



**Reconstructing an Environment for
continuing professional development and Validation
for Educators in Adult Learning**

Stocktaking Report

Intellectual Output 1

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1. Introduction

1.1. Preface

This stocktaking report aims to provide an overview of existing practices and experiences of organising, delivering and participating in continuous professional development courses that are supported by Erasmus+ KA1 grant.

The stocktaking phase consisted of:

- Research framework
- Desk research
- Online questionnaires
- Interviews

Aiming to provide a holistic view and represent experiences of all potential groups involved in this process, REVEAL project team emphasized the importance of involving stakeholders that are directly related with realization of CPD in adult education sector (see Fig. 1).

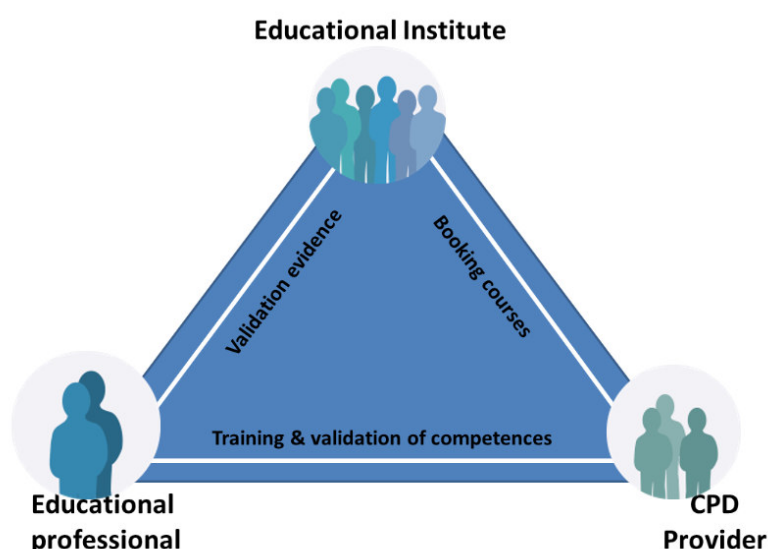


Fig. 1. CPD stakeholders

1.2. Summary of the REVEAL stocktaking report

The stocktaking report of the REVEAL project aimed to establish an in-depth analysis of the state of the KA1 courses, the providers, the applied quality measures and the connections to existing competence acquisition and validation approaches. Three target groups were addressed at different stages of the research, i.e. course providers, learners-course participants and educational institutes (KA1 grant holders). The analysis was based on qualitative and quantitative methodology. A more detailed overview of the research methodology and research results is presented and discussed below.

The overall process of stocktaking phase was rather intensive as it encompassed multiple research-focused activities (see fig. 2). As well, it required a lot of effort to access research participants,

especially when it related to the course providers. Therefore, the continuous collaboration and engagement of all project partners was ensured during the whole period.

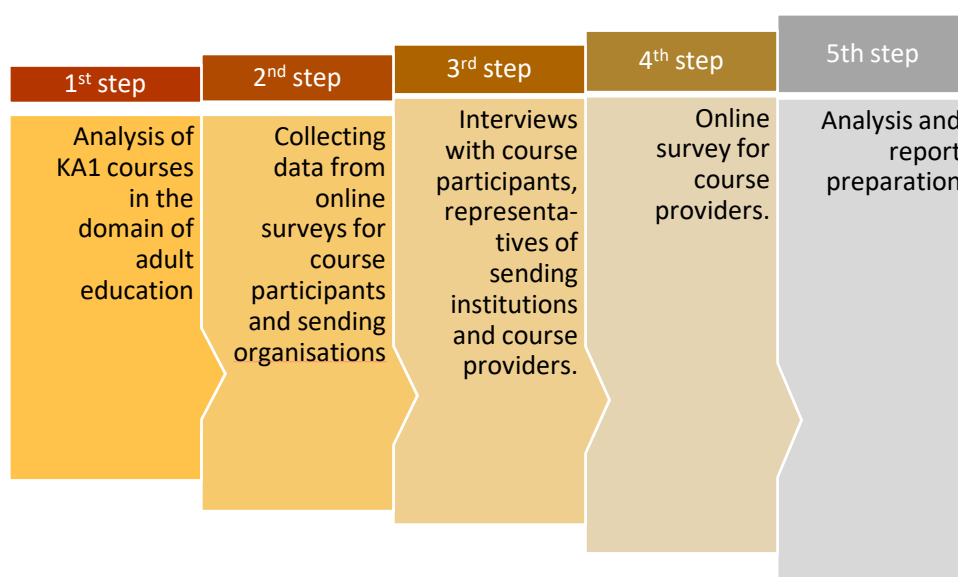


Fig. 2. Implementation of the research-focused activities

2. Research framework

Aiming to collect valid data disclosing and distinguishing practices and experiences of KA1 course development and implementation, three research components were developed by the project team. Therefore, the research framework consists of desk research, online questionnaires and interview questions for all three research target groups. To summarise the data collected by all project partners via interviews with course participants, sending institutions and course organizers, report patterns were developed (see annex 8). The overall rationale of the research framework is presented in the table no. 1.

Table 1. The rationale of the research framework

Research phase	Description of the research instrument or sample	Aim of research
Desk research	Overview of the Erasmus+ KA1 grant holders in the sector of AE staff was conducted, focusing on the main content areas and competences of the funded projects, covering the period from 2014 to 2019. Erasmus+ KA1 grant holders. Next to this, the database with institutional contacts was prepared allowing to ensure easy access to the target groups across Europe. The reporting file was prepared to collect the most relevant information about KA1 projects. Total - 2139 courses analysed, and their contacts collected by all project partners (see annex 1).	The aim – to collect in-depth information about of the existing KA1 course and identify suitable stakeholders working in the field of professionalization of AE staff. The tendencies of competence groups and themes were identified and presented in a short analysis.
Online survey for educational	Research instrument – questionnaire. (see annex 2).	The aim – to analyse their approach towards the importance of CPD

institutes	Target group – representatives of education institutes Total - 136 respondent.	activities of their staff members, the course quality, validation system and European dimension.
Online survey for course participants	Research instrument – questionnaire. (see annex 3). Target group – course participants and educational professionals Total - 182 respondent.	The aim – to disclose learners' approach towards the CPD, their experiences in searching, finding and participating in CPD activities, requirements and expectations for the course quality, European dimension and validation system.
Online survey for course organisers	Research instrument – questionnaire. (see annex 4). Target group – KA1 course providers Total – 21 respondents.	The aim – to disclose their approach and experiences towards the development of CPD activities, reconsidering the aspects of competence-based learning, teaching approach, validation system, quality assurance and certification.
Interviews with sending institutions	Research instrument – interview (see annex 5) Target group – representatives of educational institutes holding KA1 grants (see annex 9). Total – 18 interviews collected.	The aim – to inquire the demands, the experiences with the application and their European development plan, the relevance of the GINCO quality criteria and the interconnection with the course providers and their educational staff in CPD and the topic of VINFL.
Interviews with course participants	Research instrument – interview (see annex 6). Target group – learners who have participated in KA1 CPD activities (see annex 10) Total – 16 interviews collected.	The aim – to disclose demands and ideas, the acceptance of the CPD opportunities offered by the KA1 programme the connection to the course providers and the principles of VINFL.
Interviews with course organisers	Research instrument – interview (see annex 7). Target group – representatives of educational institutes holding KA1 grants (see annex 11) Total – 16 interviews collected.	The aim – to reveal how the courses are promoted and find their learners, how quality criteria are considered, and how the connection between the course providers, the sending organisations and the professional staff on CPD is being managed and maintained.

3. Research results

3.1. Results of the desk research

Analysis of Erasmus+ KA1 projects that were granted by EC during the period of 2014-2019 disclose that there is a big variety of courses oriented towards the development of multiple competences important for adult educators across Europe. The data allowed to observe and distinguish countries that have leading positions in the development and implementation of KA1 projects for the CPD in AE field, like Spain, Germany, Poland and Italy (see fig. 3). This allows to presume that at the same time, these countries are leading in the field of adult education per se, including the existing AE policies, practices and experiences. Despite the number of countries represented, the following observations and analysis are focused on the tendencies typical for all countries.

