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State of the art review

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Partners:

P1 - Social Innovation Fund (LT),

P2- CESIE (IT),

P3 -Vidzeme regional Vocational competences center (LV),

P5 -DEFOIN (ES),

P6 - Merseyside Expanding Horizons (UK),

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Introduction

The research has been carried out to analyse the existing situation of adult education organisations and adult educators in five European countries (Spain, Italy, Lithuania, UK, Latvia) active in the field of employment-related training and their capacities to implement innovative methods for upgrading the soft skills of the learners with disadvantaged background and fewer opportunities needed for their successful integration into the nowadays labour market. The research methodology was based on analysis of the results from the meetings organised by project partners at national level with two focus groups– managers from adult education organizations and adult educators/trainers.

The first focus group meetings were attended by **37 managers** from AE organisations. The main aim of the meetings was to assess adult education organisations' needs and the possibility of using innovative methods in their practice such as the participatory approach and reversed training methodology.

Partner	Date	Participants
P1-LT	09/11/2015	7
P2-IT	13/11/2015	7
P3-LV	10/11/2015	8
P5-ES	27/10/2015	8
P6-UK	26/10/2015	8

The second focus group meetings were attended by **56 adult educators/trainers**. The aim of these meetings was to assess trainers' experience in providing trainings for learners with disadvantaged backgrounds and fewer opportunities, the methodology they usually use, their capability and willingness to apply new ICT-based tailored for learners learning approach.

Partner	Date	Participants
P1-LT	09/11/2015	10
P2-IT	12/11/2015	13
P3-LV	10/11/2015	12
P5-ES	30/10/2015	10

P6-UK	26/10/2015	12
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All partners followed the suggested Agendas for both meetings with the Focus groups (see in the Annex I the Agenda for the Focus group meeting with Managers of AE organisations and in Annex II –Agenda for the meeting with adult educators/trainers). Questions for discussions with the participants of the both Focus groups have been prepared in advance and discussed within the partnership. The instruction for organising of the focus a group has been developed (Annex 3).

Each Focus group meeting has been started with the presentation of the project idea, aims, objectives and planned outcomes, which is placed to the Job Yes project web-site, part “About the project”: <http://www.job-yes.eu/about>. The participants have presented themselves and their experiences in working with disadvantaged groups to everybody. Then the results of the research on learners’ needs to strengthen their integration into labour market by upgrading their soft skills coherent with employment-related key competences (O1-A1) were also introduced to the participants of the both Focus groups. This report “Analysis of competences needed for people with disadvantaged backgrounds and fewer opportunities for their successful integration into labour market” could be found in the project’s web-site:

http://www.job-yes.eu/sites/default/files/COMMON_REPORT_FINAL.pdf.

The most important part of the Focus groups’ meeting was the open discussion forum on the questions, which were presented to the participants by moderators of the meeting. Moderators have summarised the opinions of the participants and have presented them in the national summary reports. This State of Art review is based on the summaries from each partner country and overview of the answers to all questions discussed at national level are presented below in this report.

The results of the research will be used for developing the e-Guidebook for adult educators (O2-A2) on how to use the developed within the Job-Yes project Innovative Model for Integration into Labour Market (IMILM).

Part I. Common report from AE organisations’ managers focus groups.

On the basis of the National reports, below is presented the summarised report on the **Questions for discussion with the focus group of AE organisations’ managers:**

- 1. Is the definition of reversed training and flipped learning fit for the project Job-Yes purpose? If not please suggest how this could be developed.**

This question was supplemented by distributing to participants the paper-version of the developed in the Job-Yes project definition on reversed training and flipped learning. This definition has been discussed few times within the partnership and has been presented to the participants of the Focus groups in national level for the possible improvements. As for most of the participants the idea of the reversed

training was rather new, they have been discussed a lot on the content of the definition; some of them expressed their wish to simplify the definition. However, after deeper analysing of the text of definition, no one participant has suggested any concrete improvements. Thus, participants agreed that the definition fits for purpose as the explanation is clear and comprehensive.

Some participants expressed their opinion that in order for learner to be successful in flipped learning, he/she has to be highly motivated and this is a task for facilitators.

