilities to learn and develop themselves.

At Aikkari you can find training for adults' individual and working life needs through various training programmes and projects. Annually there are about 1000 students in vocational basic education, continuing and further education.

Aikkari develops and provides varied adult education to fulfil the needs of both the working life and individual.

Products:

- Vocational further education
- Labour market training courses
- Personnel training
- Apprenticeship training
- National and international projects
- Vocational qualifications and examinations

Projects

Aikkari takes an active role in national and international development projects together with universities, vocational and adult education organizations as well as enterprises, organizations and associations. Through projects and cooperation networks we can provide various training and development possibilities to the enterprises, associations and individuals in the area.

The objectives in the projects are, for example, skills development, promoting wellbeing at work, developing the job rotation model, promoting studying towards a qualification, trainer training, or encouraging women to become more active in international cooperation. Working methods, learning and teaching materials, as well as training formats, and even new qualification courses are developed as part of project work.

Vocational qualification through Apprenticeship training

Apprenticeship training is a unique way to combine learning at work with theoretical knowledge. The training is suitable for both young and old, and tailored according to the needs of both the learner and employer. Apprenticeship training can be used to further train existing personnel, or started when employing new personnel. Some vocational qualifications can be gained as in educational institutions. In addition, it offers wide possibilities for further vocational education.

Training courses

We provide further and additional training for adults in

- Humanities and education;
- Culture;
- Social science, business and administration;
- Natural sciences;
- Technology, communication and transport;
- Social services, health and sport;
- Tourism, catering and domestic services

At AikkariMedia you can have your colour photocopies printed, web pages and brochures created and updated, photos corrected, advertisements made etc.

Welcome!

Please visit www.aikkari.lpkky.fi for more information.

Contacts:

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39501 Ikaalinen (FI)

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P12 - SERVEI D'OCUPACIÓ DE CATALUNYA – GENERALITAT DE CATALUNYA (ES – Barcel·lona)

En: The Employment Service of Catalonia (SOC)

The SOC is an autonomous and administrative organization, adscript to the Departament de Treball.

The SOC functions are:

- Offer its services to all job seekers (workers or unemployed)
- Offer equality of labour opportunities for everybody
- Promote enterprising spirits offering support to small and medium companies
- Dialogue and commitment between public and private sectors
- Achieve a high level of employment, through the work promotion and creation.

The SOC has two fields of action:

1. Organic: El “Consell de Direcció” (a government organization).
2. Work Offices:

The Territorial Services are the institutional representation of the SOC in our territory.

The work offices of the Generalitat are the reference frame of the territory.

The “Centres d'Innovació i Formació Ocupacional (CIFO)” are also centres of reference for occupational training.

SOC MISSION: To contribute to quality employment in Catalonia, help people improve their position on the labour market, encourage lifelong learning and contribute to improving company competitiveness.

We are bringing social and employment policies closer to the people, with a firm commitment to cooperation, and in close liaison with the level of administration closest to the people: the local authorities. We hope this formula enables us to better adapt to the needs of Catalonia's different geographical areas, thereby enhancing the effectiveness of the SOC's activities.

We systematize, reorder and evaluate training and employment policies carried out by bodies benefiting from SOC financing. This makes possible an integrated evaluation of the beneficiaries' annual strategies in the field of training and employment; we try to reduce bureaucracy for beneficiaries and, consequently, reduce the number of procedures involved for each proposal.

We ensure the SOC's coordinated focus to bring into line all the training and employment strategies and aims formulated at the various levels (from the EU to local authorities).

The Employment Offices are veritable contact points for employment transitions throughout people's lives and are a central feature of SOC strategy.

We are simplifying the administration and facilitating decisions and the payments to our strategic partners and collaborating bodies.

Please visit www.oficinadetreball.cat for more information.

Contacts:

SERVEI D'OCUPACIÓ DE CATALUNYA – GENERALITAT DE CATALUNYA

Servizio Rapporti Comunitari e Sviluppo Locale

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08019 Barcelona (ES)

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P13 - CONSEIL RÉGIONAL DU CENTRE (FR – Orleans Cedex)

En : Region Centre

The regional Assembly is made of 77 regional councillors elected by the universal suffrage during the regional elections. The next ones will take place in March 2010.

Elected by the regional councillors, the President manages the debates of the regional Assembly, prepares deliberations and is responsible for their execution.

He also manages the budget, organizes the actions of the Regional Council and rules the regional services: 3 500 civil servants.

Beside the President, 15 Vice-presidents are elected, having for some of a delegation of the President in various domains.

This assembly meets four times a year, votes the budget and determines the regional policy in its numerous fields of expertise.

Gradually, the Region, born in 1982, became the key actor in the local development field. It plays an important role in the economic, social and cultural life.

The Region is a privileged intervention level at, to and through the European Union. Still young, this institution is called to hold a growing place in the administrative organization and in the political French life. A current reform is dedicated to give the Region more competencies and to try to simplify the French administrative scales, particularly aimed at reinforcing the economic development.

The Region Centre, with its 40 000 km² is composed of 2,5 million inhabitants (4% of the French population), 1 million active persons, 102 000 high school students, 64 000 companies, 58 000 students, 2000 farms and 19 000 apprentices.

In the vocational and educational field, the annual investments are of 350M€ for 200 000 beneficiaries.

Among the priorities in regional policy, the vocational and educational training field is a priority, with numerous interventions aimed at strengthening life long learning and sustaining the economic development.

Please visit www.regioncentre.fr for more information.

Contacts:

CONSEIL RÉGIONAL DU CENTRE

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Chapter 4

THE LIFE CYCLE OF THE FORWARD PROJECT

by Rosalba La Grotteria

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4.1 1st phase of the project: the survey and its results

The activities of the FORWARD project officially started on 2nd and 3rd April 2009, with the kick off meeting held in Trento. The creation of the managing mechanisms, the sharing of project goals, the planning of project actions and the designing of the calendar allowed all participants to become more aware as regards the actions to be carried out and the ambitious results the partnership intends to produce. Along with other activities, the kick off meeting introduced the actions for monitoring and evaluation, with an approach that linked the attention for the process of reaching the objectives to the assessment of quality produced by the actions carried out, besides producing in all interested actors, awareness on the added value based on mutual learning and co-operation among all the partners.

Therefore, the first phase of the project started and for 5 months the partners worked on the design of a very detailed picture of the lifelong learning systems in the specific territories of each partner by verifying the level of achievement of the Lisbon benchmarks, in particular with reference to “adult participation in lifelong learning” which requires the achievement of 12, 5% by 2010. To reach this objective all partners had to analyse their own situation, focusing on LL participation and supplied services, providing a description of the policies adopted and a selection of the practices with strengths and weaknesses related to the implementation of LL strategies.

Using an open-ended survey sheet, at the introductory meeting in Trento, it was agreed to draw up a brief report on the situation in all partner areas, in order to have comparable material making it possible to understand the dynamics in the communities concerned, the objectives of reference, the actions and the processes put into effect and finally the results which have been or are being achieved.

The introductory and problematical nature of this phase of the project has led to adopt an essential or even schematic approach, allowing to immediately grasping the most important and central issues, leaving closer examination of any specific issue to subsequent debate and a more detailed examination of what happens in the different areas to the individual delegations.

The survey was designed to gather information about training activities throughout life promoted in the areas represented by FORWARD partners and in particular about what has been offered by the organisations themselves in the last three years. The objective was not to provide a complete overview of actions, but rather

to identify the most significant experiences, due to the intensity of the intervention, the institutional importance of the body or to the lessons to be learnt from the experience.

For this reason the form was drawn up using open questions and requests, in the context of which each organisation was free to respond as it thought appropriate. It was not compulsory to answer all the questions and it was also possible to include further considerations or subjects not dealt with previously at the end of the form. Hence, the form represented an intermediate and open phase in the collection of data, allowing partners to include whatever they believed to be appropriate. The information did not necessarily have to be of a quantitative nature, indeed partners were requested not to limit themselves to statistics but rather to illustrate the context, dynamics, experiences and value perceived by the various stakeholders concerned in a qualitative way.

Finally, the participants were invited to enclose documents which might be relevant to the research, such as descriptive reports, evaluation etc.

All the partners sent in a fully completed form, some of them including additional material illustrating the individual activities.

The analysis made by the project partners highlighted the following outputs. In general, the subject of lifelong learning is included within the national regulatory framework, certain aspects being delegated to the regions in some cases, and in others to individual municipalities. The subject falls mostly within the context of vocational training and educational activities linked to actions in the employment and welfare sector. At the regional level there is also a close link between lifelong learning actions and local development projects.

The content of lifelong learning initiatives can essentially be classified within four broad categories:

1) Increasing vocational skills and vocational retraining for workers, in the conviction that updating vocational skills encourages improvement of the production process on the one hand and gives the individual the necessary flexibility to guarantee easier integration and appreciation within the employment market on the other. The following initiatives are included in this category:

- a) training initiatives carried out within individual companies or by business or representative associations, with close collaboration between the public and private sector, often using EC resources;
- b) courses promoted by public and private training bodies, designed to offer opportunities to those wishing to acquire specific skills considered important for vocational growth and their position on the employment market, but also at a general level in daily life. Here we can consider training actions in the field of information technology or the learning of foreign languages. In this field there is a close collaboration at several levels between the education system and industry:

- at national level through agreements between the relevant ministries, representative organisations and trade unions;

- at regional level between the relevant public authorities and regional categories, but also between single schools and local industry.

This sector includes all the official actions promoted by the education system designed to enable adult participants to acquire educational qualifications that can be used on the employment market, qualifications, certification, and recovery of failed school years in youth and management of bridges between past programmes and expected future programmes.

2) Training programmes for weaker segments needing to undertake retraining in order to guarantee that they can be integrated, at least partially, within the employment market. The survey highlighted the following segments:

- a) people who have been excluded from industry and are looking for new areas of employment or unemployed people looking for a job;
- b) Young drop outs who have not succeeded in completing their education and training programme and who find integration in industry difficult. Actions to develop skills, also through work experience and guided or sometimes protected traineeships, allows those involved to recover valid personal and vocational motivation;
- c) persons who have suffered traumatic experiences or with a background of addiction, in a fragile psychological or mental state, or mildly disabled people who can be integrated within a protected work environment, requiring a period of guided training in order for them to be integrated, even partially, within industry;
- d) workers who require vocational retraining due to the reorganisation or restructuring of their company or automatic relocation in other companies;

3) Training for immigrants: people needing to learn the official language and acquire basic minimum skills, first of all for social integration and then for employment. There are many initiatives in this area, highlighting the considerable attention that communities have paid to immigrants following increasing immigration in various European regions over the last twenty years. Training is often accompanied by initiatives to assist and support those interested in the community life and in integrating with social groups, allowing them to develop significant relationships in the area;

i. Training for the development of active and responsible citizenship: there are fewer approaches in this area, which considers knowledge a vital element for participation in the community life and in order to fulfil potential. In this context, initiatives were highlighted involving a catalogue of courses of variable duration on issues not only of a vocational nature, training programmes for senior citizens and training vouchers allowing the individual to choose from a wide range of courses promoted both by public bodies and training associations. The life cycle approach, which proposes training activities throughout life and integrates initial training with continuing training, would also appear to be interesting.

The survey also highlighted the many activities by national and international networks, exchanges of people and information, with the scope of helping

those assisted to better understand the experience gained and the results achieved and, through benchmarking, the development of actions promoting improvement and innovation in a sector which is still at an initial phase.

The considerations and initiatives proposed by the partners are influenced by the operating environments, this because the beneficiaries of the call for proposals were government bodies or organisations emanating from the public administrations. Hence, the analysis was not exhaustive, nor do the partners represent the overall picture. They rather offer a range of significant experience which may help to explain the phenomena and provide opportunities for innovation and improvement, as compared to the initiatives they are currently offering, well aware that there could be equally interesting initiatives directed at innovation both in the public sector and within the broader context of the private and social sector.

There are some general considerations that can be drawn regarding experiences in relation to structural aspects and the activities offered.

1. Broadly speaking, the partners are public bodies or organisations emanating from the public administration, of very different sizes (employing from a few dozen workers to more than two thousand five hundred), operating both at central, regional and sub-regional levels. They generally manage areas delegated by the country or region in which they operate, in close synergy or as a part of such bodies. The type of governance depends on the kind of organisation: if it is a section of a government body it also follows the regulatory and organisational rules of the body to which it belongs, whereas if it has administrative and financial autonomy it has its own management bodies, made up of members coming both from the public sector and from industrial associations and trade unions, from the area and sometimes also from professional and trade categories. All the bodies rely on the ESF as their funding source, with increasing percentages for countries which recently entered or are in the process of entering the European Union. This funding is supplemented by state and regional aid, possible contributions from those using the services and in just a few cases by resources coming from the market or external organisations belonging to the industrial fabric. According to the size of the organisations and their operational areas, they may be structured into branches and peripheral offices.
2. The public bodies often also have the following roles, alongside training initiatives in the stricter sense:
 - a) monitoring;
 - b) research, especially as regards the evolution of market demand;
 - c) evaluation of the results obtained;
 - d) guidance for those requesting this;
 - e) counselling activities;
 - f) training of trainers.

They are also involved as active players in preparing local development plans, in projects linked to the integration of specific disadvantaged individuals within the employment market and to equal opportunities or second opportunities, taking responsibility for the implementation of such projects once they have been approved.

3. Finally, the following experiences were considered to be of particular interest:

- a) the life cycle approach;
- b) the use of distance training;
- c) the taking on board of the subject by universities;
- d) the wide network of institutional relations with industry, social environments, the education system, experiences in foreign countries in order to pick up on new experiences, generating synergy, verifying the validity of approaches adopted.

As far as the best practices were concerned, the partners reported on initiatives that have met with particular interest and success within the context of the issues dealt with by the project.

A large number of initiatives were illustrated and they are listed below, indicating the title and the organisation reporting them.

P1 - IT – PROVINCIA AUTONOMA DI TRENTO – UFFICIO FONDO SOCIALE EUROPEO

- INDIVIDUAL TRAINING VOUCHERS addressed to people of all ages within the context of a catalogue of courses offered by accredited organisations.

P2 – UK - SKILLS FOR CARE

- CARE STANDARDS: helping workers in rest homes to obtain vocational qualifications.

P3 – VOX - NASJONALT SENTER FOR LÆRING I ARBEIDSLIVET

- NEW POSSIBILITIES: facilitating access to the world of employment for young adults.
- NEW PROJECT: apprenticeship contracts or other types of contract after a period of practical training (on the job) and courses to acquire basic skills in reading, mathematics and new technologies.

P4 – DE – WIRTSCHAFTSFOERDERUNG REGION STUTTGART

- SQUARES : increasing the skills of those employed at a medium-high level.
- M & Q PROJECT: acquiring new skills to reduce the risk of becoming unemployed.

P5 - ES – SERVICIO PÚBLICO DE EMPLEO DE CASTILLA - LA MANCHA

- ACCIONES SINGULARES PARA LA FORMACION: qualification of workers in strategic areas, also using online training;
- FORMACION EN ALTERNANCIA CON EL EMPLEO: acquiring effective vocational skills for the labour market, training and experience on the job for the unemployed and the disabled;
- CURSOS CON COMPROMISO DE INSERCIÓN: adequate training for integration within the employment market for the unemployed registered at job centres, women over the age of 45, persons with mental disabilities and the victims of terrorism;
- CURSOS CON PRÁCTICAS NO LABORALES EN EMPRESAS: offering the chance to concretely practice in a company, the notions learnt in class, directed at unemployed people registered at job centres and at people who have difficulty in keeping their jobs;
- PROYECTO DE RECONOCIMIENTO, EVALUACIÓN Y ACCREDITACIÓN DELA COMPETENCIA PROFESIONAL DE LOS TRABAJADORES FORESTALES EN CASTILLA LA MANCHA: evaluation and accreditation of the vocational skills of forestry service workers.

P6 – PL - WOJEWÓDZKI URZĄD PRACY W BIAŁYMSTOKU

- PROJECT 1: helping young unemployed people to be reintegrated within the local employment market.
- PROJECT 2: increasing employment for the unemployed, especially long-term unemployed people.

P7 – IT – REGIONE AUTONOMA FRIULI VENEZIA GIULIA - DIREZIONE CENTRALE ISTRUZIONE, FORMAZIONE E CULTURA

- REGIONAL CATALOGUE OF PERMANENT TRAINING: creating better employment opportunities, encouraging the competitiveness of the regional system and contributing to the growth of the community through training programmes (foreign languages, computer skills, business management, industrial working techniques, agricultural techniques, employment sources and the promotion and dissemination of innovation) issued by accredited organisations in the region.

P8 – IT – REGIONE TOSCANA - DIREZIONE GENERALE POLITICHE FORMATIVE, BENI E ATTIVITÀ CULTURALI – SETTORE ISTRUZIONE ED EDUCAZIONE

- EDA-EDU – Systematic action for continuing training institutes: experimenting with the transfer of innovation in SMEs through the use of institutes and the definition of skill standards for trainers involved in continuing training.

P9-IT-REGIONEMARCHE-SERVIZIOISTRUZIONEFORMAZIONE E LAVORO

- EXPERIMENTAL INTEGRATED TRAINING AND INTEGRATION OF PRISONERS IN THE LABOUR MARKET.

P10 - LT- VYTAUTO DIDZIOJO UNIVERSITETAS

- ANALYSIS OF NON FORMAL EDUCATION FOR ADULTS IN LITHUANIA AND PROSPECTS IN THE SOCIETY OF KNOWLEDGE”: defining the concept of non formal education; improving the methods adopted for adult education in Lithuania; foreseeing development trends in adult education.

P11 - FI - LÄNSI-PIRKANMAAN KOULUTUSKUNTAYHTYMÄ, AIKUISKOULUTUS

- MEETING OF GENERATIONS: identifying strategies for the promotion of lifelong learning; increasing the demand for education from adults; development of innovation and of opportunities for distance learning.

P12 – ES – SERVEI D’OCUPACIO’ DE CATALUNYA – GENERALITAT DE CATALUNYA

- PROJECT UOC-SOC E-TRAINING: offering a wide range of training opportunities through the internet, to increase the chances of finding a job.
- PROJECT FORMARD – FP.CAT: setting up of 15 centres of reference for new vocational training able to create a skill evaluation system; more flexible “bridges” between vocational training and higher education; quality standards for the centres; recognition on the employment market.

P13 - FR - CONSEIL RÉGIONAL DU CENTRE

- VISAS LIBRES SAVOIRS: giving every citizen the possibility of “entering” the information society and supporting local training.
- MODERNISATION OF THE TRAINING SYSTEM THROUGH THE DEVELOPMENT OF “SKILL CENTRES” AND THE PERSONALISATION OF TRAINING.

The many best practices proposed and illustrated show the wide field of application of lifelong learning, that involves the acquisition of vocational skills, the inclusion of disadvantaged people or people excluded from the production processes in the labour market, the inclusion of weak subjects, drop outs or immigrants, cultural growth and education to a sense of citizenship, the improvement of the quality of life, especially of the elderly.

According to the partners, the positive results of the initiatives depend on:

- Involvement and commitment of stakeholders and players in the financial market and in institutions;
- Periodical communication and updating of the developed infrastructures;
- Use of all financial sources;

- Reciprocal trust among the different actors of the process;
- Ability in programming and systematic verification in order to adapt interventions to participants' needs;
- Presence of tutors and the relevancy of the programmes and initiatives proposed;
- Suitability and completeness of the logical and planning framework, social relevance of the problem, creation of networks/partnerships, repeatability of the project;
- Good organization of every phase of the project including managerial and administrative aspects;
- Pedagogical contents as well as contents for the acquisition of vocational skills.

4.2 2nd phase of the project: the model

With the second step, on the basis of the results of the survey, the consortium started carrying out the political and operating lines and the interaction model in order to develop and implement lifelong learning strategies. Thanks to two workshops, that took place in Norway (September 2009) and in Germany (November 2009), partners exchanged points of view on success factors and clues characterizing LLL practice in their context and elaborated key topics with the aim to identify global strategies which take into account multilevel problems, such as accessibility of learning, social inclusion of learning systems, quality of lifelong learning offer, competencies and operators.

The informative basis provided by participants in the project, actually enabled the identification of both the common aspects and specificities connected with the different contexts of reference and with the legal framework adopted in the territories taken into consideration.

The study highlighted differences and specificities among participants in the project:

- The language and terminology used to indicate common contents;
- The organizational models, with reference to subjects involved, decision processes, short-term and medium-term objectives;
- The collocation of the issue, sometimes in the field of the most general issues related to welfare, other times in the field of more specific discussions related to educational and training processes;
- The relation between formal and non formal learning, between public offer, of the third sector or production system;
- The teaching modalities adopted in the different fields of action with the tendency to privilege formal initiatives and traditional approaches to learning;

- The identification of people and actions to guarantee equal access to the levels of participation;
- The competences of trainers or animators and the modalities to prepare for these jobs;
- The way the programming is developed and the evaluation procedures of the results are achieved, especially as regards the strategic variables and their observation.

The in-depth discussions of the meeting in Oslo gave the chance to focus on the issue and make the decision to identify a model that enables to achieve the basic tendencies, quite like recommendations for partners in the development of their LLL action.

The second request to partners, decided during the meeting in Oslo, regarded the collection of information related to the modalities used to favour accessibility to LLL initiatives, in order to focus on how single individuals place themselves as regards the issue.

The responses given by all partners allowed to focus on a first hypothesis of reference model connected with accessibility presented at the meeting in Stuttgart, along with what emerged before.

The remarks presented during the meeting started off a moment of INTEGRATION and RE-ELABORATION of the hypothesis of the model presented, until reaching the model presented in chapter 5.

4.3 Sharing results and dissemination

The third phase of the project lasted from January 2010 till the end of the project, but several preliminary activities were carried out since September: in particular the sharing of knowledge and of the results achieved, at a local level, with the key players involved in education and training activities, such as social partners, learning providers, institutions. In fact, during the second workshop in Stuttgart, partners were asked to arrange, in their context, at least one Focus Group as a follow up of the previous workshops. Focus Groups were intended with a twofold goal: to disseminate the results of the project and to gain consensus of opinion on the impact and the possibilities of the FORWARD model to be used. In order to organize the Focus Groups, partners were given some guidelines and tips.

The dates of the Focus Groups were fixed so as to allow all the partners to present the objectives and results of the FORWARD project to the most relevant stakeholders of their area, i.e.: social partners, learning providers, institutions, universities, VET organizations, adult education managers, coordinators, specialists in educations, etc. Focus Groups lasted half a day and consisted of the following parts: presentation of the aims of the Forward project and of the model developed, launch of the discussion and debate on the outputs. Reactions and suggestions of stakeholders and participants were collected by filling in a form designed by the leading partner.

In most cases participants were previously provided with the documentation concerning the Forward model.

The main outputs of the Focus Groups confirmed what the analysis already highlighted: in the project there are differences and specificities among partners, they mostly concern the terminology for common contents, the approach to the implementation of the LLL policies (decision process, objectives, etc.), the training targets, and the programming development.

According to the discussion guidelines provided, the first point concerned the benefit of the Forward project results for planning the LL interventions. It can be said that the results of the Forward project are considered useful for planning LL interventions in Finland and in Poland, while the findings the model contains have already been applied in Germany for years (especially the accessibility of lifelong learning, particularly for individuals from under privileged backgrounds). In Italy (Trento) the FG participants asked for some supporting tools in order to make the project output usable, for instance a glossary to correctly interpret the model and some concrete cases to give an idea about its applicability. The issue of the glossary was raised in Spain too, where the FG participants considered that the model is acceptable in many of its points, but others should be edited and simplified; according to their opinion this glossary should include also an exact definition of each of the actions that can be planned through the model.

The second point of the debate concerned the features of the Forward model that are relevant for the partners. The most relevant characteristics of the Forward model for the FG participants in Finland are the mix of activities that can be planned through the model (training, guidance/counselling, tutoring, mentoring, coaching, needs analysis, evaluation, ...) as they utilize all the mentioned activities in supporting adults in their learning. The other aspects are not so innovative for the participants: the choice of the reference areas for VET interventions is considered restrictive, as the partner fulfils the principle of LLL by building the AEU into an open basis for learning and developing; constitutive principles for LLP are taken into account when organizing training, but all residents are guaranteed an equal chance to receive other education according to their skills and needs, and to develop themselves, despite of their economic situation; the potential involvement of all interested stakeholders in planning LL is important but the partner already cooperate actively with several different actors in the adult education field.

In Lithuania the features of the model were deeply analyzed. The discussion about areas of intervention was not developed very much because interview participants interpreted/discerned areas very differently. This happened because everyone looked at these areas from different perspectives. It was concluded that the principle of choosing four areas of intervention is not clear and that the model should be more structured. The approach structured in constitutive principles for Lifelong learning policies was discussed deeply and it was agreed that the principles presented cover several levels of education and that all ideas first are introduced and are legitimated on the political level, even though the FG participants suggested a

reassembling of the principles according to different priorities. The debate about the principles was intense in Spain too, where the FG participants believe that although the structuring through these principles should be appropriate, significant clarifications must be done in order to make recommendations linked to each principle really operational. In UK the discussion focussed on the use of language and context/meaning. In general the group appreciated that the principles had to be broad enough to apply across European countries and take into account difference however they felt that in the present format these needed to be contextualised to meet the needs of people in England that may wish to use the document at either a strategic or operational level.

In the Focus Group in Norway the constitutive principles for Lifelong learning were examined in detail too; they recognized that the idea of having a set of principles can work, provided the core principles are stated very clearly and succinctly, thus providing a basis for national contextualisation. In order for principles to be an instrument of international cooperation, they should have some kind of official status. The Common European Principles for the identification and validation of non-formal and informal learning might be an analogy here.

As far as the operational recommendations linked to each principle are concerned, the Lithuania FG participants agreed that the description of operational recommendations is not sufficient and more detailed explanations are necessary. Regarding the terminology used, it's noted that the words "need", "necessary", "must" should be changed in the text: it depends on the specific context and on the degree of necessity.

In Norway, the FG participants highlight the difference linked to recognise the operational recommendations in the different countries; in order to be useful as "guidelines" they should be clearer.

In Germany, the FG participants were quite critical about the characteristics of the relevant model for their organization, except for the choice of reference areas that reflects both different life phases LL refers to and the aims lifelong learning should strive for. The approach structured in constitutive principles is not considered useful for them, as it deals with the topic on a quite abstract level. The enumeration of aspects that should be taken into account when dealing with different measures of training and training support (such as guidance/counselling, tutoring, mentoring or coaching) seem neither systematic nor complete to the participants, thus, being challenged to set up their training and supportive measures, they were most likely not to explicitly use the project's results. The potential involvement of all interested stakeholders in planning Lifelong learning thanks to the project is not significant, because all of the stakeholders invited in the Focus Group work in the field of lifelong learning.

For FG participants in Poland the qualities of the model are considered crucial for the institutions they represent. It was emphasised that they are extremely essential in the context of new educational orientations and they offer a chance to view the areas from the organization perspective.

The last point of the debate concerned the use of the Forward model. In Italy (Trento) FG participants, even if positively struck by the content of the model, consider it's not mature enough for an immediate applicability. In Finland, in order to implement the Forward model, it's suggested to simplify it a little bit and make it more concrete. In Lithuania, the model can be used (some parts of the model are being used and/ or implemented by different interview participants), but it needs some improvements, i.e.: a clarification of the target; a better correspondence between levels and principles; a more focussed discussion at the national level about principles that are presented in the model and principles that are being implemented in national practices. In Germany, the FG participants believe the model does not present new findings to them. However, considering it from another point of view, we can say that they already implement some of the principles and recommendations mentioned in the Forward model, confirming the validity of its overall assumptions.

In Norway the FG participants agreed that the model, in order to be used, should need some editing and revising, but pointed out that many of the aspects mentioned are already in use and quite familiar to the group. Some interesting tips were given for implementing the model in their country, for instance: to emphasise that the rapid changes in society demand investment in education; to pay more attention to social inclusion of marginalised groups; to enhance the general status of adult learning; to look at lifelong learning in a societal perspective, pushing stakeholders to lobby for lifelong learning in their communities.

The FG participants in Spain pointed out that some parts of the model could be a good addition to their current lifelong learning model, nonetheless they considered that the current economic crisis and its impact on employment does not make the best scenario for these profound changes, since the main objective nowadays is to reintegrate the unemployed people. Since the widespread implementation of the model would mean major policy changes, economic, as well as resources changes, the FG participants suggested to experiment and evaluate the model through a pilot project.

The model will be definitively used by the FG participants in Poland in their activities, for instance: during vocational trainings for adults, when developing forms of LLL, etc. though they noticed that further improvement is needed. They also expressed interest in giving a wide dissemination of the model at local and national level.

Completely different is the result of the Focus Group in UK on this point, as all participants felt that in its current state (language and lack of contextualisation) the model would not be something of use, not adding value at this moment in time to their current systems of project planning, evaluation, etc. Therefore the group felt that a lot of work is still needed for improving the model and see its true potential.

More details on the Focus Groups and their outputs can be found in the website: www.forward.tn.it

Chapter 5

REFERENCE MODEL TO SUPPORT THE IMPLEMENTATION OF LIFELONG LEARNING SYSTEMS

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5.1 INTRODUCTION: the instruments to achieve the Project's objectives

The document starts with the description of the method and development time of the proposals formulated, to then get into the heart of the matter. The key terminology is explained with some rather substantial annotations and with bibliographical quotations.

The complexity of the issue and its tight connection with the local context and national and regional laws, suggests to move towards a model that considers method rather than contents, trying to identify behavioural lines with which every reality will be able to identify the adaptation modalities of its own experiences and the distance between what is carried out and what is proposed by the model. It will be possible to originate processes for improvement and innovation that represent added value that the project can offer participants.

By observing the training paths of a person throughout life, it is possible to identify four hypothetical fields of reference:

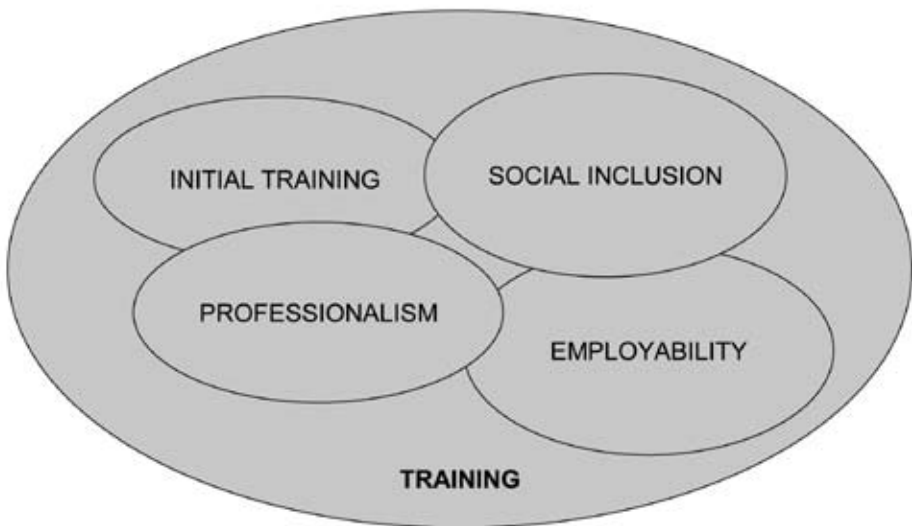
- Initial training, that is to say compulsory education that can vary from one country to another, during which the person is protected and stimulated so to complete his/her studies and achieve a diploma. A certain percentage of teenagers do not conclude their studies and there is a good deal of attention towards this group on behalf of the institutions, that try to keep these people under control also through actions that alternate school and work or second and third chance opportunities. Nevertheless, a small amount of teenagers do not achieve a qualification and get lost in the social fabric. This field is beyond the scope of the model and will not be taken into consideration after, although the quality of its presence weighs upon each person's way of living personal and professional growth;
- A second field is related to actions for the acquisition of vocational skills. These training actions chosen by a person, aim at the acquisition of competences of different levels that then conclude with a certification acknowledged by the state or production system. Participation is voluntary and not always free and the participants proposing it can sometimes be institutions, public or private bodies interested in training. In this field we include the higher education system, advanced training, university, post-diploma or post-graduate initiatives, but also proposals forwarded by

companies to their operators, distance training and self-training initiatives. Training paths aiming at social inclusion addressed to weak categories at risk of social exclusion such as immigrants, convicts, the disabled etc., are another important field of intervention. There are many different experiences that refer to this area and that are mainly financed by Community funds;

- A third field regards actions aiming at employability to include people in the production system who would otherwise be excluded or to re-include people who are excluded due to abandonment or crisis of the field they were previously working in or due to an improvement of the production process technologies. Training courses, all actions for inclusion in employment, professional re-qualification, actions connected with production redeployment, initiatives for the unemployed;
- Finally there are actions addressed to an active and responsible citizenship that develop in many formal and informal actions that fit in to peoples' lives in a more or less structured way, who sometimes choose a pathway for interest or vocation, sometimes because they are stimulated by the media, by advised reading, by the participation in cultural events.

The different fields:

- Present a strong interdependence meaning that citizens often use instruments from different areas;
- The intensity of use of the different channels varies during people's lives;
- Each context moves resources and proposals towards one field rather than another according to experiences, socio-economic conditions and to the attention for educational and training processes;



5.2 THE MODEL OF REFERENCE: from the core to strategic indications

As described in the previous paragraphs, the first step of the project led to the draft of political and operating lines of an interaction model.

With the word MODEL we intend AN ORGANIC WHOLE OF STRATEGIC AND OPERATIVE INDICATIONS AND RECOMMENDATIONS, to pursue, ESPECIALLY WITH EDUCATIONAL AND TRAINING POLICIES, the main objective of the Lisbon process: “THE BUILDING OF A NEW SOCIETY OF KNOWLEDGE”.

Such a result, in terms of a COMMON GOAL TO ACHIEVE, apparently predictable, is the result of a long reflection and analysis that ranges between two assumptions PARTIALLY IN CONFLICT:

- the context characteristics that are typical of each reality involved are so different that it is NOT CORRECT to assume to be able to gather absolute valid indications, from experiences put into comparison;
- it would be USEFUL IN OPERATIVE TERMS to be able to READ THROUGH THE DIFFERENT SPECIFICITIES OF THE INDICATIONS THAT CAN BE OF HELP FOR PUBLIC OPERATORS WHO SET SHARED STRATEGIC OBJECTIVES.

Keeping in mind all the conditionings and limitations to such an operation, partners TOOK BACK the burden that CONSTITUTES THE GOAL OF THE PLANNING ACTION:

- trying to put the VALUE OF THE EXPERIENCES ACHIEVED AS A COMMON FACTOR, also through the definition of a NEW THEORETICAL HORIZON;
- searching some indications that, shared by stakeholders at a local and national level, can constitute THE REFERENCE FOR DEVELOPMENT STRATEGIES OF INTERVENTION SYSTEMS THAT CAN BE PLACED WITHIN THE PHILOSOPHY OF LISBON;
- trying to translate the STRATEGICAL INDICATIONS OR PRINCIPLES also in OPERATIVE RECOMMENDATIONS that are of vital importance if the will is to activate innovative and transformation processes that are not only conceptually valid, shared among institutions, but also PRACTICABLE AND THAT CAN BE USED IN CONCRETE SINGLE SITUATIONS.

We will also attach appropriate schemes to this document, as an example to recall some practices considered quite significant, with reference to the principles and recommendations pointed out.

The model proposed does not explicit a special attention to the area of actions managed by enterprises in favour of their employees. This is to avoid to expressly consider “the instruments” even though they can weigh on principles and recommendations.

Aware of the fundamental objective of the Lisbon Strategy, that is to say to become in the medium-term period (already in 2010) “the economy based on the most competitive and dynamic knowledge of the world, able to pursue a sustainable economical growth with new and better jobs and a major social cohesion”, partners questioned themselves as regards the meaning to concretely give to this goal, that, if abandoned to itself, risks becoming a simple and sterile slogan. This also in consideration of the fact that 2010 is around the corner and that the goal is far from being achieved.

In other words, in their discussions, partners questioned about what could be the meaning of the Lisbon goals, considering a minimalist logic destined to the simple verification of the achievement or non-achievement of its benchmarks, as unacceptable as well as inopportune,.

In this direction, the creation of an active welfare state, aiming at the development of its citizens’ abilities, a CAPABILITY WELFARE STATE, is considered the main goal of the Lisbon Strategy. A state therefore called to guarantee the development of a capability considered fundamental: CAPABILITY FOR LIFELONG LEARNING, that is to say the ability to gather the value of opportunities offered by education and initial training, continuing education, but also the chance to choose among different options considered the most valid within one’s life projects (CAPABILITY FOR VALUABLE LEARNING). In order to develop this capability, it would be useful and methodologically stimulating, to develop a new theoretical framework called LEARNFARE, translate such framework in concrete indications and principles for single administrations interested in the development of a new asset of wellbeing. Under this profile, the SOCIETY OF KNOWLEDGE cannot avoid revealing itself for what it is: A POLITICAL PROJECT. A project that consists of the activation of a mixture of instruments and devices for ACTIVATION, that is to say for an ACTIVE PARTICIPATION, placing itself as an ESSENTIAL AND DECISIVE PLACE OF DEMOCRACY.¹

Pursuing the Lisbon objectives does not only mean reaching its benchmarks but researching the progressive building of a new approach to welfare, strongly influenced by knowledge and processes for the acquisition of such knowledge.

In such a scenario, as the European strategy wants, lifelong learning must aim to guarantee equal opportunities in the acquisition of the competence needed to successfully move in the labour market, in order to carry out active participation to become a person. This perspective is both promising and risky.

¹ Pavan A. (2008), *Nella società della conoscenza. Il progetto politico dell'apprendimento continuo*. Roma, Armando Editore.

It is promising insofar as lifelong learning is the new pillar of a new active welfare system, with different functions: protection of discontinuity of working pathways and of employability, social inclusion, empowerment of abilities in facing risks and in defining valid responses to one's needs. Of support in the changes that occur in life, in a sense of capability (to be intended with the meaning we explain here below).

It is risky, because it is not possible to delegate such important issues to lifelong learning only, that can although aspire to COLLABORATE.

In any case, the objective to become the most competitive knowledge economy in the world, presupposes a vision of society that assigns knowledge at least two faculties:

to produce added value (profit, richness);

to promote social cohesion.

The objective expresses a meaning that is not simply economic, but also political and cultural, of value and normative, because it explicitly brings along the definition of policies aiming at increasing, valorizing, sharing knowledge and the learning opportunities and informs actions, cognitive models and interpretative frameworks.

From the essential requirements mentioned, it seems easy to define the first strategic address, or principle, that we think should compose the model we are discussing:

FIRST PRINCIPLE: lifelong learning should contribute to the building of a new welfare, it must be an essential pivot around which the society of knowledge rotates, it should be inclusive and promote participation. In this direction the following concepts seem to be very important: ACTIVATION, EMPOWERMENT, CAPABILITY.

Mentioning the concepts above, what emerge as decisive are the possibilities of VOICE of the SUBJECTS (both as individuals, as associations and representation); as a POSSIBILITY TO TAKE PART IN THE DECISIONS INVOLVING THEM in all political fields of interest (social policies, employment policies and training).

Of course, the principle is valid if it is agreed that learning systems should CONTRIBUTE to the development of important conditions, if the connection between HUMAN CAPABILITY AND HUMAN CAPITAL² is understood and if this is intended not only in terms of economy and if the objective of all training actions is to PERMANENTLY OFFER THE CHANCE TO ACQUIRE KNOWLEDGE AND SPECIFIC AND GENERAL COMPETENCES IN THE WORLD OF WORK, IN SOCIETY BUT ALSO METACOMPETENCES

² Sen A.K.(1997), *Human capital and human capability*, in "Word Development", n. 12;

NEEDED TO ADAPT TO A WORKING AND SOCIAL CONTEXT THAT CHANGES ALL THE TIME AND IS CHARACTERIZED BY A HIGH LEVEL OF COGNITIVE COMPLEXITY, within which everybody is called to manage uncertainties and build pathways through the exertion of their own WAY OF THINKING (see the rich contributions in literature)³.

A naive vision cannot be agreed with. It is not possible to imagine that lifelong learning and the development of human capital can represent the key to an active welfare state. Aiming at other activities and including the possibility to participate in the definition of social and political objectives does not mean denying the value of social inclusion in employment.

The core of the so called *development welfare state*,⁴ a dynamic welfare state, that develops through innovative pathways, since its reform is a strong self-fed process, is that of SELF-REFLECTION, THAT MUST CHARACTERIZE PROCESSES FOR THE DEVELOPMENT OF WELFARE SYSTEMS.

As is well known, welfare systems in general have been strongly questioned towards the end of the last century and a discussion emerged suggesting to dismantle them, due to the growing doubts of people towards them caused by an expensive and bureaucratic apparatus, unable to respond to the needs expressed, unable to read the phenomenology of the new social risks emerging under the cultural, social, demographic and economic processes. Only recently these systems have been valued again, moving on from a “corrective” approach to one more concentrated on maximizing the potential of individuals so that they can become SELF-SUFFICIENT AND AUTONOMOUS members of society. The European Union invented the expression “active welfare state”: a welfare state (a wellbeing state) “ACTIVE AND ACTIVATING”,⁵ that from provider of passive protection devices, becomes producer of promotional and individual services with the aim to stimulate people to develop the necessary resources to face risky situations they encounter.

The core idea is ACTIVATION,⁶ according to which, citizenship – in order to guarantee inclusion, protection and wellbeing – must make itself active. The rights to citizenship, in other words, pass through the comparticipation

³ Bocchi G. e Ceruti M. (2004) (a cura di), *Educazione e globalizzazione*, Milano, Cortina; Chicchi F. (2003), *Lavoro e capitale simbolico*, Milano, F. Angeli; Di Francesco G. (2004) (a cura di), *Le competenze per l'occupabilità. Concetti chiave, approcci di analisi*, Isfol, Milano, F. Angeli.; e altri.

⁴ Hemerijck A. (2008) *L'imperativo del developmental welfare per l'Europa*, in “La rivista delle Scienze Sociali”, n. 1.

⁵ To build a “State of active people”, according to the worlds of the Belgian Minister for social affairs Frank Vandenbroucke, one of the main builders of the theory.

⁶ Barbier J.C. (2004), *Activation Policies.: a Comparative Perspective*, in A. Serrano Pascual (a cura di), *Are Activation Policies Converging in Europe? The European Employment Strategies for Young People*, Bruxelles, Etui.

of individuals-citizens in the building of well-being conditions for them and others. A comparticipation that comes true through employment in the labour market, but also through building responses to needs. Employability and paid employment, training and EMPOWERMENT become the priorities of policies, also named ACTIVATION POLICIES, put into effect through services and devices that are decentralized at the territorial level and more and more standardized.

The essential instrument for the activation and development of systems that support such target, in the field of social policies, employment and training policies, results to be EMPOWERMENT.

To define the concept of EMPOWERMENT we can refer to two origins, in the field of psychological research.

- a more remote one, related to the notion of “next field of development” (Vygotskj, tr it .1966, 1978) for which during verification, it is possible to identify emerging cognitive processes: it is possible to talk about dynamic assessment, aiming at recognizing processes to promote, compared with static assessment aimed at confirming the presence of notions/processes that are already consolidated. These notions and planning have been widely used in organizations during the assessment center phase as “development of potential”, that is to say as a modality to recognize the strong points of people and define the direction of their career. In this sense, the objective is not specifically empowerment, that is to say the empowerment of people as such, as much as to identify the resources present in each of them that can be useful for the organization to further develop;
- another strand of thinking can be connected to Rappaport (1977) and Zimmerman (2000) and refers to a dimension of empowerment as empowerment of people who are in a weak position – temporary for particular reasons or consolidated due to socio-economic, cultural or gender conditions –towards which the empowerment activities pursue the aim to make them more autonomous and aware in their decisions. In this second meaning, the sense is more political, so different activities are carried out, for example counselling for women who are in a minority position in developing countries. Further activities are connected to this second strand aiming at the empowerment of individuals and communities, of workers within organizations that are also empowered.

In publications it is possible to find references to policies centred on empowerment especially in fields such as health, in which a health reform was spoken of as empowerment of single health units yet remaining on a general political level; it is not easy to recognize specific strategies that give reason to how empowerment was turned into practices that were demonstrated as efficient.

In spite of the absence of experimental experiences of which the results can be verifiable, the construction seems particularly interesting if applied to the

more general concept of ACTIVATION, and as goes for us, with the concept of activation defined with reference to lifelong learning policies.

From this point of view, fundamental instruments connected to the creation of the following interventions seem to be of vital importance:

- TUTORING;
- MENTORING;
- COUNSELLING;
- COACHING.

With tutoring we intend the actions aiming at the CREATION OF CONNECTIONS BETWEEN THE WORLD OF KNOWLEDGE AND THE WORLD OF EXPERIENCE that is to say between formal training and working or non-working activities carried out every day by people who use training services. Tutoring qualifies furthermore as a dual relation between an individual who is training and an expert tutor who aims to promote the development of SELF REFLECTION, that is to say to guide people in the acquisition of observation and comprehension abilities of their context and working modalities, in the attempt to ask the “right questions” before searching for the “right answers”. In this sense the TUTOR acts at a metacognitive level trying not to provide solutions but SUMMARIZING, QUESTIONING, STIMULATING and GUIDING.

With the word MENTORING we define the actions aiming at SUPPORTING THE DEVELOPMENT OF PROFESSIONAL COMPETENCES on one side, and of PSYCHOLOGICAL SUPPORT on the other. The tutor must not interfere with facts and decisions that refer to the extra-employment and extra-training area of individuals. Its goals are mainly of MEDIUM-LONG term.