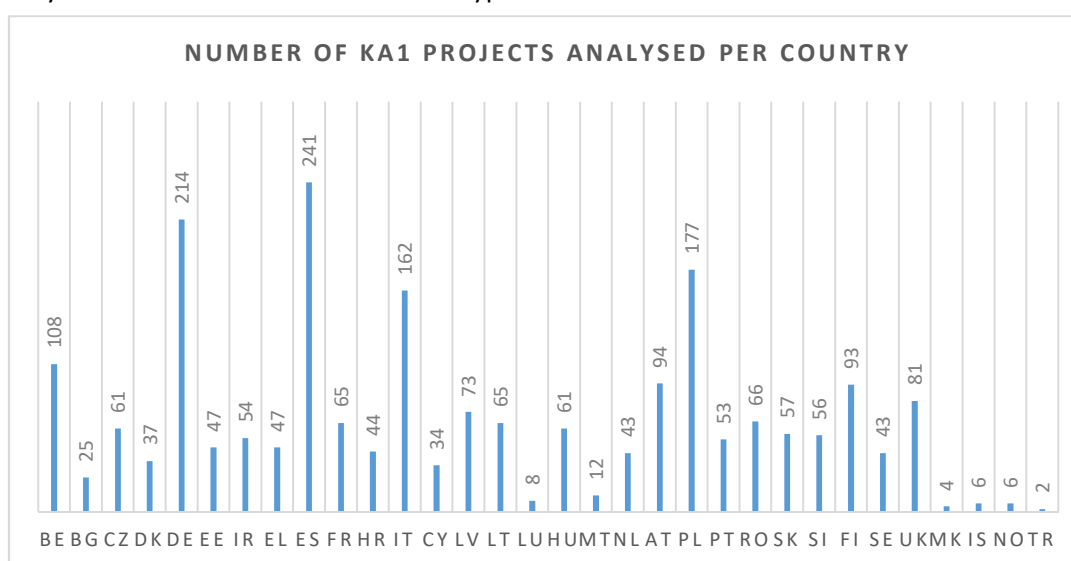


Fig. 3. Overview of analysed Erasmus+ KA1 courses funded in the period 2014-2019

The big amount of data and high number of the analysed KA1 projects in AE (total – 2139 projects) allowed to notice, that most of the projects are oriented towards the CPD activities covering the main content areas such as innovative pedagogies, methods and didactics; teaching and learning of foreign language; EU citizenship, EU awareness and democracy; intercultural education; lifelong learning; social dialogue; access for disadvantaged learners; creativity and culture; environment and climate change; and recognition, transparency and certification. As it can be seen, most of the projects cover wide topics oriented towards the development of didactic competences, intercultural competences and social competences. Topics of many projects, as well, were covering the content of quality assurance and ICT-new technologies-digital competencies. This allows to suppose that most of the projects are focused on the competence-oriented development of staff members involved in AE.

Projects are granted for a two-year period and so when trying to create a database of contacts of sending institutions, it was noticed that a rather significant number of projects of institutions or associations were not existing anymore, and so it was impossible to get in contact with them. Not existing projects or associations were excluded from the research in the following stages. Nonetheless, research team did succeed to collect many contacts of representatives of education institutions, and it served as a great support when approaching them with the invitation to take part in an online survey and follow-up interviews.

To sum up, the desk research helped to observe the existing situation of KA1 projects, the trends in project themes, to distinguish some of the most active institutions that received quite many grants during the whole period. The development of database was not restricted to the 50 projects as the

intensive work and collaboration between the Reveal researchers, allowed to approach and collect information on much more projects. A more in-depth information on the competences and experiences were collected and analysed during the follow-up research stages (quantitative and qualitative researches).

3.2. Results of the online surveys

As it was mentioned in the introductory part and the research rationale, online surveys for three specific target groups were developed by the Reveal team, covering educational institutes (KA1 grant holders), course participants, and course organisers.

The desk research and discussions between project researchers encouraged to reconsider the fact that CPD activities are not constrained by professional development courses only, as there are other possibilities to ensure continuous professional development, like job shadowing, specific conferences, or short-term mobility visits. Therefore, these activities were included in to the surveys and reconsidered in the interviews.

3.2.1. Results of the survey with education institutes and course participants

The online survey for educational institutions and course participants were uploaded and distributed at the same time. Aiming to present not only the figures but also some tendencies unifying perspectives of representatives of sending institutions and adults educators, the results are presented together.

Demographics. Surveys were answered by respondents from 23 countries in Europe (see fig. 4). Respondents from Belgium (98), Italy (50), Portugal (36), Germany (33) and Poland (25) are the most represented in the results.

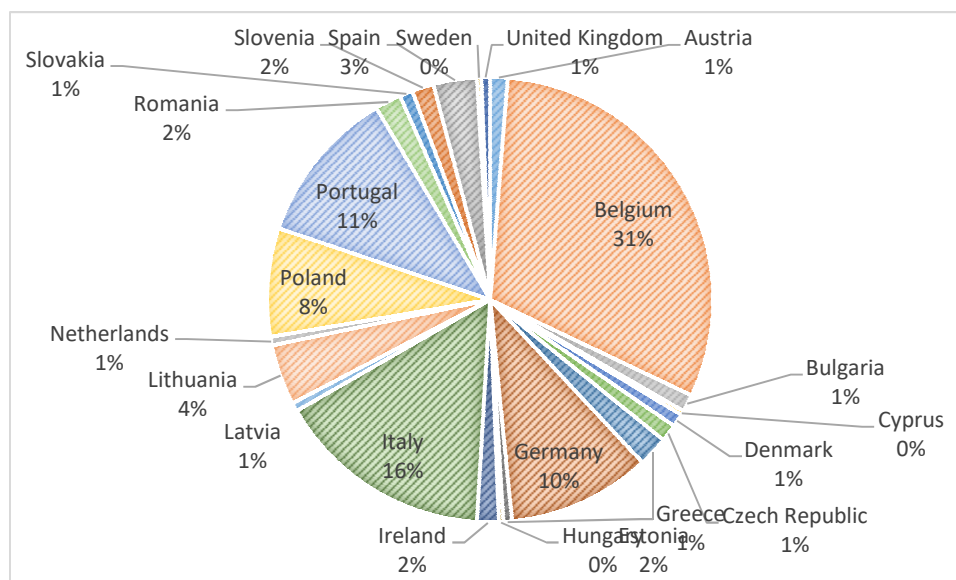


Fig. 4. Respondents per country

The majority of respondents work in adult education centres or NGOs providing adult education services (see fig. 5). Another part of was represented by staff members of secondary education schools, company training centres/institutes, language or art schools, and research centres.

Results show a rather relevant and up-to-date information, as most of the respondents representing sending institutions have received grants for KA1 projects in year of 2017 (42%), 2016 (24%), 2015 (23%) and 2014 (11%).

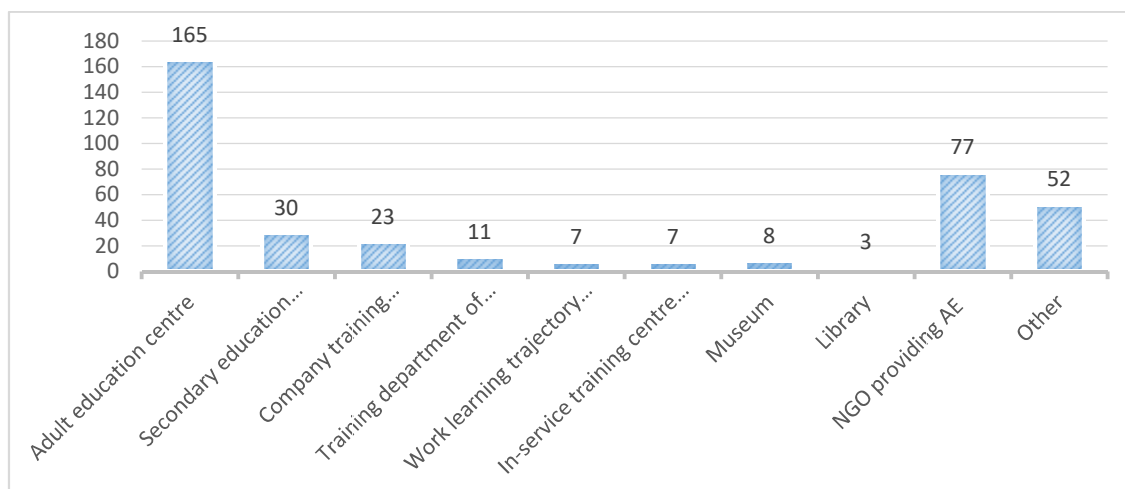


Fig. 5. Representation of AE training organisation

Approaches towards the CPD of adult educators.

The first part of the survey intends to collect information on respondents' approaches towards the importance of CPD activities, their engagement into CPD activities, the diversity of disciplines/ themes that learners engage into or institutions are oriented towards, the reconsiderations of European dimension, validation, recognition and quality aspects.

Respondents were asked to share how important was continuous professional development for them as adult educators, and how important it was for institutions to ensure the CPD of adult educators. 99,5% of adult educators confirmed that CPD is very and moderately important for their professional work, and 97% of representatives of education institutes agreed that CPD of adult educators is considered as very and moderately important. These results appear to be very positive and supporting the existing need for the variety of activities that could be offered according to the organisational sector and topic.

Furthermore, it was aimed to explore what are the main continuous professional development activities that adult educators take part in. Despite courses being the leading activity for CPD (see fig. 6), job shadowing emerged to be a very important activity that adult educators treated as important for their professional development. Even though job shadowing activities are not supported by the Erasmus+ KA1 grants, learners see the possibility to develop their competence by observing professionals in the field, as very significant. Among other activities respondents distinguish mobility visits to educational institutions, masterclasses, online courses or trainings supported by Erasmus+ KA2 projects.