The full agreed definition of the reversed training methodology is presented in the Conclusion.

2. Do you have an experience of applying reversed training methodology within your organisation or is it rather innovative approach to you? If you still do not have the experience in working with reversed training methodology, do you think this practice could be applied in your organisation and will be beneficial for improving the participatory approach of learners?

Many participants don't have any experience of applying reversed training methodology within their organisation.

The feeling of these groups are that this methodology could be very useful and beneficial for improving the participatory approach of learners as at the moment there are no other similar methodologies to be used in their work with learners with disadvantaged backgrounds.

Some managers said they are familiarised with it and utilise self needs analysis with their learners. However the learners do not use them by themselves, and they do it with the support of a member of staff.

The participants recognised the value for learners independently identifying their learning needs and feel there is added value for the learners to undertake this assessment online.

3. What do you think are the benefits of reversed training and flipped learning in organising learning process in your organisation?

The key benefits suggested by the group consisted of:

- It promotes learning to learn.
- More ownership for the learner of their own learning
- Increased capacity for the organisation to offer high quality ICT-based educational services on employability for participants with disadvantaged background and fewer opportunities.
- Flexibility in the learning process.
- Personal and social development of learners and soft skill development in relation to employability using OER's
- More flexibility for the learner, can complete activities according to a time that suits their needs best
- It will enable learners to be more reflective in their everyday lives
- It will encourage learners to have more awareness of their development needs and how they progress and promote attitudinal change within the learners
- It saves more time for both learner and trainer; learner can learn at any place which is acceptable for him/her;

- It is possible to promote such kind of training/learning through social networks.

4. Does your organisation use ICT based methods/blended learning? If yes, please provide examples and if not, how do you think they could be integrated into your organisation?

The answers are divided, because approximately 50% of the managers say yes and the other 50% say no.

The “Yes group” come from partner 5, 6, 2 y 3. In this group of managers, they are using ICT daily, they use ICT for job search, CV writing, watch film and so on. The “expert” in blending learning come from partner 5, they say in Spain is quite common use blended learning in training centres.

The “No group” come from partner 1 and 2. In this group, some of them say this could be interesting experience and participants are very motivated to use ICT based methods/blended learning in daily work. It is very interesting the situation that partner 1 show us “The participants told that they still do not have much experience in their organisation applying blended learning and ICT based methods, as there are not much Open Educational Resources in Lithuanian language available for free. Many e-learning courses provided by the private training institutions are rather expensive, thus, are not accessible for disadvantaged learners.”

5. How do you think your organisation could integrate Open Educational Resources into your training to support the development of soft skills for your learners?

Most of organisations of participants of the focus groups are providing various trainings to their learners for strengthening their capacities to integrate into labour market. After analysing the definition of OERs and the discussion, the participants came into common decision that OERs could be used as a part of their regular trainings as a homework for the learners (who have a possibility to make it at home) or could be completed at classroom of the training organisation. However, the discussion on the results of the OERs has to be organised during the face-to-face meetings with facilitator. Thus, the developed OERs will support the implementation of the reversed training methodology.

6. Do you think that case studies detailing the successes of learning practices could encourage trainers from your organisation to apply it to their practice?

Most of the managers agree that case studies detailing the successes of learning practices will facilitate the process of integration of these learning practises in their organisation. Successful examples presented by learners could be very motivating. However, some participants express their opinion that sometimes it’s doesn’t work, especially in small towns and rural areas. Thus, the success stories which are planning within the Job Yes project have to be developed taking into account the possibility to reach learners in the rural areas.

7. Do you think your organisation's staff need special training on implementing reversed training methodology? Would the e-Guidebook for AE trainers (which we plan to develop within JOB-YES project and place in the website with a free access) cover this training needs

All the managers agree that e-guidebook is necessary and will be very useful for trainers on how to implement new educational methods for learners with disadvantaged backgrounds and fewer opportunities. Furthermore, e-guidebook is a point of reference they can go back to in their own time rather than trying to remember the content of the original training. All participants stressed the necessity of an additional face-to-face training for trainers in order to be prepared to implement effectively an innovative IMILM model for improvement of soft skills of their learners.