With the word, COUNSELLING we mean actions that are not always defined. For this reason the counsellor as such, cannot be completely described. The aim is to promote growth and autonomy, develop the ability to face changes. The core dimension is the EMOTIONAL, SENTIMENTAL RECOGNITION OF EXPERIENCES;

With the word COACHING, we intend actions aiming at the IMPROVEMENT OF STUDENTS’ PERFORMANCES ESPECIALLY IN THE SHORT-TERM PERIOD. Coaching must foresee the assignment of specific OBJECTIVES, the analysis of the results achieved and of the modalities of work adopted, feedback, the identification of strong points, the planning of changements.

Continuing education can concur in the development of capability for work and capability for voice, helping the subject acquire knowledge, competences but also the awareness and power necessary to convert the resources available in behaviour strategies, to make choices of value, to make one’s point of view count, in work, in the expression and satisfaction of needs, in the planning of oneself. Lifelong learning is a crucial conversion factor for people, protecting their ability to make decisions that mean something for their personal realization and their objectives; it is a matter of pursuing the objective of CAPABILITY.

Sen⁷ also underlined the STRONG RELATION BETWEEN HUMAN CAPITAL AND CAPABILITY, stating that the former amplifies the freedom to decide (responsibly, not forgetting to refer to others) what has value for oneself, since human capital develops individuals' ability to communicate, discuss, make agreements, understand reality and use imagination, take part in democracy processes, in the political decisions that are involved, obtaining results that go beyond economic ones. In other words, CAPABILITY, that is to say the WELL-BEING OF CITIZENS AND THE CHANCE TO EXERT SUBSTANTIAL FREEDOM, DEPENDS ON THEIR HAVING HUMAN CAPITAL.

Of course it results that, the definition is also vested of competences, generally confined within instrumental categories with productive aims, tied to know how.

SECOND PRINCIPLE: it is useful and necessary to define a new reference model for social policies, employment and training policies, a model that can be called LEARNFARE,⁸ a model conceived as INTEGRATIVE AND NOT REPLACING OF THE WELFARE TO WORK OR WELFARE MODEL.

The meaning of continuing learning taken on by the European strategy for employment (EES) is compressed in lifelong learning, extending role and finalities even beyond relapses in professional terms. It is created through active learning experiences in all periods of life (lifelong) and in any context (lifewide), aiming at the improvement of knowledge and competences of the individual in a personal, civic and social perspective of employment.

More specifically, it represents the chance for the individual to verify, update and develop a system of competences both in the view of employability and competitiveness in the labour market, and of active participation in the society of knowledge, which it is and aims to be ever more.

On the pedagogical level this meaning of lifelong learning through time and space for learning, assigning the latter a strong personal connotation at the level of training policies, produces the rationalization and integration among all forms of learning, putting the acquisition of adequate competences

⁷ Sen A.k.,(1997), *Human capital and human capability*, in "World Development", n. 12.

⁸ The word *learnfare* was born to identify programmes for re-inclusion in school for young students who abandoned school early because they became young parents depending on assistance, trapped in unemployment and unable to complete their studies. When these programmes are extended to the whole population, a training perspective follows as a citizens' right and instrument for active participation, in a framework of equal access opportunities. From this we have the historical choice to use the word to describe the active Danish welfare model and then to recall all those systems in which training and lifelong learning are a vital key for modern welfare systems, of inclusion and employment.

(knowledge, abilities and attitudes) to promote PERSONAL REALIZATION, SOCIAL INCLUSION, ACTIVE CITIZENSHIP AND EMPLOYMENT at the centre of attention.

Work still remains a crucial field of inclusion and although it is desirable that it is identified with the widest meaning of working condition, IT IS NECESSARY TO DEVELOP THE INSTITUTIONAL CONDITIONS TO MAKE EMPLOYMENT REACHABLE FOR EVERYBODY, also in respect of personal expectations, life choice, in the view of QUALITY AND SUSTAINABLE EMPLOYMENT OPPORTUNITIES.

Furthermore, since a few years, also in the field of European political directions, the WORKFARE models took the upper hand: interventions recommended in the EES field were an inspiration for the interventions, as well as the strategies activated within single member countries for the development of social inclusion policies.

As is well known, what we call workfare is the approach that assigns the social state a minimal protection for the needy and makes “able” individuals autonomous THROUGH PAID EMPLOYMENT. Welfare expenses are considered a necessary expense that however need to be minimized; citizenship is seen in terms of economic activation.⁹ Politically, according to this model, the enjoyment of social rights must depend on the activation of citizens in the labour market and on a rapid inclusion in the world of work. Training is considered in “instrumental” and short-term terms such as active politics and employment.

The workfare models must be partially integrated: employment is the strongest condition to guarantee rights of citizenship but not alone and not regardless of its characteristics. The approach requires to valorize training (at all levels and for all typologies) as an opportunity to strengthen potential and development (empowerment). From this, we can derive LEARNFARE models.

In these models it is not not only work that guarantees citizenship, but it is training that becomes the creator, a sort of lifeguard to float in the uncertainties of employment, promoting inclusion and permanence of individuals in a “transitional” labour market, characterized by changes from one work to another but also between employment and unemployment.¹⁰

⁹ The word workfare (that literally means work for welfare) is often used to refer to different programmes and schemes. In general they are programmes that see the most appropriate method of social inclusion in paid employment. Social assistance is also guaranteed against a paid commitment in the labour market, even in subsidiarity employment. For this reason, even individuals who require welfare benefits, must accept to take part in training programmes and placement.

¹⁰ Grazier B., (2003), *Tout “Sublimes”. Vers un nouveau plein-emploi*, Paris, Flammarion.

The right to training is a RIGHT TO CITIZENSHIP, a right that is TRANSITIONAL that accompanies individuals in the phases of changement mentioned above, to maintain employability in time as well as the conditions for a full citizenship, allowing continuity in the professional status.

The right to education is a vital part of citizen rights, an essential requirement to create and maintain a state of wellbeing. The novelty cannot be found in the centrality assigned to training policies, that also assumes an element of evolution compared to a recent past, pointing attention to continuing professional training, as much as in the implicit recognition of the LIMIT OF TRADITIONAL EMPLOYMENT POLICIES, always forced with less success to pursue the objective of full employment. In this sense, TRAINING IS AT THE CROSS ROAD BETWEEN EMPLOYMENT, LABOUR AND SOCIAL POLICIES.

A third principle necessarily derives from the second, politically more limited, maybe more punctual but at the same time also more “creatable”, that is to say easier to transform in detectable and conceivable actions.

THIRD PRINCIPLE: it seems of vital importance to activate an adequate network consisting of services to support the ACTIVATION BEYOND TRADITIONAL EMPLOYMENT CENTRES AND STRUCTURES THAT ARE ENGAGED IN CONCILIATION AND POSITIVE DISCRIMINATION POLICIES IN TERMS OF EMPLOYMENT.

The role of traditional employment centres is strongly linked to the development of employment policies: the functions carried out must therefore be connected with an efficient meeting of employment demand and offer, so that the labour market can move towards a FULL EMPLOYMENT (that is to say to a precise harmony between employment demand and offer), although its functionality is not guaranteed, just like in all other markets, if we move beyond the classical idea of economy. This function can be generally extended to all GUIDANCE SERVICES.

Alongside this aim, in times of a more accentuated welfare state other objectives overlapped, that can be briefly summarized as follows:

- Empowerment of the characteristics of the labour demand favouring not only employment but also workers' EMPLOYABILITY BROADLY SPEAKING (TRAINING, ASSISTANCE, etc);
- Introduction of forms of demand for public employment or public assisted, against a market demand that is insufficient or that does not seem to be addressed to certain workers or citizens (creation of SOCIAL WORK WITH PUBLIC FINANCING);
- Incentivation to the creation or development of work demand through the supply of special monetary terms for employment, such as INCENTIVES TO EMPLOY OR FOR THE CREATION OF FORMS OF SELF-EMPLOYMENT OR ENTERPRISES;
- etc.

The “focus” is to “CONDITION A MARKET OTHERWISE NOT EFFICIENT in the free operating and explicitation of its forces”.

Such “focus” must be integrated with other missions, to favour development dynamics not only of employment but also of employability and activation:

- From providers of economic resources (incentives, subsidiarities), employment centres must also become providers of services;
- From providers of active policy interventions to providers also of CARE services, connected for instance with dynamics of CONCILIATION.

FOURTH PRINCIPLE: given that lifelong learning must be considered a process of strong public utility, it is necessary to attribute it the value of RIGHT/DUTY on behalf of citizens to take part. It is not enough to simply define such RIGHT/DUTY to guarantee that it is concretely carried out, it is necessary to activate policies to FAVOUR ITS ACCESSIBILITY.

For the institutional and political reasons recalled above, being the essence of the first three principles, it seems obvious to collocate training, and in general lifelong learning as a new RIGHT addressed to the promotion of a new and convincing system of modern inclusive welfare because it is active.

In any case, it is not enough to recall a principle for it to become concrete in reality. That is to say that, even though training is more and more recognized as a “universal social right”¹¹ to assure to everybody, regardless of their employment position, it is still difficult to guarantee it on the substantial level. In order to make this happen it is necessary to move in two different directions:

1. Include training among “social rights”.
2. Favour and promote accessibility.

Under the first profile it would be necessary to enter training among “the new rights of protection”, those that Castel (2004) suggests to transfer from the employment statute to the worker, so that he can be guaranteed in all transition phases that he experiments during his career, a career that is not interrupted in each of those phases. Without forgetting that transitions are not just from one work to another but also between different forms of employment, all to include in a broad definition of work according to a vision of work and activation that delineates a PLURIACTIVE SOCIETY, IN WHICH IT IS POSSIBLE TO PURSUE A NEW TYPE OF FULL EMPLOYMENT, A FULL EMPLOYMENT IN TWO SECTORS, IN THE LABOUR MARKET AND OUTSIDE THE LABOUR MARKET ACTIVITIES THAT ARE SOCIALLY RECOGNIZED.

¹¹ Supiot A., (2003), *Il futuro del lavoro. Trasformazione dell'occupazione prospettive della regolazione del lavoro in Europa*, Roma, Carocci.

The definition of a right has sense if the people who are called to exert it are put in the material conditions to do so.

As is known in fact, training, like richness, “falls upwards”, this means that it accumulates where it is already present.

For this reason a series of interventions are specifically dedicated to favour accessibility of citizens, especially the most fragile ones, to training initiatives. It is a matter of “intercepting” all potential users with the measures that are summarized in the recommendations.

FIFTH PRINCIPLE: if the potential of lifelong learning is obvious, so are its limits. It is necessary to guarantee EQUAL TRAINING OPPORTUNITIES TO START WITH, BUT ALSO THROUGHOUT ACTIVE LIFE, trying to RE-INTEGRATE THE RESOURCES TO FIGHT VULNERABILITY.

A task like the one described in the fifth principle requires a careful recalibration of lifelong learning from one of the following points of view:

- FUNCTIONAL;
- DISTRIBUTIONAL;
- NORMATIVE;
- POLITICAL INSTITUTIONAL.

Attention must be placed on three main principles:

1. THE CONTINUITY AND STABILITY OF INVESTMENT;
2. THE DEVELOPMENT OF POSITIVE DISCRIMINATION ACTIONS TO ADVANTAGE THE WEAK;
3. SUPPORT IN SITUATIONS OF MAJOR FRAGILITY.

SIXTH PRINCIPLE: training actions that compose lifelong learning systems must be QUALITATIVE, STRONGLY TIED TO THE NEEDS OF THE MARKET AND CITIZENS, WITH ADEQUATELY ARTICULATED CONTENTS.

LLL initiatives must be able to involve all individuals interested (ACCESSIBILITY) identifying time after time, whether the approach must be:

- a) Passive, that is to say be limited to actions of undifferentiated communication;
- b) Active, as a proposal to individuals interested and interception of demand;
- c) Awareness towards needs.

Participation in an LLL initiative is not automatic, actually the more a subject needs it the less he is able to intercept the proposals or activate to check the presence of an initiative. In these cases the following points are strategic:

- a) A punctual observatory action;
- b) Guidance and support to the person interested;

c) Involvement of all individuals in the situation.

It follows that accessibility becomes a sine qua non condition for a productive LLL action and therefore, representing the start up phase of the process, results to be the most delicate in guaranteeing the success of the training process.

A second preliminary question regards the involvement of subjects that work on the territory. In particular:

- a) the synergy between national, regional and local institutions through a coherent legal framework that favours the decentralisation of the programming and carrying out of the interventions;
- b) the integration between policies and in particular between educational and training processes and the welfare areas, avoiding the relegation of LLL to the only field of need or hardships or to the cultural field;
- c) a tight relation between local institutions and civil society in the conviction that LLL develops through well structured initiatives, but also in many micro projects that the social fabric suggests in its different ramifications both at a cultural level and at specific target levels (for example the professional ones).

A third issue regards the resources available and the policies lead by single contexts towards training broadly speaking and LLL in particular. When we talk about resources we mean:

- human resources that are the real pillar of training, their levels of competence, the clarity of roles, the possibilities of a career. Today, there does not seem to be a profession strictly tied to LLL, a part from the planning and programming level of the activity, while the didactic part is given to teachers of the educational system or to specialists of the production system;
- the structures and technology available for the LLL activities and their availability during the day and months of the year. The relation with the educational system seems to be very fruitful since it has laboratories and adequate equipment that may not even be used enough;
- financial, meaning transfers from the public administration. The European Social Fund is used a lot but so are national and regional funds. Sometimes the person attending is asked to give a small contribution to share the expenses, whereas the interest of the production system to fund professionalizing courses is more frequent.

More in general the training actions that COMPOSE LIFELONG LEARNING must be:

- PERSONALIZED;
- TIED TO SINGLE LIFE STORIES AND CYCLES;
- MANAGED IN A “PLURAL” WAY”;
- DE-STANDARDIZED;
- IN CONNECTION WITH THE NEEDS OF EMPLOYMENT DEMAND AND OFFER;
- SIMPLE TO ACCESS AND MANAGE.

SEVENTH PRINCIPLE: lifelong learning systems DESERVE AND NEED AN ACCURATE ACCOMPANIMENT IN TERMS OF EVALUATION.

It is not a matter of articulating a set of indicators to monitor ex-ante, in itinere and ex-post as well as to take care of a punctual compilation.

It is rather a matter of activating articulate systems based upon objectives that are attributed to lifelong learning actions and to evaluate, how much these objectives have been pursued correctly time after time.

Considering what expressed previously, it is a matter of checking the achievement of objectives of:

- LEARNING;
- SOCIALIZATION;
- ACTIVATION;
- EMPOWERMENT;
- CAPABILITY.

As consequences of training actions.

And then to check the correct achievement of more ambitious goals such as:

- EMPLOYMENT;
- EMPLOYABILITY’;
- NON DISCRIMINATION;
- SOCIAL INCLUSION;
- ACTIVE CITIZENSHIP;
- ETC.

Special attention must be paid to the evaluations to achieve the main objective of making lifelong learning systems more ACCESSIBLE, in the terms described in the fourth paragraph of this document.

5.3 MODEL OF REFERENCE: from strategic indications to operative recommendations

From the first principle:

FIRST PRINCIPLE: lifelong learning should contribute to the building of a new welfare, it must be an essential pivot around which the society of knowledge rotates, it should be inclusive and promote participation. In this direction the following concepts seem to be very important: ACTIVATION, EMPOWERMENT, CAPABILITY.

The following operative recommendations follow:

1.A: the need to INDIVIDUALIZE and therefore DE-STANDARDIZE AND PERSONALIZE TRAINING SERVICES. It would be better to avoid turning to closed catalogues and rather privilege dynamics of:

- PERSONALIZED AND PARTICIPATED BUILDING OF TRAINING COURSES FOR EACH INDIVIDUAL. Responses to individuals' needs and perceptions in contexts of growing differentiation and flexibility also characterizing social, economic and cultural life;
- EFFICIENT RESPONSE to traditional welfare pathologies: paternalistic approaches, rigid bureaucracy, inadequate standardization etc. OF INDIVIDUALS AND THEIR FAMILIES;
- New approach and new response to the GROWING EROSION OF FAMILY as an economic unit and to the PLURALIZATION OF ITS FORMS, making it possible that measures and benefits are organized for the individual regardless of their position in the family;
- Attention to the GROWING CARE FOR SELF REFLECTION, SOCIAL AND GROUP LIFE that must be incentivated by the same *policy users*, promoting active participation in the definition of needs and projects to face them.

1.B: the need to develop and promote ACTIVATION PROCESSES. It would be helpful to favour all those actions intra-muros, extra-muros, in a training context and in accompaniment to the presence of such context that, ON BEHALF OF THE USER OR POTENTIAL USER, FACILITATE a self perception to “manage to do it”. That is to say to be able to learn and then to apply knowledge to productive contexts and life.

Particular importance is assumed not only by empowerment procedures and techniques that we will talk about in the next recommendation, but also by two instruments that must be valorized carefully:

- Guidance to the person, as a person and not only as a worker or an unemployed etc. this means as an individual who must be able to redefine his/her horizons in life.

1.C: the need to develop ACTIVATION processes THROUGH THE EMPOWERMENT OF INDIVIDUALS.

This means to create adequate processes of:

- TUTORING;
- MENTORING;
- COUNSELLING;
- COACHING.

This obviously presupposes that the figures involved ARE PREPARED TO CARRY OUT SUCH TASKS. Often these tasks are disconnected from the function of a trainer or teacher.

It is a matter of developing necessary competences and putting them at use of individuals during lifelong learning paths.

1.D: the need to approach CAPABILITY in terms of construction of dedicated political approaches.

In operative terms, this means moving on from the logic of defining learning objectives connected only to practical-technical competences.

The competences, in relation with CAPABILITY, must be identified in a more intensive way, not only with the background of technical skills needed to operate successfully in a certain professional field, nor as a performance, but MORE WIDELY AS META-ABILITY AND META-COMPETENCES that ALLOW TO DIAGNOSE PROBLEMS, THINK OF SOLUTIONS, APPLY KNOWLEDGE IN A CREATIVE WAY AND IN RELATION WITH SITUATIONS, FACE UNEXPECTED PROBLEMS AND SO ACT EFFICIENTLY. This is not enough, THE DEEP RELATION WITH THE DIMENSION OF BEING MUST BE REVEALED, valorizing individual's transversal characteristics (not bound to a specific knowledge), such as WISENESS, CRITICAL SKILLS, COMPREHENSION, INTROSPECTION, COLLOQUIAL ABILITY AND SELF REFLECTION.

1.E. it is necessary to foresee the change from passive measures to active programmes, this means to policies based on “taxes paid” (tax based contributions) to programmes of which the benefits are subordinate to a certain behaviour of the individual (fiscal based policies). The borders of discrimination between “protected” workers and workers who are not are taken over, per contract typology, age etc.

From the second principle:

SECOND PRINCIPLE: it is necessary to define a new model of reference for social policies, employment and training, a model that can be called LEARNFARE,¹² a model conceived to be INTEGRATIVE AND NOT TO REPLACE THE WELFARE TO WORK OR WORKFARE MODEL.

It is possible to deduce the following operative recommendation:

¹² The word *learnfare* was born to identify programmes for re-inclusion in school for young students who abandoned school early because they became young parents depending on assistance, trapped in unemployment and unable to complete their studies. When these programmes are extended to the whole population, a training perspective follows as a citizens' right and instrument for active participation, in a framework of equal access opportunities. From this we have the historical choice to use the word to describe the active Danish welfare model and then to recall all those systems in which training and lifelong learning are a vital key for modern welfare systems, of inclusion and employment.

2.A: it is necessary to move beyond short training logics, conditioned by the acquisition or re-acquisition of employment. Different knowledge and attitudes are involved and are different from those related to employment. The ability to provide good responses to the demand of ACTIVE PARTICIPATION, INCLUSION AND CITIZENSHIP are involved.

From the third principle:

THIRD PRINCIPLE: it is important to activate a network consisting of THE ACTIVATION BEYOND TRADITIONAL EMPLOYMENT CENTRES AND STRUCTURES THAT ARE INVOLVED IN POLICIES FOR CONCILIATION AND POSITIVE DISCRIMINATION IN TERMS OF WORK.

It is possible to deduct the following operative recommendations.

As said the employment centres must also become:

- Service providers (the simple transfer of economic resources in the field of employment policies and of social policies is no longer efficient);
- From providers of active policy interventions to providers also of CARE services, connected with CONCILIATION (these can be actions for minors or the elderly).

Developing the fourth principle:

FOURTH PRINCIPLE: given that lifelong learning must be considered a process with a strong public utility, it is necessary to attribute it the value of RIGHT/DUTY to guarantee that this is actually carried out: real policies are necessary to favour ACCESSIBILITY.

It is possible to start from a difficult question: what variables influence or can influence accessibility to training courses?

Their identification is not easy and depends on many factors and the very personal nature of decisions.

Nevertheless, it is possible to identify a few elements that have an important role in citizens' decisions:

1. The modality through which the offers are communicated:
 - a) The catalogue offer within which a person can choose what course to attend;
 - b) Compulsory initiatives when we are in the presence of industrial redeployment or requalification of professional competences;
 - c) Situations addressed to specific targets in which the offer is standard but addressed to a specific group of people (for instance to professionals who work in a certain sector);
 - d) Until reaching more personalized situations in which the offer follows the need of the demand as in the case of actions for social inclusion;

2. The guidance actions in a wide meaning of the word, that does not only interest a certain approach to a training course but also attention to the personal components of the context, the expectations and perceptions of the subject and the activation of the necessary conditions to take real advantage of the training course;
3. Tutoring activity and support during the pathway in order to avoid difficulties that lead to abandonment. To this we add accompaniment, once the course is concluded, that involves only certain actions whereas for many other activities the project closes leaving the participant to organize everything learned autonomously.
4. The contents of the proposal, their adherence to people's real needs, their presentation in an adequate way for participants' levels and abilities. In this case too, we are in the presence of different situations so it is necessary to pay attention to the correct contents for the participants that are involved;
5. Strongly connected with the previous variable, are the didactic modalities adopted and the professionalism of who holds the course. Didactics have progressed a lot and vary from person to person, throughout life, considering the social and cultural context and motivational levels
6. An observatory activity able to:
 - a) Know needs and their intensity;
 - b) Identify people to involve;
 - c) Activate benchmarking;
 - d) Set monitoring models and evaluation of the results achieved;
 - e) Support the programming of the initiatives;
 in order to favour improvement and innovation.

To favour accessibility created we can say that:

- in the field of professionalism it is important to privilege:
 - a) The standard offer;
 - b) A strong guidance activity especially for young generations;
 - c) A special attention to didactics;
 - d) A punctual evaluation of results even years after training;
- in the field of training for social inclusion the following points are strategic:
 - e) A personalized approach;
 - f) Active action in research and guidance of the person;
 - g) Didactic modalities and specific contents;
 - h) An intense tutoring activity;
 - i) Accompaniment;
 - j) The evaluation of the results achieved;
- the same goes for activities connected with employability in which:
 - k) the proposal is often per target;
 - l) it needs tutoring;
 - m) and accompaniment;
 - n) whereas the contents are defined during the activity;

- o) and an intense evaluation is carried out in itinere;
 - a different method is used for cultural training:
 - p) often through catalogue or per targets;
 - q) with predefined contents;
 - r) and didactic modalities that vary according to participants;
- Starting from the fifth principle:

FIFTH PRINCIPLE: if the potential of lifelong learning is obvious, so are its limits. It is necessary to guarantee EQUAL TRAINING OPPORTUNITIES TO START WITH, BUT ALSO THROUGHOUT ACTIVE LIFE, trying to RE-INTEGRATE THE RESOURCES TO FIGHT VULNERABILITY.

It is possible to act in terms of recommendations as described below.

5.A investments in training must:

- be continuous and possible with a positive evolution trend (growth) avoiding tension and inequalities;
- be accompanied by economic aid that makes training courses less expensive for users;
- privileged access especially for fragile users.

From the sixth principle:

SIXTH PRINCIPLE: training actions that compose lifelong learning systems must be QUALITATIVE, STRONGLY TIED TO MARKET AND CITIZENS' NEEDS, WITH ADEQUATELY ARTICULATED CONTENTS.

It is possible to discuss as follows.

6.A. training actions must aim at bringing up the following, both with reference to the single individual and to collectivity, as well as empower the knowledge framework connected with the specific professional role:

POWER;

AUTONOMY;

EFFICACY OF ONE'S ACTIONS;

AWARENESS;

RESPONSIBILITY;

RECIPROCAL RESPECT;

CITIZEN AWARENESS;

ABILITY TO CHOOSE;

ABILITY TO COMMUNICATE;

ABILITY TO TAKE CHARGE OF RESPONSIBILITIES;

SENSE OF TRUST TOWARDS INSTITUTIONS;

etc.

training interventions that assume these references must aim at strengthening SELF-THINKING, THE FACULTY TO DECIDE, SELF-EFFICACY, THE COMPETENCES AND KNOWLEDGE FOR DISCERNMENT AND ACTION IN A POLITICAL-EMANCIPATING VIEW.

6.B training actions must refer to more personalized biographies.

If “becoming a person” becomes a goal, a DYNAMIC, OPEN AND CONSTRUCTIVE process, then the training action must help the “building of a world” and “give sense” in that world, as a PERSONAL INTERPRETATION OF A COMMON, OPEN AND ACTIVE SYNTHESIS OF HUMANITY. For this reason it is important to adapt programmes, methods and contents to training actions.

6.C training actions must be easy to put into force and be identifiable.

This means:

- simplification of the processes, to rebuild according to the user-client ‘s needs;
- investments in communication and information according to the targets of reference and to the citizen as such, even to the least gifted of instruments for interpretation.

6.D training actions must take care of those who are more fragile.

Activating dedicated pathways and strong principles of positive discrimination. Even in our society there is a wide range of people who are in great difficulty, whose social autonomy is put at risk and who often live in poverty. A poverty that is not just economic but also relational, cultural etc. that can be interpreted in terms of vulnerability, where vulnerable is whoever is not able to elaborate a free and autonomous project of participation in the economic and social life. Considering the seventh principle:

SEVENTH PRINCIPLE: lifelong learning systems DESERVE AND NEED AN ACCURATE ACCOMPANIMENT IN EVALUATION TERMS.

It is possible to discuss that “the evaluation action is a further element of a model that aims at training actions to favour the development of mature LLL systems and especially ACCESSIBILITY.

Different reasons take in this direction:

- the difficulty in knowing the population of reference and the need to activate promotion actions to then check, during enrolment in an exam, who responded to the proposal, the consistency compared to the target population, the adherence between channels of promotion and the ability to come closer to target individuals. Even when the target population is known, it is necessary to check the entity of those who respond, to better understand

- the characteristics of the promoter and intercept individuals interested;
- the need to understand the weak elements that determined abandonment and those that motivated participants all the more, in the different phases of the training course;
 - the examination of personal characteristics, of the context of who completes the course, participants' levels of satisfaction as regards the final perceptions compared to the initial ones;
 - verification of observatory activities to verify real needs of the population and divide them to then create adequate training actions and give concrete answers;
 - after some time, measure the level of achievement of the objectives set, so to identify best practices able to start up fruitful processes that in time, generate appeal to other individuals and attention towards the public opinion and those who exert political responsibilities.

So the field of evaluation to accessibility is a pathway made of many steps, that follows the different phases of the process and presents different indicators according to the initiative, to the field of intervention, to the strategic variables used to favour accessibility to training actions.

Chapter 6 THE FINAL EVALUATION

by Antonio Mocci
Quality Manager of the project

Considering the complexity of the breakdown of its structure and the importance of the objectives set, the FORWARD project had foreseen the drafting of a plan for quality management, with reference to working methods, actions and expected results. Assuming as a founding concept of quality, the ability of a product or service to satisfy the expectations of its users, during the initial phase of the project the network agreed on a plan for the monitoring and evaluation of the FORWARD activities. Such plan did not contain an approach aiming at a simple control of results: on the contrary, the methodological choices suggested aimed at checking the qualitative elements verifiable in the output products and the research of success factors that characterized the working process.

Further in detail, quality assurance foresaw different aims and objectives for monitoring and evaluation. In the first case the aim was connected with the function of gathering and elaborating information about the planning trend, with the aim to deliver results as regards the planning progress, to the management staff and partners. The specific aims of these activities were:

- To analyze the transnational activity in order to give information about how the objectives were reached;
- To consider the planning actions to identify factors of success and the planning results, in order to identify best practices to increase the transfer potential of the results produced;
- To consider the project's implementation process, to verify that the various duties foreseen are regularly carried out by the partners and actors involved.

By pursuing these objectives, the intention was to reach an in-depth understanding of the added value generated by FORWARD through cooperation among partners. This added value was perceivable in what partners would have learned by cooperating and interacting for a year, sharing knowledge to develop lifelong learning strategies in the EU and collaborating for the achievement of the objectives of the Lisbon strategy and its benchmarks.

As regards the evaluation, it was intended as a form of judgement of the network's ability in reaching its objectives. This judgement was supposed to be based on the information supplied by the monitoring activity in order to respond to some fundamental questions: have the project objectives been achieved? Have the expected results been reached? Have the participants received benefits? Are the results equal to the expectations? Are the results transferable to other contexts?

The dimensions to consider the project were:

- Effectiveness of the actions and procedures;
- Effectiveness of organizational and communication mechanisms;
- Coherence with objectives of the lifelong learning programme and the priorities of the call;
- Added value in terms of improvement of the ability of partners to plan and pursue lifelong learning strategies on their territories;
- European value, in terms of contribution to the improvement of education and training systems in Europe;
- Impact, both in terms of satisfaction of participants and of involvement of the stakeholders, as well as awareness for the use of the model.
- Transferability and sustainability, in terms of ability of the benefits produced to last in time, through the transfer to other contexts and the adoption of methodologies, instruments and practices for lifelong learning on behalf of partner countries.

The information to build the responses to the questions above was gathered periodically in two ways: first of all, with a monitoring format, filled in by partners before every event with the aim to indicate the main activities carried out by the single members of the network. Through the information given it was possible to elaborate information as regards the progress and inform the steering committee about possible gaps between what was planned and was being carried out. Furthermore, it was possible to write the interim report half way through the project cycle.

Secondly, partners' opinions were gathered through a satisfaction questionnaire regarding the meetings and workshops. The questionnaire questioned partners as regards three aspects of the meetings: transnational cooperation during the meetings; the structure and content of the meetings (organization and coherence of contents produced as regards FORWARD objectives); the resources used for the meetings (coordination, material, methodologies).

6.1 The main results of the evaluation

Here below we present the main results of the monitoring activity starting from the application of the project indicators, focusing attention on the contents produced, and finally, highlighting strengths and aspects that could be improved in the view of transferability of the results produced.

Production of the outputs according to the deadlines established:

FORWARD foresaw five main results: the summary report on the local lifelong learning scenarios with an analysis of the benchmarks on the participation of adults in training activities, the best practices regarding innovative education and training activities, two workshops and a final meeting, the model to build and implement lifelong learning strategies, the confrontation with

stakeholders about the model and the transfer of the model itself. In the first case, the summary was given to everyone shortly before the first workshop (Oslo, September 2009). Although there was not much time to examine the transversal analysis carried out by the scientific coordinator, the document was at the basis of the discussion for the elaboration of the main lines of the model carried out in Oslo during the first workshop of the project and it supplied the cognitive elements to characterize the model itself. The gathering of the best practices, completed before the meeting in Oslo, brought to the identification of 22 practices from 9 countries. This means that the threshold of acceptability (established in 1 practice per country) passed and that the information about the factors of success of the practices described were able to contribute to the development of the model.

The workshops were carried out within to the time foreseen, as were the kick off meeting and the final meeting. The meetings (testimonies from local contexts in connection with initial training and adult training and continuing training, then analyzed more deeply according to the lifelong learning perspective and in connection with FORWARD objectives) was effective and fruitful. The partnership changed the general set-up of the meetings along the way, considering that the partnership meeting is more useful if it is carried out after the workshop.

The idea, discussion and adjustment of the model itself, that is to say of the most important document according to what was planned, took up a lot of time and put the network mechanisms to the test for the production of the content. Nevertheless, between the meeting in Stuttgart (November 2009) and the following weeks, the model was improved and was available for a confrontation with stakeholders.

At least one meeting with the stakeholders was held in all partner countries. In most cases it was a face to face focus group, with the involvement of institutional actors engaged in the education and training area; in some cases the focus group was carried out contacting actors from a distance.

Quality and usability of the model: although there was a limited amount of time for its organization, the model was distinguished by some characteristics that emphasize its quality. First of all, it is based on the distinctive aspects of the lifelong learning systems of the partner countries: this caused the prolongation of the time to organize the model, because the systems are very different. But this characteristic is decisive for the applicability of the model in all contexts, regardless of the differences.

Secondly, the model is perfectly integrated in the Lisbon Strategy, as regards the building of a society and an economy based on knowledge that is a benchmark for the whole world. It is based on the principle of accessibility for everyone to training opportunities and can therefore be used to plan all types of education and training, regardless of the target. Finally, its level of usability seems to be quite convincing thanks to its structure: in fact, the model is divided in seven

key principles that establish the theoretical borders within which the planning activity moves for a lifelong learning strategy. Operational indications are tied to the seven principles that allow users to concretely identify activities (for instance, training, consultancy, support, guidance, mentoring) through which it is possible to create the strategy. This breakdown allowed to get over the impasse caused by the differences in the systems of the partner countries, preventing these differences to become an obstacle for the comparison of the systems and the elaboration of the model.

Participation in cooperative learning through the website: unlike what was foreseen in the project, only partners had access to the website, in particular to the restricted area and its services. Thanks to a username and a password, partners had the chance to download working material, the presentations prepared for the meetings, the forms for the activities and administrative forms. Occasionally, the website was also used as a virtual room for communication and interaction, or as a modality for steering committee meetings.

6.2 FORWARD considered through the evaluation dimensions

As briefly mentioned in the section dedicated to the presentation of the project, FORWARD provided itself with a plan for quality management, within which some evaluative dimensions were specified to be applied to work procedures and results as a verification of the achievement of the objectives. Such dimensions regarded the effectiveness of the planning action, the coherence of results with what was planned, the functionality of organizational and communicative mechanisms and, finally, the coherence of the results produced with the objectives and priorities of the lifelong learning programme. Here below, we examine these dimensions:

Effectiveness of the planning action: this dimension refers to the activities carried out and to the procedural mechanisms put into effect to work. As regards the activities, all the actions planned were carried out and, with the final meeting, all the events planned were carried out. On the whole, the level of effectiveness referred to the actions is high, with the partial exception of the community of practice that was not used as much as it was expected to be. As regards the procedures, the communication, decisional and organizational mechanisms were organized in a complete and accurate way. Nevertheless, the carrying out of some of the activities and especially the production of some outputs was not carried out within the deadlines established. In particular, in some “important” moments of the results production process, the amount of time that partners had for considerations on the contents was cut down to the essential.

Coherence with the objectives and priorities of the lifelong learning programme and the objectives of the call: the level can be considered

high according to four elements. First of all, the construction of a network of institutions and bodies working in the field of education and training systems, created a team that was sufficiently cohesive, with the competences needed to achieve the expected results. Secondly, the preparatory work of the local scenarios and the analysis carried out on them gave the chance to carry out an in-depth consideration of the structural differences in the LLL systems of the member countries, giving interpretational elements on the various performances in terms of participation of adults to continuing training (this was the reason to start the project). Such consideration was also completed by the knowledge of experiences of success carried out in partner countries, in order to trigger processes of confrontation and transfer to other contexts. Thirdly, the model for the construction and implementation of lifelong learning strategies – although it is still necessary to carry out tests to verify its correct functioning – can be adopted in contexts that maintain very different education and training systems. This is due to its structure of key principles and operational indications, that makes it a flexible instrument with a high degree of adaptability. Finally, the coherence with the strategy of Lisbon and with the LLP objectives is high for the contribution – in cognitive, interpretational and methodological terms – given for the construction of the European society of knowledge.

Added value: this dimension considers the margins of improvement acquired by partners in planning and carrying out LLL strategies. Notwithstanding the fact that, the awareness of how wide such increase is, is to be verified in time on behalf of each participant, at the end of the project we can say that FORWARD put forth cognitive and interpretative elements that make the construction of an LLL strategy easier. The sharing of these elements increased the knowledge background of participants and the instruments developed can be an important support when planning continuing education.

European value: this dimension regards the contribution for the improvement of the European education system. This dimension is also measured in time, as the changes made by using the model produce their effects. However, even now it is possible to say that the approach chosen for the model, its coherence with the development of community policies aiming at making education and training a way to acquire knowledge and interact, its capacity to face the formulation of learning strategies in a systemic view, are a remarkable European added value.

Transferability and sustainability: this dimension refers to the ability of the project to create sustainable benefits in time that can be transferred to other contexts. As regards FORWARD, this is inseparably connected with the adoption of the model on behalf of the partner organizations. It is premature to affirm whether this dimension has brought to important results or not. The first feedback of the focus groups gives evidence of the intention – at least in some cases – to use parts of the model for the planning activity.

6.3 The satisfaction of participants

As mentioned in the previous paragraphs, the level of satisfaction of participants was measured at the end of the kick-off meeting and of the two workshops held in Oslo and Stuttgart. Through questionnaires with closed questions, partners had the chance to express their opinion as regards three aspects of the meetings: the quality of transnational cooperation; the structure and contents of the meeting, the resources used to organize the events. In relation with the three questionnaires, the aspects that were mostly appreciated and those that were less appreciated are written in the chart below:

Questionnaire for Trento

Transnational cooperation

<i>High level of satisfaction</i>	<i>Medium-low level of satisfaction</i>
<i>Contribution of partners to the event</i>	Roles and responsibilities during the event
Opportunities to develop the lifelong learning system	Understanding of the objectives and programme on behalf of participants

Structure and contents

<i>High level of satisfaction</i>	<i>Medium-low level of satisfaction</i>
<i>Clear planning of the event</i>	Realistic definition of aims and objectives
<i>Chance to contribute with the experience of each partner</i>	Actual achievement of objectives
	Coherence of contents as regards planning objectives

Resources used

<i>High level of satisfaction</i>	<i>Medium-low level of satisfaction</i>
<i>Coordination of the meeting</i>	Information spread before the meeting
<i>Relevance of the material used</i>	Use of ICT during the meeting
<i>Attention to practical details</i>	
Logistic aspects	

Questionnaire for Oslo

Transnational cooperation

<i>High level of satisfaction</i>	<i>Medium-low level of satisfaction</i>
<i>Roles and responsibilities during the event</i>	Understanding of the objectives and programme on behalf of participants
Contribution of partners to the meeting	Coherence of the agenda with planning objectives

Structure and contents

<i>High level of satisfaction</i>	<i>Medium-low level of satisfaction</i>
<i>Organizational aspects</i>	Realistic definition of objectives
<i>Effective combination of the activities</i>	Achievement of objectives
<i>Attention to partners' needs</i>	Chance to contribute with the experience of each partner

Resources used

<i>High level of satisfaction</i>	<i>Medium-low level of satisfaction</i>
<i>Communication among partners</i>	Information spread before the meeting
<i>Quality and comfort of the rooms used for the meeting</i>	
<i>General coordination</i>	

Questionnaire for Stuttgart

Transnational cooperation

<i>High level of satisfaction</i>	<i>Medium-low level of satisfaction</i>
<i>Partners' contribution</i>	Understanding of objectives and programmes on behalf of participants
<i>Opportunity to share information about partner countries</i>	Opportunity to develop the lifelong learning system

Structure and contents

<i>High level of satisfaction</i>	<i>Medium-low level of satisfaction</i>
<i>Clear planning of the event</i>	Realistic definition of the objectives
<i>Appropriate agenda</i>	Achievement of the objectives
<i>Chance to contribute with the experience of each partner</i>	Coherence of the contents with the project's objectives

Resources used

<i>High level of satisfaction</i>	<i>Medium-low level of satisfaction</i>
<i>Attention to practical details</i>	Information spread before the meeting
<i>Quality and comfort of the rooms used</i>	
<i>Attention to the requests of each partner</i>	
<i>Appropriate organization of time</i>	

Finally, beyond the satisfaction results achieved by the single items, it is possible to affirm that partners appreciated the organization and completeness of the approach to the work programme given in the first meeting and had important expectations as regards the activities to carry out. The other two meetings were highly appreciated as regards logistic and organizational

aspects, while the impossibility to arrange the documents to discuss and the difficulty to understand how the contents of the main outputs were organized caused disorientation and a loss of the whole meaning. Also, according to the information gathered through the questionnaires, some corrections were made as regards the organization of the meetings; for example, the partnership meetings were postponed after the workshop, improvements were made as regards the interaction between the hosting body and the leading partner in the preparation of the meetings.

6.4 The involvement of the stakeholders

At the time of going to press, the information regarding the focus groups involving stakeholders to obtain a feedback about the model and favour its transfer is still fragmentary and incomplete, because these events were carried out between the end of January and the beginning of February 2010. The 13 focus groups were organized by partners, most of them were carried out face to face and two of them were carried out on line. During these meetings, from 4 to 12 people¹ were involved on the average; they were institutional actors from the education and training area, operators and trainers, social partners involved in planning training activities or welfare activities. As regards the feedback on behalf of the key actors, it can be articulated in the following three points:

1. the text of the model could be integrated by a supporting system, containing a glossary of the most technical words and practical examples to use as a cross-reference for the operational indications;
2. some key actors noticed the lack of a structure beneath the model, that joins the various parts making logic connections clear. The redefinition of the order of the principles was also suggested as well as a more in-depth description of operational directions;
3. to facilitate the understanding and therefore its use, it would be useful to have an operational abstract of the model, with charts to see connections between principles and operational indications in a more incisive way.

6.5 Conclusions

At the end of the FORWARD evaluation chapter it could be useful to summarize the main strengths and the aspects that can be improved of this experience.

¹ Provisional data

Strengths

Among the aspects of value of the project it is necessary to remember its organizational and functioning mechanism. A numerous partnership, an intense work programme to be carried out in a few months, ambitious objectives required an assiduous and incisive coordination activity and a constant and precise directing activity. The quit of two partners (DE and BE) and the entry of another two bodies (FI and DE) did not have repercussions, on the contrary the two new partners offered an excellent contribution to the works, proving to be active and collaborative.

Secondly, the production process of the results was very effective and able to achieve the results foreseen, although the amount of time available to work was not much (see aspects to be improved). A series of products derived as a consequence, (national scenarios, their transversal interpretation, best practices, the model to build lifelong learning strategies) the contents of which have a good qualitative level. If the scenarios and their interpretation represent a useful consideration to understand the nature of the differences in Europe in the achievement of the Lisbon Strategy, the best practices represent an interesting collection of successful cases that can be transferred to other contexts too.

Finally, the model. We already mentioned its great flexibility and adaptability due to its structure, general principles and operational aspects. It will probably be necessary to carry out a “fine tuning” at the local level (also to meet some of the stakeholders’ suggestions expressed during the focus groups), but the structure and approach seem to respond to the idea that originated the project and seem to be in line with the past and current development of the Lisbon Strategy.

Things to improve

The production process of the contents was affected, for various reasons, by a series of obstacles that stood in the way of its working, causing a prolongation in time: for instance, the delays in the production of some documents exposed partners to the need to prepare their contributions or feedbacks quickly or brought them to take part in the meetings without having the chance to examine the material first. Furthermore, in some cases, the calendar to produce results had deadlines that were too close to each other and as soon as there was a delay, the whole calendar was put in doubt.

The chance to collaborate on line was not used as much as it could have been and a real peer view was not activated.

The model for the construction and implementation of lifelong learning strategies, although it has many positive aspects highlighted in these pages, still needs forms of local adaptation for it to be transferable in all partner contexts.

Abstract
THE PROJECT AND THE RESULTS ACHIEVED

The present publication contains the final version of the political and operating guidelines and the interaction model. The conclusions, in the form of recommendations, are addressed to other Authorities and bodies related to LLL policies and to similar organisations of other Member States in charge of LLL planning. The publication is edited in English and it includes a 20 pages abstract written in the official languages of the partner countries. This will facilitate the dissemination and the valorisation of the project results inside the project partner countries. The translations of the abstract, in the order of the project partnership, are included as follows:

Italian
English
Norwegian
German
Spanish
Polish
Lithuanian
Finnish
French

La genesi del progetto

Quando nell'estate del 2008 il progetto FORWARD venne costruito e presentato, al centro della proposta progettuale c'era l'idea stessa di una strategia per il lifelong learning. Infatti, secondo una definizione data dalla Commissione europea, una strategia per l'apprendimento permanente è un quadro complessivo per le politiche di istruzione e formazione, che contiene una panoramica strategica, un insieme di priorità e l'allocatione di risorse finanziarie. Tale quadro viene costruito in partenariato con gli attori chiave più significativi e comprende i meccanismi di implementazione e disseminazione dei risultati.

A fronte di questa definizione, il nucleo di progettazione costituito presso la Provincia Autonoma di Trento constatava che un progetto finalizzato a collegare in partenariato enti pubblici operanti nel campo del lifelong learning poteva essere un'ottima occasione di crescita, viste le significative differenze fra gli Stati nei vari campi dell'apprendimento permanente. Infatti, secondo il report annuale della Commissione sui sistemi educativi in Europa, mentre alcuni Stati erano nel 2008 già oltre i benchmark relativi all'istruzione e alla formazione concordati a livello di UE e continuavano a progredire, altri erano sotto la media comunitaria e avevano smesso di progredire. A titolo di esempio, considerando il benchmark "partecipazione degli adulti alla formazione permanente" (che è fissato al 12,50 % della popolazione entro il 2010), si notavano ampie differenze: i paesi del Nord Europa erano i best performer. Altri, come, Regno Unito, Slovenia e Austria, erano sopra la media comunitaria, mentre altri ancora, come Italia e Portogallo, erano al di sotto e continuavano a rallentare. Il sistema di formazione permanente è già una realtà in paesi come il Regno Unito, la Svezia, la Danimarca e la Norvegia che si sono dotati di strategie per il lifelong learning coerenti ed incisive.