Fig. 6. Participation in CPD activities

Observing the active engagement into different activities, it was important to distinguish what are the major topic and fields that learners tackle with. Therefore, adult educators who took part into CPD activities were asked to share what topics did the courses or activities tackled. Respondents were allowed to choose all the topics relevant. As it can be seen, the distribution of topics is rather

various wide and it covers all the topics suggested, although development of didactic and personal competences, appeared to be the most relevant topics.

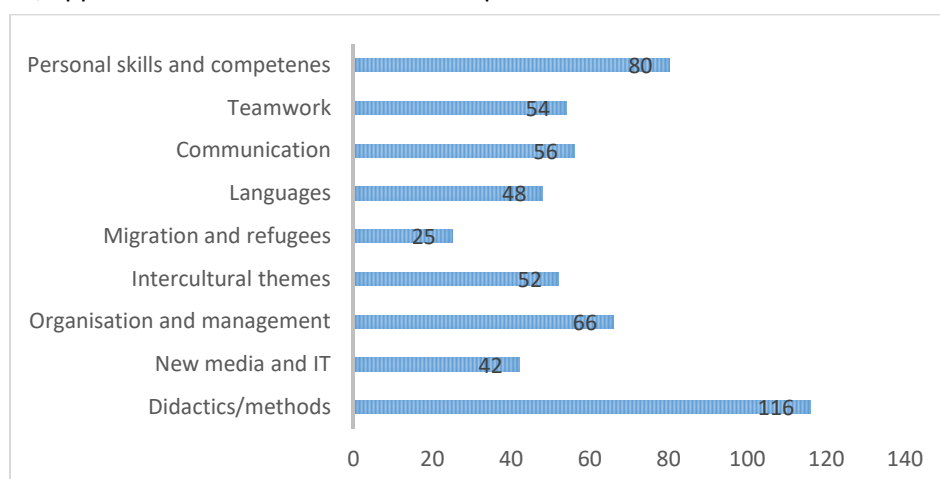


Fig. 7. Topics of courses and activities

Results correspond with the observations of the desk research, where it was stated, that majority of granted projects were oriented towards the themes of innovative pedagogies, methods and didactics, social dialogue, creativity and lifelong learning. The development of soft skills appears to be significant for adult educators' development reconsidering how different topics are tackled by most of the respondents (539 choices by 182 respondents, i.e. nearly 3 topics per 1 respondent).

Most of the learning activities are 5 days long (32%), then 5 to 10 days (31%), and following the length of 3-5 days-length learning activities (19%). This data demonstrates that an intensive schedule of approx. 40 hours long training activities (including theoretical and practical activities) are the most common format of the CPD learning activities offered by course providers and, at the same time, are in the most demand by learners.

When talking about the engagement into the learning activities, it was important to learn how easy it was for learners to find the course or job shadowing opportunity responding their needs. The responses received were rather positive as most of the learners did not express significant difficulties in finding the course or relevant job shadowing opportunity (see fig. 8).

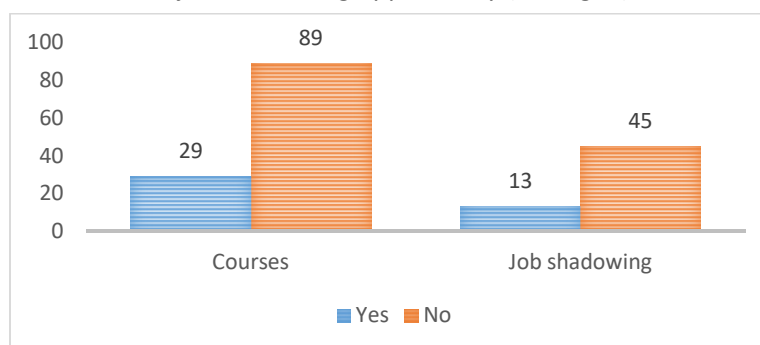


Fig. 8. Facing difficulties when searching for a suitable learning activity

For finding the learning activity they preferred to use the trusted partner institutions or information found using search engines before the EPALE platform, as seen in figure 9.

It is interesting and important to observe few tendencies that are relate with the experiences when searching for a relevant learning activity. Analysis of results demonstrate that representatives of education institutions/ sending organisations and course participants prefer to trust courses offered by partner institutions equally. But in regards with the Epale platform, sending institutions see it as rather important instrument for the search, while course participants use Epale only after searching and observing courses of other search engines like Google, or after analysing received direct emails

with the course offer. It can be so, because Epale is supposed to serve as a platform unifying adult educators across Europe. Even though it is supported by the European Commission and is meant to provide CPD offers, course participants expressed the need for the database “for learning activities relevant for KA1”.

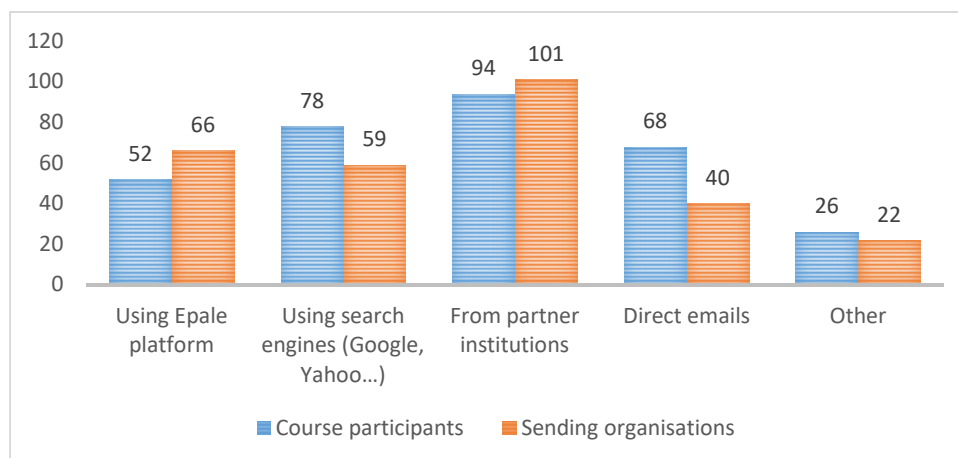


Fig. 9. Instruments for finding learning activity

Sending institutions tend to trust their prior collaboration or training experiences, noting that they find learning activities using personal networks, contact seminars, School Education Gateway platform, National agencies, or based on the prior experiences of learners.

Other challenges that could be distinguished as important when reconsidering the need for an international platform for adult educators’ CPD activities, and the expanded offer of more diverse courses were mentioned by representatives of sending institutions. Their critical approach towards the institutions that offer variety of courses on diverse topics raise the concern of the quality question, e.g. “Some European course providers seem to offer courses or job shadowing in any subject are – as a project manager I feel it is not possible to offer course a wide variety of areas and at the same time offer quality in these courses” (resp. 142).

Next to the quality concern, other issues are raised like variety of topics suggested: “we have very specific workfield (cultural education, mediation and training) <...> and sometimes the learning goals of our learners are too specific” (resp. 321), language issues: “the main challenge is connected with the knowledge of English which mostly is the main language of any event abroad” (resp.185), financial support: “courses are expensive” (resp. 236), or the internationalization aspects: “we used to participate in courses organised by a Belgian partner, we noticed that the course was of good quality, but most participants were from Belgium and this hinders the international experience” (resp. 397). Next to this, some of respondents mention a very important aspect of the organisational and planning issues, noting that it is difficult to plan engagement into courses as they are sometimes cancelled because of the insufficient number of participants, and it requires to reconsider the whole project plan and budget, e.g. “It happens very often that the chosen course doesn’t take place because there are not enough participants. And this happens because you have to choose a course before your institution’s project has been approved, so the participants’ lists are not real. And then you are managing a project, and have to search desperately for another possibility for the participant, and have to ask your agency for permission, because it means a modification of the project...and it takes time and a lot of paperwork. In the meantime, you would prefer to concentrate on the academic activities related to the project you have planned with the students” (resp. 80). This comment discloses the multiplicity of CPD activities that sending institutions need to reconsider when planning training of their staff. As it can be seen, the challenge is not only about the raised concerns of the course quality or finding the suitable course, but it is more about the organisational process when the time framework needs to be reconsidered in regards with the courses offered at that specific period. Therefore, the need for a platform suggesting detailed high-quality courses or

job-shadowing activities that are foreseen well in advanced is needed, as well as allowing sending institutions to apply for a request on their needs for specific CPD activities.

As mentioned above, data analysis disclosed that there is an increasing need for a unified international platform encompassing diverse learning possibilities for adult educators across Europe. In regards with respondents' comments, this platform should ensure the quality of courses, present detailed information and trusted course organisers, as well as include validation and recognition

"Very hard to find anything but sometimes you get lucky" (resp. 331).