8. Does your organisation engage/communicate with employers in order to promote employment opportunities for your learners? How effective is this and how much employer's engagement do you think is necessary to increase your organisational capacity? Could you share the positive examples of such cooperation (for ex. organising practice for your learners in enterprises etc.)?

Most managers recognise the value and obligatory cooperation with employers. Some participants expressed that it is very common and in a lot of courses most of students have a period of practise within the training course. However, some partners pointed out that it is quite difficult to reach good results in cooperation with employers as they are in most cases not interested in employing learners with disadvantaged backgrounds and fewer opportunities. the main reason is that they could employ the experienced person who would not need any additional training or help and could start working effectively even from the beginning instead of for ex. long-term unemployed person who has just completed training on some skills and would need much help in order to integrate into new workplace. The employers usually employ a learner with disadvantaged backgrounds and fewer opportunities if they get subsidies for that from local Labour Exchange. It is also was stressed by some of the participants that there is still a big disconnection with employers, but they do recognise that partnership with employees would increase the capacity of adult education organisation to involve more learners to their training courses. Most of all participants express their interest to learn more on how to work towards improving employer engagement. According to the participants it would be necessary to improve their communication with the employers and one of the suggested methods was to motivate the employers to employ learners with disadvantaged backgrounds and fewer opportunities through focusing on their social responsibility issues.

9. Do you think it is important for Adult Education Organisations to work in social partnership with national stakeholders, such as labour exchange, employers, universities, colleges etc., in order to implement new and innovative methodologies? What is important for Adult Education Organisations when working in such partnership?

All the managers expressed the opinion that such social partnership should be promoted because work in such partnership could be very useful in upgrading of

employment-related training programs and methods in accordance with the labour market needs. It also was stressed by participants, that the AE organisation working in social partnership with employers could offer the practice opportunities at real working surroundings for their learners. Cooperation with the Universities is also extremely important in order to implement the new and innovative adult education methods. The benefit of cooperation between AE organisation and labour exchange offices has been discussed as well. It was agreed that such cooperation could ensure the sustainability of usage of the developed IMILM model by multiplying it to be used within labour exchange offices educational and consultation services; which are oriented towards social inclusion and employment at national levels. It was emphasized that the social rehabilitation (upgrading of “soft” skills) is as much important as the professional rehabilitation (obtaining or upgrading the professional “hard” skills). Thus, multiplying of IMILM model by AE organisations to Labour Exchange offices at national level could ensure the continued use of this model for reducing the number the low-skilled adults and increasing their ability to integrate into the labour market. Besides the fact that all the managers expressed that such kind of the social partnership with the stakeholders is important, they also stressed that it still very difficult to them to establish these relations by many reasons; thus additional advices for them on how to build and sustain the social partnership coalitions with the stakeholders are on the great need.

10. Do you have any further comments to make?

In general, all the managers are interested in receiving more information about the project’s results and many of them expressed their wish to participate in the piloting training, which will be organised in the project.

Some participants would be interested to know more about dissemination strategy of the innovative models and created tools, and how the partnership is planning to link stakeholders of EU labour market using this innovative approach, as according to them the output of the project can stimulate qualitative changes in work of AE organisations, however other stakeholders (Labour Exchange, Companies, HE institutions, etc.) have to present their contribution into this process and give their feedback regarding innovative models.

It’s also very important to think about unemployed people in rural areas, about programs to educate them. There is a big difference between necessities of unemployed people in city and in countryside. It is important to understand - how to motivate learners to take part in this project.

Part II. Common report from Adult Education Trainers focus groups.

On the basis of the National reports, below is presented the summarised report on the Questions for discussion with adult educators:

1. What experience do you have of training individuals from disadvantaged backgrounds and fewer opportunities (please refer to your target groups you are working with like learners with disabilities, living in rural areas etc).

In all the focus group, all the trainers have a vast amount of experience working with learners with disadvantaged backgrounds and fewer opportunities. The participants are experience in working with unemployed, single mothers, long-term unemployed, migrants, NEETs, economically, socially disadvantaged, disabled, migrants, minorities and so on.

Most of trainers conclude that working with those groups requires very special skills and they say that it is not easy to work with this kind of learners. All of the trainers say it is very important to have a good skill as a trainer to work with them.