Il report sottolineava differenze anche all'interno dei singoli Stati membri. Ad esempio in Italia il tasso di partecipazione alla formazione permanente era al 6,1 %, mentre nella Provincia di Trento era all'8,6 %. Quindi, emergeva la necessità di investigare ulteriormente le differenze strutturali all'interno e fra i paesi e si sottolineava l'utilità di apprendere dalle buone pratiche sviluppate dagli stati più avanzati. La genesi del progetto era dunque legata alla volontà di dare ai partner le risorse cognitive, gli approcci metodologici e gli strumenti operativi per costruire e implementare strategie di lifelong learning coerenti ed efficaci.

Gli obiettivi di FORWARD

FORWARD aveva come obiettivo fondamentale l'attivazione di un processo di sostegno alle Autorità e agli organismi coinvolti nel progetto per definire gli

obiettivi e le modalità operative atte a costruire una strategia integrata di lifelong learning sui loro territori. La finalità generale mirava a individuare come sia possibile implementare e realizzare la formazione permanente che colleghi in modo coerente la formazione iniziale a quella per gli adulti. L'obiettivo fondamentale era declinato in una serie di finalità specifiche, collegate alle principali fasi progettuali: in primo luogo, la costruzione di quadri dettagliati sulla situazione del lifelong learning negli Stati di appartenenza dei partner, fatta applicando i benchmark di Lisbona (soprattutto sulla partecipazione degli adulti all'istruzione e formazione) ed analizzando i punti di forza e di debolezza. In secondo luogo, a partire dai quadri nazionali e dai problemi comuni, arrivare alla elaborazione di un modello (organizzato in linee guida politiche e suggerimenti operativi) per lo sviluppo e l'implementazione di strategie di lifelong learning. Questa finalità specifica ha previsto il confronto e la discussione su aspetti comuni della realizzazione dei piani di lifelong learning, come le problematiche legate all'accessibilità all'apprendimento, all'inclusione sociale dei sistemi di istruzione, alla qualità dell'offerta e alle competenze degli operatori. La discussione è stata condotta a distanza, ma ha previsto anche l'organizzazione di due workshop, il primo finalizzato ad analizzare il processo dalla formazione iniziale al lifelong learning mentre il secondo si è occupato della formazione per adulti nella prospettiva del lifelong learning. Infine, è stato previsto il confronto approfondito con gli stakeholder di livello locale e nazionale, finalizzato a condividere i risultati prodotti e a ricevere un feedback di qualità da parte di professionisti, operatori, formatori.

Il partenariato di realizzazione

Per raggiungere i suoi ambiziosi obiettivi FORWARD ha riunito 13 partner provenienti da 8 paesi, di cui 7 Stati membri dell'UE (Italia – PAT e tre regioni: Marche, Toscana, Friuli Venezia Giulia - Francia, Spagna, Germania, Regno Unito, Lituania, Norvegia, Finlandia). Alcuni di questi partner sono Autorità di gestione dei Fondi Strutturali; altri sono coinvolti nei Servizi per l'occupazione, sono fornitori di istruzione e formazione o fanno parte del mondo accademico. Tutti i partner sono di natura pubblica, ma le differenze di responsabilità e area di intervento hanno assicurato la presenza nella rete di tutte le competenze necessarie a realizzare il progetto. Quanto alle modalità organizzative, tutti i partner hanno avuto rappresentanza attiva all'interno del Comitato di pilotaggio, organo di accompagnamento e controllo del progetto. Inoltre, a differenza di quanto accade spesso nella realizzazione di progetti complessi, FORWARD ha esplicitamente previsto e favorito l'attività di tutti i partner in tutti i work packages in cui è stato articolato il piano di lavoro. Ciò per favorire il coinvolgimento consapevole di tutti nella produzione dei

risultati e nella creazione di esiti utilizzabili per migliorare il processo di programmazione della formazione permanente.

La gestione della qualità

FORWARD si è dotato di un sistema interno per la verifica costante della qualità. In particolare, all'inizio del progetto è stato elaborato un piano di monitoraggio concordato con tutti i partner. La realizzazione dell'assicurazione qualità ha previsto la somministrazione periodica di questionari di monitoraggio, la rilevazione del gradimento relativamente alle riunioni svolte in presenza, la redazione di progress per il Comitato di pilotaggio. Le aree di contenuto poste sotto osservazione sono: efficacia delle azioni e delle procedure, efficacia dei meccanismi organizzativi e di comunicazione, coerenza con gli obiettivi del Lifelong Learning Programme, valore aggiunto, dimensione Europea, impatto, trasferibilità e sostenibilità.

L'impatto atteso

FORWARD ha dunque costruito risultati in grado di impattare su due ambiti principali. Innanzi tutto, il sistema di competenze specifiche degli operatori coinvolti nel processo di analisi e nella creazione del modello. Si tratta di operatori di organismi pubblici con diverse responsabilità ma con uguale rilevanza nel determinare la qualità e la tipologia dell'offerta formativa. Attraverso il confronto con colleghi che lavorano in contesti con esperienze differenti e con articolazioni organizzative a volte molto dissimili da quelle abituali, i partecipanti hanno avuto modo di arricchire la propria conoscenza specifica, anche tramite lo scambio di pratiche.

Il secondo ambito di impatto è costituito dai sistemi di istruzione e formazione degli otto paesi partner: sia tramite il confronto con gli stakeholder, sia attraverso la restituzione dei risultati che i partecipanti hanno fatto nei confronti dei servizi di appartenenza, i sistemi di lifelong learning hanno beneficiato di un'impostazione coordinata e condivisa delle strategie finalizzate a rendere effettivo il diritto di tutti i cittadini europei all'istruzione e formazione lungo tutto l'arco della vita.

I risultati prodotti

a) Gli scenari nazionali e le buone pratiche.

Subito dopo l'incontro di inizio, a tutti i partner è stato chiesto di compilare uno scenario sulla situazione del lifelong learning nel paese di appartenenza.

Gli scenari sono stati analizzati come forma di preparazione alla redazione del modello. I dati salienti dell'analisi sono:

1. Le differenze relative ai linguaggi: dai testi prodotti si notano linguaggi diversi, termini non coincidenti per indicare gli stessi oggetti o contenuti.
2. I modelli organizzativi sono diversificati fra le diverse zone che partecipano al progetto. Ciò rende necessario comprendere bene soggetti decisori, processi di decisione, obiettivi di riferimento, i soggetti attuatori e le loro relazioni.
3. Il rapporto fra Welfare e processi educativi e formativi si presenta variegato. Life long learning è inteso a volte come un'azione educativa e formativa, altre come parte del sistema di welfare.
4. Il rapporto fra apprendimento formale ed informale nell'ambito del lifelong learning risulta essere strategico: la tendenza è di far privilegiare le iniziative formali, talvolta anche con strumenti tradizionali.
5. La definizione dei soggetti di riferimento, delle azioni di lifelong learning, degli obiettivi delle iniziative, delle modalità di insegnamento e dei livelli di partecipazione rappresentano altre questioni rispetto alle quali le posizioni sono diversificate. Vi è chi privilegia l'aspetto professionalizzante a quello culturale ed esistenziale, oppure chi insiste sui soggetti deboli o sugli immigrati, oppure infine chi fa un mix di tante istanze che emergono dalla comunità.
6. Le competenze di chi assume funzioni di docente o di animatore e le modalità per preparare queste professionalità rappresentano un altro punto strategico.
7. Il ruolo della programmazione e dei processi di valutazione dei risultati conseguiti è elemento centrale in tutte le attività programmabili tanto più in una situazione complessa ed articolata come la formazione degli adulti. La valutazione va vista nell'ottica del miglioramento, tesa alla verifica delle procedure ed all'utilizzo delle risorse economiche.

Fra gli elementi comuni si può notare come generalmente il tema del lifelong learning venga inserito all'interno del quadro normativo nazionale con deleghe su determinati aspetti ai livelli regionali ed anche alle singole municipalità. Il tema si inserisce prevalentemente all'interno del comparto della formazione professionale e delle attività educative in relazione con le azioni legate al lavoro ed alle attività di welfare.

A livello regionale si riscontra anche uno stretto collegamento fra azioni di lifelong learning e progetti di sviluppo locale.

Gli scenari restituiscono un quadro vivace composto da molte attività di reti nazionali ed internazionali, azioni di scambio di persone e di informazioni che hanno lo scopo di aiutare gli interessati a meglio comprendere le esperienze maturate ed i risultati conseguiti e, attraverso azioni di benchmark, sviluppare azioni di miglioramento e di innovazione in un comparto ancora in fase iniziale.

I contenuti delle iniziative di lifelong learning adottate nei paesi partner possono essere sostanzialmente classificate in sei grandi categorie:

- la professionalizzazione e la riqualificazione professionale degli operatori. Appartengono a questa categoria: le iniziative di formazione condotte all'interno alle singole imprese o svolte da associazioni di imprese o di categoria in stretta collaborazione pubblico - privato spesso utilizzando risorse comunitarie. I corsi promossi da enti di formazione pubblici e privati volti a offrire opportunità ai soggetti che desiderano acquisire particolari competenze ritenute importanti per la loro crescita professionale, la loro collocazione nel mondo del lavoro ma anche a livello generale nella vita quotidiana. Si pensi alle azioni formative nel campo dell'Information Technology o nell'apprendimento delle lingue straniere. Questo ambito vede la stretta collaborazione fra sistema scolastico e sistema produttivo a più i livelli:

- a) sul piano nazionale attraverso accordi fra ministeri competenti, associazioni di categoria, sistema sindacale,
- b) a livello regionale fra le autorità pubbliche competenti e le categorie regionali ma anche a livello di singola scuola con il sistema produttivo del territorio.

In questo comparto si inseriscono anche tutte le azioni ufficiali promosse dal sistema scolastico volte a far acquisire ai partecipanti adulti titoli di studio spendibili sul mercato del lavoro, qualifiche, certificazioni, recupero di anni persi in età giovanile, gestione di ponti fra percorsi passati ed attese future.

- percorsi formativi a favore di soggetti deboli che necessitano di un intervento formativo per una loro riqualificazione al fine di garantire un inserimento anche parziale nel mondo del lavoro. Fra questi soggetti sono citati:

- a) persone espulse dal processo produttivo ed alla ricerca di nuovi spazi occupazionali o disoccupati in cerca di un posto di lavoro.
- b) giovani drop out che non sono riusciti a completare il loro percorso formativo / scolastico e che si trovano in difficoltà nell'inserirsi nel mondo produttivo. Azioni di sviluppo delle competenze attraverso anche momenti di stage e di tirocinio guidati e talvolta protetti permettono di aiutare gli interessati a recuperare ragioni di senso personali e professionali.
- c) soggetti che hanno subito traumi o esperienze difficili nel campo della dipendenza, vissuto situazioni deboli sul piano psicologico o psichico ovvero handicappati lievi in grado di inserirsi in un contesto lavorativo protetto che necessitano di un periodo di training guidato per poter trovare qualche forma di inserimento anche parziale nel sistema produttivo.
- d) operatori che necessitano di una riconversione professionale per ristrutturazione o riconversione della loro azienda o ricollocazione automatica in altre aziende.

- immigrati che hanno bisogno di apprendere la lingua ufficiale e di avere quelle nozioni minime per un inserimento sociale e professionale. Spesso

l'azione formativa è accompagnata da iniziative di orientamento e di accompagnamento degli interessati alla vita di comunità e ad inserirsi in gruppi sociali che permettano loro di avere relazioni significative sul territorio.

- meno presente è l'approccio legato allo sviluppo della cittadinanza attiva e responsabile che vede nella conoscenza elemento indispensabile per la partecipazione alla vita della comunità e la possibilità di valorizzare le proprie caratteristiche. In questo ambito sono segnalate delle iniziative a catalogo di corsi di durata variabile su tematiche non solo professionalizzanti, percorsi formativi per la terza età, voucher formativi che una persona può utilizzare scegliendo fra una vasta gamma di offerte promosse sia da enti pubblici che da associazioni formative. Interessante è anche il life cycle approach che ipotizza percorsi formativi lungo tutto l'arco della vita ed integra la formazione iniziale con la formazione continua.

A corredo degli scenari nazionali, i partner hanno identificato 22 pratiche relative all'implementazione di azioni di lifelong learning, evidenziandone i punti di forza e quelli di debolezza. Tali pratiche riguardano interventi legati alla la professionalizzazione, all'inserimento lavorativo di persone svantaggiate o espulse dai processi produttivi, all'inclusione di soggetti deboli, drop out o immigrati, alla crescita culturale e all'educazione alla cittadinanza, al miglioramento della qualità della vita specie nella terza età.

b) Il modello di riferimento per sostenere l'implementazione di sistemi di lifelong learning.

Gli scenari e la loro analisi hanno costituito la base di discussione per la formulazione del modello per lo sviluppo e l'implementazione di strategie di lifelong learning. Sulla base di un confronto serrato e approfondito, realizzato durante il meeting di Oslo, successivamente ripreso nell'incontro di Stoccarda, è stato prodotto un testo, organizzato in linee guida politiche e suggerimenti operativi, da utilizzare per il confronto con gli stakeholder e poi come supporto all'attività di elaborazione delle strategie di lifelong learning. In sintesi, i tratti salienti del modello sono i seguenti. Innanzi tutto, per modello si intende un insieme organico di indicazioni e raccomandazioni o principi di ordine strategico ed operativo, per perseguire, soprattutto con le politiche educative e formative, la finalità essenziale del processo di Lisbona: "la costruzione di una nuova società della conoscenza".

Il modello prende in considerazione il metodo piuttosto che i contenuti, cercando di individuare linee di comportamento rispetto alle quali ogni realtà può successivamente individuare le modalità di adattamento delle proprie esperienze e la distanza fra quanto viene attualmente praticato e quanto viene proposto dal modello stesso.

Osservando i percorsi formativi di una persona lungo tutto l'arco della vita si possono individuare quattro ambiti di riferimento:

1. la formazione iniziale (che coincide grosso modo con la formazione obbligatoria);
2. la professionalizzazione, vale a dire quell'insieme di azioni formative scelte dal soggetto, volte ad acquisire competenze di livello variabile che spesso si concludono con un certificato riconosciuto dallo Stato o solo dal sistema produttivo. La partecipazione è volontaria, non sempre gratuita ed i soggetti che la propongono a volte sono istituzioni, a volte enti pubblici o privati che si interessano di formazione. In questo comparto si colloca il sistema scolastico superiore, l'alta formazione, il mondo universitario, le iniziative post diploma e post laurea, master, ma anche le proposte fatte dalle imprese ai propri operatori (formazione aziendale, di norma non scelta dal soggetto), la formazione a distanza ed anche iniziative di autoformazione.
3. le azioni rivolte all'occupabilità, che hanno come obiettivo l'inserimento nel tessuto produttivo di soggetti altrimenti esclusi o di reinserire soggetti espulsi per abbandono, per crisi dei settori in cui operavano in precedenza o per miglioramento delle tecnologie e dei processi produttivi. A questo ambito fanno riferimento i tirocini formativi, tutte le azioni di inserimento lavorativo, la riqualificazione professionale, le azioni legate alle ristrutturazioni produttive, le iniziative per disoccupati.
4. infine vi sono le azioni volte alla cittadinanza attiva e responsabile che si sviluppano in una miriade di attività formali ed informali che si inseriscono in maniera più o meno strutturata negli interstizi della vita delle persone, le quali a volte scelgono di seguire un percorso per interesse e vocazione, altre volte sono stimulate dai media, da letture consigliate, dalla partecipazione ad eventi culturali.

I quattro ambiti:

- presentano forti interdipendenze fra di loro, in quanto un cittadino può utilizzare strumenti che provengono da ambiti diversi;
- l'intensità di utilizzo dei diversi canali varia lungo il ciclo di vita delle persone;
- ogni contesto spinge risorse e proposte su un ambito piuttosto che sull'altro sulla base delle esperienze maturate, delle condizioni socio - economiche e dell'attenzione ai processi educativi e formativi.

Elemento **fondativo** del modello è il concetto di **accessibilità**, inteso come possibilità di rendere concreto il diritto alla formazione. Più nel dettaglio, il modello si focalizza sulle strategie e sulle azioni concretamente avviate (e avviabili) in ciascun contesto al fine di promuovere:

- l'occupabilità, cioè l'acquisizione ed il mantenimento degli elementi necessari ad un efficace inserimento nel mondo del lavoro o reinserimento occupazionale;
- la cittadinanza attiva, quale capacità di tutti gli individui, indipendentemente dall'età, di meglio comprendere i contesti in cui vivono, le caratteristiche

del loro ciclo di vita, ad acquisire gli elementi necessari ad interpretare le situazioni, esprimere giudizi, assumere comportamenti responsabili ed individuare gli ambiti di partecipazione alla vita della comunità ed all'esercizio dei loro diritti e doveri;

- il diritto concreto, positivo, all'accessibilità per tutti alle occasioni di lifelong learning, a prescindere dalle loro situazioni e condizioni sociali e personali;
- le modalità didattiche destinate a favorire la partecipazione forte ed efficace dei soggetti coinvolti;
- le azioni di valutazione e di analisi dei fabbisogni e le attività di ricerca e di osservazione.

Da un punto di vista strutturale, il modello si compone di **sette principi strategici** ai quali si legano indicazioni operative per la loro messa in opera. I principi strategici sono derivati direttamente dalla Strategia di Lisbona che, com'è noto, è finalizzata a rendere l'Europa l'economia basata sulla conoscenza più competitiva e dinamica del mondo, in grado di realizzare una crescita economica sostenibile con nuovi e migliori posti di lavoro e una maggiore coesione sociale. Tale obiettivo non ha solamente caratteristiche economiche. Infatti, perseguire le mete di Lisbona non significa solo raggiungere i suoi indicatori di qualità (benchmark) ma ricercare la progressiva costruzione di un nuovo approccio al welfare, fortemente condizionato dai saperi e dai processi di acquisizione di tali saperi. In questo scenario, il lifelong learning deve mirare a garantire eguali opportunità di acquisire le competenze necessarie per muoversi con successo nel mercato del lavoro e per esercitare una partecipazione attiva. Come detto, questo obiettivo esprime un significato che non è meramente economico in senso stretto, ma è insieme politico e culturale, valoriale e normativo, poiché implicitamente porta con sé la definizione di policies orientate a incrementare, valorizzare, distribuire la conoscenza e le opportunità di apprendimento.

In base al **primo principio** del modello il lifelong learning deve essere chiamato a concorrere alla costruzione di un nuovo welfare; deve cioè costituire uno dei perni essenziali attorno cui far ruotare una società della conoscenza allo stesso tempo pienamente inclusiva e fortemente partecipata. In tale direzione risultano essenziali punti di approdo concetti fondamentali quali: attivazione, empowerment e capacitazione. L'obiettivo è arrivare a quell'"active welfare state" ossia uno stato sociale (o meglio uno stato del benessere) "attivo" ed insieme "attivante", che da erogatore di dispositivi di tutela e di protezione passiva, diviene produttore di servizi promozionali e personalizzati, allo scopo di stimolare i soggetti a sviluppare le risorse necessarie per fronteggiare le situazioni di rischio che possono incontrare. Secondo il concetto di attivazione, la cittadinanza – per essere garanzia di inclusione, protezione e benessere – deve rendersi essa stessa attiva. I diritti di cittadinanza passano attraverso la compartecipazione dei soggetti-cittadini

alla costruzione delle condizioni di *well being* per loro e per gli altri. Una compartecipazione che si realizza, in primo luogo, nell'impiego nel mercato del lavoro, ma anche nella costruzione delle risposte ai bisogni. L'occupabilità e il lavoro retribuito, la formazione e l'empowerment divengono le priorità delle azioni di policies, non a caso definite politiche di attivazione, attuate mediante servizi e dispositivi decentrati a livello territoriale e sempre più destandardizzati.

L'apprendimento continuo può concorrere a sviluppare sia la capacità di lavoro sia la capacità di espressione, aiutando il soggetto ad acquisire le conoscenze, le competenze, ma anche la consapevolezza e il potere necessari per convertire le risorse a disposizione in strategie di comportamento, per operare delle scelte giudicate di valore, per far valere il proprio punto di vista, nel lavoro, nell'espressione e nel soddisfacimento dei propri bisogni. L'apprendimento continuo si configura cioè come un fattore di conversione cruciale per le persone, a tutela della loro capacità di mettere in campo scelte che abbiano significato per la realizzazione personale e dei propri obiettivi; si tratta di perseguire un obiettivo di capability.

Operativamente, emergono quali strumenti essenziali di intervento quelli connessi soprattutto alla realizzazione di interventi di:

- tutoring;
- mentoring;
- counselling;
- coaching.

In relazione al **secondo principio**, è opportuno definire un nuovo modello di riferimento per le politiche sociali, del lavoro e formative, un modello che può essere denominato di *Learnfare*¹, quale sistema integrativo e non sostitutivo a quello di *welfare to work* o *workfare*. Nei modelli di *learnfare* non è tanto e solo il lavoro a garantire la cittadinanza, ma è la formazione che ne diventa l'artefice, una sorta di salvagente per restare a galla di fronte alle incertezze lavorative, promuovendo l'inserimento e la permanenza dei soggetti in un mercato del lavoro "transizionale", caratterizzato da passaggi tra lavori diversi, ma anche tra lavoro e non lavoro.

¹ Il termine *learnfare* è nato per indicare i programmi di reinserimento scolastico dei giovani adolescenti che abbandonano la scuola perché precocemente divenuti genitori e che si ritrovano da un lato a dipendere da programmi di assistenza e, dall'altro impossibilitati a completare gli studi superiori o "intrappolati" in percorsi di disoccupazione, sottoccupazione o segregazione in lavori dequalificati. Quando il presupposto di tali programmi è esteso a tutta la popolazione, ne consegue una prospettiva di formazione quale diritto di cittadinanza e strumento di partecipazione attiva, in un quadro di eque opportunità di accesso. Di qui la scelta storica di utilizzare il termine per descrivere dapprima il modello di *welfare attivo* danese e poi per richiamare tutti quei sistemi ove la formazione ed il *lifelong learning* si pongano quale presupposto indispensabile per moderni sistemi di *welfare*, di inclusione e di occupazione.

Il diritto alla formazione si configura quindi come un diritto di cittadinanza, un diritto anch'esso transizionale, che accompagna il soggetto nelle fasi di cambiamento richiamate, per mantenere nel tempo l'occupabilità e le condizioni per una cittadinanza piena nonché consentigli, pur nella discontinuità dei percorsi lavorativi, la continuità del suo status professionale.

Secondo il **terzo principio** risulta indispensabile attivare una rete adeguata e consistente di servizi a supporto dell'attivazione, al di là dei tradizionali centri per l'impiego e delle strutture che si occupano di politiche di conciliazione e di discriminazione positiva in termini lavorativi.

Il **quarto principio** considera che il *lifelong learning* deve essere considerato un processo dalla forte valenza ed utilità pubblica; pertanto, risulta necessario attribuire ad esso la valenza di diritto/dovere da parte dei cittadini a prendervi parte. Non è sufficiente definire tale diritto/dovere per garantire che questo sia concretamente esercitato: sono necessarie delle vere e proprie politiche per favorirne l'accessibilità.

La definizione di un diritto ha quindi senso se le persone che sono chiamate ad esercitarlo sono messe nelle condizioni anche materiali di poterlo fare. Sono necessari quindi una serie di interventi o di sistemi di azione specificamente dedicati a favorire l'accessibilità dei cittadini, soprattutto quelli più fragili, alle opportunità formative. Operativamente, ciò significa migliorare le forme di comunicazione dell'offerta formativa; potenziare le azioni di orientamento e tutoraggio; bilanciare i contenuti secondo i reali fabbisogni delle persone; curare le metodologie didattiche e le professionalità di chi guida il percorso formativo.

Per il **quinto principio**, se le potenzialità del *lifelong learning* sono evidenti, altrettanto lo sono i suoi limiti. Occorre quindi garantire equità nelle opportunità formative di partenza, ma anche nell'arco della vita attiva, cercando di reintegrare le risorse per combattere le derive della vulnerabilità. Ciò significa un'opera di attenta ricalibratura del *lifelong learning* da un punto di vista: funzionale; distributivo; normativo e politico istituzionale. L'attenzione deve essere posta a tre principi fondamentali: la continuità e stabilità dell'investimento; lo sviluppo di azioni di discriminazione positiva a vantaggio dei più deboli; il sostegno alle situazioni di maggiore fragilità.

Per il **sesto principio**, le azioni formative che compongono i sistemi di *lifelong learning* devono essere di qualità, fortemente ancorate ai bisogni dei mercati e dei cittadini, con contenuti articolati adeguatamente.

Più in generale le azioni formative che compongono il *lifelong learning* devono essere: individualizzate; legate alle singole biografie e cicli di vita; gestite in maniera "plurale"; destandardizzate; connesse ai bisogni sia della domanda sia dell'offerta di lavoro; di semplice accessibilità e gestibilità.

Per il **settimo principio** i sistemi di *lifelong learning* necessitano di un accurato accompagnamento in termini valutativi. Si tratta qui di attivare dei sistemi articolati che basati sugli obiettivi attribuiti alle azioni di *lifelong learning*

e di valutare, in termini il più possibile partecipati e concertati, quanto tali obiettivi siano stati di volta in volta conseguiti e correttamente perseguiti. Si tratterà quindi di verificare il conseguimento di obiettivi di: apprendimento; socializzazione; attivazione; empowerment; capacitazione quali conseguenze delle azioni formative. E poi verificare il corretto perseguimento di traguardi più ambiziosi di: occupazione; occupabilità; non discriminazione; inclusione sociale; cittadinanza attiva.

c) il confronto con gli stakeholder

Nel complesso sono stati realizzati 13 focus group, coinvolgendo attori istituzionali, formatori, operatori. Il feedback ricevuto ha consentito il fine tuning del modello ed anche la disseminazione dei risultati di FORWARD presso un pubblico qualificato.

La valutazione di FORWARD

Le attività condotte nell'ambito di FORWARD sono contraddistinte – come evidente da quanto riportato nelle pagine precedenti – da grande ricchezza e complessità. La valutazione conclusiva del progetto, condotta secondo i criteri di assicurazione qualità precedentemente esplicitati, ha fatto emergere le seguenti considerazioni.

Quanto all'**efficacia** delle azioni e delle procedure, malgrado alcuni ritardi nella produzione dei risultati intermedi, si deve valutare come tutti gli output pianificati siano stati realizzati. Il processo comunicativo, i meccanismi organizzativi e logistici hanno funzionato: le procedure per la creazione dei contenuti hanno consentito di costruire gli scenari nazionali e il modello condiviso.

Per ciò che si riferisce alla **coerenza** con gli obiettivi del Lifelong learning Programme e del bando di candidatura, si consideri la centralità del tema dell'accessibilità per tutti alle opportunità formative, riscontrabile nella Strategia di Lisbona e collocata alla base del modello per la costruzione e implementazione delle strategie di lifelong learning. Sia gli scenari nazionali, sia il modello stesso sono fortemente coerenti rispetto alle finalità generali che l'Unione europea ha individuato per diventare la prima economia basata sulla conoscenza.

Quanto al **valore aggiunto**, l'esperienza e la conoscenza dei partner sono aumentate, grazie all'interazione fra loro e allo scambio di informazioni sul funzionamento dei rispettivi sistemi. Infine, la dimensione europea dei risultati ottenuti sembra l'elemento di maggiore rilevanza: infatti, il modello si inserisce con grande coerenza nella visione politica alla base della Strategia di Lisbona ed è in grado di apportare un contributo anche alla riforma di tale strategia attualmente in corso, tramite il miglioramento della capacità dei partner di elaborare e implementare strategie di lifelong learning.

ENGLISH**The genesis of the project**

When the FORWARD project was created and presented in the summer of 2008, at the centre of the project proposal there was the idea of a Lifelong learning strategy. According to a definition given by the European Commission, a strategy for Lifelong learning is a global framework for education and training policies, that contains a strategic view, a set of priorities and the allocation of financial resources. Such framework is created in partnership with the most important key actors and includes mechanisms for the implementation and spread of results.

In view of this definition, the planning team established at the Provincia autonoma di Trento (Autonomous Province of Trento) observed that a project aiming at joining public bodies working in the field of Lifelong learning in a partnership, could be an excellent way to grow, given the important differences among countries in the different fields of Lifelong learning. Infact, according to the Commission's annual report regarding education systems in Europe, while by 2008 some countries were beyond the benchmarks agreed at the EU level regarding education and training and continued making progress, others were below the Community average and stopped making progress. To make an example, considering the benchmark "Participation of adults in Lifelong learning" (fixed at 12,5% of the population by 2010), there were great differences: countries from Northern Europe were the best performers. Others, such as the United Kingdom, Slovenia and Austria were above the Community average, while others, for instance Italy and Portugal, were below Community average and kept slowing down. The Lifelong learning system is already a reality in countries like the United Kingdom, Switzerland, Denmark and Norway, that have adopted coherent and incisive Lifelong learning strategies. The report underlined differences even within single Member states. For example, in Italy the rate of participation in Lifelong learning was 6,1%, whereas in the province of Trento it was 8,6%. Therefore, the need to further investigate structural differences in and among countries came to the surface, as did the importance of learning the best practices put into effect by the most developed countries in this area. The genesis of the project was for this reason connected with the will to give partners the cognitive resources, methodological approaches and operational instruments to build and implement coherent and efficient Lifelong learning strategies.

FORWARD's objectives

FORWARD's main objective was to activate a process to support the Authorities and bodies involved in the project in defining the necessary objectives and

operational modalities to build an integrated Lifelong learning strategy on their territories. The general objective was to understand how to implement and create Lifelong learning able to coherently join together initial training and adult training. The main objective was divided into specific finalities, connected to the main planning phases: first of all, the building of detailed frameworks regarding the situation of Lifelong learning in partner countries, carried out by applying the Lisbon benchmarks (especially as regards the participation of adults in education and training) and by analyzing strong and weak spots. Secondly, starting from national frameworks and common problems, the aim was to reach the elaboration of a model (divided in political guidelines and operational suggestions) for the development and implementation of Lifelong learning strategies. This specific aim foresaw a confrontation and discussion regarding common aspects for the creation of Lifelong learning plans, such as issues connected with the accessibility to learning, the social inclusion of education systems, the quality of the offer and competences of operators. The discussion was led at a distance, but also foresaw the organization of two workshops, the first one with the aim to analyze the process starting with initial training and moving on to Lifelong learning, while the second was engaged with adult training in the view of Lifelong learning. Finally, an in-depth confrontation with local and national stakeholders was foreseen, with the aim to share results achieved and receive a quality feedback from professionals, operators and trainers.

The partnership

In order to reach its ambitious objectives, FORWARD has gathered 13 partners from 8 different countries, 7 of which are EU Member States (Italy-PAT and three regions: Marche, Toscana, Friuli Venezia Giulia – France, Spain, Germany, United Kingdom, Lithuania, Norway and Finland). Some of these partners are Managing Authorities; others are involved in the employment services and offer education and training or are part of the academic world. All partners are of a public nature, but the differences in their responsibilities and areas of intervention assured the network the presence of all the competences needed to carry out the project. As regards the organizational modalities, all partners had an active role in the Steering committee, that is the body that supports and controls the project. Furthermore, unlike what usually happens during the creation of complex projects, FORWARD explicitly foresaw and supported the activity of all partners in the work packages that the work plan was divided in. This was to encourage a conscious involvement of everybody in the production and creation of results that can be used to improve the Lifelong learning planning process.

Quality management

FORWARD has adopted an internal system for constant quality control. In particular, a monitoring plan was elaborated at the beginning of the project, in agreement with all partners. The carrying out of quality assurance has foreseen the periodical administration of monitoring questionnaires, a satisfaction survey regarding the meetings attended and the progress reporting for the Steering committee. The content areas under observation are: efficacy of the actions and procedures, efficacy of organizational mechanisms and communication, coherence with the Lifelong learning programme objectives, added value, European dimension, impact, transferability and sustainability.

Expected impact

FORWARD has built results able to impact on two main fields. First of all, the system of specific skills of the operators involved in the analysis process and in the creation of the model. These are public body operators with different responsibilities but with the same importance in setting the quality and typology of the training offer. Through a comparison with colleagues who work in contexts with different experiences and different organizational methods, sometimes very different from the usual ones, participants had the chance to enrich their specific knowledge, also through the exchange of practices.

The second field of impact is constituted by the education and training systems of the eight partner countries: both in confrontation with stakeholders and by the returning of results that participants carried out towards the work environment they belong to, the Lifelong learning systems have been able to benefit from a coordinated and shared approach of the strategies aiming at making the right of all European citizens to education and training throughout life actually concrete.

Results achieved

a) The national scenarios and best practices.

Immediately after the first meeting, all partners were asked to fill in a scenario regarding Lifelong learning in their country. All scenarios were analyzed as a sort of preparation for the editing of the model. The most important aspects resulting from the analysis are:

1. the differences in the language: from the texts produced one can notice different language, words that do not coincide when indicating the same contents.

2. the organizational models, that are diversified in the different project areas. This makes it necessary to clearly understand decision makers, decision-making processes, objectives, acting subjects and their relations.
3. the relation between welfare and educational and training processes that varies a lot. Lifelong learning is sometimes intended as an educational and training action, other times as part of the welfare system.
4. the strategic relation between formal and informal learning in the field of Lifelong learning: the tendency is to privilege formal initiatives, sometimes also with traditional instruments.
5. the definition of reference individuals, of the Lifelong learning actions, of the objectives of the initiatives, the teaching modalities and of the levels of participation, that all represent further matters towards which there are different positions. Some privilege the professionalising aspect and the cultural and existential aspect, others insist on weak subjects or immigrants or finally, some make a mix of the many requests that emerge from the community.
6. the competences of those who work as teachers or instructors and the modalities according to which these professionals train.
7. the role of programming and of evaluation processes as regards the results achieved is a central element in all activities that can be planned, more so in a complex situation as is training for adults. The evaluation must be seen in the view of improvement, intending to verify the procedures and use of economic resources.

Among the common elements it is possible to notice how in general, Lifelong learning is included in the national legal framework with delegations as regards certain aspects at the regional levels and also at the level of single municipalities. The issue is included mainly within the vocational training sector and the educational activities in relation with actions connected to employment and welfare activities.

At a regional level, it is possible to notice a tight connection between Lifelong learning and projects for local development.

The scenarios offer a lively outline involving many national and international network activities, actions for the exchange of people and information with the aim to help those interested to better understand the experiences and results achieved and, through benchmark actions, develop actions to improve and innovate in an area that is still at its initial phases.

The contents of the Lifelong learning initiatives adopted in partner countries can be classified in six big categories:

- professionalization and vocational upgrading of the operators. The following belong to this category: training initiatives carried out within single enterprises or carried out by associations of companies or professional associations with a tight collaboration of public-private often using community resources. Courses promoted by public and private training organizations with the

aim to offer opportunities to individuals interested in acquiring particular competences considered important for their professional growth, their collocation in the world of work but also more in general, in daily life. Let's consider training actions in the field of information technology or in the foreign languages field. This field involves a tight collaboration between the education system and production system at different levels:

- a) at the national level through agreements among ministries, trade associations, Union system;
- b) at the regional level between public authorities and regional categories but also at the level of single schools with the territory's production system.

All the official actions promoted by the education system are included in this sector, aiming at making participants acquire qualifications that can be used in the labour market, certifications, to recover years lost while young, management of bridges between past and future pathways.

- training pathways in favour of individuals who need a training intervention for their requalification in order to guarantee even a partial inclusion in the world of work. Among these individuals we have:
 - a) people dismissed from the production process and in search of a new employment or the unemployed in search of a job;
 - b) young drop outs who were not able to complete their training/education pathway and who have difficulty in entering the production process. Actions for the development of competences also through guided and sometimes protected internships, that give them the chance to regain both professional and personal reasons to continue;
 - c) individuals who have undergone traumas or difficult experiences in the field of addiction, who are psychologically or mentally weak or individuals with a mild handicap yet able to enter a protected working area and who need a guided training period to even partially enter the production system;
 - d) operators who are in need of vocational retraining either due to rehabilitation or conversion of the company they were working for or automatic placement in other companies.
- immigrants who need to learn the official language and the minimum notions for social and professional inclusion. Often the training action is accompanied by guidance and support for those interested in the community life and in entering social groups enabling them to create important relations on the territory.
- less present is the approach connected with the development of an active and responsible citizenship that considers knowledge an important element for participation in community life and the chance to valorize one's main features. In this area, some catalogue initiatives are pointed out, of courses with different duration, not only about professionalizing issues, training paths

for the elderly, training vouchers that a person can use by choosing among a wide variety offered both by public bodies and training associations. The life cycle approach is also interesting and integrates initial training with continuing training.

In order to integrate the national scenarios, partners have identified 22 practices regarding the implementation of Lifelong learning actions, highlighting strengths and weaknesses. These practices regard interventions connected to professionalism, employment of disadvantaged people or of those dismissed from production processes, the inclusion of weak individuals, drop outs or immigrants, cultural growth and education to citizenship, to the improvement of the quality of life especially of the elderly.

b) The reference model to support the implementation of Lifelong learning systems.

The scenarios and their analyses are at the basis of the discussion for the formulation of the model for the development and implementation of Lifelong learning strategies. A text was produced on the basis of an in-depth and active comparison, made during the meeting in Oslo and later continued during the meeting in Stuttgart and is divided in political guidelines and operational suggestions, to be used for the dialogue with stakeholders and then as support for the development of Lifelong learning strategies. To summarize, the main features of the model are the following. First of all, a model is an organic series of strategic and operational indications and recommendations or principles, with the aim to pursue, mostly with educational and training policies, the essential aim of the Lisbon process: “the creation of a new society of knowledge”.

The model takes into account the method rather than the contents, trying to find lines of behaviour that every reality can use further on to identify the adaptability modalities of their own experiences and the distance between what is actually implemented and what is proposed by the model itself.

Observing a training pathway throughout one’s lifetime, it is possible to identify four reference areas:

1. initial training (that broadly corresponds to compulsory education);
2. professionalism, that is to say, all the training actions chosen by the individual, with the aim to acquire competences at various levels, that often end with a certificate recognized by the State or only by the production system. Participation is voluntary, not always free of charge and the subjects that offer it are sometimes institutions, public or private organizations that are involved in training. The higher education system, advanced professional training, universities, undergraduate and post-graduate courses and masters are also included in this sector, as are all the offers from companies to their operators (business training, usually not chosen by the subject), distance learning and self-training initiatives.

3. actions addressed to employability, with the aim to employ subjects otherwise excluded or to reintegrate those unemployed due to abandonment, crisis of the sectors they were working in before or to an improvement of technologies and of the production processes. Training courses, all employment actions, professional requalification, actions linked to production restoring, actions for the unemployed also belong to this area.
4. finally, there are actions addressed to the active and responsible citizenship, that develop in a multitude of formal and informal activities and enter in a more or less structured way into people's lives, who sometimes choose to follow a pathway for their own interest or vocation, other times stimulated by the media, suggested literature or by participating in cultural events.

The four areas:

- present strong interdependence among each other, as a citizen can use instruments that derive from different areas;
- the intensity in the use of the different channels changes during a person's life cycle;
- every context drives resources and proposals towards one area rather than another according to the experiences built up, to the socio-economic conditions and the attention to educational and training processes.

A fundamental element of the model is the concept of accessibility, meaning the chance to make the right to training real. More in detail, the model focuses on the strategies and actions that were actually launched (and can be launched) in each context, in order to promote:

- employability, that is to say the acquisition and maintenance of the necessary elements for an effective integration in the labour market or for employment reintegration;
- active citizenship, meaning the ability of all individuals, regardless of age, to better understand the contexts they live in, the features of their life cycle, to acquire the necessary elements to interpret situations, express judgements, assume a responsible behaviour and identify the areas for participation in community life and for the exercise of their rights and duties;
- the real, positive right for everyone to access Lifelong learning opportunities, regardless of social and personal situations and conditions;
- educational modalities destined to favour a strong and efficient participation of the individuals involved;
- actions for the evaluation and analyses of the needs and the research and observation activities.

From a structural point of view, the model is made of seven strategic principles to which operational guidelines are linked in order to put them into practice. The strategic principles directly derive from the Lisbon Strategy that, as is well known, aims at making Europe the most dynamic and competitive knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion. This objective

doesn't just have economic features. In fact, to pursue the Lisbon objectives, does not only mean reach its quality indicators (benchmarks), but also aim at the progressive construction of a new approach to welfare, strongly influenced by knowledge and by the processes for the acquisition of such knowledge. In this scenario, Lifelong learning has to aim at guaranteeing equal opportunities in the acquisition of the competences necessary to be successful and to actively participate in the labour market. As mentioned, this objective expresses a meaning that is not only economic, but also political and cultural, valuable and regulatory, because it implicitly bears the definition of policies oriented to grow, enhance, distribute knowledge and learning opportunities.

Following the model's first principle, Lifelong learning has to be called to take part in the creation of a new welfare; therefore it has to be one of the essential pivots around which a knowledge-based society rotates, both fully inclusive and strongly participated at the same time. In this direction, some fundamental concepts such as activation, empowerment and capability seem essential. The objective is to reach that type of "active welfare state", meaning a welfare state (or more specifically, a well being state) which is both "active" and "activating", that from being a supplier of passive safeguard and protection facilities, becomes producer of promotional and customized services, with the scope of stimulating individuals to develop the necessary resources to face the risky situations they may encounter. According to the concept of activation, in order to guarantee inclusion, protection and well being, citizenship must become active itself. Citizenship rights pass through the partnership of the individuals-citizens in the creation of the well being conditions, for them and for others. A partnership that is carried out first of all, through employment in the labour market, but also through the creation of the answers to certain needs. Employability, paid work and training empowerment become the priorities of the policies actions, defined in fact activation policies, implemented through services and facilities which are decentralized at a territorial level and are more and more standardized.

Lifelong learning can be useful to develop both work ability and the capacity of expression, helping individuals acquire knowledge, competences and also the awareness and the power needed to turn available resources into behaviour strategies, to make valuable decisions, to make their point of view count, in work, in the expression and satisfaction of their needs. Lifelong learning becomes therefore a crucial conversion factor for individuals, preserving their ability to make important decisions for the realization of their person and objectives; it is a matter of pursuing a capability objective.

At an operational level, interventional instruments that are considered essential are those connected with:

- tutoring;
- mentoring;
- counselling;
- coaching.

Regarding the second principle, it is appropriate to define a new reference model for social, working and training policies, a model that can be called *Learnfare*¹, as a system which is additional and not replacing of the welfare at work or workfare systems. In the *learnfare* model it is not only work that guarantees citizenship, but training also plays an important role, as a sort of lifejacket to float with in the presence of working uncertainties, promoting the integration and permanence of individuals in a “transitional” labour market, characterized by periods of transition between different jobs, but also between having a job and being unemployed.

The right to education is therefore seen as a right to citizenship, which is also transitional and that accompanies individuals in the transition phases mentioned above, to maintain employability and the conditions for a full citizenship and to guarantee citizens the continuity of their professional status, even with the discontinuity of the working pathways.

Following the third principle, it is essential to activate a suitable and solid network of services to support activation, beyond the traditional employment centres and the structures that work on conciliation and positive discrimination policies in working terms.

The fourth principle foresees that Lifelong learning needs to be considered as a process with a strong public value and utility; therefore, it is necessary for citizens to consider it as a right/duty to take part in. It is not enough to define this right/duty for it to be concretely exercised: we need real policies that can promote its accessibility.

The definition of a right has sense if those called to exercise it are put in the actual conditions to do so. Therefore a series of interventions or actions are necessary, specifically dedicated to encourage citizens’ accessibility, especially for the weakest, to training opportunities. From an operational point of view, this means the improvement of the forms of communication of the training offer; to strengthen the actions of guidance and tutoring; to balance the contents following the real needs of people; to take care of the didactic methodologies and professionalism of those who hold the training courses.

Following the fifth principle, if the potential of Lifelong learning is quite obvious, so are its limits. It is therefore necessary to guarantee equity in the training opportunities from the start, but also throughout the active life cycle,

¹ The word *learnfare* was born to identify programmes for the re-inclusion in school of young students who abandoned school early because they became young parents depending on assistance, trapped in unemployment and unable to complete their studies. When these programmes are extended to the whole population, a training perspective follows as a citizen’s right and instrument for active participation, in a framework of equal access opportunities. From this, we have the historical choice to use the word to describe the active Danish welfare model and then to recall all those systems in which training and Lifelong learning are a vital key for modern welfare systems, of inclusion and employment.

trying to reintegrate resources to fight vulnerabilities. This means a careful calibration of Lifelong learning from a functional, distributive, regulatory and political-institutional point of view. Attention has to be given to three main principles: continuity and stability of investment; development of positive discrimination actions to the advantage of the weakest; support to the most fragile situations.

For the sixth principle, the training actions that form Lifelong learning systems must be quality actions, they have to be strongly tied to the market and citizens' needs, with suitably structured contents.

More in general, training actions that form Lifelong learning must be personalized, linked to the single biographies and life cycles, managed in a "plural" way, destandardized, connected to both job supply and demand, easily accessible and manageable.

Following the seventh principle, Lifelong learning systems need to be carefully followed in terms of evaluation. This means that it is necessary to activate structured systems based on Lifelong learning objectives and to evaluate, with participation and agreement, how much these objectives have been reached and achieved time after time. It is a case of verifying the achievement of learning, socialization, activation, empowerment, capacity building objectives as a consequence of training actions. And then it is a matter of achieving more ambitious goals such as employment, employability, non discrimination, social inclusion, active citizenship.

c) dialogue with stakeholders

In total, 13 focus groups have been organized, involving institutional actors, trainers, operators. The feedback received allowed the fine tuning of the model, as well as the dissemination of the FORWARD results to a qualified public.