"Database is missing and the reasonable description of courses and other offers. Quality of courses is not comparable" (resp. 462).

instruments.

Data analysis demonstrate that both, European dimension and competence validation in courses or activities are reconsidered by course organisers, according to course participants. Results show (see fig. 10) that more than half respondents claim that CPD activities reflected and very much and rather much considered the European dimension (158 responses) and had instruments for the competence validation (152 responses).

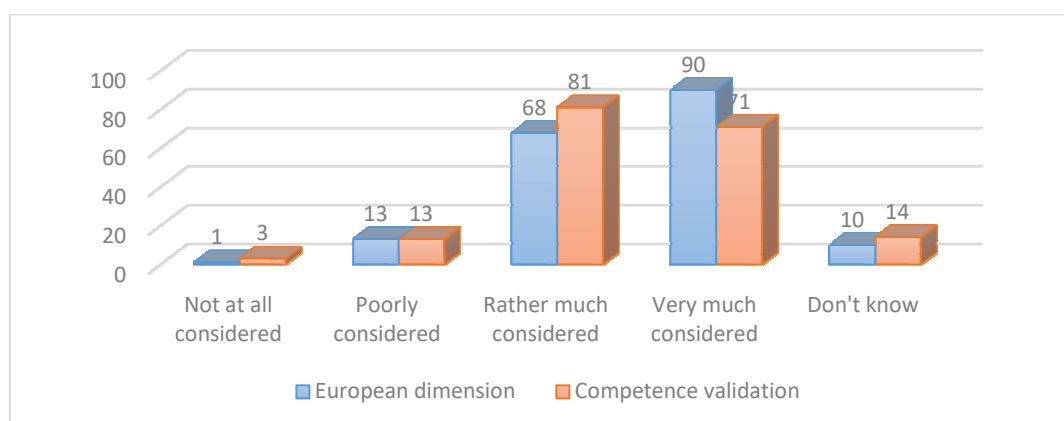


Fig. 10. Considerations of European dimension and competence validation in courses/activities

Analysis of data provided by sending organisations confirms the results in regards with the European dimension. As major respondents confirmed that KA1 courses or activities were very useful to achieve the objectives of their institutions' European development plan (see fig. 11).

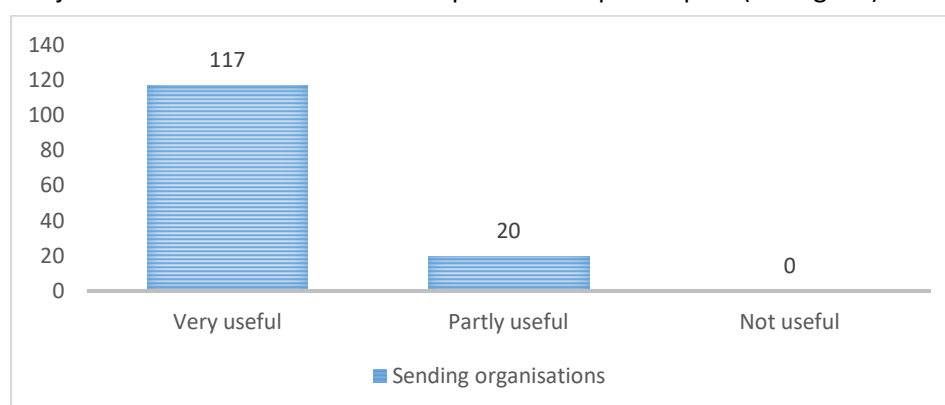


Fig. 11. Usefulness of courses for the achievement of institutions' European development plan goals

Even though survey did not request to share information on what tools or instruments were used to validate and recognise the competences, these are important points that need to be researched and analysed in the future research.

Reconsidering the satisfaction with the overall experience of participation in KA1 courses, learners expressed high level of satisfaction, i.e. 71% of respondents were very satisfied, and 30% - rather satisfied.

3.2.2. Results of the survey with course providers

The aim of the survey was to disclose approaches and experiences of course providers towards the development of CPD activities, reconsidering the aspects of competence-based learning, teaching approach, validation system, quality assurance and certification. The online survey was disseminated through the professional and personal networks of the Reveal partners.

As prior surveys for course participants and sending institutions, this survey consists of two parts. The first part of the survey aims to collect approaches and experiences of course providers on different aspects of the course planning and provision, and the second part is for the collection of demographic data. At the end of survey, respondents were invited to participate in the European conference “Innovative approaches to professional development of adult educators in Europe”, and apply for the Provide award. Results of these last questions are not analysed and presented as it is not related with the overall aim of the research.

It is important to mention, that despite the Reveal partners’ dissemination and expanded duration of the survey, the rate of responses was very low and so it impossible to make valid conclusions.

Demographics. 21 respondents took part in the survey and represented 7 European countries (see fig. 12).

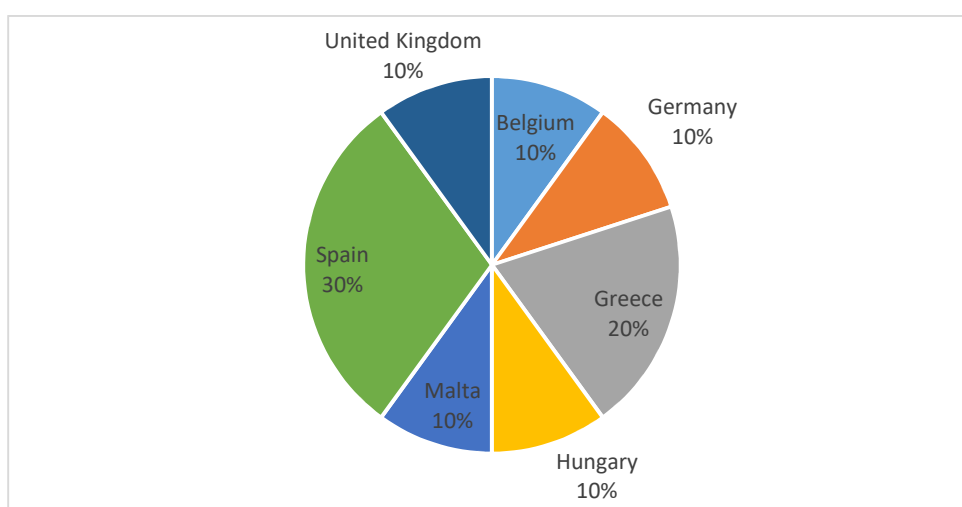


Fig. 12. Respondents-course organisers per country

Low response rates raise the concern why it is so complicate to approach and get in touch with course providers, especially considering the fact that course providers received invitations to take part in survey based on the contacts provided by course participants or sending institutions.

More than half of respondents represented mainly adult education centres (7) and company training centres/institutes (7) (see fig. 13). Other sectors cover training department of organisation (3), in-service training centres (3), NGO providing adult education services (2), secondary education school (1), and library (1). Other institutions involved language school and specialist teacher development institute.

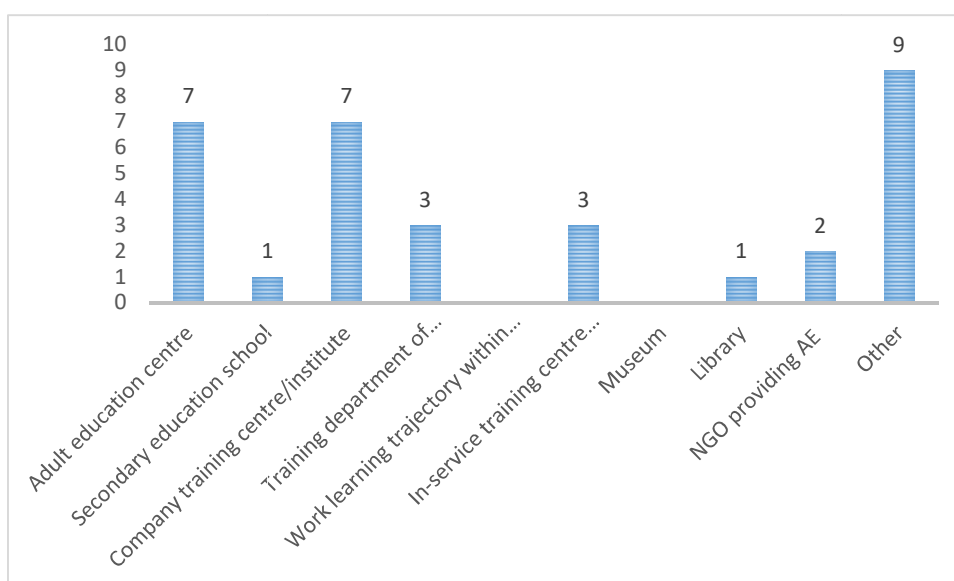


Fig. 13. Representation of education sectors

It can be seen, that nearly all of the educational sectors were represented, apart from the museums.