Most of participants have an expertise to provide the training courses for individuals from disadvantaged backgrounds with fewer opportunities in order to improve their capabilities to reintegrate into the labour market.

2. Is the definition of Open Educational Resources (OERs) fit for purpose? If not, please suggest how this could be developed.

This question was supplemented by distributing to participants the paper-version of the developed in the Job-Yes project definition of OERs to be used in the Job Yes project. This definition has been discussed few times within the partnership and has been presented to the participants of the Focus groups in national level for the possible improvements.

As for most of the participants the idea of the OERs was rather new, they have been discussed a lot on the content of the definition, however, no one participant has suggested any concrete improvements. Thus, participants agreed that the definition fits for purpose as the explanation is clear and comprehensive.

The full agreed definition of the reversed training methodology is presented in the Conclusion.

3. Do you have an experience of using Open Educational Resources (OERs) within your work/practice or is it rather innovative approach to you? If you still do not have the experience in working with OERs, do you think this practice could be applied by you and will it be beneficial for improving the participatory approach of learners?

Analysing all the answers, we can conclude that in all focus group, there are people who do not have experience using Open Educational Resources (OERs). However, it is important to remark that in all the focus group there are trainers who have already some experience in working with OERs except in the Spanish focus group.

All the groups felt it would be interesting to integrate Open Educational Resources into their daily work practice as Open Educational Resources are innovative learning tools. However, it was also stressed that OERs have to be developed in the learner-friendly manner with an element of creativity and flexibility. Most of participants agreed that OERs created within Job Yes project with the aim of developing learners'

soft skills, could be useful to them and they will be interested to integrate them into their daily work practice. They also confirmed that using of such kind of OERs would be really beneficial for improving the participatory approach of learners, for motivating them to learn and develop their skills in order to be more attractive to future employers.

4. Is the definition of reversed training and flipped learning fit for purpose? If not please suggest how this could be developed.

All participants agree with the definition and think that the definition is fit for purpose. Most of the participants think that the idea is quite innovative; however, it is not very easy to put into practise in real life without special training. Some participants think that the definition could be simplified; however, they did not present any concrete suggestions on how to change the text of the definition. Thus, the definition of the reversed training methodology will be used in the Job Yes project in the format, presented to the Focus groups and this definition is placed to the Conclusion 1 of the Report.

5. Do you have an experience of applying reversed training methodology within your work/practice or is it rather innovative approach to you? If you still do not have the experience in working with reversed training methodology, do you think this practice could be applied by you and will it be beneficial for improving the participatory approach of learners? If not, please explain why

Most of the participants do not have such experience and such methodology would be an innovative for them. Most of them think that this methodology could be useful and they are very interested in piloting the presented methodology within their organisations.

Some of participants who have experience with the methodology in general, expressed that it is rather difficult to use the methodology because their learner' are not prepared and there is no good training materials for learners presented as Open Educational Recourses, thus it is difficult to implement this methodology, and they still use in their daily work other methodologies, which is not very clearly-connected with ICT.

The trainers who shared their experience in applying reversed training methodology with students stressed that the main challenge was to motivate the students to learn more at home , use ICT-tools in order to learn successfully and succeed at the exams.

6. What do you think are the benefits of reversed training and flipped learning?

The groups suggest that the most important benefit is Flexibility. This methodology creates the possibility for learner to be flexible with the learning process, as learner is not tied to the scheduler of the training, and could learn when and where he/she wants and spend as much time for that as they could at the moment.

Furthermore, the participants defined the following benefits:

- Motivation for learners to take responsibility for their own learning

- This methodology will change the relation between facilitator and student and the learning process will be more adaptable to the circumstances of the students.
- More capacity for trainers to work with learners as they will not have to spend so much for face-to-face meeting with learners and could use their time to improve the training process.
- The trainers could focus on the practical work with the learners.
- The role of the trainer is changed (trainer – facilitator); the trainer could work more as a facilitators and consultant, thus, to help the learners to develop their soft skills not through the theory, but through discussions the results of their ‘homework’ using the online learning tools like Self-need Analysis and OERs.
- Due to the individual work of a learner, a trainer can spend more time for evaluation of learning results, assisting the learner in development of action plan.