Evaluation of FORWARD

Activities conducted in the scope of FORWARD are characterized – as is clear from the previous pages – by great richness and complexity. The final evaluation of the project, developed following the quality criteria already explained, highlighted the following considerations.

Regarding the efficiency of actions and procedures, notwithstanding some delays in the production of intermediate results, we need to evaluate how all planned outputs have been implemented. The communication process, the organizational and logistic mechanisms have all worked: the procedures to create the contents allowed to build up national scenarios and a shared model.

As regards the consistency with the Lifelong Learning Programme objectives and the application call, we should consider the importance of accessibility for

everyone to training opportunities, as confirmed in the Lisbon Strategy and set at the basis of the model for the creation and implementation of Lifelong learning strategies. The national scenarios and the model itself are strongly consistent with the general purposes that the European Union identified to become the first knowledge-based economy.

As regards the added value, partners' experience and knowledge have increased, thanks to their interaction and to the exchange of information as regards the functioning of their systems. Finally, the European dimension of the results achieved seems to be the most important element: in fact, the model consistently fits into the political vision that is the basis of the Lisbon Strategy and is able to give a contribution also to the actual reform of this strategy, with the improvement of partners' ability to develop and implement Lifelong learning strategies.

Prosjektets start

Da FORWARD-prosjektet ble dannet og presentert sommeren 2008, lå det i kjernen av prosjektforslaget ideen om en strategi for livslang læring. Ifølge en definisjon som er gitt av Den europeiske kommisjonen, er en strategi for livslang læring et globalt rammeverk for utdannings- og opplæringspolitikk som inneholder en strategisk visjon, et sett prioriteringer og tildeling av økonomiske ressurser. Et slikt rammeverk er dannet i partnerskap med de viktigste nøkkelaktørene, og inkluderer mekanismer for implementeringen og spredningen av resultater.

I lys av denne definisjonen så planleggingsteamet, som ble etablert i la Provincia autonoma di Trento (Trentos autonome Provins), at et prosjekt som tar sikte på å forene offentlige institusjoner som arbeider innenfor livslang læring i et partnerskap, kunne være en utmerket måte å vokse på, gitt de store ulikhetene blant nasjoner i de ulike aspektene ved livslang læring. Ifølge Kommisjonens årlige rapport om utdanningssystemer i Europa hadde noen land i 2008 nådd lenger enn de landemerkene som en er blitt enig om på EU-nivå med hensyn til utdanning og opplæring, og fortsatte med å gjøre framgang, mens andre land var under EUs gjennomsnitt, og hadde sluttet å gjøre framgang. For eksempel når det gjelder landemerket "Voksnes deltakelse i livslang læring" (fastsatt som 12,5 % av befolkningen i 2010), var det store forskjeller: Land fra Nord-Europa var de beste utøverne. Noen, slik som Storbritannia, Slovenia og Østerrike, lå over EU-gjennomsnittet, mens andre, for eksempel Italia og Portugal, lå under gjennomsnittet og fortsatte å sakke akterut. Systemet for livslang læring er allerede en realitet i land som Storbritannia, Sveits, Danmark og Norge, som har etablert helhetlige og presise strategier for livslang læring.

Rapporten understreket ulikheter også innad i enkelte medlemsland. For eksempel var prosentraten for deltakelse i livslang læring i Italia 6,1 %, mens den i Trentoprovinsen var 8,6 %. Derfor kom behovet for å undersøke videre de strukturelle ulikhetene i og blant land opp til overflaten, på samme måte som viktigheten av å lære av den beste praksisen i de mest utviklede landene i dette området. Opprettelsen av prosjektet var av denne grunn forbundet med et ønske om å gi partnerne teoretisk tankestoff, metodiske tilnærminger og operasjonelle verktøy for å skape og implementere helhetlige og effektive strategier for livslang læring.

FORWARDSs mål

FORWARDSs hovedmål var å sette i gang en prosess for å støtte de myndighetene og institusjonene som er involvert i prosjektet, i å definere

de nødvendige målene og operasjonelle læringsmodeller for å skape en integrert strategi for livslang læring på sine områder. Hovedmålet var å forstå hvordan en skulle implementere og skape livslang læring som på en helhetlig måte kan forene førstegangsopplæring og voksenopplæring. Hovedformålet var delt i spesifikke mål, forbundet med hovedfasene i planleggingen: For det første opprettelsen av detaljerte rammeverk i forhold til situasjonen for livslang læring i partnerland, utført ved å bruke Lisboa-landemerkene (spesielt med hensyn til voksnes deltakelse i utdanning og opplæring) og ved å analysere sterke og svake punkter. For det andre, med utgangspunkt i nasjonale rammeverk og felles problemer, var målet å utvikle en modell (delt inn i politiske retningslinjer og operasjonelle forslag) for utviklingen og implementeringen av strategier for livslang læring. Dette spesifikke målet forutså en konfrontasjon og diskusjon i forhold til felles aspekter for utviklingen av planer for livslang læring, slik som temaer som er forbundet med tilgangen til læring, sosial inkludering i utdanningssystemer, kvaliteten ved tilbudet og lærernes kompetanse. Diskusjonen ble ledet på distanse via Internett, det ble også planlagt to arbeidsseminarer. Det første hadde som mål å analysere prosessen ved å starte med førstegangsopplæring, og deretter ta for seg livslang læring, mens det andre tok for seg voksenopplæring i lys av livslang læring. Til slutt ble det planlagt en dybdediskusjon med lokale og nasjonale beslutningstakere, der målet var å dele de oppnådde resultatene og motta en kvalifisert tilbakemelding fra profesjonelle, lærere og opplæringsansvarlige.

Partnerskapet

For å nå sine ambisiøse mål har FORWARD samlet tretten partnere fra åtte ulike land, hvorav sju er medlemsland i EU: Italia (PAT og de tre regionene: Marche, Toscana, Friuli Venezia Giulia), Frankrike, Spania, Tyskland, Storbritannia, Litauen, Norge og Finland. Noen av disse partnerne er styringsorganer, mens andre er involvert i arbeidsmarkedstiltak og tilbyr utdanning og opplæring, eller er del av akademia. Alle partnerne er offentlige institusjoner, men ulikhetene med hensyn til ansvarsområde og områdene for intervensjon sikret at nettverket fikk med seg alle den kompetansen som er nødvendig for å utføre prosjektet. Når det gjelder organiseringen hadde alle partnerne en aktiv rolle i styringskomiteen, det vil si det organet som støtter og kontrollerer prosjektet. Dessuten, i motsetning til hva som skjer underveis i opprettelsen av komplekse prosjekter, forutså FORWARD eksplisitt og støttet aktiviteten til alle partnerne i de arbeidspakkene som arbeidsplanen var inndelt i. Dette var for å oppmuntre til en bevisst involvering fra alles side i arbeidet med resultater som kan brukes til å forbedre planleggingsprosessen av livslang læring.

Kvalitetsstyring

FORWARD har tatt i bruk et internt system for konstant kvalitetskontroll. Mer spesifikt ble en styringsplan utviklet i begynnelsen av prosjektet, i overensstemmelse med alle partnerne. Utførelsen av kvalitetssikring har forutsett den periodevise administreringen av spørreskjemaer. Dette var en undersøkelse som evaluerte de møtene respondentene hadde deltatt på og utviklingen i prosjektet, og rapporterte til styringskomiteen. Observasjonsområdene var: effektivitet i handlinger og prosedyrer, effektiviteten i organisatoriske mekanismer og kommunikasjon, overensstemmelse med målene til programmet for livslang læring, merverdi, europeisk dimensjon, effekt, overførbarhet og bærekraftighet.

Forventet effekt

FORWARD har skapt resultater som kan ha innflytelse på to hovedområder. For det første er systemet for spesifikke ferdigheter for operatørene involvert i analyseprosessen og utviklingen av modellen. Disse er offentlige organer med ulike ansvarsområder, men med den samme betydningen når det gjelder å skape kvalitet og innhold i opplæringstilbudet. Gjennom en sammenlikning med kolleger som arbeider i kontekster med ulike erfaringer og organisatoriske metoder, som noen ganger er svært ulike i forhold til de vanlige metodene, hadde deltakerne sjansen til å berike sin spesifikke kunnskap, også gjennom utvekslingen av praksis.

Den andre formen for effekter konstituert av utdannings- og opplæringssystemene i de åtte partnerlandene: Både i konfrontasjon med beslutningstakere og ved å gå tilbake til de resultatene som deltakere hadde utført mot arbeidsmiljøet de tilhører, hadde systemene for livslang læring vært i stand til å dra fordel av en koordinert og delt tilnærming i strategiene, som siktet mot å få alle europeiske borgeres rett til utdanning og opplæring konkret satt ut i livet.

Oppnådde resultater

a) De nasjonale scenarioene og de beste praksisene

Umiddelbart etter det første møtet ble alle partnerne bedt om å lage et scenario i forhold til livslang læring i sine hjemland. Alle scenarioene ble analysert som en slags forberedelse for utviklingen av modellen. De viktigste aspektene som kom ut av analysen, var:

1. De språklige ulikhetene. Av de tekstene som er produsert, kan en legge merke til ulik språkbruk, ord som ikke stemmer overens når de refererer til det samme innholdet.

2. Organisasjonsmodellene varierer på de ulike prosjektarenaene. Dette gjør det nødvendig å forstå beslutningstakere, beslutningstakingsprosesser, mål, handlende subjekter og deres relasjoner.
3. Relasjonen mellom velferd og utdannings- og opplæringsprosesser varierer veldig. Livslang læring er noen ganger intendert som en handling for utdanning og opplæring, andre ganger som del av velferdssystemet.
4. Den strategiske relasjonen mellom formell og uformell læring på feltet livslang læring. Tendensen er å gi privilegier til formell læring, noen ganger også med tradisjonelle virkemidler.
5. Definisjonen av referanseindivider, av handlingene for livslang læring, av målene for initiativene, undervisningselementene og nivåene for deltakelse. Alle disse representerer videre temaer der det er ulike ståsteder. Noen gir forrang til profesjonaliseringsaspektet og det kulturelle og eksistensielle aspektet, mens andre insisterer på svake individer eller innvandrere eller skaper en blanding av de mange forespørslene som kommer fra samfunnet.
6. Kompetansen til de som jobber som lærere og instruktører, og hvilke metoder disse bruker i undervisningen
7. Rollen til planleggings- og evalueringsprosessen med hensyn til de oppnådde resultatene er et sentralt element i alle de aktivitetene som kan planlegges, desto mer i en kompleks situasjon som voksenopplæring. Evalueringen må sees i lys av forbedring, med den hensikten å kontrollere prosedyrene og bruken av økonomiske midler.

Blant de felles elementene kan en merke seg hvordan livslang læring generelt er inkludert i det nasjonale lovrammeverket med delegeringer med hensyn til enkelte aspekter ved de regionale nivåene, og dessuten nivået til de enkelte kommunene. Livslang læring er hovedsakelig inkludert i sektoren for yrkesopplæring og utdanningsaktivitetene i relasjon til handlinger som er knyttet til sysselsetting og velferdsaktiviteter.

På regionalt nivå kan en merke en tett forbindelse mellom livslang læring og prosjekter for lokal utvikling.

Scenarioene tilbyr en livlig skissering som involverer mange nasjonale og internasjonale nettverksaktiviteter, handlinger for utvekslingen av mennesker og informasjon med det mål å hjelpe de som er interessert i å forstå bedre erfaringer og de resultatene som er oppnådd og, gjennom å sette landemerker, utvikle handlinger for å forbedre og fornye på et område som ennå er i sine første faser.

En kan klassifisere innholdet i initiativene for livslang læring som er tillempet i partnerlandene, i seks store kategorier:

- Profesjonalisering og yrkesmessig oppgradering av lærerne. Det følgende hører til denne kategorien: opplæringsinitiativer som er utført innenfor enkelte virksomheter og utført av sammenslutninger av firmaer eller

profesjonelle sammenslutninger med et tett samarbeid mellom offentlige og private virksomheter, som ofte bruker offentlige ressurser. Kurs som blir promotert av offentlige og private opplæringsorganisasjoner med det målet å gi muligheter til individer som er interessert i å oppnå spesifikke kompetanser som blir betraktet som viktige for deres yrkesmessige vekst, i arbeidslivet, men også mer generelt i dagliglivet. La oss ta i betraktning opplæringstiltakene innenfor informasjonsteknologi eller fremmedspråk. Dette involverer et tett samarbeid mellom utdanningssystemet og arbeidslivet på ulike nivåer:

- a) På det nasjonale nivået gjennom enighet blant ministre, bransjeorganisasjoner og fagforeninger
 - b) På det regionale nivået mellom offentlige myndigheter og regionale kategorier, men også enkeltvis skoler og lokalmiljøets arbeidsmarked
- Alle de offisielle tiltakene som er fremmet gjennom utdanningssystemet, er inkludert i denne sektoren, med det siktemålet å få deltakerne til å skaffe seg kvalifikasjoner som kan brukes i arbeidsmarkedet, sertifiseringer, ta igjen for tapte utdanningsår i ungdomstida og å skape broer mellom tidligere og framtidige veier.
- læringsveier for individer som trenger et læringstiltak for å komme tilbake til arbeidslivet, i det minste delvis. Blant disse individene har vi:
 - a) folk som er utstøtt fra arbeidslivet, og som er på leting etter nytt arbeid, eller arbeidsledige på leting etter arbeid
 - b) unge som har falt ut av utdanningssystemet som ikke var i stand til å fullføre utdanningen sin, og som har vanskelig for å komme inn i arbeidslivet. Tiltak for utviklingen av kompetanse kan også skje via veiledet og noen ganger beskyttet intern opplæring, som gir dem en sjanse til å gjenvinne både yrkesmessige og personlige grunner til å fortsette
 - c) individer som har gått gjennom traumer eller vanskelige erfaringer med hensyn til rus, som har psykiske vansker eller generelle lære vansker, eller individer med et svakt handikap som likevel er i stand til å jobbe innenfor beskyttede rammer, og som trenger en opplæringsperiode under veiledning for i det minste å delvis komme inn på arbeidsmarkedet
 - d) personer som trenger å oppfriske yrkeskunnskapene sine, enten på grunn av rehabilitering eller omorganisering i den virksomheten de jobber i, eller automatisk overflytting til andre virksomheter
 - Innvandrere som trenger å lære det offisielle språket og et minimum av kunnskaper for sosial og yrkesmessig inkludering. Ofte er opplæringstiltaket supplert med veiledning og støtte til de som er interessert i samfunnslivet, og i å få innpass i de sosiale gruppene som gjør det mulig for dem å knytte viktige relasjoner.
 - Mindre brukt er den tilnærmingen som er knyttet til utviklingen av et aktivt og ansvarlig borgerskap som betrakter kunnskap som et viktig element for deltakelse i samfunnslivet, og som muligheten til å utnytte ens potensialer:

På dette feltet er en rekke initiativer pekt ut, som kurs av ulike varighet, ikke bare med yrkesformål, læringsveier for de eldre, opplæringssjekker som en person kan bruke ved å velge blant en lang rekke offentlige organer og opplæringsinstitusjoner. Livssyklustilnærmingen er også interessant, og integrerer førstegangsopplæring med etter- og videreutdanning.

For å integrere de nasjonale scenarioene har partnerne identifisert 22 praksiser i forhold til implementeringen av tiltak for livslang læring, som framhever styrker og svakheter. Disse praksisene tar for seg tiltak som er knyttet til profesjonalisering, sysselsetting av sosialt ekskluderte individer eller de som er utstøtt fra arbeidslivet, inkluderingen av svakere stilte individer, de som har falt ut av utdanningssystemet eller innvandrere, kulturell vekst og utdanning til borgerskap, til forbedringen av livskvalitet, spesielt blant de eldre.

b) Referansemodellen for støtte av implementeringen av systemer for livslang læring

Scenariene og deres analyser ligger i grunnlaget for diskusjonen om formuleringen av modellen for utviklingen og implementeringen av strategiene for livslang læring. En tekst ble produsert på grunnlag av en dyptgående og aktiv sammenlikning som ble foretatt under møtet i Oslo, og senere fortsatte under møtet i Stuttgart, og er delt inn i politiske retningslinjer og forslag til hvordan en skal gå fram, for å brukes til dialogen med beslutningstakere, og dermed som en støtte til utviklingen av strategier for livslang læring. For å oppsummere er hovedtrekkene i modellen som følger: Først og fremst er en modell en organisk serie av strategiske og operasjonelle indikasjoner og anbefalinger eller prinsipper, med det formålet å fremme, først og fremst innenfor utdannings- og opplæringspolitikk, hovedmålet i Lisboaprosessen: ”Skapingen av en nytt samfunn eller ny kunnskap”. Modellen tar i betraktning metoden snarere enn innholdet, og prøver å finne linjer for atferd som alle kan ta videre i bruk for å identifisere hvordan de kan tilpasse dem til sin egen erfaring og avstanden mellom hva som faktisk er implementert og hva som er foreslått av selve modellen.

Når en observerer en læringsvei gjennom en persons liv, er det mulig å identifisere fire referanseområder:

1. førstegangsopplæring (som i det store og hele korresponderer med obligatorisk utdanning)
2. profesjonalisering, det vil si alle de opplæringstiltakene som er valgt av individet, med det formål å skaffe seg kompetanse på ulike nivåer, som ofte ender med et sertifikat som er godkjent av staten, eller kun av arbeidslivet. Deltakelse er frivillig, ikke alltid gratis, og de som tilbyr utdanningen, er noen ganger institusjoner, offentlige eller private organisasjoner som er involvert i opplæring. Systemet for høyere utdanning, avansert yrkesopplæring, universiteter, kurs på bachelor- og masternivå og mastergrader er også inkludert i denne sektoren, på samme måte som alle

- tilbudene fra virksomhetene til de ansatte (bedriftsopplæring som ofte ikke er valgt av den ansatte), fjernundervisning og selvstyrte læringsaktiviteter.
3. tiltak som er rettet mot sysselsetting, med det formålet å sysselsette personer som ellers ville være ekskludert, eller for å reintegrere de som har falt ut av arbeidsmarkedet, kriser i sektorene de jobbet i før eller under en forbedring av teknologi og produksjonsprosessene. Opplæringskurs, alle sysselsettingstiltak, yrkesmessing oppkvalifisering og tiltak for de arbeidsledige hører også med til denne gruppen.
 4. til slutt er det tiltak som er rettet mot det aktive og ansvarlige borgerskapet, som utvikler seg i et mangfold av formelle og uformelle læringsaktiviteter, og som inntreer mer eller mindre strukturert i folks liv. Individene velger noen ganger å følge en læringsvei for sin egen interesses skyld, og blir andre ganger stimulert av media, foreslått litteratur eller ved å delta i kulturelle aktiviteter.

De fire områdene:

- viser en sterk innbyrdes avhengighet, ettersom en borger kan bruke virkemidler fra ulike områder
- intensiteten i bruken av de ulike kanalene endrer seg i løpet av en persons livssyklus
- enhver kontekst styrer ressurser og forslag mot ett område snarere enn mot et annet, i tråd med de erfaringene en har bygd opp, de sosio-økonomiske betingelsene og oppmerksomheten mot utdannings- og opplæringsprosessen.

Et grunnleggende element i modellen er begrepet tilgang, i betydningen anledning til å gjøre retten til opplæring reell. Mer i detalj fokuserer modellen på de strategiene og handlingene som faktisk ble satt i gang (og kan bli satt i gang) i enhver kontekst, med den hensikt å fremme:

- sysselsettbarhet, det vil si tilegnelsen og vedlikeholdet av de nødvendige elementer for en effektiv integrering i arbeidslivet eller for å komme tilbake til arbeidslivet
- aktivt borgerskap, i betydningen muligheten for alle individer, uavhengig av alder, til å bedre forstå de kontekstene de lever i, og trekkene ved egen livssyklus, for å tilegne seg de nødvendige elementene for å tolke situasjoner, gi uttrykk for egne vurderinger, ha en ansvarlig atferd og identifisere områdene for deltakelse i samfunnslivet og for utøvelsen av retter og plikter
- den reelle retten for alle til tilgang til muligheter for livslang læring, uavhengig av sosiale og personlige situasjoner og betingelser
- læringsmodeller som er ment å fremme en sterk og effektiv deltakelse blant de involverte individene
- tiltak for evaluering og analyse av behovene, forskningen og observasjonene

Fra et strukturelt perspektiv er modellen utviklet av sju strategiske prinsipper der operasjonelle retningslinjer er forenet med det formål å sette dem ut i

praksis. De strategiske prinsippene oppstår direkte fra Lisboastrategien som, noe som er velkjent, tar sikte på å gjøre Europa til den mest dynamiske og konkurransedyktigekunnskapsbaserte økonomien i verden, i stand til bærekraftig økonomisk vekst med flere og bedre jobber og mer sosial inkludering. Dette målet har ikke økonomiske elementer. Det å fremme Lisboa-målene betyr ikke bare å nå strategiens kvalitetsindikatorer (landemerker), men også å ta sikte på den progressive dannelsen av en ny tilnærming til velferd, sterkt influert av kunnskap og av prosessene for tilegnelsen av slik kunnskap. I dette scenarioet må livslang læring ta sikte på å garantere like muligheter i tilegnelsen av de kompetanser som er nødvendige for å være vellykket og for å delta aktivt på arbeidsmarkedet. Som tidligere nevnt uttrykker dette målet en betydning som ikke bare er økonomisk, men også politisk og kulturell, verdifull og regulerende, fordi den implisitt brer i seg definisjonen av en politikk orientert mot vekst og økning, og det å fordele kunnskap og læringsmuligheter.

Hvis en følger modellens første prinsipp, må livslang læring bli påkalt for å ta del i danningen av en ny velferd, derfor må den være en av sentralfigurene som et kunnskapsbasert samfunn roterer rundt, både fullt ut inkluderende og med høy deltakelse på samme tid. I denne retningen synes noen grunnleggende begreper som aktivering, myndiggjøring og evner viktige. Målet er å nå den typen "aktiv velferdsstat", i betydningen en velferdsstat (eller mer spesifikt en stat for velvære) som er både "aktiv" og "aktiverende", som fra å være en forsyner av sikkerhets- og beskyttelsesfasiliteter, blir produsent av markedsførings- og kundebaserte tjenester, med mulighet til å stimulere individer til å utvikle de nødvendige ressursene til å takle de risikofylte situasjonene de måtte møte. Ifølge begrepet aktivering må borgerskap selv bli aktivt for å garantere inkludering, beskyttelse og velvære. Borgerrettigheter går via den individuelle borgers deltakelse i det å skape betingelser for velvære, for en selv og for andre. Et slikt partnerskap blir først og fremst skapt via sysselsetting på arbeidsmarkedet, men også via svar på enkelte behov. Sysselsettbarehet, betalt arbeid og myndiggjøring via opplæring blir prioriteringene i de politiske handlingene, definert ut fra politiske tiltak, implementert gjennom tjenester og fasiliteter som er desentralisert på lokalt nivå, og i stadig større grad standardisert. Livslang læring kan være nyttig for å utvikle både muligheter for arbeid og uttrykksevne, og hjelpe individer til å skaffe seg kunnskap, kompetanser og også den bevisstheten og makten som må til for å gjøre tilgjengelige ressurser til konkrete strategier, for å ta verdifulle avgjørelser, for å gjøre deres synspunkter betydningsfulle, i arbeid, i uttrykksformer og dekking av behov. Livslang læring blir derfor en avgjørende omformende faktor for individer, som bevarer deres evne til å ta viktige beslutninger for realiseringen av egen person og mål; det handler om å fremme et mulighetsmål.

På et operasjonelt nivå er intervensjonelle virkemidler de som er forbundet med:

- veiledning
- mentorvirksomhet
- rådgivning
- coaching

Når det gjelder det andre prinsippet, passer det å definere en ny referanse for sosial-, arbeids- og opplæringspolitikk, en modell vi kan kalle *Learnfare*¹, som et system som kommer i tillegg, og ikke er en erstatning velferd i arbeidslivet. I learnfare-modellen er det ikke bare arbeid som garanterer borgerskap, men opplæring spiller også en viktig rolle, som en slags redningsvest en kan flyte på ved jobbusikkerhet, fremming av integrasjon og arbeid med å skaffe fast jobb til individer i et overføringsbasert arbeidsmarked, karakterisert ved perioder med overføring mellom ulike jobber, men også mellom det å ha jobb og det å være arbeidsledig.

Retten til utdanning blir derfor sett på som en rett til borgerskap, som også er overførbar, og som følger individene i de overføringsfasene som er nevnt ovenfor, for å holde ved like sysselsettbarhet og betingelsene for et fullt borgerskap og for å garantere borgere kontinuiteten i deres profesjonelle status, også med diskontinuiteten i yrkesveiene.

Hvis en følger det tredje prinsippet, er det viktig å aktivere et egnet og solid nettverk av tjenester for å støtte aktivering, utover de tradisjonelle sysselsettingssentrene og de strukturene som jobber med forsoning og positiv diskrimineringspolitikk i arbeidstermer.

Det fjerde prinsippet forutsetter at livslang læring må betraktes som en prosess med en sterk offentlig verdi og nytte. Derfor er det nødvendig for borgere å overveie om det er en plikt og/eller rettighet å ta del i dette. Det er ikke nok å definere denne retten/plikten for at livslang læring skal bli utført i praksis: Vi trenger realpolitikk som kan fremme tilgangen til livslang læring. Definisjonen av en rett gir mening hvis de som skal utøve den, har reelle muligheter til å gjøre det. Derfor er en rekke tiltak eller handlinger nødvendige, spesifikt øremerket å øke borgernes tilgang, spesielt for de svakeste, til muligheter for læring. Fra et operasjonelt synspunkt betyr dette forbedringer i form av kommunikasjon om opplæringstilbudet, for å styrke veiledningstiltakene, for å balansere innholdet i opplæringen i forhold til folks reelle læringsbehov, og

¹ Ordet *learnfare* ble dannet for å identifisere programmer for å gjeninkludere ungdom som hadde kuttet ut skolen tidlig fordi de ble unge foreldre som var avhengige av hjelp, fastlåst i arbeidsledighet og uten muligheter til å fullføre studiene. Når disse programmene blir utvidet til hele befolkningen, følger et opplæringsperspektiv i form av en borgers rettigheter og apparater for deltakelse, i et rammeverk av like tilgangsmuligheter. Fra dette har vi det historiske valget mellom å bruke ordet for å beskrive den danske velferdsmodellen, eller for å referere til alle de systemene der opplæring og livslang læring er en vital nøkkel for moderne velferdssystemer, med inkludering og sysselsetting.

å ta vare på de didaktiske metodene og profesjonaliteten blant de som holder kursene.

Med utgangspunkt i det femte prinsippet kan en si at hvis mulighetene for livslang læring er åpenbare, er også begrensningene det. Det er derfor nødvendig å garantere likhet i læringsmulighetene fra starten av, men også gjennom den aktive livssyklusen, og prøve å gjenintegre ressurser for å bekjempe sårbarhet. Dette innebærer en nøyaktig måling av livslang læring fra et funksjonelt, distributivt, regulerende og politisk-institusjonelt synspunkt. Oppmerksomhet har blitt gitt til tre hovedprinsipper: kontinuitet og stabilitet i investeringer, utvikling av tiltak for positiv diskriminering til fordel for de svakeste og støtte til de mest sårbare situasjonene.

Ut fra det sjettede prinsippet må de opplæringstiltakene som utgjør systemer for livslang læring, være kvalitetstiltak, de må være sterkt knyttet til markedet og borgernes behov, med tilpasset innhold. Mer generelt må læringstiltak som danner livslang læring, være individuelt tilpasset, knyttet til den enkeltes livshistorie og -syklus, styrt på en mangfoldig måte, avstandardisert, forbundet med både jobbtilbud og -etterspørsel, lett tilgjengelig og håndterlig.

Hvis en følger det sjuende prinsippet, må systemer for livslang læring følges nøye i form av evaluering. Dette betyr at det er nødvendig å aktivere strukturerte systemer basert på mål for livslang læring og å evaluere kontinuerlig, med deltakelse og enighet, i hvilken grad disse målene har blitt nådd og oppnådd. Det er nødvendig å kontrollere oppnåelsen av læringsutbytte, sosialisering, aktivering, myndiggjøring og kapasitetsskapende mål som en konsekvens av opplæringstiltakene. Dessuten handler det om å oppnå mer ambisiøse mål slik som sysselsetting, myndiggjøring, ikke-diskriminering, sosial inkludering og aktivt borgerskap.

c) Dialog med beslutningstakere

Det har blitt organisert 13 fokusgrupper, og disse har involvert institusjonelle aktører, lærere og tilbydere. De tilbakemeldingene som ble gitt, ga mulighet til å finjustere modellen, så vel som spredning av resultatene av FORWARD til et kvalifisert publikum.

Evaluering av FORWARD

Aktiviteter som er utført innen FORWARD, kan karakteriseres – som en kan se av det som tidligere er nevnt – ved stor rikdom og kompleksitet. Den endelige evalueringen av prosjektet, som er utviklet i tråd med de kvalitetskriteriene som allerede er forklart, kastet lys over den følgende betraktningen.

Med hensyn til effektiviteten ved handlinger og prosedyrer, uavhengig av noen forsinkelser i produksjonen av resultater underveis, trenger vi å evaluere hvordan alle de planlagte utbyttene har blitt implementert. Kommunikasjonsprosessen

og de organisatoriske og logistiske mekanismene har fungert: Prosedyrene for å skape innholdet ga mulighet til å skape nasjonale scenarioer og en delt modell.

Når det gjelder konsistensen mellom målene for livslang læring og kravet om anvendelse, bør vi overveie viktigheten av tilgang for alle til muligheter for læring, som er bekreftet i Lisboastrategien, og som er innbakt i grunnlaget for modellen for utvikling og implementering av strategier for livslang læring. De nasjonale scenarioene og modellen i seg selv er svært konsistente med de generelle formålene som EU har identifisert for å bli den første kunnskapsbaserte økonomien.

Når det gjelder merverdien, har partnernes erfaring og kunnskap økt, takket være samhandlingen og utvekslingen av informasjon om hvordan de ulike systemene fungerer. synes den europeiske dimensjonen ved resultatene å være det viktigste elementet: Modellen er faktisk helt i tråd med den politiske visjonen som er grunnlaget for Lisboastrategien, og kan gi et bidrag også til den aktuelle reformen av denne strategien, med forbedringen av partnernes evne til å utvikle og implementere strategier for livslang læring.

GERMAN**Die Entstehung des Projekts**

Als 2008 das Projekt FORWARD entwickelt und präsentiert wurde, stand im Mittelpunkt des Projektsantrags die Idee für eine Lifelong-Learning-Strategie. In der Tat ist eine Strategie für lebenslanges Lernen einer Definition der europäischen Kommission zufolge ein umfassender Rahmen für allgemeine und berufliche Bildungspolitik, zu dem ein strategischer Überblick, eine Reihe von Prioritäten und der Einsatz finanzieller Mittel gehören. Dieser Rahmen wird in Partnerschaft mit den führenden Akteuren entwickelt und enthält Mechanismen zur Umsetzung und Verbreitung der Resultate.

In Anbetracht dieser Definition stellte die Planungseinheit der Provincia Autonoma di Trento (Autonome Provinz Trient) fest, dass ein Projekt zur Partnerschaftsvereinigung der im Bereich des Lifelong Learning aktiven öffentlichen Körperschaften eine ausgezeichnete Wachstumsmöglichkeit darstellte, da zwischen den Staaten in den verschiedenen Bereichen des Lifelong Learning bedeutende Unterschiede bestehen. Gemäß dem Jahresbericht der Kommission zu den Bildungssystemen in Europa übertrafen einige Staaten bereits 2008 der Benchmark bezüglich der auf EU-Ebene vereinbarten Schul- und Bildungspolitik und entwickelten sich weiter, während andere unter der EU-Schwelle lagen und keine Fortschritte mehr machten. Z.B. war beim Benchmark „Beteiligung von Erwachsenen an Schulungsmaßnahmen“ (die Schwelle wurde auf 12,50 % der Bevölkerung innerhalb 2010 festgesetzt) beträchtliche Unterschiede festzustellen: Best Performers waren die Länder Nordeuropas. Andere, wie das Vereinigte Königreich, Slowenien und Österreich lagen über dem EU-Durchschnitt, wieder andere, wie Italien und Portugal, lagen darunter und wurden ständig langsamer. Das System für lebenslanges Lernen ist in jenen Staaten bereits Realität, die sich mit einheitlichen und wirksamen Lifelong-Learning-Strategien ausgerüstet haben, wie das Vereinigte Königreich, Schweden, Dänemark und Norwegen.

Der Bericht wies auch Unterschiede innerhalb der einzelnen Mitgliedsstaaten auf. In Italien z.B. lag die Beteiligung am lebenslangen Lernen bei 6,1 %, in der Provinz Trient jedoch bei 8,6 %. Daraus erwuchs die Notwendigkeit, die strukturellen Unterschiede auf nationaler Ebene und zwischen den Ländern weiter zu untersuchen und der Vorteil, von der guten Praxis der weiter fortgeschrittenen Staaten lernen zu können. Die Geburt des Projekts hing also vom Willen ab, den Partnern Wissensquellen, methodologische Ansätze und operative Mittel zu liefern, um einheitliche und wirksame Lifelong-Learning-Strategien zu entwickeln.

Die Ziele des Projekts FORWARD

Hauptziel des Projekts FORWARD war die Förderung eines Prozesses zur Unterstützung der am Projekt beteiligten Behörden und Einrichtungen, um Objektive und Arbeitsweisen zur Entwicklung einer integrierten Lifelong-Learning-Strategie in den eigenen Territorien festzulegen. Seine allgemeine Bestimmung war es herauszufinden, auf welche Weise Maßnahmen lebenslanges Lernen ein- und umgesetzt werden konnte, bei denen Erstausbildung und Weiterbildung einheitlich verbunden werden. Das Hauptziel war in eine Reihe von spezifischen Zwecken unterteilt, die mit den Hauptplanungsschritten verbunden waren: in erster Linie die Entwicklung eines detaillierten Überblicks über die Lage des Lifelong Learning in den beteiligten Staaten nach den Lissabon-Benchmarks (vor allem die Beteiligung Erwachsener an Schul- und Berufsausbildung), wobei Stärken und Schwächen analysiert wurden. Zweitens: ausgehend von der Lage der jeweiligen Nation und den gemeinsamen Problemen, die Ausarbeitung eines Modells (in politische Leitlinien und Ausführungsvorschläge gegliedert) zur Entwicklung und Implementierung von Lifelong-Learning-Strategien. Dieser spezifische Zweck zielte auf die Gegenüberstellung und die Diskussion über die Gemeinsamkeiten der Umsetzung der Pläne zum Lifelong-Learning, wie z.B. die Problematik des Zugriffs auf Bildung, der sozialen Eingliederung der Unterrichtssysteme, der Qualität des Angebots und der Kompetenzen der Fachleute. Die Diskussion wurde aus der Ferne geführt, es wurden jedoch auch zwei Workshops organisiert, einer zur Analyse des Verlaufs von der Erstausbildung zum Lifelong Learning, der andere zur Erwachsenenbildung in Hinsicht auf das Lifelong Learning. Schließlich fand eine ausführliche Konfrontation mit den Stakeholdern auf lokaler und nationaler Ebene statt, um die erzielten Ergebnisse gemeinsam zu nutzen und ein erstklassiges Feedback von Profis, Fachmännern und Ausbildern zu erhalten.

Die Partnerschaft zur Ausführung

Um die hoch gesteckten Ziele des Projekts FORWARD zu erreichen, schlossen sich 13 Partner aus 8 Ländern zusammen, davon 7 EU-Mitgliedsstaaten (Italien – Provincia Autonoma di Trento und drei Regionen: Marken, Toskana, Friaul-Julisch-Venetien – Frankreich, Spanien, Deutschland, Vereinigtes Königreich, Litauen, Norwegen, Finnland). Einige dieser Partner sind Behörden zur Verwaltung der Strukturfonds; andere sind bei Arbeitsverwaltungen beschäftigt, Anbieter im Bereich der (Berufs)bildung oder Vertreter der Universität. Alle Partner gehören dem öffentlichen Dienst an, doch ihre unterschiedlichen Aufgaben- und Einsatzbereiche bürgen dafür, dass alle nötigen Kompetenzen zur Umsetzung des Projekts im Netzwerk vorhanden sind. In Bezug auf die

Organisationsmöglichkeiten waren alle Partner aktiv im Lenkungsausschuss vertreten, einem Begleit- und Kontrollgremium des Projekts. Außerdem wurde bei FORWARD, im Gegensatz zu vielen anderen umfassenden Projekten, die Arbeit aller Partner in allen Work Packages, in die der Arbeitsplan eingeteilt war, ausdrücklich vorgesehen und gefördert. Dadurch wurden alle bewusst in die Produktion der Resultate und die Entwicklung brauchbarer Ergebnisse mit einbezogen, um den Planungsvorgang lebenslangen Lernens zu verbessern.

Qualitätsmanagement

FORWARD enthält ein internes System für ständige Qualitätskontrolle. Insbesondere wurde zu Beginn des Projekts ein mit allen Partnern abgestimmter Überwachungsplan ausgearbeitet. Um die Qualität zu garantieren, wurden periodisch Fragebögen zur Überwachung verteilt, die Zufriedenheit über die Versammlungen ermittelt und Progress für den Lenkungsausschuss verfasst. Die überwachten Bereiche sind: Wirksamkeit der Aktivitäten und Prozeduren, Wirksamkeit der Organisations- und Kommunikationsmechanismen, Übereinstimmung mit den Objektivten des Lifelong Learning Programme, Mehrwert, europäische Dimension, Wirkung, Übertragbarkeit und Nachhaltigkeit.

Die erwartete Wirkung

FORWARD brachte also Resultate hervor, die sich auf zwei Hauptbereiche auswirkten, vor allem auf das System der spezifischen Kompetenzen der Fachleute, die in die Analyse und die Entwicklung des Modells eingebunden sind. Es handelt sich um Fachleute aus öffentlichen Behörden mit unterschiedlichen Aufgaben, die jedoch bei der Bestimmung der Qualität und Typologie des Bildungsangebots den gleichen Einfluss haben. Durch die Konfrontation mit Kollegen, die in Bereichen mit anderen Erfahrungen und organisatorischen Gliederungen arbeiten, die sich häufig sehr von den eigenen unterscheiden, konnten die Teilnehmer ihre spezifischen Kenntnisse erweitern, nicht zuletzt durch den Austausch von Praktiken.

Der zweite Wirkungsbereich besteht aus den Systemen zur allgemeinen und beruflichen Bildung der acht Partnerländer: Sowohl durch die Konfrontation mit den Stakeholdern als auch durch die Lieferung der Ergebnisse, welche die Teilnehmer an den zugeordneten Dienststellen erreicht haben, konnten die Lifelong-Learning-Systeme von einer koordinierten und abgestimmten Einteilung der Strategien profitieren, die das Recht aller europäischen Bürger auf allgemeine und berufliche Bildung ihr ganzes Leben lang wirksam sichert.

Die erzielten Resultate

a) Die Situation der einzelnen Länder und die gute Praxis.

Sofort nach dem anfänglichen Treffen wurde von allen Partnern verlangt, dass sie eine Beschreibung der Situation des Lifelong Learning in der eigenen Nation verfassten. Die Beschreibungen wurden als Vorbereitung für die Abfassung des Modells benutzt. Die wichtigsten Daten der Analyse sind folgende:

1. Unterschiede in der Ausdrucksweise: Aus den verfassten Texten geht die Verwendung von unterschiedlichen Ausdrücken hervor, von nicht übereinstimmenden Wörtern für die gleichen Objekte oder Inhalte.
2. Die Organisationsmodelle unterscheiden sich je nach den Gebieten, die am Projekt teilnehmen. Daraus erwächst die Notwendigkeit, Entscheidungsträger, Entscheidungsprozesse, Ziele, ausführende Subjekte und ihre Zusammenhänge genau zu verstehen.
3. Der Zusammenhang zwischen Welfare und Bildungsprozessen ist unterschiedlich ausgeprägt. Lifelong Learning wird manchmal als Bildungs- und Fortbildungsaktivität angesehen, manchmal als Teil des Welfare-Systems.
4. Der Zusammenhang zwischen formalem und informellem Lifelong Learning erweist sich als strategisch: Man neigt dazu, formale Initiativen zu bevorzugen, manchmal auch mit traditionellen Mitteln.
5. Die Stellungnahme zur Definition der Bezugssubjekte, der Tätigkeiten beim Lifelong Learning, der Ziele der Initiativen, der Unterrichtsmethoden und der Teilnahmequote ist unterschiedlich. Einige bevorzugen den Aspekt der Professionalisierung gegenüber dem kulturellen und existenziellen Standpunkt, andere legen den Schwerpunkt auf benachteiligte Subjekte oder Einwanderer, wieder andere geben eine Mischung aus den verschiedenen Bedürfnissen an, die sich innerhalb der Gemeinschaft ergeben.
6. Die Kompetenzen jener, die die Aufgabe einer Lehrperson oder eines Animateurs übernehmen und die Maßnahmen zur Vorbereitung auf diese Aufgaben stellen einen weiteren strategischen Punkt dar.
7. Die Rolle der Planung und der Auswertung der erreichten Ergebnisse ist ein zentrales Element bei allen planbaren Aktivitäten, erst recht in einer so komplexen und artikulierten Angelegenheit wie die Bildung Erwachsener. Die Auswertung muss im Sinne der Verbesserung gesehen werden, zur Überprüfung der Methoden und zur Verwendung der Geldmittel.

Bei den Gemeinsamkeiten fällt auf, dass das Thema Lifelong Learning im Allgemeinen in den nationalen Rechtsrahmen eingefügt ist und den regionalen und auch den städtischen Verwaltungen bestimmte Angelegenheiten übertragen werden. Das Thema wird vorwiegend im Bereich der Berufsbildung und der mit Arbeit und Welfare-Aktivitäten verbundenen Bildungsmaßnahmen behandelt.

Auf regionaler Ebene ist auch eine enge Verbindung zwischen Lifelong-Learning-Aktivitäten und Projekten zur lokalen Entwicklung erkennbar.

Die Berichte liefern ein lebhaftes Bild aus vielen Aktivitäten der nationalen und internationalen Netzwerke, Austausch von Personen und Informationen, um den Beteiligten zu helfen, die erlangten Erfahrungen und erreichten Resultate besser zu erfassen und in einem Bereich, der noch in den Anfängen steckt, mit Hilfe von Benchmark-Aktivitäten Maßnahmen zur Verbesserung und Erneuerung zu entwickeln.

Die Inhalte der Lifelong-Learning-Initiativen in den Partnerländern können grundsätzlich in sechs große Kategorien eingeteilt werden:

- die Professionalisierung und berufliche Umschulung der Fachleute. Zu dieser Kategorie gehören: Bildungsinitiativen innerhalb einzelner Betriebe oder von Unternehmens- oder Berufsvereinigungen, unter enger Zusammenarbeit des öffentlichen und privaten Bereichs und oft unter Benutzung von Gemeinschaftsmitteln. Kurse, die von öffentlichen und privaten Einrichtungen veranstaltet werden und Subjekten die Gelegenheit bieten sollen, sich besondere Kompetenzen anzueignen, die wichtig für ihr berufliches Wachstum sind, jedoch auch allgemein im täglichen Leben. Man denke an die Bildungsaktivitäten in den Bereichen der Information Technology oder des Erlernens von Fremdsprachen. In diesem Bereich arbeiten Schul- und Produktionssystem auf mehreren Ebenen zusammen:

- a) auf nationaler Ebene mit Vereinbarungen zwischen den kompetenten Ministerien, Berufsvereinigungen, dem Gewerkschaftssystem,
- b) auf regionaler Ebene zwischen den kompetenten öffentlichen Behörden und den regionalen Kategorien, aber auch auf der Ebene der einzelnen Schulen mit dem Produktionssystem des Territoriums.

In diesen Bereich gehören auch alle vom Schulsystem geförderten offiziellen Tätigkeiten, die darauf hinzielen, dass erwachsene Beteiligte Titel erwerben, die auf dem Arbeitsmarkt verwendbar sind, Qualifikationen, Zertifizierungen, Aufholen der im Jugendalter verlorenen Schuljahre, Überbrückungen zwischen vergangener Schulkarriere und zukünftigen Erwartungen.

- Bildungswege für benachteiligte Subjekte, die Bildungsmaßnahmen für ihre Umschulung benötigen, um auch nur teilweise in die Arbeitswelt eingegliedert werden zu können.

Darunter fallen:

- a) Personen, die aus dem Produktionsprozess ausgeschlossen wurden und auf der Suche nach neuen Beschäftigungen sind, oder Arbeitslose auf der Suche nach einem Arbeitsplatz.
- b) Jugendliche Drop-Outs, die ihren Schul- oder Bildungsweg nicht abgeschlossen haben und Schwierigkeiten bei der Eingliederung in die Produktionswelt haben. Maßnahmen zur Entwicklung der Kompetenzen, auch durch geführte Lehrgänge und Praktika, helfen den Betroffenen, einen Sinn auf persönlicher und beruflicher Ebene wiederzufinden.