Approaches and experiences of the course planning and provision

Majority of respondents consider CPD of adult educators very important in their institution (12 responses) and equally, most of them (52%) provide continuous professional development oriented courses for adult educators.

The courses are offered to the diverse group of adult educators, but mainly to educational training staff (11 responses) and other adult education professionals (9 responses), or other stakeholders like rural stakeholders, semi-professionals in different professions (see fig. 14).

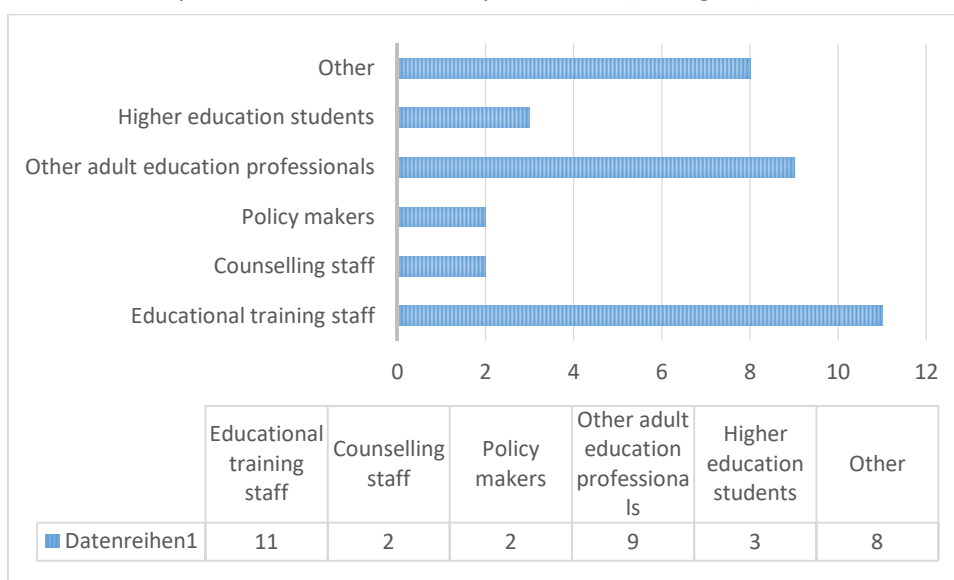


Fig. 14. Target group of CPD courses organised

Diverse groups of learners implicate the need to offer courses on different topics, responding to different needs of learners and tackling multiple competencies (see table 2). As a result, variety of competences that are covered within the courses is discussed and analysed.

Table 2. List of competences tackled by course providers

Competence	No of responses
Communication	11
Networking	6
Intercultural awareness	12
Creativity	10
Didactics, instructional design	6
Digitalisation	8
Entrepreneurship	8
Critical thinking	8
Teamwork	8
Active citizenship	5
Validation	2
Competence oriented learning and teaching	9
Leadership	5
Learning technologies	8
Evaluation	5

This list demonstrates that the main competences tackled are intercultural awareness (12), communication (11), creativity (10), competence oriented learning and teaching (9), learning technologies (8), digitalization (8), critical thinking (8) and teamwork (8). Some competences like communication, intercultural awareness, critical thinking and teamwork could be found in most of the international courses, where learners work in international groups and communicate. Other competences are oriented towards the more specific and competence-based learning approach and require development of specific knowledge and skills, that need to be provided and delivered by course organisers.

To achieve that, course organisers offer diverse teaching approaches, aiming to respond to learners' needs and their learning behaviours. The most common teaching approaches appeared to be learner-centred activities (11), experiential learning (11), blended learning (8), and competence-oriented (8) (see fig. 15).

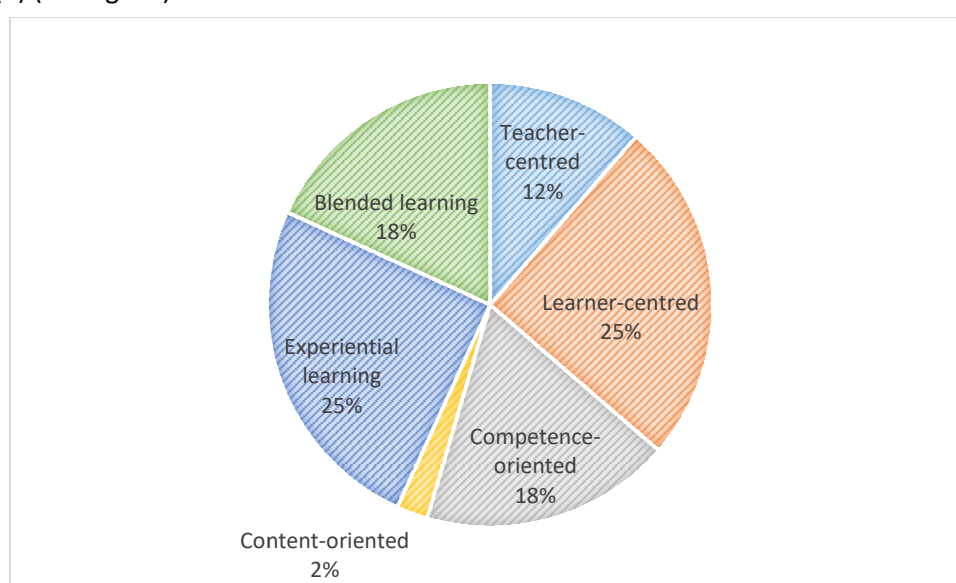


Fig. 15. Teaching approaches used by course providers

Data demonstrates that course providers do aim to ensure that learning activities respond learners' needs, are based on active tasks and exercises, transfer of knowledge to the working tasks, and are easy accessible. The easy access is observed through the perspective of integration of blended learning into the learning and teaching process. Therefore, it should be no surprise that most of the course organisers (9) use blended learning in their courses. Moreover, majority of respondents confirmed that as course providers they do have the quality assurance and evaluation strategy (12), and they validate the competences of participants (10) (see fig. 16).

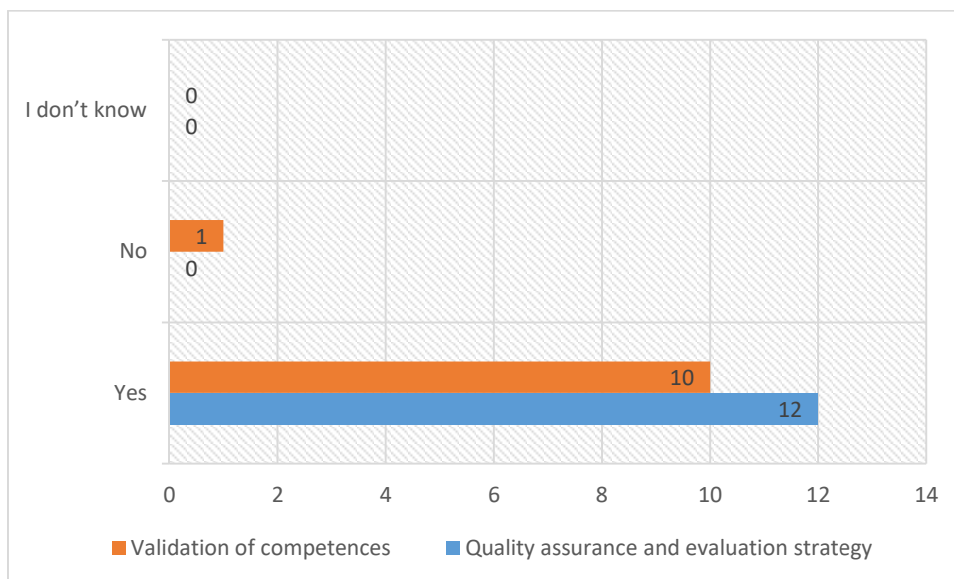


Fig. 16. Application of validation, quality assurance and evaluation strategies

Data shows that none of respondents neglected the importance of having the strategy for the quality assurance and evaluation processes. These results might be related with the requirements of learners who participate in courses under the Erasmus+ KA1 project and therefore, require to deliver all the necessary and relevant documents after the course, claiming that learning results were achieved and the competence has been developed. Therefore, all respondents (100%) stated that they provide certification for the course participants.

In regards with the dissemination of the courses organised, respondents shared different instruments that are used to reach the target groups and invite participants (see fig. 17).