7. Within your current role do you have experience of blended learning and being a facilitator? What are these experiences? If not please explain how you could integrate this into your practice while implementing JOB-YES methods?

Some of the trainers have the experience of providing blended learning opportunities but not for learners with disadvantaged background.

The trainers who do not have experience in blended learning say that this method could be very challenging, however, could help to motivate learners. All the no-experienced trainers say that they need an informative session before to use the JOB YES project.

The trainers, who had an experience to implement the blended learning, consider this experience very positive. In fact for some of the then it is more useful than typical e-learning courses.

Many trainers said that they have never tried being the facilitators and this would be an innovative role for them. They think that socially disadvantaged learners have to be motivated a lot in order for such kind of learning to be effective for them. These trainers think that they could implement JOB-YES methods as an additional part of their regular trainings for the learners to help them to improve their soft skills needed for successful reintegration into the labour market.

8. Do you think you need special training on implementing reversed training methodology and using OERs? Would the e-Guidebook for AE trainers (which we plan to develop within JOB-YES project and place in the website with a free access) cover this training need?

All the adult educators agree with the idea that e-guidebook is necessary and will be very useful for trainers on how to implement new educational methods for learners with disadvantaged backgrounds and fewer opportunities. Furthermore, an e-guidebook is a point of reference, and it can help adult educators to use it on order to adapt the content of the original training to their target group of learners.

Some of the adult educators say it will be interested having an initial seminar or small training before to start using the e-guidebook.

Some suggestions for the e-guidebook are:

- The e-guidebook should be very detailed.
- Must have a summary with key words.
- Instructions on how to facilitate the tailored learning process for individuals
- Assuming the new role of trainer as a facilitator using learners' participatory approach
- Organising reversed training process based on self-need analysis of the learners' soft skills and employment-related OERs
- Applying blended-learning approach (face-to-face and online learning) increasing the motivation of learners to upgrade their employment-related competences

9. How do you think reversed training and flipped learning could be used to develop employment-related soft skills of disadvantaged learners?

According to some participants of the Focus group, the reversed training and flipped learning could be used for developing the employment-related soft skills of disadvantaged learners, but only if the learners would be motivated to learn themselves. Thus, using attractive online tools like Self-need analysis and OERs could have a positive impact on motivating learners to learn in the learner-friendly surroundings. The participants agreed that learners would realise that not only hard skills are important, but the soft skills plays an important role in job search and at the workplace. So through this, some positive impact will be done on learner himself/herself in order to improve the employment-related situation.

Some of the participants stressed that the role of the facilitator will be very important to maintain a high level of motivation among the students. It is important for learners to work independently on their employment related soft skills development so they will better understand their strengths and areas for improvement and will take full responsibility for their development.

It is also was underlined by participants that even if such learning would not influence some big changes in the lives of disadvantaged learners, they could start thinking about their soft skills and its importance in job search and future work. Moreover, it was also stressed that some of the learners (with disadvantaged backgrounds and fewer opportunities) do not understand the meaning and importance of soft skill and the trainer should explain it to them. It is also important that trainer/facilitator should help learners to find out which skills and competences they are strong at and support them to add all these skills to their CVs.

10. Do you think that case studies detailing the successes of learning practices could encourage you to apply it to your practice?

The answer of all trainers was definitely yes. The participants expressed opinion that successful case studies always are very important in motivating trainers to apply new methods as it reveals the positive impact of the method on the learners and shows their successful results. Some trainers said that they are more likely to be motivated by reading the success stories rather than fantastic marketing material. Such case studies would encourage them and the other trainers to try JOB-YES methods in their practice.

11. Do you have any further comments to make?

- Participants were very thankful for the invitation to take part on the focus group.
- Participants were very interested in learning more about the project.
- The project partners should prepare a vocabulary of the definitions (in English and native languages of partner organizations)

Conclusions

1. Taking in consideration all the information from Focus Groups, we can say that there are no concrete suggestions from national Focus Groups about the improvement of the presented to the discussions definition of the Reserved Training Methodology. Thus, we propose the follow definition to be applied in our Job Yes Project.