- c) Subjekte, die Traumata oder schwierige Erfahrungen im Bereich der Abhängigkeit hinter sich haben, auf psychologischer oder psychischer Ebene heikle Situationen durchlebt haben, oder leicht Behinderte, die in der Lage sind, sich in eine geschützte Arbeitsumgebung einzugliedern und die eine Zeit geführter Ausbildung benötigen, um auch nur teilweise in das Produktionssystem eingebunden werden zu können.
- d) Fachleute, die wegen einer Umstrukturierung oder Umstellung ihres Betriebs oder wegen automatischer Versetzung in andere Firmen eine Berufsumschulung benötigen.
- Einwanderer, welche die Amtssprache erlernen müssen und sich die Mindestkenntnisse für eine soziale und berufliche Eingliederung aneignen müssen. Häufig gehen mit den Bildungsmaßnahmen Orientierungs- und Begleitinitiativen zugunsten der Betroffenen einher, die in das Gemeinschaftsleben und in soziale Gruppen eingeführt werden, damit sie in ihrem Gebiet bedeutende Beziehungen eingehen können.
- Weniger häufig kommt der Ansatz zur Entwicklung einer aktiven und verantwortlichen Bürgerschaft vor, die in der Kenntnis ein unabdingbares Element für die Teilnahme am Gemeinschaftsleben und die Möglichkeit sieht, ihre eigenen Charakteristiken aufzuwerten. In diesem Bereich werden Kurse unterschiedlicher Dauer angeboten, die nicht nur die Berufsausbildung zum Thema haben, Bildungswege für Senioren, Bildungsgutscheine, die für eine reiche Auswahl an Angeboten benutzt werden können und sowohl von öffentlichen Unternehmen als auch von Bildungsvereinen gefördert werden. Interessant ist auch der Life Cycle Approach, bei dem Bildungswege vorgesehen sind, die sich durch das gesamte Leben hinziehen und die Schulbildung mit dem lebenslangen Lernen ergänzen.

Zusätzlich zu den Berichten über die nationale Lage identifizierten die Partner 22 Praktiken zur Umsetzung von Lifelong-Learning-Maßnahmen, wobei Stärken und Schwächen hervorgehoben wurden. Diese Praktiken betreffen Maßnahmen zur Professionalisierung, der Eingliederung von Personen in die Arbeitswelt, die benachteiligt sind oder aus dem Produktionsprozess ausgeschlossen wurden, der Einbeziehung von schwächeren Subjekten, Drop-Outs oder Einwanderern, dem kulturellen Wachstum und der Erziehung zur Bürgerschaft, der Verbesserung der Lebensqualität, vor allem im Alter.

b) Das Bezugsmodell zum Einsatz der Lifelong-Learning-Systeme

Die Berichte und ihre Analyse stellten die Diskussionsgrundlage für die Formulierung des Modells zur Entwicklung und den Einsatz der Lifelong-Learning-Strategien dar. Gestützt auf eine angeregte und tiefgründige Auseinandersetzung während des Meetings in Oslo, das später in Stuttgart weitergeführt wurde, wurde ein Text ausgearbeitet, der in politische Richtlinien und Umsetzungsvorschläge eingeteilt ist, bei der Konfrontation mit den Stakeholdern benutzt wird und bei der Ausarbeitung von Lifelong-Learning-

Strategien zu Hilfe genommen wird. Seine wichtigsten Merkmale sind, kurz zusammengefasst, folgende. Vor allem ist unter Modell eine organische Sammlung von strategischen und operativen Hinweisen und Empfehlungen oder Prinzipien zu verstehen, die dazu dienen – vor allem mit Hilfe der Schul- und Berufsbildungspolitik – das wesentliche Ziel der Lissabon-Agenda zu erreichen: „den Aufbau einer neuen wissenschaftsgestützten Gesellschaft.“

Das Modell zieht eher die Methoden als die Inhalte in Betracht und versucht, Verhaltenslinien zu ermitteln, nach denen jede Realität sich richtet und an die sie ihre eigenen Erfahrungen angleicht, und den Unterschied zwischen dem feststellt, was heute in die Tat umgesetzt wird und dem, was im Modell vorgeschlagen wird.

Bei Betrachtung der Bildungswege einer Person während ihres ganzen Lebens lassen sich vier Bezugsbereiche ermitteln:

1. die Schulbildung (die in etwa mit der Pflichtschule übereinstimmt);
2. die Berufsbildung, d.h. die Gesamtheit der Bildungsmaßnahmen, die das Subjekt wählt, um verschiedene Kompetenzen zu erlangen, und die häufig mit einem vom Staat oder lediglich dem Produktionssystem anerkannten Zertifikat abgeschlossen werden. Die Teilnahme daran ist freiwillig, nicht immer kostenlos und wird manchmal von Einrichtungen angeboten, manchmal von öffentlichen oder privaten Anstalten, die an Fortbildung interessiert sind. Hierunter fallen Oberschulsystem, höhere Bildung, Welt der Universität, Ausbildungsinitiativen nach dem Oberschul- und Hochschuldiplom, jedoch auch Angebote der Betriebe für ihre Angestellten (betriebliche Ausbildung, wird in der Regel nicht vom Subjekt gewählt), Fernausbildung und auch Initiativen für Selbstausbildung.
3. Tätigkeiten, die auf Beschäftigungsfähigkeit hinzielen, welche die Einfügung in die Produktionsstruktur von Subjekten zum Ziel haben, die andernfalls ausgeschlossen wären, oder von Subjekten, die wegen Aufgabe der Firma, Krise in der Branche, in der sie tätig waren oder wegen Verbesserung der Technologien und Produktionsvorgänge ausgeschlossen wurden. Dazu gehören Ausbildungspraktika, alle Tätigkeiten zur Eingliederung in die Arbeitswelt, Umschulung, Aktivitäten zur Umstrukturierung der Produktion, Initiativen für Arbeitslose.
4. Schließlich die Tätigkeiten, die an eine aktive und verantwortliche Bürgerschaft gerichtet sind: eine Unmenge von formalen und informellen Aktivitäten, die sich mehr oder weniger strukturiert in Zwischenräume des Lebens der Personen einfügen, die einen Bildungsweg manchmal aus Interesse und Berufung einschlagen, manchmal von Medien, empfohlener Literatur oder Teilnahme an kulturellen Ereignissen dazu angeregt werden.

Die vier Bereiche:

- sind stark voneinander abhängig, d.h. ein Bürger kann Mittel aus unterschiedlichen Bereichen benutzen;

- die Häufigkeit der Benutzung der unterschiedlichen Kanäle ändert sich im Laufe des Lebens der Personen;
- jeder Zusammenhang lenkt Mittel und Vorschläge manchmal in einen, manchmal in einen anderen Bereich, aufgrund verschiedener Erfahrungen, sozial-ökonomischer Bedingungen und des Werts, der auf Schul- und Berufsbildungsgänge gelegt wird.

Grundlegendes Element des Modells ist das Konzept der **Zugänglichkeit**, worunter die Möglichkeit der Umsetzung des Rechts auf Bildung in die Tat verstanden wird. Im Einzelnen konzentriert sich das Modell auf die Strategien und Aktionen, die in jedem Zusammenhang konkret eingeleitet wurden (und eingeleitet werden können), um Folgendes zu fördern:

- die Beschäftigungsfähigkeit, d.h. die Erwerbung und Erhaltung der Elemente, die zur wirksamen Eingliederung in die Arbeitswelt oder die Wiedereingliederung in einen Beruf notwendig sind;
- die aktive Bürgerschaft zum Ausdruck der Fähigkeit aller Individuen – unabhängig von ihrem Alter – die Zusammenhänge, in denen sie leben und die Merkmale ihres Lebenszyklus besser zu verstehen, sich die Elemente anzueignen, die notwendig sind, Situationen auszulegen, zu urteilen, verantwortlich zu handeln und die Bereiche der Teilnahme am Gemeinschaftsleben und an der Ausübung ihrer Pflichten und Rechte zu bestimmen;
- das konkrete Recht aller auf die Möglichkeit, Zugang zum Lifelong Learning zu haben, unabhängig von ihrer Situation und ihrer sozialen und persönlichen Lage;
- die Lehrmethoden, die auf eine starke und wirksame Teilnahme der Betroffenen hinzielen;
- die Auswertung und Analyse der Bedürfnisse und die Forschungs- und Beobachtungsmaßnahmen.

Von der Struktur her besteht das Modell aus **sieben strategischen Prinzipien**, die mit Arbeitshinweisen für ihre Umsetzung verbunden sind. Die strategischen Prinzipien leiten sich direkt von der Lissabon-Strategie ab, welche bekanntlich darauf abzielt, Europa zum wettbewerbsfähigsten und dynamischsten Wirtschaftsraum der Welt zu machen, mit einem dauerhaften Wirtschaftswachstum mit mehr und besseren Arbeitsplätzen und einem größeren sozialen Zusammenhalt. Dieses Ziel ist nicht nur wirtschaftlich geprägt. In der Tat bedeutet das Streben nach den Lissabon-Zielen nicht nur das Erreichen der festgelegten Qualitätsindikatoren (Benchmarks), sondern auch, stets zu versuchen, einen neuen Ansatz zum Welfare zu entwickeln, der stark von der Kenntnis und der Erlangung dieser Kenntnis geprägt ist. In dieser Lage muss das Lifelong Learning darauf hinzielen, allen die gleiche Möglichkeit zum Erlangen der nötigen Kompetenzen zu geben, damit sie sich erfolgreich auf dem Arbeitsmarkt bewegen und aktiv daran teilnehmen können. Wie gesagt steckt in diesem Ziel eine Bedeutung, die nicht lediglich

wirtschaftlicher Natur im engeren Sinn ist, sondern gleichzeitig politisch und kulturell, auf Werte aufbauend und maßgebend, da es in sich die Definition von Policies enthält, welche die Kenntnis und die Bildungsmöglichkeiten steigern, aufwerten und verbreiten sollen.

Auf der Grundlage des **ersten Prinzips** des Modells muss das Lifelong Learning zur Entwicklung eines neuen Welfare dienen, d.h., es muss eine der wesentlichen Stützen sein, um die herum eine wissensgestützte Gesellschaft kreist, die zugleich völlig integrativ und beteiligend ist. In diesem Sinne sind grundlegende Konzepte wie Aktivierung, Empowerment und Erweiterung der Fähigkeiten als Zielpunkte wesentlich. Ziel ist das Erreichen eines „Active Welfare States“, d.h. eines Sozialstaats (oder besser, eines Wohlfahrtsstaats), der „aktiv“ und „aktivierend“ ist, der vom Spender von Sicherheits- und passiven Schutzmaßnahmen zum Schöpfer von Förderungs- und individuellen Diensten wird, um die Subjekte anzuregen, die notwendigen Mittel für die Bewältigung von Risikosituationen zu entwickeln, in die sie geraten könnten. Nach dem Konzept der Aktivierung muss die Bürgerschaft, um als Garantie für Einbeziehung, Schutz und Wohlfahrt zu stehen, selbst aktiv werden. Die Rechte der Bürgerschaft ergeben sich aus der Beteiligung der Subjekte-Bürger an der Entwicklung des *Well-Being* für sich und ihre Nächsten. Diese Beteiligung kommt hauptsächlich auf dem Arbeitsmarkt zum Einsatz, aber auch bei der Auffindung von Lösungen für ihre Bedürfnisse. Beschäftigungsfähigkeit und bezahlte Arbeit, Bildung und Empowerment werden zur Priorität der Aktivität der Policies, die nicht zufällig als Aktivierungspolitik beschrieben werden und mit territorial dezentralisierten Dienstleistungen und Mitteln umgesetzt werden, die immer weniger vereinheitlicht sind.

Lebenslanges Lernen kann dazu beitragen, sowohl die Arbeits- als auch die Ausdrucksfähigkeit zu entwickeln. Dabei kann den Subjekten geholfen werden, Kenntnisse und Kompetenzen zu erwerben, aber auch das notwendige Bewusstsein und die Fähigkeit zu entwickeln, um die zur Verfügung stehenden Mittel in Verhaltensstrategien umzuwandeln, um wertvolle Entscheidungen zu treffen, um den eigenen Gesichtspunkt geltend zu machen, wenn sie arbeiten, sich ausdrücken und ihre eigenen Bedürfnisse befriedigen. Beim lebenslangen Lernen handelt es sich also um einen entscheidenden Faktor für die Personen, die ihre Fähigkeit sichern, Entscheidungen für die Verwirklichung ihrer selbst und ihrer Ziele zu treffen; es geht darum, ihre Ziele mit dem Capability-Ansatz zu erreichen.

Auf operativer Ebene sind die wesentlichen Mittel diejenigen, die vor allem mit folgenden Maßnahmen verbunden sind:

- Tutoring;
- Mentoring;
- Counselling;
- Coaching.

Was das **zweite Prinzip** betrifft, ist es angebracht, ein neues Bezugsmodell für Sozial-, Arbeits- und Bildungspolitik zu definieren, ein Modell, das *Learnfare*¹ genannt werden kann, ein System, das das Welfare-to-Work-System oder Workfare-System nicht ersetzt, sondern ergänzt. Bei den *Learnfare*-Modellen garantiert nicht nur die Arbeit für die Bürgerschaft, sondern die Bildung, als eine Art Rettungsring, um angesichts der Unsicherheit in der Arbeitswelt obenauf zu bleiben und die Eingliederung und den Aufenthalt der Subjekte in einer Transitionsphase zu fördern, auf einem Arbeitsmarkt, der vom Übergang von einer Anstellung zur anderen, aber auch von Arbeit zu Arbeitslosigkeit gekennzeichnet ist.

Beim Recht auf Bildung handelt es sich also um ein Recht auf Bürgerschaft, auch dies ein vorübergehendes Recht, welches das Subjekt in den Übergangsphasen begleitet, um auf Dauer seine Beschäftigungsfähigkeit und die Bedingungen für seine uneingeschränkte Bürgerschaft zu bewahren und ihm trotz unbeständiger Berufslaufbahnen die Kontinuität seiner beruflichen Stellung zu ermöglichen.

Gemäß dem **dritten Prinzip** ist die Förderung eines adäquaten Netzwerks unentbehrlich, das aus Dienstleistungen zur Unterstützung der Aktivierung besteht, zusätzlich zu den herkömmlichen Arbeitsvermittlungsstellen und den Strukturen, die sich um Vereinbarkeitsmaßnahmen und positive Diskriminierung bei der Arbeit kümmern.

Beim **vierten Prinzip** wird berücksichtigt, dass lebenslanges Lernen ein Vorgang ist, der für die Öffentlichkeit wichtig und nützlich ist; es muss ihm also die Bedeutung eines Recht oder einer Pflicht zugemessen werden, an dem/der die Bürger teilhaben. Es genügt nicht, dieses Recht oder diese Pflicht zu definieren, um seine Ausübung konkret zu sichern: Es braucht richtige politische Maßnahmen, um den Zugang zum Lernen zu fördern.

Die Definition eines Rechts ist sinnvoll, wenn den Personen, die es ausüben sollen, die Möglichkeit gegeben wird, dies zu tun. Es sind demnach eine Reihe von Maßnahmen oder Aktionsmethoden notwendig, die eigens auf den Zugriff der Bürger, vor allem der benachteiligten, auf die Bildungsmöglichkeiten hinzielen. Auf operativer Ebene bedeutet dies, die Kommunikationsformen des Bildungsangebots zu verbessern; die Maßnahmen zur Orientierung und

¹ Der Begriff *Learnfare* entstand zur Bezeichnung von schulischen Eingliederungsprogrammen für Jugendliche, welche die Schule abbrechen, da sie vorzeitig Eltern geworden sind. Einerseits hängen sie von Versorgungsprogrammen ab, andererseits ist es ihnen nicht möglich, die Oberschule abzuschließen, oder sie sind in der „Falle“ der Arbeitslosigkeit, Unterbeschäftigung oder beruflicher Unterqualifizierung gefangen. Wenn die Programme auf die gesamte Bevölkerung ausgedehnt werden, wird die Bildung zu einem Recht der Bürgerschaft und Mittel zur aktiven Teilnahme im Rahmen der Chancengleichheit. Daher die historische Entscheidung, den Begriff zunächst zur Beschreibung des dänischen Welfare-Modells zu verwenden und ihn dann auf alle Systeme zu übertragen, bei denen Bildung und Lifelong Learning unermesslich für die modernen Welfare-, Eingliederungs- und Beschäftigungssysteme sind.

Begleitung auszubauen; die Inhalte auf die wahren Bedürfnisse der Personen auszurichten; die didaktischen Methoden und die Professionalität jener zu fördern, die den Bildungsweg leiten.

Was das **fünfte Prinzip** betrifft: Einerseits sind die Möglichkeiten des *Lifelong Learning* offensichtlich, doch ebenso sind es auch seine Grenzen. Es muss also Gleichheit bei den anfänglichen Bildungsmöglichkeiten, jedoch auch das ganze aktive Leben lang garantiert werden, wobei die Mittel wieder eingebracht werden müssen, um den Fehler, die aus den Schwachstellen zu entstehen, zu beheben. Das bedeutet eine genaue Abstimmung des Lifelong Learning vom Standpunkt der Funktion, Verteilung, Gesetzgebung und vom politisch-institutionellen Standpunkt aus. Der Schwerpunkt muss auf drei Grundprinzipien liegen: die Kontinuität und Stabilität der Investition; die Entwicklung von Maßnahmen positiver Diskriminierung zugunsten Schwächerer; die Unterstützung in heikleren Situationen.

Nach dem **sechsten Prinzip** müssen die Bildungsmaßnahmen im Lifelong-Learning-System von hoher Qualität sein und tief in den Bedürfnissen der Märkte und der Bürger wurzeln und ihr Inhalt dementsprechend formuliert werden.

Allgemein müssen die Bildungsmaßnahmen, aus denen das Lifelong Learning besteht: auf das Individuum abgestimmt sein; sich an den Lebensgeschichten und -zyklen jedes Einzelnen orientieren; „pluralistisch“ gestaltet werden, nicht vereinheitlicht sein; sowohl mit den Bedürfnissen der Arbeitsanfrage als auch mit denen des Arbeitsangebots verbunden sein; leicht zugänglich und zu leiten sein.

Für das **siebte Prinzip** benötigen die Lifelong-Learning-Systeme sorgfältige Betreuung, die ausgewertet werden muss. Hier müssen detaillierte Systeme aktiviert werden, die sich auf die Ziele der Lifelong-Learning-Aktivitäten stützen und unter höchstmöglicher Beteiligung und Abstimmung bewerten müssen, inwiefern diese Ziele von Mal zu Mal erreicht und ob sie sachgemäß verfolgt wurden. Es geht also darum, das Erreichen folgender Ziele zu untersuchen: Lernen, Sozialisierung, Empowerment, Erweiterung der Fähigkeiten als Resultat der Bildungsmaßnahmen.

c) die Konfrontation mit den Stakeholdern

Alles in allem entstanden 13 Focus Groups, in die institutionelle Akteure, Ausbilder und Fachleute einbezogen wurden. Das Feedback ermöglichte es, das Modell abzustimmen und die Resultate des Projekts FORWARD unter einem qualifizierten Publikum zu verbreiten.

Die Auswertung des Projekts FORWARD

Die im Rahmen des Projekts FORWARD ausgeführte Arbeit zeichnen sich – wie aus den vorhergehenden Seiten hervorgeht – durch großen Reichtum und

große Komplexität aus. Aus der Schlussbewertung des Projekts nach Kriterien der Qualitätssicherung, die im Vorfeld erläutert wurden, ergaben sich folgende Überlegungen.

Was die **Wirksamkeit** der Aktivitäten und Maßnahmen angeht, muss trotz einiger Verspätungen bei der Erreichung der Zwischenresultate bewertet werden, dass alle geplanten Outputs verwirklicht wurden. Der Kommunikationsprozess, die Mechanismen zur Organisation und Logistik funktionierten: Die Entwicklung der Inhalte ermöglichte die Beschreibung der nationalen Lage und die Abfassung des gemeinsamen Modells.

Bei der **Übereinstimmung** mit den Zielen des Lifelong Learning Programme und des Bewerbungsausschreibens muss die zentrale Stellung des Themas des Zugangs aller zu den Bildungsmöglichkeiten berücksichtigt werden (ebenso wie bei der Lissabon-Strategie), Mittelpunkt des Modells für die Entwicklung und Anwendung der Lifelong-Learning-Strategien. Sowohl die Beschreibungen der nationalen Lage als auch das Modell selbst sind den allgemeinen Zielen, welche die europäische Union bestimmt hat, um zum ersten wissensgestützten Wirtschaftsraum zu werden, aufs höchste treu.

Was den **Mehrwert** angeht, wurden die Partner durch ihre Interaktion und den Austausch von Informationen über die Funktionsweisen der jeweiligen Systeme erfahrener und lernten sich besser kennen. Und schließlich scheint die **europäische Dimension** der Ergebnisse das wichtigste Element zu sein. In der Tat fügt sich das Modell kohärent in die politische Sichtweise, die der Lissabon-Strategie zugrunde liegt und könnte durch die Verbesserung der Fähigkeit der Partner, Lifelong-Learning-Strategien auszuarbeiten und umzusetzen, auch zur Reform der aktuellen Strategie beitragen.

SPANISH

La génesis del proyecto

Cuando en el verano de 2008 se elaboró y presentó el proyecto FORWARD, la idea de una estrategia para el lifelong learning ocupó el centro de la propuesta del proyecto. De hecho, según la definición de la Comisión Europea, una estrategia para la formación permanente es un marco general para las políticas de educación y formación, que incluye una visión estratégica, un conjunto de prioridades y la asignación de recursos financieros. Este marco se basa en colaboración con los actores clave y más significativos e incluye mecanismos para la aplicación y difusión de los resultados.

Siguiendo esta definición, el equipo de diseño que se constituyó en la Provincia Autónoma de Trento (Provincia Autónoma de Trento) observó que un proyecto creado con el objetivo de asociar a los organismos públicos que operan en el ámbito del lifelong learning (formación permanente) podría ser una oportunidad excelente para el crecimiento, dadas las significativas diferencias entre los Estados en los distintos ámbitos de la formación permanente. En efecto, según el informe anual de la Comisión sobre los sistemas educativos en Europa, mientras que algunos Estados ya habían superado en 2008 los benchmarks de la educación y la formación acordados a nivel de la UE y seguían avanzando, otros se situaban por debajo de la media comunitaria y habían frenado su progreso. Por ejemplo, tomando como referencia el benchmark „participación de los adultos en la formación permanente“ (que se fijó en el 12,50% de la población para antes de 2010), se observaban grandes diferencias: los países del norte de Europa eran los best performers. Otros, como, el Reino Unido, Eslovenia y Austria, estaban por encima de la media comunitaria, mientras que otros más, como Italia y Portugal, estaban por debajo y seguían ralentizando sus ritmos. El sistema de formación permanente es ya una realidad en países como el Reino Unido, Suecia, Dinamarca y Noruega, que han adoptado estrategias de lifelong learning coherentes y eficaces.

El informe destacaba también las diferencias dentro de cada Estado miembro. Por ejemplo, en Italia la tasa de participación en la formación permanente era del 6,1%, mientras que en la provincia de Trento era del 8,6%. Por lo tanto, se evidenciaba la necesidad de investigar más a fondo las diferencias estructurales dentro de los países y entre ellos y se destacaba la utilidad de aprender de las mejores prácticas desarrolladas por los estados más avanzados. La génesis del proyecto estuvo, por consiguiente, vinculada a la voluntad de dar a los socios los recursos cognitivos, los enfoques metodológicos y las herramientas prácticas para desarrollar y aplicar estrategias coherentes y eficaces de lifelong learning.

Los objetivos de FORWARD

El objetivo fundamental de FORWARD era activar un proceso de apoyo a las autoridades y los organismos involucrados en el proyecto para definir los objetivos y modalidades operativas destinadas a la construcción de una estrategia integrada de lifelong learning en sus territorios. La finalidad general fue identificar la manera de aplicar y llevar a cabo la formación permanente que vincule la capacitación de forma coherente la formación inicial y la que se orienta a los adultos. El objetivo fundamental se declinaba en una serie de objetivos concretos, vinculados a las principales fases del proyecto: en primer lugar, la construcción de cuadros detallados sobre la situación del lifelong learning en los Estados de origen de los socios mediante la aplicación de los benchmarks de la Estrategia de Lisboa (especialmente acerca de la participación de los adultos en la educación y la formación) y analizando sus puntos fuertes y débiles. En segundo lugar, a partir de los cuadros nacionales y de los problemas comunes, llegar a la elaboración de un modelo (organizado en directrices políticas y sugerencias operativas) para el desarrollo y la aplicación de estrategias de lifelong learning. Esta finalidad específica ha previsto el debate y la discusión sobre aspectos comunes de la realización de los planes de lifelong learning, como los problemas relacionados con la accesibilidad al aprendizaje, con la inclusión social en los sistemas educativos, con la calidad de la oferta y con las competencias de los operadores. El debate se ha llevado a cabo a distancia, pero también ha previsto la organización de dos workshops, el primero dedicado a analizar el proceso desde la formación inicial hasta el lifelong learning, mientras que el segundo se ha ocupado de la educación de adultos en la perspectiva del lifelong learning. Por último, se ha previsto dispuso el debate en profundidad con los stakeholders del nivel local y nacional, con el objetivo de compartir los resultados obtenidos y de recibir una información de calidad de los profesionales, los operadores y los formadores.

La asociación para la realización

Para lograr sus ambiciosos objetivos FORWARD ha reunido a 13 socios de 8 países, entre ellos 7 Estados miembros de la UE (Italia – Provincia Autónoma de Trento y tres regiones: Las Marcas, Toscana, Friul-Venecia Julia – Francia, España, Alemania, Reino Unido, Lituania, Noruega y Finlandia). Algunos de estos socios son las autoridades de gestión de los Fondos Estructurales, mientras que otros participan en los servicios de empleo, son proveedores de educación y formación o forman parte del mundo académico. Todos los socios son de naturaleza pública, pero las diferencias en responsabilidades y ámbito de intervención han asegurado la presencia en la red de todas las competencias necesarias para ejecutar el proyecto. En cuanto a las modalidades organizativas,

todos los socios han tenido una representación activa en el Comité de pilotaje, un organismo de vigilancia y control del proyecto. Además, a diferencia de lo que sucede a menudo en la realización de proyectos complejos, FORWARD ha previsto expresamente y ha favorecido la actividad de todos los socios en todos los work packages en los que se ha articulado el plan de trabajo. Y ello para promover la implicación consciente de todos en la producción de los resultados y en la creación de efectos que puedan utilizarse para mejorar el proceso de programación de la formación permanente.

La gestión de la calidad

FORWARD se ha dotado de un sistema interno de control de calidad permanente. En particular, al principio del proyecto se desarrolló un plan de seguimiento consensuado entre todos los socios. El control de la calidad ha previsto la realización periódica de encuestas de seguimiento, la evaluación del grado de satisfacción en cuanto a las reuniones presenciales y la redacción de informes de avance del proyecto para el Comité de pilotaje. Las áreas de contenido que se encuentran en observación son: eficacia de las medidas y procedimientos, eficacia de los mecanismos de organización y comunicación, coherencia con los objetivos del Lifelong Learning Programme, valor añadido, dimensión europea, impacto, transferibilidad y sostenibilidad.

El impacto esperado

FORWARD ha obtenido, pues, unos resultados capaces de afectar a dos ámbitos principales. En primer lugar, el sistema de competencias específicas de los operadores implicados en el proceso de análisis y en la creación del modelo. Se trata de operadores de los organismos públicos con responsabilidades distintas pero con la misma importancia en la determinación de la calidad y el tipo de oferta formativa. Mediante el debate con los colegas que trabajan en contextos con experiencias distintas y con articulaciones organizativas en ocasiones muy diferentes de las habituales, los participantes han tenido la oportunidad de enriquecer sus conocimientos específicos, en particular mediante el intercambio de prácticas.

El segundo ámbito de impacto lo constituyen los sistemas de educación y formación de los ocho países asociados: tanto mediante la discusión con los stakeholders, como a través de la presentación de los resultados logrados por los participantes en sus servicios de pertenencia, los sistemas de lifelong learning se han beneficiado de la articulación coordinada y compartida de las estrategias destinadas a garantizar el derecho de todos los ciudadanos europeos a la educación y la formación a lo largo de la vida.

Los resultados alcanzados

a) Los escenarios nacionales y las buenas prácticas.

Inmediatamente después de la reunión inicial, se le pidió a todos los socios que describieran el estado de la lifelong learning en su país de origen. Tales escenarios fueron analizados como una forma de preparación para la elaboración del modelo. El análisis arroja los datos siguientes:

1. Las diferencias en el lenguaje: los textos producidos revelan la existencia de lenguajes distintos, de términos no coincidentes para indicar los mismos objetos o contenidos.
2. Entre las diferentes áreas involucradas en el proyecto se manifiesta una variación de modelos organizativos. Esto requiere una buena comprensión de los responsables de la toma de decisiones, de los procesos de decisión, de los objetivos de referencia, de los responsables de la realización y de sus relaciones.
3. La relación entre el Estado del bienestar y los procesos educativos y formativos presenta variación. El lifelong learning se entiende en ocasiones como una acción educativa y formativa, y en otras como parte del sistema del estado del bienestar.
4. La relación entre la enseñanza formal e informal en el ámbito del lifelong learning parece ser estratégica: la tendencia es a privilegiar las iniciativas formales, a veces también con instrumentos tradicionales.
5. La definición de los sujetos de referencia, de las acciones de lifelong learning, de los objetivos, de las iniciativas, de los métodos de enseñanza y de los niveles de participación son otras de las cuestiones sobre las que existen posiciones diversas. Hay quien prefiere el aspecto profesionalizante al cultural y existencial, aquellos que insisten en los sujetos más débiles o los inmigrantes o bien quienes finalmente hacen una mezcla según las varias necesidades que surgen de la comunidad.
6. Las competencias de quienes asumen las funciones de docente o animador y la forma de preparar estas competencias profesionales son otro punto estratégico.
7. El papel de la planificación y de los procesos de evaluación de los resultados alcanzados es un elemento central en todas las actividades programables, especialmente en una situación compleja y articulada como la formación de adultos. La evaluación debe ser considerada desde la perspectiva de la mejora, con vistas a la revisión de los procedimientos y la utilización de los recursos económicos.

Entre los elementos comunes puede observarse cómo por lo general el tema del lifelong learning se sitúa dentro del marco normativo nacional, delegando determinadas cuestiones a los niveles regionales e incluso a los municipios. El tema encaja de forma predominante en el apartado de la formación profesional y de las actividades educativas en relación con las acciones relacionadas con la inserción laboral y las actividades de política social.

A nivel regional también se produce una estrecha relación entre las acciones de lifelong learning y los proyectos de desarrollo local.

Estos escenarios conforman un cuadro compuesto de muchas actividades nacionales e internacionales, acciones de intercambio de personas y de informaciones con el objetivo de ayudar a los interesados a entender mejor las experiencias vividas y los resultados obtenidos y, a través de acciones de benchmark, desarrollar acciones de mejora e innovación en un sector todavía en fase inicial.

Los contenidos de las iniciativas de lifelong learning adoptadas en los países socios se pueden clasificar esencialmente en seis categorías principales:

- la profesionalización y el reciclaje profesional de los operadores. Pertenecen a esta categoría: las iniciativas de formación realizadas en el seno de las empresas o desarrolladas por asociaciones empresariales o sectoriales, con la estrecha cooperación entre el sector público y el privado, a menudo con recursos comunitarios. Los cursos promovidos por las instituciones de formación públicos y privados destinados a brindar oportunidades a aquellos que deseen adquirir competencias específicas consideradas importantes para su desarrollo profesional y su inserción laboral pero también en general en la vida cotidiana. Piénsese en las actividades de formación en tecnologías de la información o en el aprendizaje de lenguas extranjeras. Esta área prevé una estrecha colaboración entre el sistema educativo y el sistema productivo a varios niveles:

- a) a nivel nacional a través de acuerdos entre los ministerios competentes, las asociaciones profesionales y el sistema sindical,
- b) a nivel regional entre las autoridades públicas competentes y las asociaciones profesionales regionales, pero también a nivel de cada centro educativo con el sistema productivo local.

En este sector se integran también todas las acciones oficiales promovidas por el sistema escolar dirigidas a que los participantes adultos puedan obtener títulos académicos demandadas por el mercado laboral, así como cualificaciones, certificaciones, recuperación de los cursos académicos perdidos en su juventud y la gestión de pasarelas entre los itinerarios seguidos en el pasado y las expectativas futuras.

- itinerarios formativos en favor de colectivos vulnerables que necesitan de una formación para su reciclaje a fin de garantizar su integración, aun parcial, en el mundo del trabajo. Entre tales colectivos se citan:

- a) las personas expulsadas del proceso productivo y a la búsqueda de nuevos espacios ocupacionales o los trabajadores desempleados que buscan trabajo.
- b) jóvenes fuera del sistema educativo que no pudieron completar su formación y que se encuentran en dificultades para integrarse en el mundo laboral. Las acciones destinadas a desarrollar competencias a través de pasantías y períodos de prácticas tutelados permiten ayudar a los interesados a recuperar el sentido de razones personales y profesionales.

- a) personas que han sufrido traumas o experiencias difíciles en el campo de las adicciones, que viven situaciones de debilidad psicológica o psíquica o bien discapacitados leves capaces de integrarse en un entorno de trabajo tutelado y que precisan de un período de formación dirigido para encontrar alguna forma de integración, aun parcial, el sistema productivo.
- b) operadores que requieren de un reciclaje profesional a causa de la reestructuración o reconversión de sus empresas o por el traslado automático a otras empresas.
- inmigrantes que necesitan aprender la lengua oficial y adquirir aquellas nociones indispensables para su inserción social y profesional. A menudo, la acción formativa se acompaña de iniciativas de orientación y de apoyo de los interesados en la vida comunitaria y en su inserción en grupos sociales que les permitan tener relaciones significativas en el territorio.
- tiene menor presencia el enfoque relacionado con la formación de ciudadanos activos y responsables, que ve en el conocimiento un elemento indispensable para la participación en la vida de la comunidad y la posibilidad de poner en valor sus propias características. En este ámbito se destacan las iniciativas que se presentan en el catálogo de cursos de diversa duración sobre temas no solo profesionalizantes, cursos de formación para personas mayores, vales de formación que la gente puede utilizar eligiendo entre una amplia gama de ofertas promovidas tanto por entidades públicas como por asociaciones educativas. Otro punto a destacar es el enfoque *life cycle approach*, que sugiere itinerarios formativos a lo largo de la vida y completa integra la formación inicial con la formación continua.

Como complemento a los escenarios nacionales, los socios han identificado 22 prácticas relativas a la ejecución de acciones de *lifelong learning*, destacando sus puntos fuertes y débiles. Estas prácticas se refieren a acciones relacionadas con la profesionalización, con la inserción laboral de personas desfavorecidas o expulsados de los procesos productivos, con la inclusión de las personas vulnerables, fuera del sistema educativo o inmigrantes, con el crecimiento cultural y educativo de la ciudadanía y con la mejora de la calidad de vida especialmente para las personas mayores.

b) El modelo de referencia para apoyar la aplicación de los sistemas de lifelong learning.

Los escenarios y su análisis han constituido la base para el debate sobre la formulación del modelo para el desarrollo y aplicación de estrategias de *lifelong learning*. Sobre la base de una comparación minuciosa y detallada durante la reunión de Oslo, reanudado a continuación durante la reunión en Stuttgart, se ha elaborado un texto, se han organizado las directrices políticas y las sugerencias operativas para la discusión con los stakeholders y luego como apoyo a la actividad de formulación de estrategias de *lifelong learning*. En

resumen, las características fundamentales del modelo son las siguientes. En primer lugar, se entiende por modelo un amplio conjunto de recomendaciones y directrices o principios de tipo estratégico y operacional, para llevar a cabo, especialmente con las políticas educativas y formativas, la finalidad fundamental del proceso de Lisboa: “la construcción de una nueva sociedad del conocimiento”.

El modelo toma en cuenta el método más que los contenidos, tratando de identificar las líneas de conducta con respecto a las cuales cualquier realidad podrá a continuación identificar cómo se pueden adaptar sus experiencias y la distancia entre lo que se practica en la actualidad y lo que es propuesto por el modelo.

Mediante la observación de la formación de una persona a lo largo de la vida pueden identificar cuatro áreas de referencia:

1. la formación inicial (que coincide aproximadamente con la formación obligatoria);
2. la profesionalización, es decir, aquel conjunto de acciones de formación elegidas por la persona, dirigidas a adquirir competencias de nivel variable que a menudo culminan con un certificado reconocido por el Estado o solo por el sistema productivo. La participación es voluntaria, no siempre gratuita, y los sujetos que las proponen son en ocasiones instituciones, en ocasiones entidades públicas o privadas implicadas en la formación. En esta área se sitúa el sistema de educación superior, la alta formación, el mundo universitario, las iniciativas de posgrado, los másteres, pero también las propuestas formuladas por las empresas a sus propios empleados (formación en la empresa, por lo general no elegida por la persona), la enseñanza a distancia e incluso las iniciativas de autoformación.
3. las acciones dirigidas a la empleabilidad, que tienen como objetivo la integración en el tejido productivo de las personas que de lo contrario se encontrarían excluidas la reinserción de personas expulsadas por abandono, por una crisis de los sectores en los que trabajaban anteriormente o por la actualización de las tecnologías y los procesos de producción. En este contexto se sitúan los periodos de prácticas, todas las acciones de inserción laboral, el reciclaje profesional, las acciones relacionadas con la reestructuración de la producción y las iniciativas para los desempleados.
4. por último, están las acciones dirigidas a la ciudadanía activa y responsable que se desarrollan en una gran variedad de actividades formales e informales que se integran de forma más o menos estructurada en los intersticios de la vida de las personas, que a veces optan por seguir un itinerario por interés y vocación, otras veces son estimuladas por los medios de comunicación, por lecturas recomendadas, por la participación en eventos culturales.

Las cuatro áreas:

- son estrechamente interdependientes, en la medida en que los ciudadanos pueden utilizar herramientas procedentes de distintos ámbitos;
- la intensidad de uso de los distintos canales varía a lo largo del ciclo de vida de las personas;
- cada contexto orienta los recursos y las ideas hacia un ámbito u otro sobre la base de las experiencias vividas, de las condiciones socioeconómicas y de la atención a los procesos educativos y formativos.

Un elemento **fundamental** del modelo es el concepto de **accesibilidad**, entendida como la posibilidad de concretar el derecho a la formación. Más concretamente, el modelo se centra en las estrategias y en las acciones concretas iniciadas (e iniciables) en cada contexto con el fin de promover:

- la empleabilidad, es decir, la adquisición y el mantenimiento de los elementos necesarios para su integración efectiva en el mundo del trabajo o su reinserción laboral;
- la ciudadanía activa, como la capacidad de todas las personas, independientemente de su edad, de comprender mejor los contextos en que viven, las características de su ciclo de vida, para adquirir la información necesaria para interpretar las situaciones, expresar opiniones, tener una conducta responsable y identificar las áreas de participación en la vida comunitaria y en el ejercicio de sus derechos y deberes;
- el derecho concreto y positivo a la accesibilidad para todos a las oportunidades para el lifelong learning, independientemente de sus situaciones y condiciones sociales y personales;
- los métodos de enseñanza dirigidos a la participación intensa y efectiva de las personas implicadas;
- las acciones de evaluación y análisis de necesidades y las actividades de investigación y observación.

Desde un punto de vista estructural, el modelo se compone de **siete principios** a los que se vinculan las indicaciones operativas para su puesta en marcha. Los principios estratégicos que se derivan directamente de la Estrategia de Lisboa, que, como es sabido, tiene como objetivo hacer de Europa la economía basada en el conocimiento más competitiva y dinámica del mundo, capaz de impulsar un crecimiento económico sostenible con más y mejores empleos y mayor cohesión social. Este objetivo no tiene solo características económicas. De hecho, perseguir los objetivos de Lisboa no significa solo alcanzar sus indicadores de calidad (benchmarks), sino construir progresivamente un nuevo enfoque de las políticas sociales que estén fuertemente influenciadas por el conocimiento y por los procesos de adquisición de dichos conocimientos. En este escenario, el lifelong learning debe aspirar a garantizar la igualdad de oportunidades para adquirir las competencias necesarias para avanzar con éxito en el mercado laboral y ejercer una participación activa. Como se ha señalado, este objetivo se expresa un significado que no es puramente económico en el sentido estricto, sino que es a la vez político y cultural, rico en valores y

normativo, ya que implícitamente conlleva la definición de políticas orientadas a aumentar, mejorar y distribuir los conocimientos y las oportunidades para el aprendizaje.

Sobre la base del **primer principio** del modelo el lifelong learning debería contribuir a la construcción de un nuevo Estado del bienestar, lo que significa que debe ser uno de los ámbitos cruciales en torno al cual debe girar una sociedad del conocimiento, al mismo tiempo plenamente inclusiva y altamente participativa. En este sentido, son puntos de llegada esenciales los siguientes conceptos fundamentales: la activación, el empowerment y la capacitación. El objetivo es alcanzar aquel “active welfare state”, es decir, un estado del bienestar “activo” y al mismo tiempo “activante”, que evoluciona de emisor de dispositivos de tutela y protección pasiva hacia productor de servicios de promoción personalizados, con el fin de alentar a las personas a desarrollar los recursos necesarios para hacer frente a las situaciones de riesgo con que puedan encontrarse. De acuerdo con el concepto de activación, la ciudadanía –para ser una garantía de inclusión, protección y bienestar– debe hacerse a sí misma activa. Los derechos de ciudadanía pasan a través de la participación de los sujetos-ciudadanos en la construcción de las condiciones de *well being* para sí mismos y para los demás. Una participación que se realiza en primer lugar, en el mercado laboral, pero también en la construcción de respuestas a las necesidades. La empleabilidad y el trabajo remunerado, la formación y el empowerment se convierten en el centro de la acción de las políticas, definidas justamente como políticas de activación, implementadas a través de los servicios y dispositivos descentralizados a nivel territorial y cada vez más estandarizados.

La formación continua puede contribuir a desarrollar tanto la capacidad de trabajo como la capacidad de expresión, ayudando a la persona a adquirir los conocimientos, las competencias, pero también la conciencia y el poder necesarios para transformar los recursos de que dispone en estrategias de comportamiento, para tomar decisiones que se consideran de valor, para defender su punto de vista, en el trabajo, en la expresión y en la satisfacción de sus necesidades. Por lo tanto, la formación continua se configura como un factor de conversión crucial para las personas, que protege su capacidad para tomar decisiones que tengan significado para la realización personal y el logro de sus objetivos; se persigue un objetivo de capability.

Operativamente, emergen como instrumentos esenciales de la intervención especialmente aquellos relacionados con la realización de intervenciones de:

- tutoring,
- mentoring,
- counselling y
- coaching.

En relación con el **segundo principio**, se debe definir un nuevo modelo de referencia para las políticas sociales, de empleo y formación, un modelo que

puede ser llamado de *Learnfare*¹, como sistema complementario y no sustitutivo del de *welfare to work* o *workfare*. En los modelos de *learnfare* no es el trabajo el único elemento que garantiza la ciudadanía, sino que es la formación la que se convierte en artifice, una especie de salvavidas para mantenerse a flote frente a las incertidumbres laborales, fomentando la inclusión y la permanencia de las personas en un mercado laboral “de transición”, caracterizado por el paso de un empleo a otro, pero también entre el empleo y el desempleo.

El derecho a la formación se configura pues como un derecho de ciudadanía, un derecho que también tiene carácter transitorio, que acompaña al individuo durante las fases mencionadas, para mantener a lo largo del tiempo su empleabilidad y las condiciones para una ciudadanía plena, así como para permitirle, a pesar de la discontinuidad laboral, el mantenimiento de su estatus profesional.

Según el **tercer principio** resulta indispensable activar una red adecuada y sólida de servicios de apoyo de la activación, más allá de las oficinas de colocación tradicionales y de los servicios que se ocupan de las políticas de conciliación y de discriminación positiva en el ámbito laboral.

El **cuarto principio** considera que el *lifelong learning* debe verse como un proceso con un fuerte valor y utilidad pública, por lo que es necesario asignarle la importancia de un derecho-deber de los ciudadanos a participar. No es suficiente definir este derecho-deber para garantizar que se ejerza efectivamente: se necesitan políticas reales para promover el acceso al mismo.

La definición de un derecho, por consiguiente, tiene sentido si las personas destinadas a ejercerlo tienen la oportunidad material de poder hacerlo. Por lo tanto, es necesaria una serie de intervenciones o de sistemas de acción diseñados específicamente para mejorar la accesibilidad de los ciudadanos, especialmente los más vulnerables, a las oportunidades educativas. Operativamente, esto significa mejorar las formas de comunicación de la oferta formativa; potenciar las acciones de orientación y tutoría; equilibrar los contenidos de acuerdo a las

¹ El término *learnfare* nació para denominar los programas para la reinserción escolar de jóvenes adolescentes que abandonan prematuramente la escuela porque se convierten en padres en edad precoz y se encuentran, por un lado, que dependen de los programas de asistencia y, por el otro, que no pueden completar los estudios secundarios o que están “atrapados” en el desempleo, el empleo precario o la segregación en empleos no cualificados. Cuando el presupuesto de tales programas se extiende a toda la población, se desprende una perspectiva de la educación como un derecho de ciudadanía y como un instrumento de participación activa, en un marco de igualdad de oportunidades de acceso. De ahí la elección histórica de utilizar el término para describir en primer lugar el modelo de Estado del bienestar activo danés y, posteriormente, para denominar todos aquellos sistemas en los que la formación y el *lifelong learning* se plantean como condición previa indispensable para los modernos sistemas de Estado del bienestar, de inclusión y de empleo.

necesidades reales de las personas; ocuparse de los métodos didácticos y de las competencias profesionales de los encargados de impartir la formación.

Para el **quinto principio**, si las posibilidades del *lifelong learning* son evidentes, también lo son sus limitaciones. Por ello es necesario garantizar la igualdad de oportunidades educativas de partida, pero también a lo largo de la vida activa, tratando de completar los recursos para luchar contra las derivas a que pueden conducir las situaciones de vulnerabilidad. Esto significa una labor de perfeccionamiento cuidadoso del *lifelong learning* desde los puntos de vista: funcional, distributivo, normativo y político institucional. Se debe hacer hincapié en tres principios fundamentales: la continuidad y la estabilidad de la inversión, el desarrollo de medidas de discriminación positiva en favor de los más débiles y el apoyo a las situaciones de mayor vulnerabilidad.