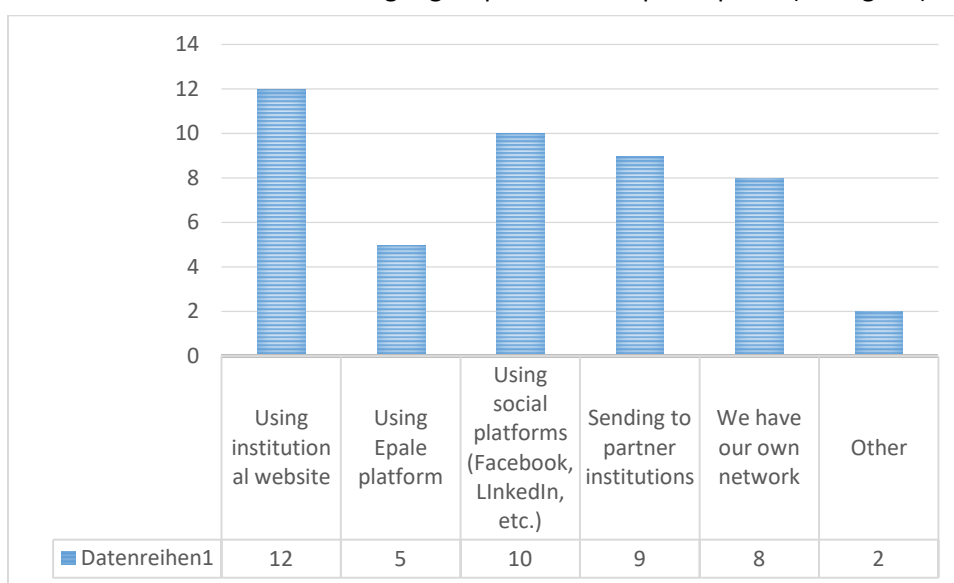


Fig. 17. Channels used to disseminate CPD courses for adult educators

It is seen that institutional websites (12), social platforms (10) and direct emails to partner institutions (9) and networks (8) are considered to be the most reliable channels for the dissemination. This data corresponds with responses provided by sending institutions and course participants who claim that it is not easy to find the course, especially a high-quality and reliable, if you don't have personal networks developed. Epale platform did not appear to be popular channel for information (5 responses), while other channels were distinguished to be the school education gateway (2).

Nonetheless, all respondents shared the interest in publishing their courses on the specific European platform for CPD, and learn more about the KA1 projects and the opportunity to get in closer contact with the sending institutions.

Summarising ideas of the survey data analysis

1. Erasmus+ KA1 CPD courses in adult education are very much needed, appreciated and used by adult educators in the European countries.
2. Finding them is a rather complicated, random and time consuming procedure - *"We would need a kind of database for learning activities relevant for KA1."*
3. Course participants and their organisations seem to choose courses only within the reach of their personal, organisational or network connections. However, adult education community is not aware of the whole picture of the course supply, topics and their quality.
4. In most cases validation of the acquired competencies is limited to a standard certificate of participation.
5. Challenges cover the multiple aspects of the CPD provision, like the quality: *"It is difficult to determine the quality of the courses from a website"*, targeted needs *"Sometimes it is not so easy to find a list of high quality trainings and mobility opportunities. In a lot of websites there is too much focus on school teachers and not on other types of learners"*, or language issues *"The courses available depend on the language. It is easy to find courses in English and French but it is not so easy in German or Italian"*.
6. When talking about finding the suitable learning activity, the most common trajectory used by course participants and sending institutions appeared to be the following (see fig. 18).

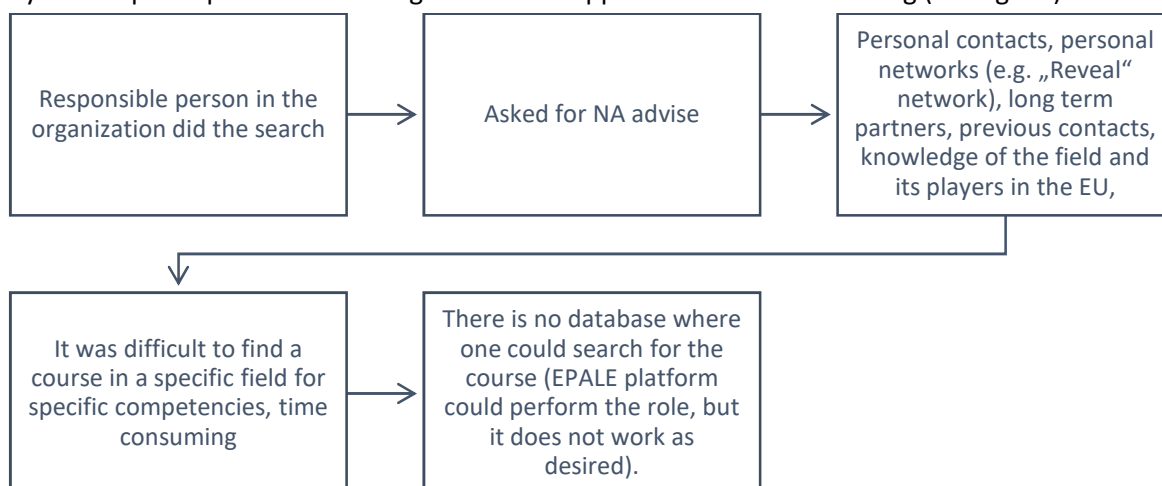


Fig. 18. Trajectories for the CPD possibilities by learners and sending organisations

7. Course organisers deliver CPD courses that tackle multiple competences relevant for adult educators, have strategies for competence validation, quality assurance and evaluation, and provide certificates for the course participants.
8. The dissemination of courses is mainly uploaded on the institutional website and distributed among partners. In this way, institutions and course participants that are not members of the network, may skip the offer unnoticed or neglect it because of the lack of trust in the unknown course providers.

3.3. Results of the interviews with stakeholders

3.3.1. Results of the interviews with course participants and sending organisations

Interviews with representatives of sending organisations/KA1 grant holders

Interviews aimed to inquire the demands, the experiences with the application and their European development plan, the relevance of the GINCO quality criteria and the interconnection with the course providers and their educational staff in CPD and the topic of VINFL. Interview questions prepared covering the above-mentioned aspects are presented in Table Y. Interview protocol with sending organisations.

Interviews with course participants and educational professionals

Interviews with course participants and educational professionals aimed disclose learners' demands and ideas, the acceptance of CPD opportunities offered by KA1 programme, the connection to the course providers and the principles of VINFL. Interview questions are presented in table below (see *Interview protocol with course participants and educational professionals*).

To substantiate and deepen the findings of the desk research and online surveys, interviews with course participants and sending institutions were conducted by project partners. Interviews were led by the four main blocks of questions: why? How? The impact, and Validation. Analysis of results are presented according to the same logic and following the four questions.

Interview questions were used as guidelines for data collection and each partner was allowed to adapt questions to their needs, based on the situation and the information provided by interviewer. Aiming to ensure that the main aspects are covered and discussed, in some cases, questions were clustered, helping interviewers to keep the track of data collected.

Research sample

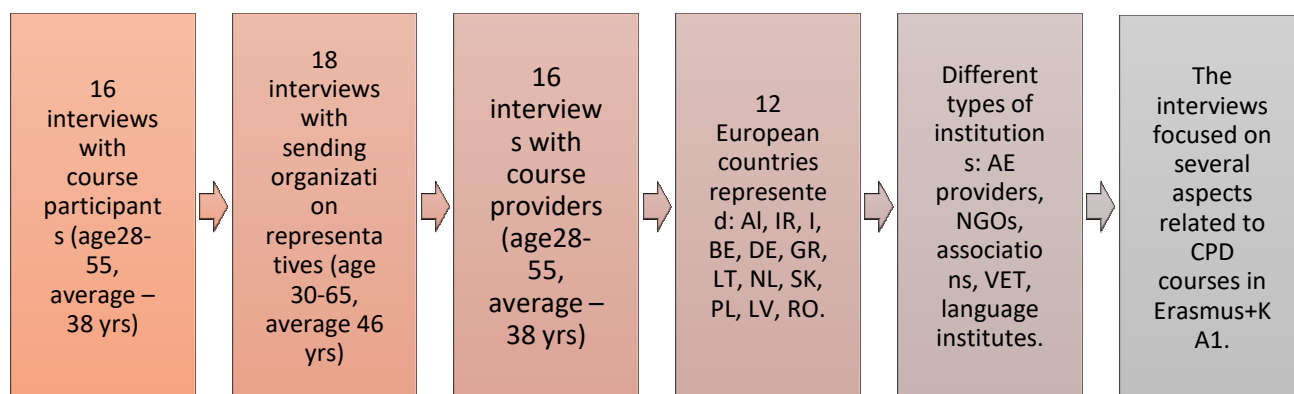


Fig. 19. Research sample

Main insights of the interviews analysed

WHY?

Why is it important for your organization to send staff to KA1 CPD activities? What are your organisational needs for CPD? Why did you choose to send your staff to a course in another country? What requirements did you have for the course you were looking for?