Definition of Reserved Training Methodology:

“A Reversed training methodology means that an adult educator has the role of a facilitator and guides trainees/learners to make an initial analysis of the on-line training materials by themselves.

In the Job-Yes Project there will be two types of on-line training materials:

- *Self-Needs Analysis, when a learner will get acquainted with the definition of 48 soft skills required for employability and will test the level of their soft skills themselves.*
- *Open Educational Resources which consist of 30 on-line exercises dedicated to improve the required soft skills and competences.*

After fulfilling their independent learning tasks, the trainees will discuss the results with the facilitator in face-to-face meetings. It means that trainees will use the flipped learning method to improve their soft skills.

The reversed training methodology applied by facilitators is based on a flipped learning method and is a new educational approach, which will be introduced to Adult Education Organisations and will be promoted by the Job-Yes project. This methodology employs Self-Needs Analysis and OERs (open education resources) as independent self-learning, as well as active, individual or group-based problem solving activities and discussions during face to face meetings. Therefore, reversed training represents a unique combination of self-learning and active, problem-based discussions with the facilitator, which will ensure a participatory approach by the trainee”.

2. After analysing the presented definition of OERs all the participants agreed that the definition fits for purpose within the project. Thus, we propose the follow definition to be applied in our Job Yes Project.

Definition of Open Educational Resources:

“Open Educational Resources (OERs) are digitized materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research. OERs include many different types of digital

assets, they consist of various exercises, videos introducing best practices, current results of research, quick tips (for example, for finding employment and starting new businesses) etc. and are used for self-directed learning.

Within our project Job-Yes we suggest to develop OERs as exercises for learners, and to use two main types of exercises:

- *OERs based on closed questions, which are programmed and provide immediate evaluation of the learner's answers by the system (tests, questionnaires, etc.)*
- *OERs based on open-end questions which allow for self-reflection (for example, video with best practices or written story/situation description, which includes the set of open questions for learner at the end of exercise to promote the self-reflection"*

3. During and after the meetings in all partners countries it was clear the satisfaction of the participants by developed within the project Job-Yes innovative, ICT-based, tailored for learners needs reversed training methodology. All the participants agree that using this reversed training methodology will increase the participatory approach of disadvantaged learners. The participants have expressed their interest in using developed within the Job-Yes project Innovative Model for Integration into Labour Market (IMILM) in their daily practice working with disadvantaged learners.
4. The participants agreed that the presented project's idea showed that trainers of the AE organisation have to become facilitators, thus have to have the special training to be successful in implementation of the reversed training methodology. The online self-learning tool like e-Guidebook will be very useful for trainers on how to implement new educational methods for learners with disadvantaged backgrounds and fewer opportunities.
5. Some ideas for the content of the e-Guidebook presented by the participants of the target group could be used for developing this outcome in good quality. The main topics which have been mentioned are the following: a summary with key words; the instructions on how to facilitate the tailored learning process for individuals; assuming the new role of trainer as a facilitator using learners' participatory approach; organising reversed training process based on self-need analysis of the learners' soft skills and employment-related OERs; applying blended-learning approach (face-to-face and online learning) increasing the motivation of learners to upgrade their employment-related competences; using the online knowledge portfolio for recording the results of learners' learning progress; how to encouraging learners to validate their soft skills obtained and upgraded during the learning process and facilitating the development of learners' action plans with further steps for integration into labour market.

Annex I

Agenda

Focus group meeting with 6-8 Managers of Adult Education Organisations

Date: [date of the meeting]

Venue: [place of the meeting]

Organised by: [partner organization]

Number of Participants: (Annex 7)

Expected duration of the focus group meeting is approximately 3 hours.

10.00	Welcome and Agenda
10.10	Introduction of the participants of focus group
10.30	Presentation of the European project: JOB-YES!: Choose a job not a dole”
11.10	Presentation of the results of research on target groups’ needs to strengthen their integration into labour market by upgrading their soft skills coherent with employment-related key competences (O1-A1).
11.30	Focus group using developed template: <ul style="list-style-type: none">• Brief presentation of the participatory approach and reversed training• Discussion on general questions, developed for the focus group with managers of AE organisations;
13.00	Concluding of the meeting, invitation for the further participation JOB YES project

Annex II

Agenda

Focus group meeting with 8-12 Adult Education Trainers

Date: [date of the meeting]

Venue: [place of the meeting]

Organised by: [partner organisation]

Total number of participants: (Annex 7)

Expected duration of the focus group meeting is approximately 3 hours.