Para el **sexto principio**, las acciones formativas que componen los sistemas de *lifelong learning* deben ser de calidad, firmemente ancladas en las necesidades de los mercados y de los ciudadanos, con contenidos estructurados correctamente.

Más en general, las actividades de formación que componen el *lifelong learning* deben ser: individualizadas, ligadas a las biografías y los ciclos de vida individuales, administradas de forma “plural”, no estandarizadas, conectadas con las necesidades tanto de la demanda y como de la oferta del mercado laboral, sencillas en su acceso y su gestión.

Para el **séptimo principio** los sistemas de *lifelong learning* requieren un seguimiento cuidadoso en términos de evaluación. Se trata pues de activar sistemas articulados basados en los objetivos atribuidos a las acciones de *lifelong learning* y de evaluar, de la forma más participativa y consensuada posible, la consecución y la correcta aplicación de tales objetivos. Por consiguiente, habrá de comprobarse el logro de los objetivos de: aprendizaje, socialización, activación, empowerment y capacitación, como resultado de las acciones formativas. Y a continuación verificar la consecución adecuada de las metas más ambiciosas: empleo, empleabilidad, no discriminación, inclusión social y ciudadanía activa.

c) el debate con los stakeholders

Se han organizado un total de 13 focus groups, con un total de agentes institucionales, formadores y operadores. El feedback recibido ha permitido la puesta a punto del modelo y también la difusión de los resultados de FORWARDS entre un público cualificado.

La evaluación de FORWARD

Las actividades realizadas en el ámbito de FORWARD se caracterizan –como se desprende de lo descrito en las páginas anteriores– por una gran riqueza y complejidad. La evaluación final del proyecto, realizada de acuerdo con

los criterios de garantía de calidad señalados anteriormente, ha puesto de manifiesto las siguientes consideraciones.

En cuanto a la **eficacia** de las acciones y procedimientos, a pesar de algunos retrasos en la consecución de resultados intermedios, cabe valorar que todas las acciones previstas se han llevado a cabo. El proceso de comunicación, los mecanismos organizativos y logísticos han funcionado: los procedimientos para la creación de contenidos han permitido elaborar los escenarios nacionales y el modelo compartido.

En cuanto a la **coherencia** con los objetivos del Lifelong Learning Programme y de la convocatoria de candidatura, cabe tener en cuenta la centralidad de la cuestión de la accesibilidad de todos a las oportunidades formativas, de manifiesto en la Estrategia de Lisboa y situada en la base del modelo de la construcción e implementación de estrategias de lifelong learning. Tanto los escenarios nacionales, como el modelo en sí son muy coherentes en relación con los objetivos generales que la Unión Europea ha identificado para convertirse en la primera economía basada en el conocimiento.

Por lo que respecta al **valor añadido**, la experiencia y el conocimiento de los socios han aumentado al interactuar entre sí e intercambiar información sobre el funcionamiento de sus sistemas respectivos. Por último, la dimensión europea de los resultados alcanzados parece ser el elemento más relevante: de hecho, el modelo se ajusta con gran coherencia en la visión política que está en la base de la Estrategia de Lisboa y es capaz de hacer una contribución también a la reforma de dicha estrategia que se está llevando a cabo actualmente, mediante la mejora de la capacidad de los socios para desarrollar y aplicar estrategias de lifelong learning.

POLISH

Geneza projektu

Kiedy w lecie 2008 roku powstał i został zaprezentowany projekt FORWARD, centrum uwagi tego projektu było skierowane na strategię procesu uczenia się przez całe życie czyli “lifelong learning” samą w sobie. Zgodnie bowiem z definicją Komisji Europejskiej, strategia kształcenia ustawicznego to ogólna działalność w zakresie edukacji i szkolnictwa, zawierająca przegląd strategii, połączenie priorytetów oraz rozmieszczenie zasobów finansowych. Taki obraz został stworzony przy współpracy partnerskiej wspólnie z najważniejszymi kluczowymi aktorami i zawiera on mechanizmy wprowadzania w życie i rozpowszechniania jej wyników.

Wnawiązaniu do tej definicji, grupa projektowa, która powstała w Autonomicznej Prowincji Trydentu (Provincia Autonoma di Trento) stwierdziła, że projekt mający na celu stworzenie partnerstwa instytucji publicznych działających w obszarze lifelong learning, czyli uczenia się przez całe życie, może być doskonałą okazją do podniesienia kompetencji, z uwagi na istniejące znaczne różnice między poszczególnymi krajami członkowskimi w różnych obszarach kształcenia ustawicznego. Z corocznego okresowego raportu Komisji, na temat systemów szkoleniowych w Europie wynika bowiem, że podczas kiedy, niektóre kraje członkowskie już w roku 2008 przekroczyły wskaźniki

europejskich punktów odniesienia tzw. benchmark odnośnie edukacji i szkolenia, ustalone na szczeblu UE i w dalszym ciągu mają tendencję wzrostową, inne kraje znajdują się poniżej średniej europejskiej i ich wyniki się nie poprawiają. Na przykład, rozważając punkty odniesienia (benchmark) dotyczące “udziału osób dorosłych w kształceniu ustawicznym” (który został ustalony na 12,50 % ogółu społeczeństwa do końca roku 2010), można zauważyć znaczne różnice: kraje Europy Północnej miały najlepsze wyniki i są w tym przypadku tzw. best performer. Inne kraje jak Wielka Brytania, Słowenia i Austria, znajdowały się powyżej średniej unijnej, natomiast inni jak Włochy i Portugalia, były poniżej średniej i ich wyniki mają tendencję spadkową. System szkolenia ustawicznego stał się już rzeczywistością w takich krajach jak Wielka Brytania, Szwecja, Dania i Norwegia, które opracowały odpowiednie i precyzyjne strategie dla lifelong learning.

W raporcie podkreślono różnice istniejące wewnątrz poszczególnych Krajów członkowskich. Na przykład we Włoszech poziom uczestnictwa w szkoleniu ustawicznym wynosi 6,1 %, natomiast w Prowincji Trydentu 8,6 %. W związku z tym, pojawiła się potrzeba dodatkowego zbadania różnic strukturalnych istniejących wewnątrz poszczególnych krajów i pomiędzy poszczególnymi krajami oraz podkreślono potrzebę poznania dobrych praktyk stosowanych w najbardziej rozwiniętych krajach. Geneza projektu wywodzi

się z chęci przekazania partnerom odpowiednich zasobów posiadanej wiedzy, zasad metodologicznych oraz praktycznych instrumentów dla stworzenia i umocnienia strategii lifelong learning spójnej i skutecznej.

Cele projektu FORWARD

Zasadniczym celem projektu FORWARD było uruchomienie procesu wspierania Władz oraz placówek biorących udział w projekcie, w celu określenia celów oraz sposobów działania mających na celu stworzenia na ich terytoriach zintegrowanej strategii lifelong learning (strategia uczenia się przez całe życie). Ogólnym dążeniem było to, aby określić w jaki sposób możliwe jest wprowadzenie w życie oraz realizowanie szkolenia ustawicznego, które łączyłoby w odpowiedni sposób nauczanie początkowe z nauczaniem osób dorosłych. Główny cel miał różne specyficzne dążenia, które były związane z początkowymi etapami projektu: po pierwsze, szczegółowe opisanie sytuacji strategii lifelong learning w krajach, z których wywodzą się partnerzy, mając na uwadze punkty odniesienia – benchmark z Lizbony (przede wszystkim dotyczące udziału osób dorosłych w edukacji i szkoleniach) oraz analiza jej silnych i słabych stron. Po drugie począwszy od sytuacji krajowych i od wspólnych problemów, dojść do opracowania modelu (zawierającego wskazówki polityczne oraz praktyczne rady), który będzie służył rozwojowi i implementacji strategii lifelong learning. Ten szczególny cel przewidywał konfrontację i dyskusję na temat wspólnych aspektów realizacji programów lifelong learning, takich jak problemy związane z dostępem do edukacji, integracją społeczną systemów edukacyjnych, jakością oferty oraz kompetencją operatorów. Dyskusja była prowadzona na odległość, ale przewidziano również dwa spotkania workshop, pierwsze mające na celu przeanalizowanie całego procesu od nauczania początkowego do kształcenia ustawicznego (lifelong learning), natomiast podczas drugiego spotkania zajęto się edukacją osób dorosłych w perspektywie uczenia się przez całe życie. Poza tym zostało zorganizowane spotkanie i konfrontacja z interesariuszami czyli tzw. stakeholder na szczeblu lokalnym i ogólnokrajowym, które miało na celu wymianę doświadczeń oraz przekazanie informacji na temat uzyskanych wyników oraz uzyskanie informacji zwrotnej (feedback) ze strony profesjonalistów, operatorów i szkoleniowców.

Realizacja współpracy partnerskiej

Dla realizacji swych ambitnych celów FORWARD zebrał 13 partnerów z 8 krajów, z tego 7 z Krajów członkowskich UE (Włochy –APT oraz trzy inne regiony: Marche, Toskania, Friuli Wenecja Julijska - Francja, Hiszpania, Niemcy,

Wielka Brytania, Litwa, Norwegia, Finlandia). Niektórzy z tych partnerów to Jednostki zarządzające funduszami strukturalnymi; inni pracują w usługach do spraw zatrudnienia, lub zajmują się edukacją i szkoleniami lub też należą do świata akademickiego. Wszyscy partnerzy są partnerami publicznymi, ale różnice ich stanowisk zawodowych oraz różne strefy działania zagwarantowały obecność w sieci wszystkich potrzebnych do realizacji projektów kompetencji. Odnosnie organizacji, to wszyscy partnerzy byli aktywnie reprezentowani w Komitecie pilotażowym, czyli organie towarzyszącym i kontrolującym projekt. Poza tym, w przeciwieństwie do tego co się często zdarza, podczas realizacji projektów bardziej złożonych, FORWARD specjalnie przewidział udział oraz wspierał działalność wszystkich partnerów na wszystkich tzw. work packages czyli etapach realizacji planu pracy. Chodziło tu o świadome włączenie wszystkich do pracy w celu uzyskania wyników, które będą mogły być wykorzystywane w celu ulepszenia procesu planowania w kształceniu ustawicznym.

Zarządzanie jakością

FORWARD posiada wewnętrzny system do stałej kontroli jakości. W szczególności, na samym początku realizacji projektu, został opracowany plan monitorowania, uzgodniony wcześniej ze wszystkim partnerami. Realizacja zapewnienia jakości przewidywała okresowe wypełnianie kwestionariuszy monitorujących, badanie stopnia satysfakcji dotyczącego zebrań w których brano udział, zredagowanie dokumentu na temat postępu prac dla Komitetu pilotażowego. Obszary, które zostały poddane obserwacji to: skuteczność działania i procedur, skuteczność mechanizmów organizacyjnych oraz przekazu, zgodność z celami Programu Lifelong Learning, wartość dodana, europejski wymiar, wpływ, „przenoszalność”, czyli możliwość transferowania i zrównoważenie.

Oczekiwane skutki

FORWARD uzyskał więc wyniki będące w stanie oddziaływać na dwa główne obszary. Przede wszystkim, stworzył on system specyficznych kompetencji zawodowych operatorów zajmujących się procesem analizowania oraz tworzeniem modelu. Chodzi tu o pracowników organów publicznych na różnych stanowiskach, lecz o takim samym znaczeniu jeśli chodzi o określanie jakości i typologii oferty szkoleniowej. Dzięki konfrontacji z kolegami pracującymi w innych kontekstach i mającymi różne doświadczenia oraz pracującymi w warunkach organizacyjnych często bardzo różniących się od tych, do których byli oni normalnie przyzwyczajeni, uczestnicy mieli okazję

do wzbogacenia swoich kompetencji, również poprzez wymianę stosowanych praktyk.

Drugi obszar wpływu stanowią systemy edukacyjne i szkoleniowe w ośmiu krajach partnerskich: zarówno poprzez konfrontację z interesariuszami, czyli tzw. "stakeholder", jak również dzięki oddaniu zainteresowanym placówkom w krajach pochodzenia wyników badań, systemy tzw. lifelong learning (uczenia się przez całe życie) uzyskały skoordynowane i spójne strategie mające na celu to, aby prawo wszystkich obywateli europejskich do edukacji i szkolenia przez całe życie stało się prawem skutecznym.

Uzyskane wyniki

a) Sytuacje w krajach członkowskich i dobre praktyki.

Natychmiast, po pierwszym spotkaniu, poproszono wszystkich partnerów o opisanie sytuacji kształcenia ustawicznego w krajach ich pochodzenia. Opisane sytuacje zostały przeanalizowane i posłużyły do zredagowania odpowiedniego modelu. Najistotniejsze dane wynikające z analizy to:

1. Różnice dotyczące terminologii: w tekstach zauważa się stosowanie różnej terminologii, nie odpowiadające sobie terminy dla określenia tych samych tematów, czy tego samego pojęcia.
2. Modele organizacyjne w miejscach pochodzenia poszczególnych uczestników biorących udział w projekcie są różne. Spowodowało to konieczność właściwego zrozumienia podmiotów decydujących, procesowy decyzyjnych, celów odniesienia, jednostek wdrażających i ich związki.
3. Związek między systemem socjalnym, a procesami edukacyjnymi i szkoleniowymi jest bardzo zróżnicowany. Proces Life long learning (uczenie się przez całe życie) jest czasem rozumiany jako działanie edukacyjne i szkoleniowe, a czasem jako część systemu socjalnego.
4. Powiązanie między kształceniem formalnym i nieformalnym w ramach procesu uczenia się przez całe życie jest strategiczne: istnieje tendencja do przywilejowania inicjatyw formalnych, czasem również przy pomocy tradycyjnych instrumentów.
5. Definicja podmiotów odniesienia, działań w ramach procesu kształcenia ustawicznego, cele podejmowanych inicjatyw, sposoby nauczania oraz poziom uczestnictwa to kolejne kwestie, w stosunku do których stanowiska są zróżnicowane. Niektórzy stawiają na pierwszym miejscu aspekt szkolenia zawodowego, w stosunku do aspektu kulturowego i egzystencjalnego, inni skupiają się na podmiotach słabszych lub imigrantach, albo też wreszcie są ci, którzy zajmują się mieszanką różnych potrzeb pojawiających się w społeczeństwie.
6. Kompetencje nauczycieli i szkoleniowców oraz sposób przygotowywania do zawodu tych osób stanowią kolejny punkt strategiczny.

7. Rola jaką odgrywają planowanie oraz procesy oceny uzyskiwanych wyników są zasadniczymi elementami w całej planowanej działalności, szczególnie w sytuacji tak złożonej i skomplikowanej jaką jest nauczanie osób dorosłych. Ocena musi być interpretowana z punktu widzenia poprawy wyników, zmierzać do kontroli wyników oraz do sposobu wykorzystania zasobów ekonomicznych.

Spośród wszystkich wspólnych elementów można zauważyć, że na ogół temat kształcenia ustawicznego podlega regulacjom prawnym na szczeblu państwa z przekazaniem kompetencji, w przypadku niektórych określonych aspektów, na szczebel regionalny, a czasem do poszczególnych urzędów miasta. Temat ten umieszczony jest głównie wewnątrz obszaru kształcenia zawodowego i działalności oświatowej w powiązaniu z działaniami związanymi ze światem pracy oraz działalnością dotyczącą polityki społecznej.

Na szczeblu regionalnym można zauważyć ściśle powiązanie między działaniami w zakresie procesu kształcenia ustawicznego, a projektami rozwoju lokalnego.

Opisane sytuacje pokazują bardzo bogaty obraz składający się z różnorodnej działalności sieci krajowych i międzynarodowych, działalności dotyczącej wymiany osób i informacji, które mają na celu pomóc zainteresowanym lepiej zrozumieć zdobyte doświadczenia oraz uzyskane wyniki oraz przy pomocy tzw. punktów odniesienia (benchmark), rozwinąć działania udoskonalające i innowacyjne obszaru znajdującego się jeszcze na etapie początkowym.

Inicjatywy podejmowane w krajach partnerskich w zakresie procesu kształcenia ustawicznego można zasadniczo podzielić na sześć dużych kategorii:

- profesjonalizacja i przekwalifikowanie zawodowe specjalistów. Do tej kategorii należą: inicjatywy szkoleniowe podejmowane wewnątrz poszczególnych zakładów pracy, albo organizowane przez stowarzyszenia przedsiębiorstw lub organizacje branżowe, przy ścisłej współpracy jednostek publicznych i prywatnych, często przy wykorzystaniu środków unijnych. Kursy organizowane przez ośrodki szkoleniowe publiczne i prywatne mające na celu oferowanie możliwości osobom, które pragną zdobyć szczególne kompetencje, które uważają za ważne dla ich rozwoju zawodowego, ich umieszczenia na rynku pracy, ale również potrzebne im w codziennym życiu. Mamy tu na myśli działania szkoleniowe w zakresie informatyki oraz naukę języków obcych. W tym zakresie istnieje silna współpraca między systemem szkolnictwa, a systemem produkcyjnym na wielu szczeblach:
 - a) Na szczeblu krajowym dzięki umowom między kompetentnymi ministerstwami, stowarzyszeniami branżowymi, związkami zawodowymi,
 - b) na szczeblu regionalnym między kompetentnymi władzami publicznymi oraz regionalnymi stowarzyszeniami branżowymi, ale również między pojedynczymi szkołami, a systemem produkcyjnym istniejącym na danym terytorium.

Do tego działu należą również oficjalne działania prowadzone przez system oświaty mające na celu uzyskanie przez dorosłych uczestników szkoleń wykształcenia przydatnego na rynku pracy, odpowiednich kwalifikacji, świadectw, odzyskania lat nauki straconych w młodym wieku, stworzenia tzw. pomostów między dawnymi ścieżkami szkoleniowymi, a oczekiwaniami na przyszłość.

- ścieżki szkoleniowe na rzecz podmiotów słabych, które wymagają przeszkolenia w celu zdobycia nowych kwalifikacji, które zapewnią im wejście chociażby częściowe na rynek pracy. Do w/wymienionych osób należą:
 - a) osoby, które wypadły z procesu produkcyjnego i poszukują nowych możliwości zatrudnienia, lub osoby bezrobotne poszukujące pracy.
 - b) młodzi ludzie tzw. drop out – czyli ci, którzy odpadli z systemu edukacji i nie ukończyli nauki, a w związku z tym mają trudności z wejściem na rynek pracy. Działania zwiększające ich kompetencje, polegające na odbywaniu staży lub praktyk, podczas których są oni odpowiednio prowadzeni, a czasem nawet chronieni, pozwalają pomóc zainteresowanym odzyskać wiarę we własne możliwości osobiste i zawodowe.
 - c) osoby, które przeżyły wstrząsy, lub miały trudne doświadczenia w związku z uzależnieniem, osoby słabe psychicznie lub z problemami psychologicznymi, czyli osoby lekko upośledzone mogące pracować w zakładach pracy chronionej, które wymagają okresowego przeszkolenia pod opieką instruktora, aby móc znaleźć jakąkolwiek formę zatrudnienia nawet w niepełnym wymiarze w procesie produkcyjnym.
 - d) Specjaliści, którzy wymagają przekwalifikowania zawodowego z uwagi na restrukturyzację, lub zmianę profilu ich zakładu pracy, lub z uwagi na ich automatyczne przeniesienie do innego przedsiębiorstwa.
- imigranci, którzy muszą nauczyć się języka danego kraju i muszą posiadać chociaż minimalną wiedzę, aby mieć możliwość integracji społecznej i zawodowej. Często działalności szkoleniowej towarzyszą inicjatywy ukierunkowania (orientacji) oraz przygotowanie zainteresowanych do życia w społeczności oraz do integracji z grupami społecznymi pozwalającymi na nawiązywanie znaczących kontaktów na danym terytorium.
- Rzadziej spotykany jest aspekt dotyczący rozwoju tzw. aktywnego i odpowiedzialnego obywatelstwa, który widzi w wiedzy element niezbędny do uczestniczenia w życiu społecznym oraz możliwość podniesienia świadomości i waloryzacji własnych umiejętności. W tym zakresie sygnalizowano inicjatywy czyli organizowanie różnego rodzaju kursów, wybieranych z katalogów, o zróżnicowanym czasie trwania, nie tylko szkoleń zawodowych, lecz również ścieżek szkoleniowych dla trzeciego wieku, talonów szkoleniowych, które zainteresowana osoba może wykorzystać wybierając z szerokiej gamy propozycji oferowanych jej, zarówno przez placówki publiczne jak i organizacje szkoleniowe. Interesujący jest również

“life cycle approach”, który zakłada tworzenie ścieżek szkoleniowych przez okres całego życia i integrujących kształcenie początkowe z kształceniem ustawicznym.

Spośród wszystkich opisów sytuacji krajowych, partnerzy wybrali 22 praktyki dotyczące wdrażania działań w ramach strategii uczenia się przez całe życie, podkreślając słabe i silne strony tych działań. Praktyki te dotyczą działań związanych z profesjonalizacją, wprowadzaniem zawodowym osób znajdujących się w niekorzystnym położeniu lub wydalonych z procesów produkcyjnych, integracją osób słabych, tzw. “drop out” czyli tych, którzy wypadli z systemu edukacji, imigrantów, dotyczą również rozwoju kulturalnego i edukacji dotyczącej świadomości obywatelskiej, podniesienia jakości życia, szczególnie trzeciego wieku .

b) Model odniesienia dla wsparcia wdrażania systemów uczenia się przez całe życie tzw. lifelong learning.

Opisane sytuacje i ich analiza stały się podstawą do dyskusji dla stworzenia modelu rozwojowego i wdrażania strategii uczenia się przez całe życie czyli tzw. lifelong learning. W wyniku ostrej i dogłębnej dyskusji, jaka miała miejsce podczas spotkania w Oslo, a następnie kontynuowanej w Stuttgarcie, został zredagowany tekst, zawierający wskazówki polityczne i zalecenia praktyczne, jakie należy wykorzystywać podczas spotkań z interesariuszami, a następnie do wykorzystania jako pomoc w działalności opracowywania strategii kształcenia ustawicznego. Podsumowując, najważniejsze punkty tego modelu są następujące: Przede wszystkim, przez model rozumie się zbiór wskazówek i zaleceń lub zasad strategicznych i praktycznych, służących do realizacji, przede wszystkim przy pomocy polityki oświatowej i szkoleniowej, zasadniczych celów procesu lizbońskiego: “stworzenia nowego społeczeństwa opartego na wiedzy” .

Model ten zajmuje się bardziej metodą samą w sobie niż treścią, starając się nakreślić linie postępowania, na podstawie których każdy będzie mógł przygotować swój własny sposób działania, dostosowany zarówno do własnych doświadczeń, jak i tych proponowanych w modelu.

Obserwując ścieżki szkoleniowe jednej osoby podczas jej całego życia, można wyodrębnić cztery dziedziny odniesienia:

1. nauczanie początkowe (odpowiadające mniej więcej nauczaniu obowiązkowemu);
2. profesjonalizacja, czyli szereg działań szkoleniowych wybieranych przez osobę, mających na celu zdobywanie kompetencji na różnym poziomie, które często kończą się uzyskaniem certyfikatu uznanego przed Państwo lub tylko przez zakłady pracy. Udział w takich szkoleniach jest dobrowolny, nie zawsze bezpłatny, a podmioty, które je proponują to czasem są instytucje, czasem jednostki publiczne lub prywatne zajmujące się szkoleniami. W tym dziale mieści się również system szkolnictwa średniego, ośrodki

doskonalenia zawodowego, świat akademicki, studia podyplomowe średniego i wyższego stopnia, masters, ale również kursy organizowane w przedsiębiorstwach dla swoich pracowników (szkolenia zakładowe, zwykle nie wybierane przez samą osobę), szkolenie na odległość, jak również samokształcenie.

3. działania skierowane na zatrudnialność, które mają na celu włączenie do procesów produkcyjnych osób, które w przeciwnym razie byłyby wykluczone, lub też ponowną integrację osób, które zostały wydalone z powodu porzucenia pracy, zwolnione ze względu na kryzys w sektorze, w którym poprzednio pracowali, albo z uwagi na wprowadzenie nowych lepszych technologii i procesów produkcyjnych. Do tej grupy należą praktyki szkoleniowe, wszystkie działania mające na celu integrację na rynku pracy, zmianę kwalifikacji zawodowych, działania związane z restrukturyzacją produkcji, działania na rzecz bezrobotnych.
4. Wreszcie istnieją działania skierowane do aktywnego i odpowiedzialnego obywatelstwa, które tworzą cały szereg działalności formalnych i nieformalnych, które mają wpływ w sposób mniej czy bardziej konstruktywny na życie osób, które czasem decydują się na zapisanie się na kursy, ze względu na swoje zainteresowania i powołanie, kiedy indziej dlatego, że zostali do tego przekonani przez media, polecane lektury, czy też dzięki udziałowi w wydarzeniach kulturalnych.

Cztery wyżej wymienione dziedziny:

- są między sobą bardzo współzależne, ponieważ obywatel może korzystać z instrumentów pochodzących z różnych dziedzin;
- współczynnik wykorzystania poszczególnych kanałów zmienia się w trakcie cyklu życia poszczególnych osób;
- każda specyficzna sytuacja powoduje przeznaczenie zasobów i propozycji na ten czy inny cel, w zależności od doświadczenia, sytuacji społeczno-gospodarczej oraz uwagi skierowanej na procesy edukacyjne i szkoleniowe.

Zasadniczym elementem modelu jest pojęcie **dostępności**, rozumianej jako możliwość uzyskania konkretnego prawa do kształcenia. Dokładniej mówiąc model ten skupia się na strategiach i działaniach już konkretnie aktywnych (i aktywowalnych) w każdym kontekście i ma na celu wspieranie:

- zatrudnialności, to znaczy zdobywania i podtrzymywania niezbędnych elementów potrzebnych do skutecznego wejścia na rynek pracy, lub do ponownego znalezienia zatrudnienia;
- aktywnego obywatelstwa, to znaczy zdolności wszystkich osób, niezależnie od wieku, do lepszego zrozumienia środowiska w którym żyją, charakterystyki ich cyklu życiowego, zdobycia potrzebnych elementów potrzebnych do interpretacji danej sytuacji, wyrażania odpowiedzialnych poglądów, odpowiedzialnych zachowań oraz wyodrębnienia sfer udziału w życiu społeczności oraz korzystania z praw i spełniania obowiązków;

- konkretnego, pozytywnego prawa dostępu wszystkich osób do korzystania z możliwości uczenia się przez całe życie, niezależnie od ich sytuacji i warunków społecznych i materialnych;
- metod dydaktycznych mających na celu ułatwianie aktywnego i skutecznego udziału osób biorących udział w szkoleniach
- działań mających na celu ocenę i analizę potrzeb oraz działalność badawczą i obserwacyjną.

Pod względem strategicznym, model składa się z **siedmiu zasad strategicznych**, z którymi wiążą się wskazówki dotyczące sposobów działania w celu ich wdrożenia. Zasady strategiczne odpowiadają bezpośrednio założeniom Strategii lizbońskiej, która jak wiadomo, ma na celu stworzenie w Europie gospodarki opartej na wiedzy. To dążenie posiada nie tylko aspekty gospodarcze. Dążenie do realizacji zaleceń lizbońskich, oznacza nie tylko osiągnięcie jej wskaźników jakości (tzw. benchmark), ale również staranie się o sukcesywne stworzenie nowego podejścia do zagadnienia polityki społecznej tzw. welfare, która jest silnie uzależniona od wiedzy oraz od procesów jej zdobywania. W tej sytuacji kształcenie ustawiczne musi starać się zapewnić wszystkim równe szanse w możliwości zdobywania kompetencji niezbędnych do poruszania się na rynku pracy oraz do wdrażania aktywnego udziału. Jak już powiedziano, ten cel ma znaczenie, nie tylko czysto ekonomiczne w pełnym tego słowa znaczeniu, ale zarazem polityczne i kulturalne, wartościowe i normatywne, ponieważ domyślnie zawiera w sobie definicję tzw. policies orientate, która ma na celu zwiększanie, waloryzowanie i rozpowszechnianie wiedzy oraz możliwości nauki.

Zgodnie z **pierwszą zasadą** model kształcenia ustawicznego musi zajmować się tworzeniem nowej polityki społecznej (welfare); to znaczy musi stworzyć zasadnicze punkty wsparcia, wokół których będzie się obracało społeczeństwo wiedzy, zapewniające jednocześnie integrację i zarazem bardzo aktywne. Zasadniczymi punktami idącymi w tym kierunku są: aktywizacja, empowerment i możliwość zrozumienia możliwości danej osoby. Celem ma być dojście do tego tzw. “active welfare state” to znaczy państwa opiekuńczego (albo raczej państwa dobrobytu) “aktywnego” i jednocześnie “aktywizującego”, który z dostarczyciela środków opieki i pasywnej ochrony, staje się świadczyicielem usług promocyjnych, dostosowanych do potrzeb osób w celu zachęcenia ich do rozwijania zasobów koniecznych do stawiania czoła w sytuacjach zagrożenia, z którymi mogą się zetknąć. Według koncepcji aktywizacji, społeczność – aby miała gwarancję integracji, ochrony i dobrobytu – musi być sama aktywna. Prawa obywateli przeplatają się również ze współudziałem osób-obywateli w tworzeniu warunków tzw. *well being* zarówno dla siebie jak i dla innych. Współdziałanie, które jest realizowane, przede wszystkim, poprzez zatrudnienie na rynku pracy, ale polega również na tworzeniu potrzebnych rozwiązań. Zatrudnialność i praca wynagradzana, kształcenie i “empowerment” stają się priorytetami w działaniach polityki społecznej (policies), nazwanymi

nieprzypadkowo polityką aktywizacji, wdrażanymi przy pomocy coraz bardziej niestandardowych, zdecentralizowanych na poziomie terytorialnym usług i regulacji.

Kształcenie ustawiczne może mieć wpływ na rozwój zarówno zdolności do pracy, jak i ekspresywności, pomagając jednostce zdobyć wiedzę, podnieść jej kompetencje, ale również świadomość i siłę potrzebną do przełożenia posiadanych zasobów, na strategię zachowania, tak aby móc dokonać tzw. wartościowego wyboru, aby walczyć o swój punkt widzenia, w pracy, w sposobie wyrażania oraz w realizacji własnych potrzeb. Kształcenie ustawiczne jest więc istotnym czynnikiem przemiany osób, w celu ochrony ich umiejętności dokonywania wyboru, które mają znaczenie dla osiągnięcia osobistych potrzeb i realizacji własnych celów; chodzi tu o realizację celu tzw. *capability*.

Zasadniczymi instrumentami działania, które się wyłaniają są te, które są związane przede wszystkim z realizacją takich działań jak:

- tutoring;
- mentoring;
- counselling;
- coaching

W nawiązaniu do **drugiej zasady**, należy określić nowy model odniesienia dla polityki społecznej, polityki pracy oraz szkoleniowej, model który może być określony jako *Learnfare*¹, jest to system integrujący, a nie zastępujący model “welfare to work” lub “workfare”. W modelach *learnfare* nie tylko i wyłącznie sama praca daje gwarancję bycia obywatelem, ale wykształcenie, które staje się sprawcą, pewnego rodzaju kołem ratunkowym, które daje możliwość utrzymania się na powierzchni w sytuacji niepewności pracy, promując powrót osób i pozostanie ich na rynku pracy “przejściowym”, który cechuje przechodzenie z jednej pracy do drugiej, ale również sytuacje okresu zatrudnienia i jego braku.

Prawo do nauki kształtuje się jako prawo obywatelskie, prawo również przejściowe, które towarzyszy osobie w różnych sytuacjach, o których była mowa i ma na celu utrzymanie zatrudnienia i warunków dla pełnego

¹ Termin *learnfare* powstał dla określenia programów mających na celu ponowne włączenie do systemów oświatowych młodzieży, która porzuciła przedwcześnie szkołę, gdyż zostali rodzicami, lub którzy z jednej strony zależą od programów opieki społecznej, a z drugiej strony nie mogą zakończyć nauki w szkole średniej lub też są “uzależnieni” z powodu bezrobocia, zatrudnienia w niepełnym wymiarze godzin, lub odsunięci do najgorszych prac. Kiedy założenia takich programów dotyczą wszystkich mieszkańców, to wynikiem tego jest perspektywa kształcenia jako prawo obywatelkie i instrument aktywnego uczestnictwa w ramach równych szans dostępu. I tak zrodziła się decyzja, aby wykorzystać ten termin, początkowo do opisanego aktywnego duńskiego modelu *welfare*, a następnie tych wszystkich systemów, w których szkolenie i kształcenie ustawiczne stają się niezbędnymi elementami nowoczesnych systemów *welfare*, integracji i zatrudnienia.

obywatelstwa oraz aby pozwolić, pomimo braku ciągłości okresów zatrudnienia na utrzymanie swojego statusu zawodowego.

Według **trzeciej zasady** staje się niezbędne stworzenie odpowiedniej, gęstej sieci usług wspierających wdrażanie, poza tradycyjnymi urzędami zatrudnienia oraz struktur zajmujących się polityką godzenia oraz pozytywną dyskryminacją na rynku pracy.

Czwarta zasada uważa, że kształcenie ustawiczne powinno być uważane za proces o bardzo dużej wartości i przydatności publicznej: w związku z tym powinno ono mieć odpowiednie znaczenie jako prawo/ obowiązek dla obywateli, którzy biorą w nim udział. Nie wystarczy samo określenie takiego prawa/obowiązku, aby było ono konkretnie stosowane: trzeba prowadzić odpowiednią politykę, dla wspierania tego dostępu .

Definicja prawa ma więc sens, jeśli osoby które mają z niego korzystać mają odpowiednie warunki również finansowe, aby móc to zrobić. W związku z tym, potrzebne są więc działania mające na celu wspieranie dostępu obywateli, szczególnie tych najsłabszych, do możliwości uczenia się. Z praktycznego punktu widzenia oznacza to, że należy usprawnić formy przekazu oferty szkoleniowej; wzmocnić działania orientacji i tutoring; dostosować treść do rzeczywistych potrzeb osób; zadbać o metody dydaktyczne i role zawodowe osób, które zajmują się ścieżkami szkoleniowymi.

Według **piątej zasady**, nawet jeśli możliwości systemu *kształcenia ustawicznego* są ewidentne, to tak samo jasne są jego ograniczenia. Należy więc zapewnić równość szans w przypadku początkowych możliwości kształcenia, lecz również podczas całego aktywnego życia, starając się wykorzystywać zasoby do walki z możliwością wykluczenia. Oznacza to, że należy przeprowadzić bardzo uważne dostosowanie systemu kształcenia ustawicznego pod względem: funkcjonalnym; dystrybucyjnym; normatywnym oraz polityczno instytucjonalnym. Uwaga musi być skierowana na trzy główne zasady: ciągłości i stabilności inwestycji; rozwoju działań tzw. pozytywnej dyskryminacji na rzecz jednostek najsłabszych; wsparcia w sytuacjach największego zagrożenia.

Zgodnie z **szóstą zasadą**, działania szkoleniowe, tworzące systemy kształcenia ustawicznego muszą być najwyższej jakości, bardzo silnie dostosowane do potrzeb rynku i obywateli, a ich tematyka musi być odpowiednio rozbudowana.

Ogólnie mówiąc, działania szkoleniowe tworzące system szkolenia ustawicznego muszą być: dostosowane do indywidualnych potrzeb; związane z poszczególnymi biografiami oraz cyklami życia; prowadzone w sposób "pluralistyczny"; niestandardowe; powiązane zarówno z potrzebami osób na rynku pracy, jak również z ofertą pracy; łatwo dostępne i możliwe do wykorzystania.

Według **siódmej zasady**, systemy kształcenia ustawicznego wymagają odpowiedniego prowadzenia jeśli chodzi o ich ocenę. Chodzi tu o stworzenie rozbudowanych systemów, które opierając się na celach kształcenia ustawicznego

oceniałyby, w sposób jak najbardziej zaangażowany i zaplanowany, w jakim stopniu te cele zostały osiągnięte i prawidłowo realizowane. Będzie tu więc chodziło o sprawdzenie realizacji celów: nauki; socjalizacji; aktywizacji; empowerment; zdobycia umiejętności w wyniku odbytego szkolenia. Następnie sprawdzana będzie realizacja najbardziej ambitnych celów, takich jak: zatrudnienie; zatrudnialność; nie dyskryminowanie; integracja społeczna; aktywne obywatelstwo.

c) konfrontacja z interesariuszami czyli tzw. stakeholder

W sumie zostało zorganizowanych tzw. 13 focus group, w których wzięło udział ogółem spośród aktorów instytucyjnych, szkoleniowców, operatorów. Otrzymana informacja zwrotna czyli tzw. feedback pozwoliła na precyzyjne dostosowanie modelu ("fine tuning") oraz na rozpowszechnienie wyników wśród osób zajmujących się tym obszarem.

Ocena projektu FORWARD

Działalność prowadzona w ramach realizacji projektu FORWARD – jak to opisano wyżej - jest bardzo złożona i bogata. Końcowa ocena projektu, przeprowadzona zgodnie z zasadami zapewnienia jakości, wcześniej wyjaśnionymi, wyłoniła niżej opisane następujące spostrzeżenia.

Odnosnie **skuteczności** działań i procedur, to pomimo niektórych opóźnień w realizacji wyników pośrednich, należy stwierdzić, że wszystkie zaplanowane zadania (output) zostały zrealizowane. Wszystkie procesy przekazu, mechanizmy organizacyjne i logistyczne działały prawidłowo: procedury służące do przygotowania zadań, umożliwiły odtworzenie sytuacji krajowych i stworzenie odpowiedniego wspólnego modelu.

Odnosnie natomiast **zgodności** z celami Programu kształcenia ustawicznego czyli Lifelong learning Programme oraz ogłoszenia kandydatury, należy uznać, że sprawa dostępu wszystkich osób do możliwości szkoleniowych jest bardzo ważna, zgodna ze Strategią lizbońską i stanowiąca podstawę modelu mającego na celu tworzenie i wdrażanie strategii uczenia się przez całe życie. Zarówno scenariusze krajowe, jak też model sam w sobie są całkowicie zgodne z ogólnymi dążeniami Unii Europejskiej, aby stać się pierwszą gospodarką opartą na wiedzy.

Odnosnie **wartości dodanej**, to dzięki wspólnej pracy oraz wymianie informacji na temat funkcjonowania własnych systemów wzrosły zarówno doświadczenia, jak i wzajemna znajomość partnerów. Na zakończenie można stwierdzić, że europejski wymiar uzyskanych wyników zdaje się być najważniejszym elementem: ponieważ, model idealnie odpowiada politycznej wizji Strategii lizbońskiej i dzięki poprawie umiejętności partnerów w opracowywaniu i wdrażaniu strategii uczenia się przez całe życie, jest on w stanie wnieść wkład również do przeprowadzanej aktualnie reformy tejże strategii.

LITHUANIAN**Projekto kilmė**

Kai 2008 vasarą buvo sukurtas ir pristatytas FORWARD projektas, jau projektuojamo pasiūlymo centre buvo pati lifelong learning strategijos idėja. Iš tikrųjų, pagal Europos komisijos pateiktą paaiškinimą, tai - bendra „Mokymosi visą gyvenimą“ strategija bei švietimo ir mokymo politikos sistema, apimanti apžvalginę strategiją kartu su jos prioritetais bei finansinių resursų paskyrimu. Ši sistema yra sukurta kartu dalyvaujant patiems svarbiausiems partneriams ir susideda iš įgyvendinimo mechanizmų bei rezultatų sklaidos.

Kartu su šiuo apibrėžimu projektavimo branduolys, susitelkęs Provincija Autonoma di Trento (Autonominėje Trento Provincijoje), nustatė, kad projekto plėtros nukreipimas į viešąsias institucijas, veikiančias lifelong learning srityje, galėjo būti puiki augimo galimybė, atsižvelgiant į valstybių skirtumus įvairiose „Mokymosi visą gyvenimą“ srityse. Iš tikrųjų, metinėje Komisijos ataskaitoje apie Europos edukacijos sistemas, 2008 m. kai kurios valstybės jau buvo viršijusios benchmark lygį EB, susijusį su švietimu ir mokymu ir tęsė pažangą, kiti buvo žemiau bendrijos vidutinio lygio, taip stabdydami pažangą. Pavyzdžiui, atsižvelgiant į benchmark „suaugusiųjų dalyvavimas Mokymosis visą gyvenimą“ projekte (12,50 % dydis nekito iki 2010 m. pradžios), matomas didelis skirtumas: Šiaurės Europa buvo best performer. Kiti, kaip Jungtinė Karalystė, Slovėnija ir Austrija, buvau aukščiau vidutinio bendrijos lygio, o Italija ir Portugalija – žemiau vidutinio bendrijos lygio ir lėtėjo. „Mokymosi visą gyvenimą“ programos, tokiose šalyse, kaip Jungtinė Karalystė, Švedija, Danija ir Norvegija, turinčioms lifelong learning strategiją, vyksta nuosekliai ir veiksmingai.

Ataskaitoje buvo akcentuojami ir vidiniai Bendrijos narių skirtumai. Pavyzdžiui, Italijoje „Mokymasis visą gyvenimą“, dalyvavo programoje rodiklis 6,1 % , o pačioje Provincija di Trento dalyvavo - 8,6 %. Taigi, iškilo būtinybė dar giliau išnagrinėti struktūrinius šalių bei jų tarpusavio skirtumus. Pabrėžiama nauda pasimokyti iš labiausiai šią gerą praktiką išvysčiusių šalių. Taigi, projekto kilmė susijusi su gera partnerių valia nurodyti pažintinius šaltinius, metodologinį požiūrį ir nuosekliai bei veiksmingai lifelong learning operatyvines priemones

FORWARD tikslai

Esminis FORWARD tikslas - suaktyvinti paramos procesą institucijoms ir kitiems organams, įtrauktiems į projektą, apibrėžti tikslus bei tinkamas operatyvines procedūras integruotas lifelong learning strategijos sukūrimui jų

teritorijoje. Galutinis tikslas yra identifikuoti tęstinio mokymo įgyvendinimo bei realizavimo galimybes, kurios nuosekliu būdu sujungtų pirminį mokymą su suaugusiųjų mokymu. Pagrindinis tikslas buvo nukryptes nuo kai kurių konkrečių tikslų, susijusių su esminėmis projekto fazėmis. Visų pirma, detaliam aprašyta lifelong learning sistemos situacija partnerystės valstybėse, atlikta atsižvelgiant į Lisabonos benchmark (svarbiausias suaugusiųjų dalyvavimas švietime ir mokyme), išnagrinėjus jos privalumus ir trūkumus. Kita vertus, pradedant nacionalinėmis sistemomis ir bendromis problemomis, priartėti prie bendro lifelong learning plėtros ir įgyvendinimo strategijos modelio (parengto pagal politines gaires ir veiksmingus pasiūlymus) paruošimo. Šis konkretus tikslas numatė susitikimus bei diskusijas dėl bendrų lifelong learning planų realizavimo aspektų problemų sprendimų: prieinamumas prie mokymosi visą gyvenimą, socialinė įtrauktis į švietimo sistemą, pasiūlos kokybė ir darbuotojų įgūdžiai. Diskusija vyko per atstumą, tačiau buvo numatyti suorganizuoti ir du workshop'ai. Pirmasis - nukreiptas išanalizuoti pradinio lifelong learning mokymosi procesą, o antrasis – suaugusiųjų lifelong learning mokymosi perspektyvas. Pabaigoje buvo numatytos išsamios diskusijos tarp vietinių ir nacionalinių stakeholder'ių, su tikslu pasidalinti pasiektais rezultatais ir gauti kokybišką feedback grįžtamasis ryšys iš profesionalų, darbuotojų, mokytojų.

Realizavimo partnerystė

FORWARD savo ambicingų tikslų pasiekimui apjungė 13 partnerių iš 8 šalių, iš kurių, 7 yra ES narės (Italija – PAT (autonominė Trento provincija), ir tris regionus: Marche (Markės), Toscana (Toskanos), Friuli Venezia Giulia (Friulio Venecijos Džulijos) - Prancūzija, Ispanija, Vokietija, Jungtinė Karalystė, Norvegija ir Suomija). Kai kurie iš partnerių yra institucijos, atsakingos už Struktūrinių fondų valdymą; kiti įtraukti į užimtumo tarnybų veiklą, jie yra švietimo ir mokymo paslaugų tiekėjai arba akademinio pasaulio atstovai.

Visi partneriai yra viešos įstaigos. Bet skirtinga atsakomybė ir veikimo zona garantavo bendrą visų dalyvavimą projekto realizavimo tinkle su atitinkamais įgūdžiais. Turit omenyje organizacinius sprendimus, reikia pažymėti, kad visi partneriai kontroliuojantys projektą, aktyviai dalyvavo vidaus valdymo komiteto priežiūros ir audito veikloje. Be to skirtingai, negu kaip dažnai nutinka realizuojant sudėtingus projektus, FORWARD aiškiai numatė ir paskatino visų partnerių veiklą įvairiuose work packages, kuriuose numatytas išsamus darbo planas. Tai yra, paskatinti visus sąmoningam rezultatų siekimui bei pasiektų rezultatų panaudojimui gerinant Mokymasis visą gyvenimą proceso programavimą.

Kokybės valdymas

FORWARD nuolatiniam kokybės tikrinimui turi sukūrusi vidinę sistemą. Projekto pradžioje buvo sukurtas ir su partneriais suderintas stebėjimo planas. Kokybės užtikrinimo realizavimą numatė periodinis stebėjimo klausimynų tvarkymas, patvirtintas Turinio sritys, kurios dar yra stebimos: veiksmų ir procedūrų efektyvumas, organizacinių ir komunikacijos mechanizmų efektyvumas, suderinamumas su Lifelong Learning programos tikslais, pridėtinė vertė, Europos dimensija, poveikis, perdavimas ir palaikymas.