AE institutions are very much oriented towards the staff CPD in the framework of KA1 project course. And this is for the following main reasons: this ensures that staff members develop their competence in a high quality courses, secondly, organisation learns from other European countries (they call it as added European value) by implementing international project, and in this way, it improves as an organisation itself, and, finally, it help to create and maintain international collaboration networks. CPD is mainly oriented towards the development of adult educators' competences in high quality and international courses that correspond with strategic aim of organisation. The needs are changing as new strategic aims, objectives are constructed based on learners needs and emerging learning disciplines. The staff is encouraged to participate in international courses as nowadays adult education institutions must be open for new experiences, modern and learning from the experiences of other national and international institutions. Institution seeks to ensure that CPD courses are innovative, prepared professionally, properly organised. And this is why, when searching for a specific course, institutional representative discusses and consults with national agency, with partners from prior projects and our team members. Finding the suitable course and communication with course organisers in other countries are the main challenges faced. Next to the KA1 courses, job shadowing experience provides an opportunity for reflective practice and acknowledgment of the strengths and weaknesses of existing service provision.

The main challenges are seen as the timeframes, specific topics with limited offers for CPD activities, language barriers, finding specific training on website in terms of appropriateness and or range of options available.

HOW?

How do you choose the course for the staffs' CPD? How do you feel about the quality of the chosen course? How your organisation will integrate the competences and experiences acquired by staff participating in the projects?

Most of the interviewees note that there is a lack of the database which would allow to access information on all the courses or other learning possibilities available for adult educators. Nevertheless, they emphasize, that there is no existing platform providing this kind of information. The only platform for this is European platform EPAL - but it does not work as desired in most cases. This is one of the reasons why institutions prefer to choose the experience-based selection of course providers, contact national agencies, project team members or partner members from prior international projects. The content of the course is always analysed and discussed, observing the aim, activities, experience of the organising institution, experience of the lecturers and how it fits the institutional needs. Nevertheless, it is important to stress, that in most of the cases, courses are chosen based on own or founded experiences or cooperation of many years.

When talking about the integration of the new knowledge and competences into the institutional activities or development process, not all research participants were very specific, as in most cases the new experience was supporting teaching practices of the course participant him/herself. Although some institutions have a more detailed system on how new competences are integrated. E.g. "They apply new knowledge and experience after the course by creating new non-formal teaching disciplines based on the new theoretical and empirical knowledge, and each member has to improve his teaching after the course by integrating new and more diverse teaching methods, by integrating theoretical knowledge. Therefore, educational process is based on the knowledge and experience that was gained. All this helps to ensure that staff members have most recent knowledge in their teaching subject, organisation is developing, new disciplines are offered and an open learning lifelong learning community is created in this adult education centre".

The institution provides support for adult educators if there are any challenges appearing regarding the linguistic barrier or search of the suitable course.

IMPACT

What is the impact for your organisation? How are you going to implement the project outcomes? How are you going to make it sustainable? What happened after the course? What are the lessons learnt?

Many of interviewees mentioned that it is not easy to capture the impact. Nevertheless, they that the easiest way to assess it is by the observation of course participant's teaching practice back at the institution. When staff development activities are related with the institutional and European development plan, the impact can be observed through the improvement of lifelong learning services provided in the AE institution, continuous development of adult educators' competences, integration of new teaching methods into institutional systems, and the development of organisation's image and recognition at the national and international level.

Most of the sending institutions aim to ensure that the dissemination is done by uploading information, photos or videos on the organisation's website, social platforms, EPAL platforms, personal blogs, etc. as well, in some cases, course participants need to write reports on what was done during the course and what was learnt. Some organisations share good practice when staff members initiate workshop for other members at the institutional, local or national level. Another important aspect is that engagement and participation into CPD activities appeared to be a rather unique tool for the teambuilding of the staff members. Finally, the collaboration networks that were developed between course participants and course providers, encourage to participate in new CPD activities, develop new projects, or raise new development goals at the institutional and personal level.

Course participants were open to share their personal experiences and demonstrated critical

IMPACT

How do you think you have improved your personal competences? What have you done with what you learned? Did you manage to implement it in your work? Did it have any impact on your professional practice? Did it affect your personal life? Did you manage to spread it in your organisation and amongst your colleagues?

approach towards the competences developed during the courses. Majority of the competences

were the teamwork, increased language proficiency, learning at the workplace, new teaching methods, group-work, tools for reflection. When the topic is very specific and there is a limited offer for the professional development in that field, course participants felt inspired by meeting other educators involved in the same topic and sharing the same challenges or ideas. For example, in the case of a very specific topic related to the religion directly, course participant valued the possibility to learn about different religions by meeting and working with participants confessing different faiths. Interviewee saw this as a unique possibility and appreciated that a lot.

The dissemination of new knowledge and acquired competences is implemented through the written reports or presentations for other colleagues during the internal institutional meetings. In the cases when course participant has developed a very specific technical skills or competences, e.g. H5P tools, it was more easier to implement new knowledge and skills into the professional work directly. Overall, the impact was very positive, as interviewees shared their stories on how new methods helped them to improve their teaching practice, gave more self-confidence and trust in the work they do.

EVALUATION

What tools do you use for learner competence validation? Were the expectations of your organisation met? Was it the right thing to do? Was there a European added value? Will you do it again?

Despite existing separate tools or instruments that are used at institutional level to evaluate and validate the competence developed, majority of interviewees claimed that there is not systematic tool for recording the CPD. In some institution, the survey for the evaluation of core competences before and after the course is used, as well, some institutions initiate self-development plans to follow and observe what competences need to be developed. Nonetheless, in most of the cases, no external validation tool is used.

It is believed, that learning in different European countries have a higher added value than the ones offered at national level: "it is a constant discussion in foreign language, participants represent different cultures, they have different and somehow similar experiences. So it is great possibility to share knowledge, practices and develop new networks".

Expectation were met by all research participants and they all have plan to develop new projects and continue the institutional CPD development of education professionals in adult education sector.

The competence validation after the courses is presented in the figure below (see fig. 20).

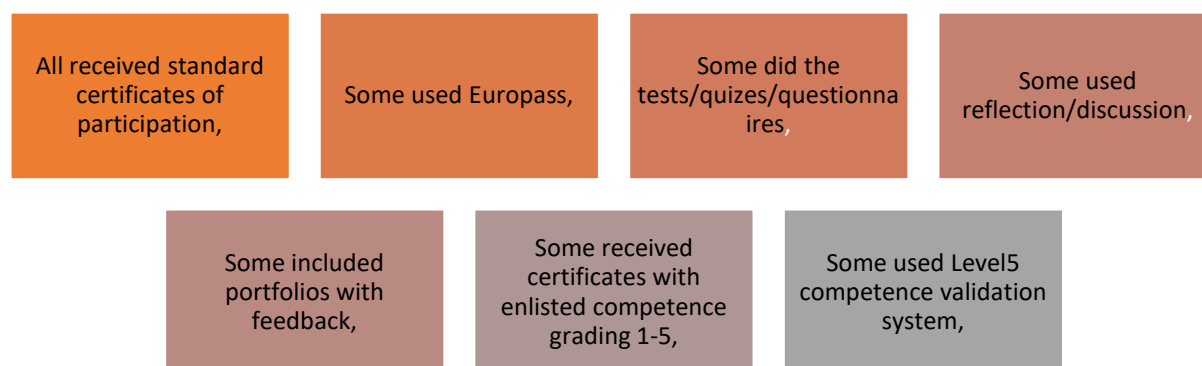


Fig. 20. Competence validation after the courses

3.3.2. Results of the interviews with course providers

Interviews aimed to analyse how KA1 courses are promoted and found by their learners, how quality criteria are considered and how the connection between the course providers, the sending organisations and the professional staff on CPD is being managed and maintained (see annex 7: *Interview protocol with course providers*).

Analysis of interviews disclosed that in many cases, course provision is only one of the areas of

CONTEXT

What types of courses do You offer? Who is Your target group? How did you identify the need for the courses?

institutional activities among any others. Equally, most of the courses appeared to be planned and offered based on the needs of learners or on request from partner institutions. Courses differ based on the type of the course provider institution. When it is a community centre, most learning activities are focused on the improvement of skills, knowledge and values of target groups that might feel excluded from the major society, like Traveller community in Ireland. In such a way, course organisers aim to be a frontier institution foreseeing the emerging social challenges and preparing specific groups of community to overcome the challenges. In this case, course providers pay much attention to the needs of group members and try to respond to the emerging situations by offering training or course for the development of specific competences. To be more specific, target groups may involve LGBT community members, adult educators, long-term unemployed people, like early school leavers, lone parents, ex-offenders and people with little or no previous formal education, educators from AE sector or enterprises.

Analysis discloses that there is a dual way for the course development: initiated by client/ learners' needs, and those initiated by the course provider. Therefore, the variety of courses offered by interviewees was rather big: storytelling, digitalization, sustainable development and other topics related to modern teaching and training methods, mindfulness, mental health, suicide prevention, homelessness, security training, reception skills, customer service and communication, chainsaw operation, hard landscaping, first aid and health and safety, quality management, organisational development, entrepreneurship and innovation. In some cases, the need for the course is expressed directly by the schools or AE institutes that know course provider. Nevertheless, it is difficult to develop and market new courses.