10.00	Welcome and Agenda
10.10	Introduction of the participants of focus group
10.30	Presentation of the European project: JOB-YES!: "Choose a job not a dole"
11.10	Presentation of the results of research on target groups' needs to strengthen their integration into labour market by upgrading their soft skills coherent with employment-related key competences (O1-A1).
11.30	Focus group using developed template: <ul style="list-style-type: none">• Brief presentation of the participatory approach, reversed training and open educational resources• Discussion on general questions, developed for the focus group with adult educators/trainers
13.00	Concluding of the meeting. Invite Adult Education Trainers to become JOB YES facilitators and apply reversed training method and OERs in their training for the development of their learners.

Annex III

Instruction for the developing of National Reports for O1-A2 Preparation of the State of Art Review

The main aim of this activity is to analyse the existing situation of adult organisations active in the field of employment related training and their capacity to implement innovative methods which upgrade the soft skills needed for the successful access and integration into the labour market, of learners from disadvantaged backgrounds with fewer opportunities.

The methodology of the State of Art Review is based on the analysis of two focus groups (1) Managers from adult education organisations and (2) Adult Educators/Trainers

- Part 1. Summary Report 1: Results of the focus groups of 6-8 managers from Adult Education Organisations (2-3 pages);
- Part 2. Summary Report 2: Results of the focus groups of 8-12 Adult Education Trainers (2-3 pages).

PART 1. Structure of Summary Report 1: Results of the focus groups of 6-8 managers from Adult Education Organisations

The partners in each country are required to facilitate a focus group with 6-8 managers from adult education organisations in order to assess adult education organisations needs and the possibility of using innovative methods in their practice such as the **participatory approach** and **reversed training methodology**.

The participatory approach in the Job-Yes project is based on a reversed training methodology and a flipped learning method applied by Adult education organisations. The reversed training methodology is applied by the facilitator/trainer to encourage learners to use the flipped learning method to improve their soft skills.

A **Reversed training methodology** means that an **adult educator has the role of a facilitator** and guides trainees/learners to make an initial analysis of the on-line training materials by themselves.

In the Job-Yes Project there will be two types of on-line training materials:

- 1) Self-Needs Analysis, when a learner will get acquainted with the definition of 48 soft skills required for employability and will test the level of their soft skills themselves.
- 2) Open Educational Resources which consist of 30 on-line exercises dedicated to improve the required soft skills and competences.

After fulfilling their independent learning tasks, the trainees will discuss the results with the facilitator in face-to-face meetings. It means that trainees will use the **flipped learning method** to improve their soft skills.

The reversed training methodology applied by facilitators is based on a **flipped learning method** and is a new educational approach, which will be introduced to Adult Education Organisations and will be promoted by the Job-Yes project. This methodology employs Self-Needs Analysis and OERs (open education resources) as independent self-learning, as well as active, individual or group-based problem solving activities and discussions during face to face meetings. Therefore, reversed

training represents a unique combination of self-learning and active, problem-based discussions with the facilitator, which will ensure a **participatory approach** by the trainee.

The focus groups will help to define how adult education organisations can work in co-operation with labour exchange offices and employers in order to provide more effective training services for learners from disadvantaged backgrounds with fewer opportunities. To help partners to run the focus groups we would like to suggest the following template of the Agenda for the focus group meeting and questions for discussion (Annex 1).