Laukiamas poveikis

Taigi FORWARD sugebėjo sukurti rezultatus, kurie susiejo dvi pagrindines sritis. Visų pirma - tai darbuotojų, įtrauktų į analizės procesą ir modelio kūrimą, konkrečių įgūdžių sistema. Kalbama apie viešųjų įstaigų darbuotojus su skirtinga atsakomybe, bet su lygiaverčia svarba, pabrėžiant siūlomų mokymų kokybę ir tipologiją. Susitikimuose su kolegomis, dirbančiais įvairiose srityse ir su organizacinėmis jungtimis, kartais net labai nepanašiomis į įprastas, dalinamasi skirtinga patirtimi. Dalyviai turi galimybes praturtinti savo konkrečias žinias, o taip pat pasikeisti gera praktika.

Sekančią poveikio sferą sudaro 8 šalių - partnerių švietimo ir mokymo sistemos. Per stakeholder susitikimų, per rezultatų, kuriuos dalyviai atliko pagal teikiamas paslaugas, pasidalinimo metu lifelong learning sistema pasinaudojo koordinuota programa ir pasikeitė tikslinėmis strategijomis, kad užtikrintų neginčytiną kiekvieno europos piliečio teisę į švietimą ir mokymąsi per visą gyvenimą.

Gauti rezultatai

a) Nacionaliniai veiksmų planai ir geros praktikos.

Iš karto po pirmo susitikimo visi partneriai buvo pakviesti išdėstyti savo šalies lifelong learning situacijos veiklos planą. Veiklos planai buvo išanalizuoti nuo parengiamosios formos iki suredaguoto modelio. Reikšmingiausi analizės duomenys yra:

1. Kalbiniai skirtumai: paruoštuose tekstuose jaučiamas kalbos skirtingumas, nesutampa terminai, kurie turi nurodyti tuos pačius objektus ir turinį.
2. Organizaciniai modeliai skyriasi ir įvairiose zonose dalyvaujančiose projekte. Atsiranda būtinybė teisingai suprasti lemiančius objektus, pasirinkimo procesus, nuorodas į objektą, siekiamus tikslus ir jų tarpusavio ryšius.
3. Santykis tarp Welfare ir švietimo bei mokslo yra labai įvairiaspalvis. Lifelong learning kartais suprantamas kaip švietimo ir mokymo akcija, kartais kaip welfare sistemos dalis.

4. Santykis tarp formalių ir neformalių Mokymąsi visą gyvenimą sferų yra strategiškai: dabartinė tendencija yra privilegijuoti formalias iniciatyvas, kai kuriais atvejais naudojant tradicinius instrumentus.
5. Nuorodų į objektą, lifelong learning veiksmų, iniciatyvų objektų, mokymo modelių ir dalyvavimo lygių aprašymas reprezentuoja visai kitus klausimus, nei tuos, kurių padėtis diferencijuota. Yra tokių, kurie pirmenybę teikia mokymo specializacijos skatinimo aspektui, o ne kultūriniam ir filosofiniam aspektui, yra tokių, kurie atkakliai laikosi silpnų subjektų bei imigrantų, dar kiti visus aspektus, kylančius iš visuomenės, sumaišo į vieną.
6. Docentų ir animatorių, kurie apsiima vykdyti šias funkcijas, įgūdžiai ir veiksmai, ruošiant profesionalus yra laikomi strateginiu tašku.
7. Pasiiektų rezultatų vaidmens programavimas ir procesų vertinimas yra centrinis visų programuojamų veikų elementas vienoje sudėtinėje ir sujungtoje situacijoje, kaip suaugusiųjų mokymas. Vertinime turėtų būti matomas situacijos pagerėjimas, kurio tikslas yra nustatyti procedūras ir ekonominių išteklių panaudojimą.

Tarp bendrų elementų galima matyti kaip lifelong learning tema yra įtraukiama į vidinę nacionalinių galiojančių normatyvų sistemą su tam tikrais aspektais, regioniniu ir netgi pavienių savivaldybių lygiu. Tema yra įtraukiama į vidinį profesinio mokymo ir švietimo veiklos bendrą sektorių, susijusį su darbo ir welfare veikla. Regioniniu lygiu yra pastebimas labai glaudus ryšys tarp lifelong learning ir vietinių projektų plėtojimo veiksmų.

Veiksmų planai atskleidžia įvairiaspalvį vaizdą, kuri sudaro daugelis nacionalinės ir internacionalinės veiklos tinklų. Pasikeitimas asmenimis bei informacija su tikslu padėti suinteresuotiems geriau perprasti sukauptą patirtį bei pasiektus rezultatus ir su benchmark poveikio pagalba tobulinti sekcijos veiksmus ir inovacijas dar pradinėje stadijoje.

Šalių partnerių pasirinktas Lifelong learning iniziatyvos turinys iš esmės gali būti suskirstytas į šias kategorijas:

- mokymo specializacijos skatinimas arba darbuotojų profesinis perkvalifikavimas. Šiai kategorijai priklauso: mokymasis vedamas pavienės įmonės viduje arba tam tikros kategorijos įmonių asociacijos, kurios glaudžiai bendradarbiauja principu vieša-privati struktūra ir dažnai panaudoja bendrijos išteklius. Viešųjų ir privačių įstaigų vykdomi kursai yra siūlo galimybę objektams, kurie nori įgyti konkrečius įgūdžius, svarbius jų profesiniam tobulėjimui, jų pasiskirtymui atviroje darbo rinkoje, o tai bendru lygiu padeda ir kasdieniniame gyvenime. Galvojama apie informacinių technologijų mokymosi akcijas ir užsienio kalbų mokymąsi. Šioje sferoje turėtų glaudžiai bendradarbiauti mokyklų ir gamybos sistemos visuose lygmenyse:
 - a) nacionaliniu mastu su atsakingomis ministerijomis, asociacijomis pagal kategorijas, profesinių sąjungų sistemomis
 - b) regioniniu lygmeniu tarp atsakingų viešo valdymo įstaigų ir regionų bei teritoriniu lygmeniu tarp pavienės mokyklos ir gamybos sistemų.

Į šį sektorių taip pat įeina visos oficialios mokymosi sistemos, pasiūlytos veiklos, suteikiančios galimybę suaugusiems dalyviams įsigyti kvalifikaciją ir įsilieti į atvirą darbo rinką: kvalifikacija, sertifikatai, nesimokius jaunystėje praleistų metų susigrąžinimas, sąryšio valdymas tarp praeities ir ateityje laukiamų rezultatų.

- mokymosi poreikis remiamas silpniesiems objektams, kuriems reikalingas persikvalifikavimas ir galiausiai garantija, netgi ir dalinė, įsitvirtinti atviroje darbo rinkoje,
 - a) asmenys, išstumti iš gamybinio proceso bei ieškantys naujo profesinio užimtumo, ar bedarbiai, ieškantys naujų darbo vietų
 - b) jaunuoliai, išmesti arba nesugebėję baigti vidurinės mokyklos, esantys sunkioje situacijoje ir ieškantys įsitvirtinti gamybos rinkoje. Kompetencijos didinimo veiksmai, gerai valdomi ir apsaugantys stažavimasi kursai gali padėti suinteresuotam asmeniui geriau suvokti asmeninius ir profesinius poreikius.
 - c) objektai, kurie patyrę traumas, turėję priklausomybę, išgyvenę sunkias psichines ar psichologines situacijas, taip pat turintys nedidelę negalią gali būti įtraukiami į darbo projektus, prižiūrint juos apmokymo periodas metu, kad paskui galėtų įsitvirtinti, nors ir dalinai, gamybinėje sistemoje,
 - d) darbuotojai, kuriems reikalingas profesinis perkvalifikavimas dėl jų įmonės veiklos pakeitimo ar darbuotojų perkėlimo į kitą įmonę.
- emigrantai, kuriems reikalingas oficialios užsienio kalbos mokymas ir minimalios žinios ištraukimui į socialinę bei profesinę kontekstą. Dažniausiai mokymo veiksmas yra lydimas iniciatyvinio orientavimo ir pagalbos suinteresuotiems ištraukti į bendrijos gyvenimą ar į socialines grupes, kurios padeda jiems palaikyti ryšius teritorijoje.
- mažiau pastebimas požiūris, susijęs su aktyviu ir atsakingu pilietiškumo ugdymu, kur žinios yra nepakeičiamas dalyvavimo bendrijos gyvenime elementas ir galimybė įvertinti asmenines savybes. Šioje srityje yra numatyti katalogizuoti iniciatyviniai kursai, kurių trukmė ir tematika nėra vien mokymo specializacijos skatinimas, nėra vien mokymasis senatvėje ar mokymo voucher'iai, kuriuos asmuo gali plačiai panaudoti, pasirinkdamas pasiūlymus mokytis viešose įstaigose ar asociacijose. Svarbu yra tai, kad life cycle požiūris, kuris numato mokymąsi per visą gyvenimą ir sujungia pradinį mokymą su tęstiniu mokymu.

Pagal nacionalinių planų žinių bagažą, partneriai išskyrė 22 geras lifelong learning mokymo veiksmų praktikas, nurodymai jų privalumus bei trūkumus. Šios praktikos susiję su mokymo specializacijos skatinimu, taip pat su asmenų, patyrusių nuoskaudas ar išstumtų iš gamybinės veiklos, su silpnų objektų, iš mokyklos išmestų ar emigrantų, kultūriniu augimu ir pilietiškumo ugdymu, gyvenimo kokybės gerinimu senatvėje.

a) *Nuorodų modelis, remiantis lifelong learning sistemos įgyvendinimą*

Veiksmų planai ir jų analizė sutvirtino diskusijų pagrindus apie lifelong learning sistemos strategijos įgyvendinimo modelio sukūrimą. Susitikimo įvykusio Osle, gausių ir nuodugnių diskusijų metu, po to pratęstu susitikime Štutgarte, buvo patvirtintas tekstas, paremtas politinėmis nuostatomis ir veiksmingais pasiūlymais. Su juo buvo supažindinti visi stakeholder diskusijų palaikymui dėl lifelong learning strategijos veiksmų plėtojimo.

Apibendrinsime reikšmingiausias modelio ypatybes. Visų pirma, modeliui yra vadinamos bendrosios gairės ir rekomendacijos arba bendra strateginė ir valdymo procesų tvarka, paskui seka švietimo ir mokymo politika bei esminis Lisabonos proceso tikslas „naujosios išsilavinusios visuomenės kūrimas“.

Šiame modelyje didesnė svarba tenka metodui, o ne turiniui. Taigi ieškoma veiksmų ypatumus apibūdinimo atsižvelgiant į tai, kad kiekviena realybė gali apibrėžti savo patirties nuostatų pritaikymą ir laiko terminus, kada bus aktualiai panaudota ir kiek tai atitinks patį modelį.

Stebint asmens mokymąsi per visą gyvenimą galima išskirti keturias gaires:

1. pradinis mokymasis (kuris paprastai sutampa su pirminiu privalomu išsilavinimu);
2. reikia pasakyti, kad profesinis specializuotas mokymasistai keletu veiksmų visuma pasirenkant objektą, kai įgyjamas tam tikras įgūdžių lygis ir dažnai šiais atvejais yra gaunamas išsilavinimo sertifikatas, kurį pripažįsta valstybės ar tik gamybos sistema. Dalyvavimas yra savanoriškas, nevisada nemokamas, ir objektai, kurie juos siūlo, kartais gali būti institucijos, viešosios ar privačios įstaigos, kurios rūpinasi mokymusi. Į šį sektorių įeina aukštojo mokslo institucijos, auštasis išsilavinimas, universitetai, podiplominės studijos, pouniversitetinės studijos, master studijos, o taip pat ir pačių įmonių pasiūlymai darbuotojams (įmonės vidaus kvalifikacijos kėlimo programos, nepasirenkant objekto), mokymasis per atstumą ir netgi savaiminio mokymosi iniciatyvos.
3. Veiksmai, nukreipti į užimtumą, kaip tikslą nurodo objektus, vienaip ar kitaip pašalintų ar išmestų už netinkamą darbą, dėl krizių sektoriuose, kuriuose anksčiau dirbo, ar dėl įmonės technologinio ir gamybos atnaujinimo, įtraukimą į gamybą. Į šią sritį įeina stažavimasis, visi įtraukimo į darbą veiksmai, profesinis perkvalifikavimas, veiksmai, susiję su gamybos restructūrizavimu, kitos iniciatyvos bedarbiams.
4. Galiausiai yra daug akcijų, susijusių su aktyvios ir atsakingos pilietinės visuomenės ugdymu, kurios plėtojasi nesuskaitoma daugybe formalių ir neformalių veiklų bei įsiterpia į žmonių gyvenimą daugiau ar mažiau apibrėžtu būdu.

Keturios sritys:

- viena su kita labai glaudžiai susijusios, todėl pilietis gali panaudoti instrumentus iš skirtingų sričių;
- įvairių kanalų naudojimo intensyvumas priklauso nuo žmogaus gyvenimo ciklo ilgumo;

- kiekvienas turinys aiškiai nurodo išteklius ir pasiūlymus tiek vienoje, tiek kitoje srityje, atsižvelgiant į jau sukauptą patirtį, socialines - ekonomines sąlygas bei į dėmesį, skiriamą švietimo ir mokymosi procesams.

Esminis modelio pagrindas yra **prieinamumas**, kuris reiškia galimybę įgyvendinti teisę į mokymąsi. Galima pasakyti detaliau, kad modelis derina strategijas su esamais konkrečiais veiksmais kiekviename kontekste kuriuos galiausiai pasiūlo:

- užimtumas – tai tam tikrų pagrindų, reikalingų sėkmingam įsitraukimui ar sugrįžimui į darbinę veiklą, įsigijimas ir stiprinimas;
- pilietiškumo ugdymas – tai kiekvieno individo, nepriklausomai nuo amžiaus, sugebėjimai kuo geriau suprasti, kokiame kontekste gyvena, perprasti savo gyvenimo ciklo ypatumus, įgyti įgūdžius, reikalingus situacijai suvokti, išreikšti nuomonę, atsakingai elgtis, numatyti dalyvavimą tam tikrose bendrijos gyvenimo sferose bei jo teisių ir pareigų įgyvendinimą;
- reali prieinamumo teisė prie lifelong learning galimybių yra visiems pozityvus reiškinys, nepriklausomai nuo individo gyvenimo socialinių ir asmeninių sąlygų
- didaktiniai metodai skatina stiprų ir veiksmingą įtrauktų objektų dalyvavimą;
- vertinimo veiksmai ir poreikių analizė bei tyrimo ir stebėjimo veiksmai

Struktūriniu požiūriu modelį sudaro **septyni strateginiai principai**, prie kurių dera veiksmingos nuorodos.

Pagrindiniai principai jau buvo paimti iš Lisabonos strategijos, su tikslu paversti Europos ekonomiką, grindžiamą žiniomis, konkurencingiausia ir dinamiškiausia pasaulyje, kuri būtų pasirengusi pasiekti pastovų ekonominį augimą su naujomis bei geriausiomis darbo vietomis ir socialinę sanglaudą. Šis tikslas turi ne tik ekonomines ypatybes. Iš tikrųjų, Lisabonos tikslų sekimas – tai ne tik pasiekti numatytas kokybines gaires (benchmark), bet taip pat ieškoti progresyvaus naujo požiūrio į welfare vertinimą, kurį stipriai veikia žinios ir šių žinių įsigijimo procesai. Šiame veiksmų plane, lifelong learning turėtų garantuoti lygias galimybes įgūdžių įsigijimui, reikalingų sėkmingam judėjimui darbo rinkoje ir aktyviame lavinimosi dalyvavime. Kaip jau sakėme, šis tikslas nenusako vien tik ekonominės prasmės, bet kartu sujungia politinę ir bei kultūrinę prasmes, vertybes ir normas, apima elgesio, orientuoto į plėtrą, vertinimą, žinių platinimą ir mokymosi galimybes.

Lifelong learning **pirmojo principo** pagrindas - kviesti visus kartu kurti naują gerbūvį. Taigi turėtų būti nukreiptas sukonstruoti ašį, aplink kurią sukūsti pilnai įtraukta ir aktyviai dalyvaujanti išsilavinusi visuomenė. Šiai krypciai svarbūs dalykai yra sampratos pagrindai: veiksmingumas, empowerment, pajėgumas. Tikslas yra “active welfare state” arba socialinis statusas (o dar geriau gerovės valstybė), “aktyvus”, o kartu ir “aktyvinantis kitus”, kaip paskirstytojas, turintis elementus apsaugančius nuo triukšmo, kuris ir tampa personalizuotų ir reklaminių paslaugų gamintoju, su tikslu stimuliuoti

objektus ugdyti įgūdžius, kurie vėliau praverstų rizikingose situacijose. Antra veiksmingumo išraiška yra pilietiškumas, kaip įtraukimo garantija, apsauga ir gerovė. Jis turėtų būti aktyvus. Teisės į pilietybę yra suprantamos ir kaip bendras piliečių – objektų dalyvavimas kuriant *well being* sąlygas sau ir kitiems. Dalyvavimas – tai netgi ir buvimas vienoje iš įdarbinimo įstaigų, o taip pat ir ieškant atsakymų į poreikius. Užimtumas ir apmokamas darbas, mokymasis ir bendradarbiavimas yra prioritetiniai politikos veiksmai, ne veltui vadinami politiniu veiksmingumu, pateikti kaip paslaugos ir standartizuotai išdėstyti teritoriniu lygiu.

Nuolatinis mokymasis ugdo darbingumą ir išraiškos vystymąsi, kurie padedami objektui ne tik įgyti žinias, įgūdžius, bet ir supratimą, tam tikras galias turimus išteklius paversti elgesio strategija, kad paskui galėtum ją panaudoti vertinant pasirinkimus, įtvirtinti tavo požiūrį darbe, išreiškiant nuomonę ir tenkinant asmeninius poreikius.

Nuolatinis mokymasis formuoja ir svarbų komunikavimo tarp asmenų faktorių, kuris leidžia pagal pasirinkimo galimybes realizuoti save ar pasiekti užsibrėžtus tikslus – tai reiškia siekti *capability* tikslo.

Žemiau išvardinti svarbiausi veiksmingi dalyvavimo instrumentai, susiję su realizavimu:

- tutoring;
- mentoring;
- counselling;
- coaching.

Kalbant apie **antrąjį principą**, yra svarbu pažymėti naują nuorodą į socialinės politikos modelį dėl darbo ir mokymosi. Modelis yra vadinamas *Learnfare*¹ vardu, kuris turi ne pakaitinę o integracinę sistemą, kaip *welfare to work* arba *workfare*. *Learnfare* modeliuose ne vien tik darbas garantuoja pilietiškumą, bet ir pats mokymasis tampa lyg ir gamintoju. Tai toks žmonių gelbėjimas nuo galimų nesėkmių darbe, paremiant objektų įtraukimą ir pasilikimą darbo rinkoje “pereinamajam laikotarpiui”, kuriam būdingas perėjimas iš vieno darbo į kitą ir net darbas - nedarbas.

Teisė į mokymąsi susiformuoja kaip teisė į pilietiškumą. Tai yra lyg pereinamoji teisė, kuri lydi objektą atitinkamose pasikeitimo fazėse ir tuo pačiu palaiko

¹ Terminas *learnfare* atsirado kaip paauglių ir jaunimo reintegracijos į mokyklą programa. Vieni paliko mokyklą dėl to, kad tapo tėvais, kitiems buvo reikalinga speciali pagalba mokantis, dar kiti neturėjo gabumų tęsti mokslus aukšto mokslo institucijose, bedarbiai, asmenys “išsivėlę” į darbo paieškas, grįžę iš įkalinimo įstaigų, dirbantys labai nekvalifikuotą darbą. Išsiplėtus ir išpopuliarėjus šioms programoms tarp gyventojų, sekė mokymosi perspektyva, kaip piliečio teisė mokytis ir kaip aktyvaus dalyvavimo instrumentas lygių galimybių kontekste. Visų pirma, istoriškai šis terminas buvo panaudojamas aprašyti *welfare* modelį, kurį sukūrė danai. Paskui, vėl surinkus visas minėtas sistemas bei mokymo programos, kartu ir *lifelong learning*, kurios yra pirminė ir būtina sąlyga modernioms sistemoms kaip *welfare*, įtraukimas ir profesija.

užimtumą ir sąlygas pilietiškumui, nors ir nutrūkstanti, tuo pačiu tęsiasi asmens kaip specialisto padėtis.

Pagal **trečią principą** yra būtina suaktyvinti tinkamų ir esminių paslaugų teikimo ir veikimo tinklą, neįskaitant tų tradicinių įdarbinio - užimtumo centrų ar kitų struktūrų, kurios užsiima suderinimo bei diskriminavimo politika darbe.

Ketvirtas principas teigia, kad *lifelong learning* procesas turi būti vertinamas kaip labai naudingas visuomenei. Todėl būtina jam priskirti piliečių teisės – pareigos suderinimumą ir buvimą visuomenės dalimi. Neužtenka tik apibrėžti šias teisės/pareigos, kad garantuotum, jog tai jau veikia. Iš tikrųjų reikalinga ir tam tikra politika, leidžianti skatinti prieinamumą.

Taigi teisės apibrėžimas turi prasmę, jeigu asmenys pakviesti ją vystyti, turėtų ir materialines sąlygas tai daryti. Tam reikalinga visa serija veiksmų ar specifinės sistemos veiklų, kurios skatintų piliečių, o labiausiai silpniausių, prieinamumą prie galimybės mokytis. Veiksmų atžvilgiu tai reikštų: siūlant mokymąsi gerinti komunikacinius būdus, stiprinti orientavimo ir instruktavimo akcijas, apsvarstyti realius asmenų poreikius, rūpintis didaktine metodologija ir kursus vedančių asmenų profesionalumu.

Penktas principas - jeigu *lifelong learning* potencialumas labai akivaizdžios, reiškia, kad yra ir jo ribas.

Taigi iš pat pradžių reikėtų garantuoti mokymosi galimybės nešališkumą, ir kartu per visą gyvenimą stengtis atkurti išteklius, kad įveikti iškilusį individo pažeidžiamumą.

Tai reiškia, kad *lifelong learning* nuodugnaus suderinto darbo rezultatas ir yra funkcionalus, distribucinis, normatyvus ir politiškai institucinis. Reikėtų atkreipti dėmesį į tris pagrindinius principus: investicijos tęstinumas ir stabilumas, veiksmų plėtojimas ir pagalba silpniesiems esant pozityviajai diskriminacijai, labiausiai pažeidžiamų situacijų palaikymas.

Šeštas principas. Mokymosi veiksmas, sudarantys *lifelong learning* sistemas turi būti kokybiški, atidžiai reaguojantys į piliečių ir rinkos poreikius tam tikru turiniu.

Siūlomas *Lifelong learning* mokymosi akcijas galima apibrėžti sekančiai: individualizuoti, susieti su pavienėmis biografijomis ir gyvenimo ciklais. Akcijas valdo dauguma, jos nestandartizuotos, susiję su darbo pasiūla ir paklausa, lengvai prieinami ir valdomos.

Septintas principas. *Lifelong learning* sistemos reikalauja kruopštaus terminų parinkimo ir įvertinimo.

Čia reikėtų aktyvuoti artikuliuotas sistemas, kurios remiasi *lifelong learning* akcijų rezultatais ir įvertinti labiausiai koncentruotais ir naudojamais terminais, kadangi šie tikslai jau daug kartų buvo pasiekti bei teisingai tęsiami.

Taigi reikės patikrinti tikslų pasiekimus: mokymąsi, bendravimą, empowerment, mokymosi akcijų pajėgumą.

Ir paskui patikrinti teisingą dar ambicingesnių tikslų tęstinumą: profesija, užimtumas, nediskriminacija, įsitraukimas į socialinį gyvenimą, aktyvus pilietiškumas.

c) suderinimas su stakeholder'iais

Visumoje buvo realizuota 13 focus group, iš viso įjungiant institucinius veikėjus, kūrėjus, darbuotojus.

Gautas feedback (grįžtamasis ryšys) leido gerai sinchronizuoti modelio ir FORWARD rezultatų plėtrą kvalifikuotos visuomenės tarpe.

FORWARD įvertinimas

FORWARD vykdoma veikla yra labai aiškiai išskirta ir kaip matyti ankstesniuose puslapiuose - labai turtinga ir gana sudėtinga. Baigiamasis projekto vertinimas buvo atliekamas garantuojant kokybės kriterijus, anksčiau nuosekliai išdėstytus ir sudarė galimybes pateikti šias išvadas: veiksmų ir procedūrų efektyvumas, neatsižvelgiant į kai kurių tarpinių rezultatų vėlavimus, turi būti įvertintas kaip visų suplanuotų tikslų realizavimas. Komunikacinis procesas, organizaciniai mechanizmai ir logistika veikė gerai. Turinių kūrimo procedūros leido sukurti nacionalinius veiksmų planus ir bendrą modelį visiems.

Visa tai pasakyta apie Lifelong learning Programme **nuoseklumą** siekiant tikslų ir rengiant konkursus kandidatams. Pagrindinė prieinamumo tema apie visas mokymosi galimybes yra sutinkama Lisabonos strategijoje bei išdėstyta lifelong learning modelio pagrindu sukūriant ir įgyvendinant strategiją. Tiek nacionaliniai veiksmų planai, tiek ir pats modelis stipriai susiję su esminę Europos Sąjungos tikslą - tapti pirmąja žiniomis pagrįsta ekonomika.

Apie **pridėtinę vertę**. Partnerių sukaupta patirtis ir įgūdžiai patobulėjo dėl tarpusavio bendradarbiavimo keičiantis informacija apie atitinkamų sistemų veikimą.

Europos dimensijoje pasiekti rezultatai tampa svarbiu elementu. Taigi, modelis gerai pritampa ir nuoseklumu įsitraukia į politinę viziją, kurios pagrindą numato Strategia di Lisbona (Lisabonos Strategija), ir yra pasirengęs prisidėti ir prie šių dienų einamųjų strategijų, gerindamas partnerių sugebėjimus tobulinti ir įgyvendinti lifelong learning programą.

FINNISH**Projektin alkuperä**

Kun FORWARD-projekti rakennettiin ja esiteltiin vuoden 2008 kesällä, oli projektiehdotuksen ytimenä elinikäisen oppimisen strategian idea. Euroopan komission antaman määritelmän mukaan elinikäisen oppimisen strategia on koulutuspolitiikan yleiskuva, joka käsittää strategisen yhteenvedon, ensisijaiset tavoitteet ja taloudellisten varojen kokoamisen. Tämä kuva muodostetaan kumppanuudessa keskeisten toimijoiden kanssa ja käsittää toteutusmekanismit ja tuloksien tiedottamisen.

Ottaen huomioon tämän määritelmän, Trenton autonomiseen maakuntaan (Provincia Autonoma di Trento) perustettu suunnittelukeskus totesi että projekti, jonka tarkoituksena on saattaa yhteen elinikäisen oppimisen alueella toimivat julkiset laitokset, olisi erinomainen kasvumahdollisuus, ottaen huomioon valtioiden väliset eroavaisuudet elinikäisen oppimisen eri aloilla. Euroopan koulutusjärjestelmiä koskevan komission vuosikertomuksen mukaan, jotkut valtiot vuonna 2008 olivat EU-tasolla vahvistettujen koulutusta koskevien viitearvojen yläpuolella, edistyen jatkuvasti, kun taas toiset olivat alle yhteisön keskiarvon, eikä edistystä enää tapahtunut. Esimerkiksi, kun tutkittiin viitearvoa aiheesta “aikuisten osallistuminen elinikäiseen koulutukseen” (tavoitteena on 12,50 % väestöstä vuoteen 2010 mennessä), todettiin suuria eroavaisuuksia: pohjois-Euroopan maat olivat kärkisijoilla. Muut, kuten Yhdistynyt kuningaskunta, Slovenia ja Itävalta, olivat yhteisön keskiarvon yläpuolella, ja taas toiset, kuten Italia ja Portugali, olivat keskiarvon alapuolella, menen jatkuvasti alaspäin. Elinikäinen koulutusjärjestelmä on jo toteutettu esimerkiksi Yhdistyneessä kuningaskunnassa, Ruotsissa, Tanskassa ja Norjassa. Näillä mailla on elinikäistä oppimista varten johdonmukaiset ja yhtenäiset strategiat.

Raportissa korostettiin eroavaisuuksia myös yksittäisten jäsenvaltioiden sisällä. Esimerkiksi Italiassa elinikäiseen koulutukseen osallistumisen määrä oli 6,1 %, mutta Trenton maakunnassa se oli 8,6 %. Havaittiin siis tarpeelliseksi tutkia tarkemmin rakenteellisia eroja valtioiden välillä ja niiden sisällä, lisäksi korostettiin hyötyä ottaa oppia johtavissa maissa kehitetyistä hyvistä käytännöistä. Projektin alkuperä liittyi siis haluan tarjota kumppaneille tietoon perustuvia lähteitä, toimintaperiaatteita sekä toiminnallisia keinoja elinikäiseen oppimiseen tarvittavien yhtenäisten ja tehokkaiden strategioiden rakentamiseksi ja käyttöönottamiseksi.

FORWARD projektin tavoitteet

FORWARD projektin perustavoitteena oli tukiprosessin käynnistäminen projektiin osallistuville viranomaisille ja laitoksille sellaisten tavoitteen ja

menettelytapojen määrittelemiseksi, joiden avulla heidän alueilleen voidaan rakentaa integroitu elinikäisen oppimisen strategia. Yleisenä tavoitteena oli osoittaa, miten on mahdollista ottaa käyttöön ja toteuttaa elinikäinen koulutus, joka yhdistää peruskoulutuksen ja aikuiskoulutuksen yhdenmukaisesti. Perustavoite oli jaoteltu erityistavoitteisiin, jotka liittyivät hankkeen päävaiheisiin: ensinnäkin, laatia yksityiskohtainen kuva elinikäisen oppimisen tilasta kumppanivaltioissa, Lissabonin vertailuarvoja soveltamalla (erityisesti aikuisten osallistumisesta elinikäiseen koulutukseen) ja analysoimalla vahvuuksia ja heikkouksia. Toiseksi, aloittamalla kansallisista viitekehyksistä ja yhteisistä ongelmista, päästä laatimaan malli (poliittisten suuntaviivojen ja toimintaehdotusten mukaisesti) elinikäisen oppimisen strategioiden kehittämiseksi ja toteuttamiseksi. Tämä erityistarkoitus on aiheuttanut vertailua ja keskustelua elinikäisen oppimisen toteuttamisen yleisistä piirteistä, kuten oppimisen saatavuuteen, koulutusjärjestelmien sosiaaliseen osallisuuteen, tarjonnan laatuun ja inhimillisiin valmiuksiin liittyvät ongelmat. Keskustelu on käyty etäältä, mutta siihen on liittynyt myös kahden työpajan organisoiminen, joista ensimmäisen tavoitteena on ollut analysoida alkukoulutuksesta elinikäiseen oppimiseen liittyvä prosessi, kun taas toinen on käsitellyt aikuiskoulutusta elinikäisessä koulutuksessa. Lopuksi on käyty perusteellinen keskustelu paikallisten ja kansallisten sidosryhmien kanssa. Keskustelun tarkoituksena oli jakaa saavutetut tulokset ja saada korkeatasoista palautetta alan ammattilaisilta, toimijoilta ja kouluttajilta.

Toteutuskumppanuus

Kunnianhimoisten tavoitteidensa toteuttamiseksi, FORWARD kutsui koolle 13 kumppania 8:sta maasta, joista 7 ovat EU:n jäsenvaltioita (Italia – Trenton autonominen maakunta ja kolme aluetta: Marche, Toscana, Friuli Venezia Giulia – Ranska, Espanja, Saksa, Yhdistynyt kuningaskunta, Liettua, Norja, Suomi). Jotkut näistä kumppaneista ovat rakennerahastojen hallintoviranomaisia; toiset toimivat työvoimapalveluissa, tai ovat koulutuksen tarjoajia tai akateemiseen maailman edustajia. Kaikki kumppanit ovat julkisia, mutta vastuun ja toiminta-alueiden erilaisuudet ovat taanneet sen, että kaikki projektin toteuttamisen edellyttämät taidot ovat mukana verkossa. Järjestelymenettelyissä kaikilla kumppaneilla on ollut aktiivinen edustus ohjauskomiteassa, joka on projektin liitännäis- ja valvontaelin. Toisin kuin monimutkaisten hankkeiden toteuttamisessa usein tapahtuu, FORWARD on nimenomaisesti ottanut huomioon ja tukenut jokaisen kumppanin toimintoja kaikissa työpaketeissa, joissa työsuunnitelma on jäsenetty. Näin edistetään kaikkien tietoista osallistumista toimintaan ja tulosten luomiseen elinikäisen opetuksen ohjelmasuunnitteluprosessin parantamiseksi.

Laadunhallinta

FORWARD projektissa on sisäinen järjestelmä jatkuvaa laaduntarkastusta varten. Etenkin projektin alussa on kehitetty seurantasuunnitelma yhdessä kaikkien kumppaneiden kanssa. Laadunvarmistamisen toteuttamiseen on sisältynyt kyselylomakkeiden säännöllinen jakelu, aikaisempia kokouksia koskeva mielipiteen ilmaiseminen ja edistymiskertomus ohjauskomitealle. Tarkkailun alaisiksi asetetut sisältötyypit ovat: toimien ja prosessien tehokkuus, organositoristen menettelyjen ja kommunikointimekanismien tehokkuus, elinikäisen oppimisen ohjelman tavoitteiden johdonmukaisuus, lisäarvo, eurooppalainen ulottuvuus, vaikutus, siirrettävyys ja kestävyys

Arviointi

FORWARD on luonut tuloksia pystyäkseen vaikuttamaan kahdella keskeisellä alueella. Ensinnäkin, analysointiin sekä mallin laatimiseen osallistuvien toimijoiden asiantuntemusjärjestelmässä. Kyseessä ovat julkisten elinten toimijat, joilla on erilaiset vastualueet, mutta samanvertainen merkittävyys koulutusjärjestelyiden typologian määrittelemisessä. Osallistujat ovat voineet laajentaa erityistietojaan, myös kokemusten vaihdon välityksellä, suorittamalla vertailuja kolleegojen kanssa, joiden työympäristön kokemukset ovat erilaisia ja joiden järjestelmälliset rakenteet eroavat joskus hyvin paljon tavallisista. Toinen vaikutusympäristö koostuu kahdeksan kumppanivaltion koulutusjärjestelmistä: Sekä keskustelulla sidosryhmien kanssa että osallisujen alkuperäispalveluista antamien tulosten palauttamisen kautta, elinikäiset oppimisjärjestelmät ovat saaneet tukea yhteensovitetusta lähestymistavasta, joka on yhdenmukainen strategioiden kanssa, jotka koskevat kaikkien Euroopan kansalaisten oikeutta elinikäiseen koulutukseen

Saavutetut tulokset

a) Kansalliset skenaariot ja hyvät toimintatavat.

Heti alkukokouksen jälkeen kaikkia kumppaneita pyydettiin laatimaan skenaario elinikäisen oppimisen tilanteesta kotimaassaan. Skenaarioiden analysointi oli esivalmistelu mallin laatimiselle. Analyysin perustiedot:

1. Kielelliset eroavaisuudet: esitetyistä asiakirjoista voidaan todeta eri kielimuotoja, erilaisia termejä käytetään ilmaisemaan samoja asioita tai käsitteitä.
2. Organisaatiomallit vaihtelevat projektiin osallistuvien alueiden välillä. Tämän vuoksi on tarpeen ymmärtää hyvin päätöksentekijöitä, päätöksentekoa, viitetavoitteita, toimitsijoita ja heidän raporttejaan.

3. Hyvinvoinnin ja yleissivistävän ammattikoulutuksen välinen suhde on vaihteleva. Elinikäistä oppimista pidetään joskus koulutustoimintona, ja joskus sosiaalipalveluihin kuuluvana osana.
4. Virallisen oppimisen ja arkioppimisen välinen suhde elinikäisen oppimisen piirissä on osoittautunut strategiseksi: suuntauksena on virallisten aloitteiden suosiminen, joskus myös perinteisin menetelmin.
5. Yhteyslähteiden, elinikäisen oppimisen toimintojen, aloitetavoitteiden, opetusmenetelmien ja osallistumistasojen määrittelyt ovat muita kysymyksiä, joiden suhteen kannat ovat vaihtelevia. Jotkut asettavat ammattimaistamisen puolen kulttuurisen ja eksistensiaalisin puolen edelle, ja jotkut taas korostavat heikossa asemassa olevia ryhmiä tai maahanmuuttajia, tai niitä, jotka ovat sekoitus monista yhteisössä ilmenevistä ilmiöistä.
6. Opettajan tai ohjaajan tehtäviä suorittavien henkilöiden pätevyys, sekä näihin ammatteihin valmentaminen ovat myös strategisia aiheita.
7. Suunnittelun ja saavutettujen tulosten arvioinnin asema on keskeinen kaikissa ohjelmoitavissa toiminnoissa, ja ennen kaikkea aikuiskoulutuksessa, joka on erittäin moninaista. Arviointi tulee nähdä parannuksena, jonka avulla toimenpiteet ja taloudellisten resurssien käyttö voidaan arvioida uudelleen.

Yhteisissä perusteissa on nähtävissä, miten elinikäisen oppimisen teema yleensä sisällytetään kansalliseen sääntelyjärjestelmään, jolla on valtuudet keskeisiin kysymyksiin alueellisilla tasoilla sekä myös yksittäisissä kunnissa. Teema sisällytetään pääasiallisesti ammattikoulutuksen ja koulutustoiminnan sektoriin, jotka liittyvät työhön ja welfare toimintoihin liittyviin toimenpiteisiin.

Alueellisella tasolla on havaittavissa myös tiivis yhteys elinikäisen oppimisen ja paikallisten kehityshankkeiden toimien välillä.

Skenaariot antavat elävän kuvan paikallisista ja kansainvälisistä verkoista, henkilöiden ja tietojen vaihtotoimista, joiden tarkoituksena on auttaa ihmisiä paremmin ymmärtämään saavutettuja kokemuksia ja tuloksia, sekä kehittää benchmark-toimien välityksellä parannus- ja innovaatiotoimenpiteitä jo alkuvaiheessa.

Elinikäisen oppimisen kumppanivaltioissa toteutettujen toimenpiteiden sisällöt voidaan luokitella pääasiallisesti kuuteen laajaan ryhmään:

- Toimijoiden ammattitaidon lisääminen ja ammatillinen uudelleenkoulutus.

Tähän ryhmään kuuluvat: koulutustoimet, jotka ovat yksittäisten yritysten sisällä tai joita yritysten yhteenliittymät tai ammattijärjestöt järjestävät tiiviissä yhteistyössä julkisen/yksityisen alan kanssa, usein yhteisön varojen avulla. Julkisten ja yksityisten oppilaitosten järjestämät kurssit, joiden tarkoituksena on tarjota mahdollisuuksia henkilöille, jotka haluavat saada sellaisia erityispätevyyksiä, jotka ovat tärkeitä heidän ammatilliselle kehitykselleen ja sijoittumiselle työelämään, mutta myös yleistasolla

jokapäiväisessä elämässä. Tällaisia ovat esimerkiksi tietotekniikan koulutus tai vieraiden kielten oppiminen. Tällä alalla on tiivis yhteistyö koulutus- ja tuotantojärjestelmien välillä useilla tasoilla:

- a) Kansallisella tasolla asianomaisten ministeriöiden, ammattialajärjestöjen ja ammattiyhdistysjärjestelmien välisillä sopimuksilla,
- b) Alueellisella tasolla, toimivaltaisten viranomaisten ja alueellisten ryhmien välillä, mutta myös yksittäisen koulun ja alueen tuotantojärjestelmän välisellä tasolla.

Tähän sektoriin sisällytetään myös kaikki koulutusjärjestelmän tukemat viralliset toimet, jotka pyrkivät antamaan koulutukseen osallistuville aikuisille työmarkkinoilla tarvittavat tutkinnot, pätevyuden, todistukset, sekä korvata nuorena menetetyt vuodet ja luoda sillat menneisyyden kokemusten ja tulevaisuuden odotusten välille.

- koulutusohjelmat koulutusta tarvitsevien, heikossa asemassa olevien henkilöiden uudelleen kouluttamista varten, jotta heille voidaan taata ainakin osittainen sijoittuminen työelämään. Esimerkkejä näistä ryhmistä ovat:
 - a) Tuotantoprosessista karsiutuneet henkilöt, jotka etsivät uudenlaisia työmahdollisuuksia, tai työttömät, jotka hakevat työtä.
 - b) Koulunsa keskeyttäneet nuoret, jotka eivät ole onnistuneet suorittamaan opintojaan loppuun ja joilla on vaikeuksia sijoittua tuotantoelämään. Osaamisen kehittämistoimet, myös ohjattu ja joskus suojattu työharjoittelu ja oppisopimus auttavat palauttamaan henkilökohtaisia ja ammatillisia motivaatioita.
 - c) Henkilöt, jotka ovat kokeneet traumoja tai vaikeita tilanteita riippuvuuden vuoksi, jotka ovat eläneet psykologisesti tai psyykkisesti hauraassa tilassa, tai lievästi vammaiset, jotka voivat sopeutua suojattuun työympäristöön ja tarvitsevat ohjatun harjoittelujakson päästäkseen ainakin osittain osalliseksi tuotantojärjestelmään.
 - d) Toimijat, jotka tarvitsevat uudelleen koulutusta yrityksensä rakenneuudistuksiin, uusiin lajikkeisiin siirtymiseen, tai niiden siirtämiseen automaattisesti muihin yrityksiin.
- Maahanmuuttajat, joiden tarvitsee oppia virallinen kieli, ja joilla tulee olla minimitiedot yhteiskunnallista ja ammatillista sopeutumista varten. Usein koulutukseen sisältyy opastusta sekä henkilöiden ohjaamista yhteisön elämään, ja myös sopeutumaan yhteiskuntaryhmiin, joiden avulla heillä on mahdollisuus saada merkittäviä yhteyksiä alueella.
- Vähemmän korostettuna on aktiivisen ja vastuuntuntoisen kansalaisuuden kehittämiseen liittyvä lähestymistapa, jossa osaaminen muodostaa perustan yhteiskuntaelämään osallistumiselle ja mahdollisuudelle tuoda esiin yksilöllisiä ominaisuuksia. Tähän sektoriin on sisällytetty aloitteita eri pituisista kurseista, joiden aiheet eivät käsittele ainoastaan ammattimaistamista, vanhuksille tarkoitettuja koulutusohjelmia sekä oppaita, jotka auttavat, jotka julkisen sektorin ja koulutusjärjestöjen monenlaisten

tarjousten valinnoissa. Mielenkiintoinen on myös elämänkaariajattelu, jonka mukaan koulutusohjelmat kuuluvat osana koko elinkaareen, ja yhdistää peruskoulutukseen jatkokoulutuksen.

Kumppanit ovat kansallisten skenaarioiden yhteydessä yksiöineet 22 elinikäisen oppimisen toimintojen täytäntöönpanoon liittyvää käytäntöä, korostaen niiden vahvuuksia ja heikkouksia. Nämä käytännöt koskevat ammattimaistamiseen, epäedullisessa asemassa olevien tai tuotantoprosessista karsiutuneiden henkilöiden työelämään sijoittamiseen, heikossa asemassa olevien ryhmien, koulunsa keskeyttäneiden tai maahanmuuttajien sopeutumista, kulttuuriseen kehitykseen ja kansalaisyhteiskasvatukseen ja elämän laadun parantamiseen (etenkin vanhusten) liittyviä toimia.

b) Viitemalli elinikäisen oppimisen järjestelmien täytäntöönpanon tukemiseksi.

Skenaariot ja niiden analyysit ovat toimineet lähtökohtana pohdinnoille elinikäisen oppimisen strategioiden kehityksen ja täytäntöönpanon mallin muodostamisesta. Oslon kokouksessa käydyin, ja Stuttgartin kokouksessa jatkettuna tiiviin ja yksityiskohtaisen tiedonvaihdon perusteella on laadittu poliittisten suuntaviivojen ja toiminnallisten ehdotusten perusteella teksti käytettäväksi sidosryhmien kanssa käytävää keskustelua varten, ja sen jälkeen tukena elinikäisen oppimisen strategioiden käsittelyssä. Mallin pääpiirteet voidaan tiivistää seuraavasti. Mallilla tarkoitetaan ennen kaikkea tietojen, strategioiden ja operatiivisten väitteiden sekä suositusten yhtenäistä kokonaisuutta, jolla voidaan, etenkin koulutuspolitiikan avulla, saavuttaa Lissabonin prosessin olennainen tarkoitus: “uuden osaamisyhteiskunnan rakentaminen”.

Mallissa kiinnitetään enemmän huomiota menetelmiin kuin sisältöön, ja yritetään yksilöidä ne käytännössä, joiden perusteella kaikissa realiteeteissa voidaan sen jälkeen yksilöidä omien kokemusten sopeutumismuodot ja ero varsinaisen toteuttamisen ja mallin ehdotuksen välillä.

Henkilön elinikäistä koulutusohjelmaa tutkimalla voidaan yksilöidä neljä viitealuetta:

1. peruskoulutus (joka on suurin piirtein pakollisen koulutuksen pituinen);
2. ammattimaistaminen, eli henkilön valitseman koulutuksen kokonaisuus, joka on tähdätty eri tasoisten pätevyyksien saavuttamiseksi, ja josta usein annetaan valtion, tai joskus vain tuotantoyhteisön hyväksymä todistus. Osallistuminen on vapaaehtoista, ei aina maksutonta, ja joskus sitä tarjoavat laitokset, joskus taas koulutuksesta vastaavat julkiset tai yksityiset elimet. Tämä sektori käsittää yläkoulujärjestelmän, korkeakoulun, yliopiston, keski- tai yliopistoasteen jälkeiset aloitteet ja master-tutkinnon, mutta myös yritysten työntekijöilleen tekemät ehdotukset (yrityksen sisäinen täydennyskoulutus, jota henkilö ei yleensä ole itse valinnut), etäkoulutuksen sekä myös itseopiskelun.

3. Työllistettävyyteen liittyvät edistämistoimet, joiden tavoitteena on sijoittaa tuotantorakenteeseen työmarkkinoiden ulkopuolelle syrjäytyneitä, tai työllistää uudelleen henkilöitä, jotka ovat jääneet työelämän ulkopuolelle luopumisen, aikaisemman työsektorinsa kriisin, tai teknologian ja tuotantoprosessien kehityksen vuoksi. Tähän sektoriin sisältyvät harjoittelupaikat, kaikki työllistymistoimet, ammatillinen täydennyskoulutus, tuotannollisiin rakenneuudistuksiin liittyvät toimet ja työttömyysohjelmat.
4. Aktiiviseen ja vastuuntuntoiseen kansalaisuuteen liittyvät toimet, jotka kehittyvät monissa organisoiduissa ja epämuodollisissa toiminnoissa, jotka kuuluvat enemmän tai vähemmän jäsennellysti ihmisten elämään, jotka joskus haluavat osallistua hyödyn ja uran vuoksi, joskus taas ovat saaneet virikkeitä tiedotusvälineistä, suositellusta lukumateriaalista, tai kulttuuritapahtumiin osallistumisesta.

Neljä viitealaa:

- niiden välillä on voimakkaat riippuvuussuhteet, koska kansalaiset voivat soveltaa eri aloilta saatuja menetelmiä;
- eri kanavien käytön intensiivisyys vaihtelee ihmisten elinkaaren varrella;
- jokainen toimintoympäristö vie resursseja ja aloitteita enemmän yhteen suuntaan kuin toiseen, kokemusten, sosioekonomisten olosuhteiden ja yleissivistävään ammattikoulutukseen osoitetun kiinnostuksen mukaisesti.

Mallin **perustuselementti on saavutettavuus**, joka on ymmärrettävä mahdollisuutena toteuttaa oppimisoikeus. Yksityiskohtaisemmin malli keskittyy strategioihin ja konkreettisesti käynnistettyihin (ja käynnistettäviin) toimintoihin jokaisessa ympäristössä, tavoitteenaan:

- työllistettävyys, eli työmarkkinoille pääsyyn tai työhön palauttamiseen tarvittavien elementtien saaminen ja säilyminen;
- aktiivinen kansalaisuus, joka on, iästä riippumatta, jokaisen yksilön taito ymmärtää paremmin elinympäristöään, elinkaarensa ominaisuuksia, hankkia tarpeellisia tietoja tilanteiden tulkitsemista varten, esittää arvioita, noudattaa vastuullisia käyttäytymismalleja ja löytää alueita yhteiskuntaelämään osallistumiselle ja oikeuksiensa ja velvollisuuksiensa käyttämiselle;
- konkreettinen ja positiivinen oikeus kaikille osallistua elinikäisen oppimisen mahdollisuuksiin, sosiaalisista ja henkilökohtaisista tilanteista ja olosuhteista riippumatta;
- opetusmallit, jotka tähtäävät asianomaisten voimakkaan ja tehokkaan osallistumisen edistämiseen;
- tarpeiden arviointi ja analysointi sekä tutkimus- ja tarkkailutyöt.

Rakenteellisesti malli koostuu seitsemästä strategisesta perustekijästä, joihin liittyy käytännön ohjeet niiden käyttöönottoa varten. Strategiset perustekijät on johdettu suoraan Lissabonin strategiasta, jonka tavoitteena tunnetusti on tehdä Euroopasta maailman kilpailukykyisin ja dynaamisin tietoon perustuva talous, joka kykenee ylläpitämään kestäväää talouskasvua, luomaan

uusia ja parempia työpaikkoja ja lisäämään sosiaalista yhteenkuuluvuutta. Tällä tavoitteella ei ole pelkästään taloudellisia ominaisuuksia. Lissabonin päämäärien tavoittaminen ei merkitse ainoastaan sen laatuindikaattorien (benchmark) saavuttamista, vaan myös tavoittelua kehittää progressiivisesti uudenlainen suhtautuminen hyvinvointiin, johon vaikuttaa voimakkaasti osaaminen ja osaamisen hankkimiseen tähtäävät prosessit. Tässä tilanteessa elinikäisen oppimisen tulee pyrkiä takaamaan yhtäläiset mahdollisuudet hankkia riittävät valmiudet vapaalle liikkumiselle työmarkkinoilla ja aktiiviselle osallistumiselle. Kuten sanottu, tämä tavoite tuo esiin merkityksen, joka ei ole pelkästään taloudellinen sanan varsinaisessa merkityksessä, vaan myös poliittinen ja kulttuurinen, arvoihin perustuva ja normatiivinen, sillä se tuo epäsuorasti mukanaan määritelmän toimintalinjasta, joka on orientoitunut lisäämään ja arvostamaan tietoa ja oppimismahdollisuuksia ja jakamaan niistä tietoa.

Mallin **ensimmäisen periaatteen** mukaan elinikäisen oppimisen tulee rakentaa uusi hyvinvointi; sen tulee siis muodostaa akseli, jonka ympärillä pyörii kaikkien osallisuutta edistävä ja samalla voimakkaasti osallistuva osaamisyhteiskunta. Tällä linjalla ovat olennaisia keskeiset käsitteet, kuten: käynnistäminen, empowerment ja ymmärtäminen. Tavoitteena on saavuttaa “aktiivinen hyvinvointivaltio”, eli sosiaaliyhteiskunta, joka on sekä “aktiivinen” että “aktivoiva”, joka suojelukeinojen ja turvajärjestelyiden antajasta muuttuu myynninedistämisen- ja yksilöllisten palvelujen tuottajaksi, pyrkien rohkaisemaan ihmisiä kehittämään tarvittavia resursseja selviytyäkseen mahdollisesti kohtaamistaan riskitilanteista. Aktivointi-käsitteen mukaan myös kansalaisuuden – ollakseen osallisuuden, suojelun ja hyvinvoinnin takeena – täytyy olla aktiivinen. Oikeudet kansalaisuuteen kulkevat henkilöiden-kansalaisten kautta *well being* olosuhteiden luomiseen sekä itselleen että muille. Yhteistoiminta, joka toteutuu ensisijassa toimessa työmarkkinoilla, mutta myös ongelmien ratkaisujen laatimisessa. Työllistettävyys ja palkkatyö, koulutus ja empowerment ovat ensisijaiset tavoitteet policies toimille, jotka määritelläänkin aktivoiviksi toimintalinjoiksi, joita toteutetaan alueelliselle tasolle hajautettujen, mahdollisimman standardoitujen palvelujen ja toimintojen avulla.

Elinikäinen oppiminen voi vaikuttaa sekä työkyvyn että ilmaisun taidon kehittämiseen, auttaen henkilöä hankkimaan tietoja ja taitoja sekä myös tarvittavaa tietoisuutta ja valtaa muuttaa käytössä olevat resurssit käyttäytymisstrategioiksi, tehdäkseen arvokkaita valintoja ja toteuttaakseen näkökantaansa, työssään, ilmaisussaan sekä tarpeittensa tyydyttämisessä. Elinikäinen oppiminen toimii siis ihmisten ratkaisevana muutokertoimena, suojaten heidän kykyään hyödyntää valintoja, joilla on merkitystä omien tavoitteiden toteuttamisessa; kyseessä on kyvykkyystavoitteen seuraaminen. Toiminnallisesti tärkeät interventiovälineet, erityisesti seuraaviin interventioihin liittyvät:

- tutorointi;
- mentorointi;
- neuvonta;
- coaching.

Toisen periaatteen mukaan on välttämätöntä määritellä uusi viitemalli sosiaalipolitiikalle sekä työllisyys- ja koulutuspolitiikalle. Malli, jota voidaan nimittää käsitteellä *Learnfare*¹, eli järjestelmä, joka on täydentävä, mutta ei korvaava welfare to work- tai workfare-järjestelmälle. *Learnfare* malleissa ei kansalaisuutta takaa yksin työpaikka, vaan koulutus toimii eräänlaisena pelastusrenkaana työllisyyden epävarmuudesta pelastamiseksi, edistäen henkilöiden sijoittumista ”perinteisille” työmarkkinoille ja pysymistä työmarkkinoilla, joille on ominaista, ei ainoastaan eri työpaikasta toiseen, vaan myös työllisyydestä työttömyyteen siirtyminen.

Täten oppioikeus on kuin kansalaisuus oikeus, sekin on transitionaalinen oikeus, joka kulkee henkilön mukana tarvittavien muutosten aikana, jotta työllistettävyys ja kansalaisuudelle vaadittavat olosuhteet jatkuisivat ja ammatillinen asema säilyisi myös työn katkosten aikana.

Kolmannen periaatteen mukaan on välttämätöntä aktivoida tarkoituksenmukainen verkosto aktivointia tukevilla palveluilla tavanomaisten työvoimatoimistojen ja työskentelyyn liittyvää yhteensovittamispolitiikkaa ja positiivista syrjintää käsittelevien laitosten ohella.

Neljännän periaatteen mukaan elinikäistä oppimista on pidettävä yhteisten etujen mukaisena prosessina, jolla on erittäin myönteinen vaikutus; tämän vuoksi on kansalaisten arvostettava oikeutta/velvollisuutta siihen osallistumiseen. Tämän oikeuden/velvollisuuden määrittäminen ei riitä takaamaan, että sitä käytetään oikein: tarvitaan todellisia toimintalinjoja sen saatavuuden helpottamiseksi.

Oikeuden määrittelemisellä on todellinen merkitys vain silloin kun henkilöille, joiden on määrä sitä käyttää, annetaan tähän mahdollisuudet, myös materiaaliset. Tarvitaan siis joukko toimia tai toimintojärjestelmiä, jotka on erityisesti tarkoitettu helpottamaan koulutusmahdollisuuksien tuomista kansalaisten, etenkin heikommassa asemassa olevien, saataville. Toiminnallisesti tämä tarkoittaa koulutustarjonnan viestintämuotojen parantamista; ohjeistuksen

¹ Termi *learnfare* on syntynyt määrittelemään koulutusohjelmia nuorille, jotka ovat keskeyttäneet koulunkäyntinsä koska ovat saaneet lapsia jo hyvin nuorella iällä, ja ovat toisaalta riippuvaisia avustusohjelmista, ja taas toisaalta eivät voi suorittaa ylempää koulutustaan loppuun, tai ovat työttömyyden tai vajaatyöllisyyden ”ansassa”, tai lokeroituneet vähempiarvoisiin töihin. Kun näiden ohjelmien mahdollisuus ulottuu koko väestölle, on seurauksena koulutusennustus, jossa kansalaisuus oikeus on aktiivisen osallistumisen väline oikeudenmukaisille mahdollisuuksille. Tästä sai alkunsa valinta käyttää termiä, joka kuvasi aluksi Tanskan aktiivista hyvinvointia, ja myöhemmin kaikkia niitä järjestelmiä, joissa koulutus ja elinikäinen oppiminen ovat välttämättömiä edellytyksiä welfare-järjestelmälle, osallisuudelle ja työllisyydelle.

ja tutoroinnin tehostamista; sisällön tasapainoittamista ihmisten todellisten tarpeiden mukaan; koulutusohjelmaa ohjaavan henkilön opetusmenetelmien ja ammatillisen pätevyuden parantamista.

Viidennen periaatteen mukaan *elinikäisen oppimisen* sisältämät mahdollisuudet ovat ilmeiset, kuten myös sen rajat. On siis taattava tasavertaisuus koulutusmahdollisuuksille alussa, mutta myös koko työelämän ajan, pyrkimällä palauttamaan resurssit haavoittuvuuden torjumiseksi. Tämä merkitsee elinikäisen oppimisen tarkkaa uudelleenkalibrointia seuraavien näkökantojen osalta: toiminnollinen; jakeleva; normatiivinen ja poliittis-institutionaalinen. Huomio tulee kiinnittää kolmeen pääperiaatteeseen: sijoittamisen jatkuvuus ja pysyvyys; positiivisen syrjinnän toimintojen kehittyminen heikommassa asemassa olevien hyödyksi; erittäin herkkien tilanteiden tukeminen.

Kuudennen periaatteen mukaan elinikäisen koulutujärjestelmän muodostavan koulutuksen tulee olla laadukas, tiiviissä yhteydessä markkinoiden ja henkilöiden tarpeisiin, sekä tarpeeksi monitehoinen sisällöltään.

Kaiken kaikkiaan, elinikäisen koulutuksen muodostavan koulutuksen tulee olla: yksilöity; yksittäisiin elämäkertoihin ja elinkaariin sidottu; ”monimuotoisesti” hoidettu; uudelleen standardisoitu; työnhakuun ja työntarjontaan liittyvä; helposti saatavilla ja hallittavissa.

Seitsemännen periaatteen mukaan elinikäisen koulutuksen järjestelmiin tulee liittyä perusteellinen arviointi. Sillä tarkoitetaan elinikäiseen oppimiseen kohdistettuihin tavoitteisiin perustuvien monitehoisten järjestelmien aktivoimista, sekä mahdollisimman osallistuvaa ja yhtenäistä arviointia siitä, kuinka näitä tavoitteita on kussakin tapauksessa toteutettu ja oikein saavutettu. On siis tarkistettava seuraavien tavoitteiden toteuttaminen: oppiminen; sosialisointi; aktivointi; empowerment; ymmärtäminen, jotka ovat koulutuksen seurauksia. On myös tarkistettava kunnianhimoisempien tavoitteiden saavuttaminen: työllisyys; työllistettävyys; syrjimättömyys; sosiaalinen osallisuus; aktiivinen kansalaisuus.

c) keskustelu sidosryhmien kanssa

Yleisesti ottaen on saatu aikaan 13 focus group, johon osallistuu yhteensä joiden joukossa institutionaalisia vaikuttajia, kouluttajia ja toimijoita. Saatu palaute on mahdollistanut mallin hienosäädön sekä FORWARD projektista saatujen tulosten tiedottamisen asiantuntijoiden keskuudessa.

FORWARD projektin arviointi

FORWARD projektin puitteissa toteutettavien toimien tunnusomaisuuksia ovat – kuten edellisiltä sivuilta voidaan nähdä – runsaus ja monipuolisuus. Projektin loppuarvioinnissa, joka on suoritettu aiemmin täsmennettyjä

laadunvarmistuskriteereitä noudattaen, tulivat esiin seuraavat näkökohdat. Toimien ja toimintojen **tehokkuus**. Huolimatta muutamista viivästyksistä välivaiheen tulosten tuottamisessa, tulee arvioida miten kaikki suunnitellut tuotokset on toteutettu. Viestintäprosessi, organisatoriset ja logistiset järjestelyt ovat toimineet: sisältöjen luomisen toimenpiteiden avulla on voitu rakentaa kansalliset skenaariot sekä jaettu malli.

Yhtenäisyys. Elinikäisen oppimisen ohjelman tavoitteissa ja hakemusilmoituksessa otetaan huomioon koulutusmahdollisuuksien tuomista kaikkien saataville käsittelevän teeman keskeisyys, joka on huomioitu Lissabonin strategiassa ja liitetty elinikäisen oppimisen strategioiden rakentamisen ja toteuttamisen malliin. Sekä kansalliset skenaariot että itse malli ovat erittäin yhdenmukaisia niihin yleisiin tavoitteisiin nähden, jotka Euroopan unioni on määritellyt ollakseen ensimmäinen tietoon perustuva talous.

Lisäarvo. Kumppanien kokemus ja tietämys ovat lisääntyneet heidän välillään olevan vuorovaikutuksen sekä järjestelmiä koskevan tietojen vaihdon ansiosta. Lopuksi, hankittujen tulosten eurooppalainen ulottuvuus näyttää olevan tärkein elementti: malli soveltuukin erittäin johdonmukaisesti Lissabonin strategian mukaiseen poliittiseen näkemykseen, ja pystyy myötävaikuttamaan myös tämän strategian meneillään olevaan uudistukseen parantamalla kumppaneiden kykyä suunnitella ja toteuttaa elinikäisen oppimisen strategioita.

La genèse du projet

La proposition relative au projet FORWARD, conçu et présenté pendant l'été 2008, reposait sur l'idée d'une stratégie pour le lifelong learning. En effet, selon une définition donnée par la Commission européenne, une stratégie pour l'apprentissage tout au long de la vie constitue un cadre global pour les politiques d'éducation et de formation contenant une panoramique stratégique, un ensemble de priorités et l'allocation de ressources financières. Ce cadre est mis en œuvre en partenariat avec les acteurs clés les plus importants et il inclut les mécanismes d'implémentation et de dissémination des résultats.

Sur la base de cette définition, l'équipe du projet établie auprès de la Provincia Autonoma di Trento (Province Autonome de Trente) constatait qu'un projet finalisé à former un partenariat entre des organismes publics opérant dans le domaine du lifelong learning pouvait être une excellente occasion de développement, compte tenu des différences existant parmi les États dans les différents domaines de l'apprentissage tout au long de la vie. En effet, selon le rapport annuel de la Commission sur les systèmes d'éducation en Europe, en 2008 certains États se situaient déjà au-delà des benchmarks concernant l'éducation et la formation concordés au niveau de l'UE et continuaient à progresser, tandis que d'autres étaient sous la moyenne communautaire et n'avaient plus fait de progrès. À titre d'exemple, si on considérait le benchmark « participation des adultes à la formation tout au long de la vie » (qui est fixé à 12,50% de la population d'ici l'année 2010), on observait des différences remarquables : les pays du nord de l'Europe étaient les best performers. D'autres, tels que le Royaume-Uni, la Slovénie et l'Autriche étaient au-dessus de la moyenne communautaire, tandis que d'autres encore, tels que l'Italie et le Portugal, étaient au-dessous et continuaient à ralentir. Le système de formation tout au long de la vie est déjà répandu dans des pays tels que le Royaume-Uni, la Suède, le Danemark et la Norvège, qui possèdent des stratégies cohérentes et incisives pour le lifelong learning.

Le rapport mettait aussi en évidence des différences au sein de chaque État membre. Par exemple, en Italie le taux de participation à la formation tout au long de la vie était de 6,1%, tandis que dans la Provincia di Trento il était de 8,6%. Par conséquent, il était nécessaire d'investiguer ultérieurement les différences structurelles au sein et parmi les pays et on soulignait l'utilité d'apprendre les bonnes pratiques développées par les États les plus avancés. La genèse du projet était donc liée à la volonté de donner aux partenaires les ressources cognitives, les approches méthodologiques et les outils opérationnels pour mettre en œuvre et implémenter des stratégies cohérentes et efficaces de lifelong learning.

Les objectifs de FORWARD

L'objectif fondamental de FORWARD était d'activer un processus de soutien aux Autorités et aux organismes impliqués dans le projet visant à définir les objectifs et les modalités opérationnels nécessaires pour mettre en chantier une stratégie intégrée de lifelong learning sur leurs territoires. Son but général était d'identifier une façon pour implémenter et mettre en œuvre la formation tout au long de la vie, en reliant d'une façon cohérente la formation initiale avec celle pour les adultes. L'objectif fondamental s'articulait sur une série de buts spécifiques, reliés aux phases principales du projet : avant tout la mise en œuvre de cadres détaillés sur la situation du lifelong learning dans les États d'appartenance des partenaires, effectuée grâce à l'application des benchmarks de Lisbonne (surtout sur la participation des adultes à l'éducation et à la formation) et à l'analyse des points de force et de faiblesse. Ensuite, à partir des cadres nationaux et des problèmes communs, l'élaboration d'un modèle (organisé en lignes directrices politiques et en suggestions opérationnelles) pour le développement et la mise en œuvre de stratégies de lifelong learning. Ce but spécifique a prévu la comparaison et la discussion d'aspects communs pour la réalisation des plans de lifelong learning, à savoir les problèmes liés à l'accessibilité à l'apprentissage, à l'inclusion sociale des systèmes d'éducation, à la qualité de l'offre et aux compétences des opérateurs. La discussion a été conduite à distance, mais elle a aussi prévu l'organisation de deux séminaires, le premier visant à analyser le processus de la formation initiale au lifelong learning et le deuxième concernant la formation des adultes dans la perspective du lifelong learning. Enfin, on a aussi effectué des comparaisons approfondies avec les stakeholders au niveau local et national, visant à partager les résultats obtenus et à recevoir des remarques de qualité par les professionnels, les opérateurs et les formateurs.

Le partenariat de mise en œuvre

Afin d'atteindre ses ambitieux objectifs, FORWARD a réuni 13 partenaires provenant de 8 pays, dont 7 États membres de l'UE (Italie – PAT et trois régions : Marches, Toscane, Frioul-Vénétie Julienne – France, Espagne, Allemagne, Royaume-Uni, Lituanie, Norvège, Finlande). Certains de ces partenaires sont des Autorités de gestion des Fonds Structurels ; d'autres sont impliqués dans les Services pour l'emploi, ils sont fournisseurs de programmes d'éducation et de formation ou font partie du monde académique. Tous les partenaires sont de nature publique, mais les différences de responsabilité et de domaine d'intervention ont assuré la présence dans le réseau de toutes les compétences nécessaires à la réalisation du projet. En ce qui concerne les modalités d'organisation, tous les partenaires ont été activement représentés au sein du

Comité de pilotage, l'organisme d'accompagnement et de contrôle du projet. Par ailleurs, contrairement à ce qui se passe souvent dans la mise en œuvre de projets complexes, FORWARD a explicitement prévu et favorisé l'activité de tous les partenaires dans tous les work packages concernés par le plan de travail. Cela pour favoriser la participation consciente de tout le monde dans la production des résultats et dans la création de résultats utilisables pour améliorer le processus de programmation de la formation tout au long de la vie.

La gestion de la qualité

FORWARD possède un système interne pour le contrôle constant de la qualité. En particulier, au début du projet, on a créé un plan de surveillance d'un commun accord avec tous les partenaires. La mise en œuvre de l'assurance de la qualité a prévu la soumission périodique de questionnaires de surveillance, la mesure du degré de satisfaction concernant les réunions en personne et la rédaction des rapports de suivi pour le Comité de pilotage. Les domaines des contenus observés sont : efficacité des actions et des procédures, efficacité des mécanismes d'organisation et de communication, cohérence avec les objectifs du Lifelong Learning Programme, valeur ajoutée, dimension européenne, impact, transmissibilité et durabilité.

L'impact attendu

FORWARD a donc obtenu des résultats qui ont eu des impacts sur les deux domaines principaux. Avant tout, le système des compétences spécifiques des opérateurs impliqués dans le processus d'analyse et dans la création du modèle. Il s'agit d'opérateurs d'organismes publics ayant des responsabilités différentes, mais la même importance dans la détermination de la qualité et du type de l'offre de formation. En faisant des comparaisons avec des collègues travaillant dans des contextes avec des expériences et des organisations très différentes par rapport à celles habituelles, les participants ont eu la possibilité d'enrichir leur connaissance spécifique, même grâce à l'échange des méthodes.

Le deuxième domaine d'impact est représenté par les systèmes d'éducation et de formation de huit pays partenaires : aussi bien à travers la comparaison avec les stakeholders qu'à travers la restitution des résultats que les participants ont donnés aux services d'appartenance, les systèmes de lifelong learning ont bénéficié d'une organisation coordonnée et partagée des stratégies visant à rendre effectif le droit de tous les citoyens européens à l'éducation et à la formation tout au long de la vie.

Les résultats obtenus

a) Les scénarios nationaux et les bonnes pratiques.

Immédiatement après la rencontre initiale, on a demandé à tous les partenaires de préparer un scénario sur la situation du lifelong learning dans leurs pays d'appartenance. Les scénarios ont été analysés en préparation de la rédaction du modèle. Les données les plus importantes de cette analyse sont :

1. Les différences concernant les langages : les textes produits montrent des langages différents, des mots qui ne correspondent pas pour exprimer les mêmes objets ou contenus.
2. Les modèles d'organisation sont diversifiés selon les différentes zones qui participent au projet. Pour cette raison, il faut bien comprendre qui sont les décideurs, les processus de décision, les objectifs de référence, les personnes chargées de la mise en œuvre et les relations qui existent entre eux.
3. La relation entre le Welfare et les processus d'éducation et de formation est très variée. Le lifelong learning est considéré parfois comme une action d'éducation et de formation, parfois comme une partie du système de welfare.
4. La relation entre apprentissage formel et informel dans le cadre du lifelong learning est stratégique : la tendance est celle de privilégier les initiatives formelles, parfois même avec des outils traditionnels.
5. La détermination des individus de référence, des actions de lifelong learning, des objectifs des initiatives, des modalités d'enseignement et des niveaux de participation représentent d'autres questions sur lesquelles les positions sont diversifiées. Certains privilégient l'aspect de préparation au monde du travail par rapport à ceux culturel et existentiel, d'autres insistent sur les individus faibles ou sur les immigrés, d'autres encore essaient de mélanger les différentes requêtes de la communauté.
6. Les compétences de ceux qui jouent le rôle d'enseignant ou d'animateur et les modalités pour la préparation de ces compétences techniques représentent un autre atout.
7. Le rôle de la programmation et des processus d'évaluation des résultats obtenus est un élément central dans toutes les activités programmables, surtout dans une situation complexe et articulée comme la formation des adultes. L'évaluation doit être considérée comme un élément utile pour apporter des améliorations, visant à vérifier les procédures et à utiliser les ressources économiques.

Parmi les éléments les plus communs, on peut remarquer que le thème du lifelong learning se trouve en général dans le cadre réglementaire national avec des délégations sur certains aspects au niveau régional et même municipal. Au niveau régional, on remarque aussi une liaison étroite entre les actions de lifelong learning et les projets de développement local.

Les scénarios montrent un cadre différencié, qui se base sur plusieurs activités des réseaux nationaux et internationaux, sur les actions d'échange de personnes et d'informations visant à aider les acteurs concernés à mieux comprendre les expériences accumulées et les résultats obtenus et, au travers d'actions de benchmark, à développer des actions d'amélioration et d'innovation dans un domaine qui se trouve encore dans une phase initiale.

En général, les contenus des initiatives de lifelong learning adoptés dans les pays partenaires peuvent être classés en six grandes catégories :

- la préparation au monde du travail et la reconversion professionnelle des opérateurs. Cette catégorie comprend : les initiatives de formation mises en œuvre au sein des entreprises ou effectuées par les associations des entreprises ou de catégorie, en collaboration étroite entre domaine public et privé, souvent en utilisant des ressources communautaires. Les cours organisés par des organismes de formation publics et privés visant à offrir des opportunités aux personnes qui désirent acquérir des compétences spécifiques importantes pour leur développement professionnel, leur placement dans le monde du travail et, en général, pour leur vie quotidienne. Il s'agit d'actions de formation dans le domaine de l'Information Technology ou de l'apprentissage des langues étrangères. Ce domaine se caractérise par la collaboration étroite entre le système scolaire et le système productif à plusieurs niveaux :

- a) au niveau national, au travers d'accords entre les ministères concernés, les associations professionnelles, le système syndical,
- b) au niveau régional entre les autorités publiques concernées et les catégories régionales, mais aussi au niveau de chaque école avec le système productif du territoire.

Ce domaine inclut aussi toutes les actions officielles organisées par le système scolaire visant à faire acquérir aux participants adultes des titres d'études utilisables sur le marché du travail, des qualifications, des certifications, le rattrapage des années de scolarité perdues pendant leur jeunesse, la gestion des liaisons entre les parcours passés et les attentes futures.

- parcours de formation pour favoriser les individus faibles qui ont besoin d'une intervention formative pour leur reconversion afin de garantir leur insertion, même si partielle, dans le monde du travail. Ces personnes sont notamment :

- a) les personnes expulsées du processus de production et à la recherche de nouvelles activités professionnelles ou les chômeurs à la recherche d'un nouvel emploi.
- b) les jeunes en décrochage scolaire qui n'ont pas complété leur parcours de formation / scolaire et qui ont des difficultés à s'insérer dans le monde productif. Des actions de développement des compétences même au travers de stages ou de périodes en entreprise guidées et parfois protégées permettent d'aider les personnes concernées à retrouver leurs motivations personnelles et professionnelles.

- c) les individus qui ont subi des traumatismes ou des expériences difficiles dans le domaine de la dépendance, qui ont eu des problèmes sur le plan psychologique ou psychique, ou qui ont des handicaps légers, mais qui peuvent s'insérer dans un contexte de travail protégé et qui ont besoin d'une formation guidée pour s'insérer, ne serait-ce que partiellement, dans le système productif.
- d) les opérateurs qui ont besoin d'une reconversion professionnelle pour la restructuration ou la transformation de leur entreprise ou d'un remplacement automatique dans d'autres entreprises.
- Les immigrés qui ont besoin d'apprendre la langue officielle et d'obtenir des notions minimums leur permettant de s'insérer dans la société et d'obtenir un emploi. Souvent, l'action formative est accompagnée d'initiatives d'orientation et d'accompagnement des personnes concernées vers la vie de communauté et l'insertion dans des groupes sociaux leur permettant de développer des relations significatives sur le territoire.
 - moins présente est l'approche liée au développement de la citoyenneté active et responsable, qui voit dans la connaissance l'élément indispensable pour la participation à la vie de la communauté et la possibilité de mettre en valeur les caractéristiques personnelles. À ce propos, on signale des initiatives incluses dans un catalogue de cours d'une durée variable sur des thèmes qui ne concernent pas seulement la préparation au monde du travail, mais aussi la formation pour le troisième âge et les coupons de formation qu'une personne peut utiliser pour une vaste gamme d'offres proposées aussi bien par les organismes publics que par les associations de formation. Même le life cycle approach est intéressant car il prévoit des parcours de formation tout au long de la vie et car il intègre la formation initiale à la formation tout au long de la vie.

Au-delà des scénarios nationaux, les partenaires ont identifié 22 pratiques relatives à l'implémentation des actions de lifelong learning, en mettant en évidence leurs points forts et leurs points faibles. Ces pratiques concernent les interventions liées à la préparation au monde du travail, à l'insertion dans le monde du travail des personnes défavorisées ou expulsées des processus productifs, à l'inclusion des individus faibles, en décrochage scolaire ou immigrés, au développement culturel et à l'éducation à la citoyenneté, à l'amélioration de la qualité de vie, surtout au troisième âge.

b) Le modèle de référence pour soutenir l'implémentation des systèmes de lifelong learning.

Les scénarios et leur analyse ont jeté la base d'une discussion pour la formulation du modèle pour le développement et l'implémentation des stratégies de lifelong learning. Sur la base d'une comparaison étroite et approfondie, effectuée à l'occasion de la rencontre d'Oslo, reprise ensuite lors de la rencontre de Stuttgart, on a produit un texte, organisé sur la base

de lignes directrices politiques et de suggestions opérationnelles, à utiliser pour la comparaison avec les stakeholders et ensuite comme moyen de soutien à l'activité d'élaboration des stratégies de lifelong learning. En bref, les points les plus importants du modèle sont les suivants. Avant tout, le terme modèle s'entend ici comme un ensemble cohérent de renseignements et de recommandations ou principes d'ordre stratégique et opérationnel pour atteindre, surtout grâce aux politiques d'éducation et de formation, l'objectif essentiel établi dans le processus de Lisbonne, à savoir « la création d'une nouvelle société de la connaissance ».

Le modèle prend en considération la méthode plutôt que les contenus, en essayant d'identifier les lignes de comportement sur la base desquelles chaque réalité peut successivement identifier les modalités d'adaptation des expériences personnelles et la distance entre ce qui est actuellement réalisé et ce que le modèle a permis de proposer.

Si on observe les parcours de formation d'une personne tout au long de sa vie, on peut identifier quatre domaines de référence :

1. la formation initiale (qui correspond en général à la formation obligatoire) ;
2. la préparation au monde du travail, c'est-à-dire un ensemble d'actions de formation choisies par un individu, visant à acquérir des compétences de différents niveaux, qui souvent se concluent avec un certificat reconnu par l'État ou tout simplement par le système productif. La participation est volontaire, pas toujours gratuite et les sujets qui la proposent sont parfois des institutions et parfois des organismes publics ou privés qui opèrent dans le domaine de la formation. Ce secteur inclut les système scolaire secondaire, la haute formation, le monde universitaire, les initiatives post diplôme et post licence, les masters, mais aussi les propositions faites par les entreprises à leurs opérateurs (formation en entreprise, qui n'est pas, en général, choisie par l'individu), la formation à distance et les initiatives d'auto-formation.
3. les actions relatives à l'employabilité visant à insérer dans le tissu productif les individus exclus ou à réinsérer les individus expulsés à cause de l'inoccupation, de la crise des secteurs dans lesquels ils travaillaient ou de l'amélioration des technologies et des processus productifs. Ce secteur comprend les stages de formation, toutes les actions d'insertion dans le monde du travail, la reconversion professionnelle, les actions liées aux restructurations productives et les initiatives pour les chômeurs.
4. enfin, il y a des actions consacrées aux citoyens actifs et responsables, qui se caractérisent par de nombreuses activités formelles et informelles insérées, d'une façon plus ou moins structurée, dans la vie des personnes, qui parfois décident de suivre un parcours parce qu'elles sont intéressées ou par vocation et qui parfois sont stimulées par les médias, les lectures conseillées et la participation à des événements culturels.

Les quatre domaines :

- ils ont de nombreuses interdépendances entre eux, car un citoyen peut utiliser les outils provenant de domaines différents ;
- l'intensité d'usage de différentes chaînes varie le long du cycle de vie des personnes ;
- chaque contexte consacre des ressources et des propositions à un domaine spécifique plutôt qu'à un autre sur la base des expériences accumulées, des conditions socioéconomiques et de l'attention aux processus d'éducation et de formation.

L'élément de **base** du modèle est le concept d'**accessibilité**, c'est-à-dire la possibilité de concrétiser le droit à la formation. En particulier, le modèle se focalise sur les stratégies et les actions correctement démarrées (et démarrables) dans chaque contexte afin de promouvoir :

- l'employabilité, à savoir l'acquisition et le maintien des éléments nécessaires à une insertion efficace dans le monde du travail ou à la réinsertion occupationnelle ;
- la citoyenneté active, c'est-à-dire la capacité de tous les individus, indépendamment de leur âge, de mieux comprendre les contextes dans lesquels ils vivent, les caractéristiques de leur cycle de vie, d'acquérir les éléments nécessaires pour interpréter les situations, exprimer des jugements, avoir des comportements responsables et identifier les domaines de participation à la vie de la communauté et à l'exercice de leurs droits et devoirs ;
- le droit concret, positif, à l'accessibilité pour tous aux occasions du lifelong learning, abstraction faite de leurs situations et conditions sociales et personnelles ;
- les modalités didactiques visant à favoriser la participation active et efficace des individus impliqués ;
- les actions d'évaluation et d'analyse des besoins et les activités de recherche et d'observation.

D'un point de vue structurel, le modèle se compose de **sept principes stratégiques** auxquels se relie des renseignements opérationnels pour leur mise en œuvre. Les principes stratégiques dérivent directement de la Stratégie de Lisbonne qui, comme on sait, a pour but de transformer l'Europe en une économie fondée sur la connaissance la plus compétitive et dynamique du monde, capable de réaliser un développement économique durable à travers des emplois nouveaux et plus qualifiés et une cohésion sociale plus solide. Cet objectif n'a pas seulement des caractéristiques économiques. En effet, arriver aux objectifs de Lisbonne ne signifie pas seulement atteindre ses indicateurs de qualité (benchmarks), mais aussi essayer de créer progressivement une nouvelle approche au Welfare, fortement conditionnée par la connaissance et par les processus d'acquisition de cette connaissance. Dans ce scénario, le lifelong learning doit essayer de garantir l'égalité des chances pour

l'acquisition des compétences nécessaires pour s'insérer avec succès sur le marché du travail et pour exercer une participation active. Comme on l'a déjà expliqué, cet objectif a une signification qui est non seulement économique, mais aussi politique et culturelle, liée aux valeurs et à la réglementation, car elle inclut implicitement la définition de politiques visant à intensifier, mettre en valeur et distribuer la connaissance et les opportunités d'apprentissage.

Selon le **premier principe** du modèle, le lifelong learning doit être utilisé pour la création d'un nouveau welfare ; il doit donc représenter l'un des pivots essentiels autour duquel organiser une société de la connaissance qui est en même temps pleinement inclusive et vivement partagée. Pour cette raison, certains concepts fondamentaux s'avèrent essentiels, à savoir l'activation, l'empowerment et la capacitation. On vise donc à atteindre l'« active welfare state », c'est-à-dire un état social (ou mieux, un état du bien-être) « actif », mais aussi « activant », qui d'émetteur de dispositifs de garde et de protection passive devient producteur de services promotionnels et personnalisés, visant à stimuler les personnes et à développer les ressources nécessaires pour faire face aux situations de risque qu'elles peuvent rencontrer. Selon le concept d'activation, les citoyens, afin d'être une garantie d'inclusion, de protection et de bien-être, doivent se rendre actifs eux-mêmes. Les droits de citoyenneté passent à travers la coparticipation des individus-citoyens à la création des conditions du *well being* pour eux et pour les autres. Une coparticipation qui se réalise, avant tout, grâce à l'emploi sur le marché du travail, mais aussi au travers de la création de réponses aux besoins. L'employabilité et le travail rémunéré, la formation et l'empowerment deviennent les priorités des actions de politiques, définies, non pas par hasard, politiques d'activation, qui ont été mises en œuvre à travers des services et des dispositifs décentrés au niveau territorial et de plus en plus dé-standardisés.

L'apprentissage tout au long de la vie peut favoriser le développement de la capacité de travail et de la capacité d'expression, aidant l'individu à acquérir les connaissances, les compétences, mais aussi la prise de conscience et le pouvoir nécessaires pour transformer les ressources à disposition en stratégies de comportement, pour effectuer des choix valables, pour faire valoir le point de vue personnel dans le travail, dans l'expression et dans la satisfaction des besoins personnels. L'apprentissage tout au long de la vie est donc un facteur de conversion fondamental pour les individus puisqu'il peut les aider à effectuer des choix significatifs pour leur accomplissement individuel et pour atteindre des objectifs personnels ; il faut donc atteindre l'objectif de capability.

D'un point de vue opérationnel, les outils essentiels d'intervention sont ceux qui sont reliés surtout à la mise en œuvre d'interventions de :

- tutoring;
- mentoring;
- counselling;
- coaching.

En ce qui concerne le **deuxième principe**, il faut définir un nouveau modèle de référence pour les politiques sociales, du travail et de la formation, un modèle que l'on peut appeler *Learnfare*¹. Ce système peut être considéré comme un système intégratif, ne substituant pas ceux de *welfare to work* ou de *workfare*. Dans les modèles de *learnfare* ce n'est pas tout simplement et seulement le travail qui garantit la citoyenneté, mais c'est la formation qui en devient son auteur, une sorte de bouée de sauvetage pour rester à la surface en cas d'incertitudes dans le monde du travail, promouvant l'insertion et la permanence des individus sur un marché du travail "transitionnel", qui se caractérise par des passages entre des travaux différents, mais aussi entre travail et non-travail.

Le droit à la formation est donc un droit de citoyenneté, un droit transitionnel qui accompagne l'individu dans les phases de changement mentionnées, pour maintenir au cours du temps l'employabilité et les conditions pour une citoyenneté pleine et pour lui permettre, même d'une façon discontinue en ce qui concerne son travail, la continuité de son statut professionnel.

Selon le **troisième principe** il est indispensable d'activer un réseau adéquat et cohérent de services pour le soutien de l'activation, au-delà des centres d'emploi traditionnels et des structures qui s'occupent des politiques de conciliation et de discrimination positive en termes d'emploi.

Le **quatrième principe** établit que le *lifelong learning* doit être considéré comme un processus extrêmement valable et utile d'un point de vue public ; c'est pour cette raison qu'il faut lui attribuer une valeur de droit/devoir pour tout citoyen qui y prend part. Il ne suffit pas de définir ce droit/devoir pour garantir qu'il soit effectivement exercé : des véritables politiques s'imposent pour en favoriser l'accessibilité.

La définition d'un droit est donc significative si les personnes qui doivent l'exercer se trouvent dans les conditions, même matérielles, de pouvoir le faire. Il faut donc créer une série d'interventions ou des systèmes d'action visant spécifiquement à favoriser l'accessibilité de la part des citoyens, surtout de ceux qui sont particulièrement fragiles, aux opportunités de formation. D'un point de vue opérationnel, cela signifie améliorer les formes de communication

¹ Le mot *learnfare* a été créé pour indiquer les programmes de réinsertion scolaire des jeunes adolescents qui quittent l'école parce qu'ils sont devenus parents précocement, qui d'une part dépendent des programmes d'assistance et d'autre part sont dans l'impossibilité d'achever leurs études secondaires ou "piégés" dans des parcours de chômage, de sous-emploi ou de ségrégation dans des emplois déréférencés. Lorsque la condition de ces programmes s'étend à toute la population, la perspective de formation devient un véritable droit de citoyenneté et un outil de participation active, dans un cadre d'opportunités d'accès équitables. C'est pour cela qu'on a toujours utilisé ce terme pour décrire avant tout le modèle de *welfare* actif danois et ensuite pour évoquer tous ces systèmes où la formation et le *lifelong learning* représentent la condition indispensable pour les systèmes de *welfare*, d'inclusion et d'emploi les plus modernes.

de l'offre de formation, intensifier les actions d'orientation et de tutorat, équilibrer les contenus selon les besoins réels des personnes, s'occuper des méthodologies éducatives et des opérateurs chargés de conduire le parcours de formation.

Selon le **cinquième principe**, aussi bien les atouts que les limites du *lifelong learning* sont évidents. Il faut donc garantir l'équité dans les opportunités de formation initiales, mais aussi tout au long de la vie active, en essayant de réintégrer les ressources pour faire face aux problèmes de la vulnérabilité. Cela comporte un travail précis de réglage du *lifelong learning* d'un point de vue fonctionnel, distributif, normatif et politique-institutionnel. On doit se focaliser sur trois principes fondamentaux : la continuité et la stabilité de l'investissement, le développement d'actions de discrimination positive pour favoriser les plus faibles et le soutien aux situations les plus fragiles.

Selon le **sixième principe**, les actions de formation qui composent les systèmes de *lifelong learning* doivent être de qualité, fortement ancrées aux besoins des marchés et des citoyens, avec des contenus convenablement articulés.

En général, les actions de formation constituant le *lifelong learning* doivent être : individualisées, liées aux biographies individuelles et aux cycles de vie ; gérées de façon "plurielle", dé-standardisées, liées aux besoins de la demande et de l'offre d'emploi, d'accès et de gestion faciles.

Selon le **septième principe** les systèmes de *lifelong learning* nécessitent un accompagnement soigné en termes d'évaluation. Il faut donc mettre en place des systèmes articulés qui se fondent sur les objectifs attribués aux actions de *lifelong learning* et évaluer, selon des termes partagés et concertés, si ces objectifs ont été atteints au cas par cas et correctement poursuivis. Il faudra donc vérifier la réalisation des objectifs d'apprentissage, de socialisation, d'activation, d'empowerment et de capacitation en tant que conséquences des actions de formation ; puis s'assurer d'obtenir des résultats plus ambitieux tels que l'emploi, l'employabilité, la non-discrimination, l'inclusion sociale et la citoyenneté active.

c) la comparaison avec les stakeholders

On a créé un ensemble de 13 focus groups, impliquant acteurs institutionnels, formateurs et opérateurs. Les remarques reçues ont permis d'établir le fine tuning du modèle et la dissémination des résultats de FORWARD chez un public qualifié.

L'évaluation de FORWARD

Les activités conduites dans le cadre de FORWARD se distinguent – comme on peut le remarquer à la suite de ce qu'on a décrit ci-dessus – par leur grande richesse et complexité. L'évaluation conclusive du projet, conduite

selon les critères d'assurance de qualité susmentionnés, a mis en évidence les considérations suivantes.

En ce qui concerne l'**efficacité** des actions et des procédures, malgré certains retards dans la production des résultats intermédiaires, il faut évaluer comment tous les résultats planifiés ont été réalisés. Le processus de communication, les mécanismes d'organisation et de logistique ont été efficaces : les procédures pour la création des contenus ont permis de créer les scénarios nationaux et le modèle partagé.

En ce qui concerne la **cohérence** avec les objectifs du Lifelong learning Programme et de l'appel d'offres, il faut considérer la centralité du thème de l'accessibilité pour tous aux opportunités de formation contenue dans la Stratégie de Lisbonne et placée à la base du modèle pour la création et l'implémentation des stratégies de lifelong learning. Aussi bien les scénarios internationaux que le modèle même sont fortement cohérents par rapports aux objectifs généraux que l'Union européenne a identifiés pour devenir la première économie fondée sur la connaissance.

En ce qui concerne la **valeur ajoutée**, l'expérience et la connaissance des partenaires ont augmenté grâce à l'interaction entre elles et à l'échange d'informations sur le fonctionnement des systèmes respectifs. Enfin, la dimension européenne des résultats obtenus semble être l'élément le plus important: en effet, le modèle s'insère d'une façon très cohérente dans la vision politique qui est à la base de la Stratégie de Lisbonne et il peut aussi donner sa contribution à la réforme de cette stratégie actuellement en cours, à travers l'amélioration de la capacité des partenaires d'élaborer et de mettre en œuvre les stratégies de lifelong learning.

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Reference model
to support the implementation
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