Questions for discussion with the focus group of AE organisations' managers:

1. Is the definition of reversed training and flipped learning fit for purpose? If not please suggest how this could be developed.
2. Do you have an experience of applying reversed training methodology within your organisation or is it rather innovative approach to you? If you still do not have the experience in working with reversed training methodology, do you think this practice could be applied in your organisation and will be beneficial for improving the participatory approach of learners?
3. What do you think are the benefits of reversed training and flipped learning in organising learning process in your organisation?
4. Does your organisation use ICT based methods/blended learning? If yes, please provide examples and if not, how do you think they could be integrated into your organisation?
5. How do you think your organisation could integrate Open Educational Resources into your training to support the development of soft skills for your learners?
6. Do you think that case studies detailing the successes of learning practices could encourage trainers from your organisation to apply it to their practice?
7. Do you think your organisation's staff need special training on implementing reversed training methodology? Would the e-Guidebook for AE trainers (which we plan to develop within JOB-YES project and place in the website with a free access) cover this training needs
8. Does your organisation engage/communicate with employers in order to promote employment opportunities for your learners? How effective is this and how much employer's engagement do you think is necessary to increase your organisational capacity? Could you share the positive examples of such cooperation (for ex. organising practice for your learners in enterprises etc.)?
9. Do you think it is important for Adult Education Organisations to work in social partnership with national stakeholders, such as labour exchange, employers, universities, colleges etc., in order to implement new and innovative methodologies? What is important for Adult Education Organisations when working in such partnership?
10. Do you have any further comments to make?

PART 2. Structure of Summary Report 2: Results of the focus groups of 8-12 Adult Education Trainers

The partners in each country are required to organise a focus group with 8-12 adult trainers in order to access their experience of providing training for learners from disadvantaged backgrounds with fewer opportunities. The focus group will focus on participant's capability and willingness to apply an ICT based learning approach tailored to learners. The focus group will also be given the opportunity to become facilitators and apply the reversed training method utilising Open Educational Resources in their training to develop employment-related soft skills for their learners.

Definition: Open Educational Resources (OERs) are digitized materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research. OERs include many different types of digital assets, they consist of various exercises, videos introducing best practices, current results of research, quick tips (for example, for finding employment and starting new businesses) etc. and are used *for self-directed learning*.

Within our project Job-Yes we suggest to develop OERs as exercises for learners, and to use two main types of exercises:

- OERs based on closed questions, which are programmed and provide immediate evaluation of the learner's answers by the system (tests, questionnaires, etc.)
- OERs based on open-end questions which allow for self-reflection (for example, video with best practices or written story/situation description, which includes the set of open questions for learner at the end of exercise to promote the self-reflection)

To help partners to run the focus group meeting we would like to suggest the following template of the Agenda for the focus group meeting and questions for discussion (Annex 2)

Questions for discussion with adult educators:

1. What experience do you have of training individuals from disadvantaged backgrounds with fewer opportunities such as learners with disabilities or living in rural areas (Please use the example of the target groups you are responsible for)
2. Is the definition of Open Educational Resources (OERs) fit for purpose? If not, please suggest how this could be developed.
3. Do you have an experience of using Open Educational Resources (OERs) within your work/practice or is it rather innovative approach to you? If you still do not have the experience in working with OERs, do you think this practice could be applied by you and will it be beneficial for improving the participatory approach of learners?
4. Is the definition of reversed training and flipped learning fit for purpose? If not please suggest how this could be developed.
5. Do you have an experience of applying reversed training methodology within your work/practice or is it rather innovative approach to you? If you

<p>still do not have the experience in working with reversed training methodology, do you think this practice could be applied by you and will it be beneficial for improving the participatory approach of learners? If not, please explain why</p>
<p>6. What do you think are the benefits of reversed training and flipped learning?</p>
<p>7. Within your current role do you have experience of blended learning and being a facilitator? What are these experiences? If not please explain how you could integrate this into your practice while implementing JOB-YES methods?</p>
<p>8. Do you think you need special training on implementing reversed training methodology and using OERs? Would the e-Guidebook for AE trainers (which we plan to develop within JOB-YES project and place in the website with a free access) cover this training need?</p>
<p>9. How do you think reversed training and flipped learning could be used to develop employment-related soft skills of disadvantaged learners?</p>
<p>10. Do you think that case studies detailing the successes of learning practices could encourage you to apply it to your practice?</p>
<p>11. Do you have any further comments to make?</p>

All partners will summarise the results of both focus groups into one report with two parts: one for the results of the focus groups with AE organisations managers and the second with the results of the focus groups with AE trainers. DEFOIN (P5) will summarise the reports from partners and develop a final State of Art Review.