Interviewees emphasized that competences are always related with the specific training or course,

CONTENT

What are the competences learners will achieve from taking this course? What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...) How do you assure the quality of the course? How do you assess and validate Your course? How do you certify your course?

however, some of soft competences can be observed in most of the interviews, like teaching methods, communication, teamwork, problem solving. Other, more specific competences were community leadership, community organising, preventing burn out, active citizenship, leadership, crisis management, digital learning and teaching, practical and needs driven education, critical

thinking, self-direction, sustainable development, teaching and training competencies, generic competencies. To develop the above-mentioned competences, course providers preferred to use a learner-oriented teaching approach, focusing on the discussions, team building activities, exploratory and peer learning. When it is needed, mentor or course teacher provides literacy support, practical support and help to gain skills practice. These are extremely important for learners that represent risk groups of society and their learning goal is to gain knowledge and skills that are needed for employment or staying in the work place. To achieve this, course providers initiate work experience, in order to prepare long term unemployed people to progress to employment and further education.

The content of the course is based either on specific needs expressed by the group of learners, or foreseen by the course providers themselves. In some cases, needs are discussed and revised during annual institutional meetings, sometimes courses are planned in collaboration with international partners. Development of courses based on the international projects and collaboration among international partner institutions; help to ensure the European dimension and relevance of the topic. To ensure that course content is relevant and up-to-date, course providers monitor the political and social European atmosphere so that they could react and respond to the emerging issues and provide needed training for the society groups that are related with issues. Another source for course development is organisational strategy, where topics or training fields are foreseen for a short-term and long-term perspective.

Quality assurance appeared to be implemented at differently depending on the institutional decisions. While some course providers used questionnaires and anonymous feedback system, others preferred to ensure quality assurance by monitoring learners engagement into learning process and their development. This demonstrates that some institutions, that have a more developed system of CPD activities, understand quality assurance as an important set of instruments and tools, while other institutions trust their teachers and observe quality based on learners' behaviours. Learners' role and experiences on the course is important for all course organisers, that's why they encourage learners to reflect on the learning process, sometimes they are observed at work, and supported with additional training when needed. Some institutions preferred to use national quality standard and seek for their courses to be accredited by QQI or Industry standard. For the quality assurance, few of interviewees noted, that GINCO network should be more active as it may serve as a great instrument for the quality assurance of international CPD courses.

In regards with the validation system, most of interviewees struggled to answer this question or confirmed that there is a lack of a validation system. In some cases, the course is validated by internal and external validation procedures. In Ireland, course providers use the QQI system or the Industry standard system, one institution from Germany confirmed using LEVEL5 system for the validation and assessment. This course provider reveals that assessments are included at all stages, either formative, or summative or blended.

In most cases, initiatory part of the course is organised F2F, then mentors are appointed (if needed), the first assignment is set. The learning is continued through online activities, and, either the second assignment is given, or the course is being completed without the final assignment. Course provider assesses the results achieved and certifies the competence development with the attendance certificate or detailed LEVEL5 certificate.

COURSE PROMOTION

How do you promote or advertise your course?
Would you be interested in promoting your course
on the KA1 portal for continuous professional
development in Europe?

When talking about course promotion, interviewees emphasized that this process is based mainly on the networking basis, meaning that those who organise courses, quite often know the exact group it will be delivered to and therefore, the promotion is very targeted and direct. Those course providers who have open calls for participation in the courses face challenges to attract the minimum number of participants, because, as it was discussed above, sending institutions and educational professionals prefer to choose course providers that are known and trusted. And here an important question emerges – how new courses or course providers should be promoted, to be seen?

The main channels for the dissemination of courses are institutional websites, social media, networks and employment agencies. The channel for dissemination may depend on the group that is targeted with the course. It means that when it comes to specific groups, like Traveller families or LGBT communities, the best way to approach them is direct communication and invitation to courses. Equally, the concern is expressed, whether an international platform would be suitable for the courses that are very much related to the ethnic minority groups located in specific countries.

Interviewees did express the need and interest in promoting their courses or other learning activities on the KA1 portal for continuous professional development in Europe. This possibility was seen as a great opportunity to develop network with sending organisations, observe other offers across Europe and get recognised and acknowledged as a trusted and high-quality course provider. Finally, quality criteria are seen as essential and therefore, there is a need for a network ensuring and monitoring quality process of the courses.

Summarising ideas of the interviews with stakeholders

- The majority of interviewees have indicated that no systematic tool for recording CPD and competence development was used.
- Learners and their organizations believe that competence validation is very important for the learning process of the individual and for the organization and they are interested in having an in depth validation to follow the trajectories of learning, especially such competencies as teamwork, group management, networking, etc.
- The interviewees agreed about an urgent need for European database of ERASMUS+ KA1 courses in adult education with quality assurance considered.
- Course participants expressed the need to have external validation tools which would allow to monitor and follow one's personal growth and professional development, and at the same time, suggest ideas for the future CPD trajectories.
- Some of course providers may 'survive' through 'direct emails' and have target groups well in advance and therefore, they might not need a European platform for dissemination.
- Course providers expressed their upmost interest and importance of the platform with CPD activities for adult educators, which would be user-friendly and require minimum effort, have an in-depth validation tool to foster their learning process. Next to this, the need for a more expanded network on a joint quality approach has emerged.
- Overall, results of the interviews with stakeholders confirm that there are challenges and practices that interconnect among the course providers, learners and sending institutions. While sending institutions spent much time testing and analysing the expertise and quality of course providers and teachers, course

providers claim that it is challenging to attract full groups of learners, especially when the course or the course providing institution is new. The platform with the existing quality assurance and validation tools may serve as a facilitator between these stakeholders.

4. Conclusions

4.1. CPD as part of European KA1 courses

International courses, job shadowing and other staff training opportunities within a KA1 project are the cornerstones of continuous professional development (CPD) in the ERASMUS+ programme. The KA1 programme is based on the CPD needs of the school or adult education organization and indicates the teachers/trainers involved and the type and topics of the course/training envisaged. The system however encounters some difficulties.

The sending organisations in the KA1 system are all kinds of educational and training organisations spread over Europe. They apply for a KA1 grant and, if successful, look out for appropriate courses, job shadowing opportunities or conferences (abroad) to suit their training needs and send out their staff. Since the sending organisations, after approval of their application, can pick any course/training that suits their needs, the group of course/training providers consists of a large variety of organisations: public training organisations as well as private bodies.

The common point of the successful KA1 projects and grant holders is the European Development Plan in which the organisations describe their perspectives and development trajectories. In other words: the direction in which they want to evolve, which services do they want to offer (with which contents, methods, qualities) and what kind of competences do they need amongst their educational professionals.

KA1 learning activities have a huge potential since they offer opportunities to learn and work in intercultural, interdisciplinary European teams. KA1 projects can become the drivers for innovation and state of the art CPD for the European Educational community, if the offers relate at least in the majority to certain quality criteria, which have already been defined in the LLP as forerunner programme to ERASMUS+.

4.2. Quality criteria and Learning Activities in CPD for AE

Continuous professional development - in view of Education & Training 2020 - calls for competence development, for a needs-oriented approach, an international profile, validation of learning outcomes and learning agreements, and puts forward a number of priority themes. Most of these elements are reflected in the criteria of the KA1 applications of the sending organisations and they were also reflected in the extended survey phase of the REVEAL project. The applicants are looking for the courses and CPD offers answering their needs and fitting their European development plan. The European momentum is present on the demand side so it should also be present in the training offer.

Hence for the REVEAL project partners the quality criteria for European CPD for educational professionals are clear. They should:

- be innovative and competence oriented
- care for quality and have a self-evaluation system on board
- link up with European education priorities
- include a European dimension and exploit the European added value
- engage in learning agreements and validation of the individual learning outcomes
- use ICT in an appropriate way
- take care of transfer and impact

5. Annexes

5.1. Annex 1. Template for the desk research

Call year	Project title	Topics	Participating countries	Coordinating organisation name	Coordinating organisation type	Coordinators' country	Coordinator's website	Contact email

5.2. Online questionnaire for educational institutes

Start page

KA1 projects are the central instruments for Continuing Professional Development for Adult Educators in Europe funded by the European Commission

The REVEAL project aims at promoting KA1 projects and to develop tools and instruments to support the sending organisations, the professionals on mobility and eventually also the learning providers.

In a first step REVEAL is carrying out a stocktaking on the activities carried out by the KA1 projects, which comes at the half-time of the ERASMUS+ programme.

Therefore, we address you, as KA1 project owners and participants of KA1 mobilities to give us a first feed-back on your experiences in the project.

We would kindly like to ask you to fill the following questionnaire which will take you a maximum of 10 minutes. Your responses are very important for us to analyse the current practice and to be able to identify strong points and points to improve in regard to the KA1 programme.

Further navigation

-> selection button -> Project owners (AE institutes) in ERASMUS+ KA1 activities

Part 1: Experiences with KA1 projects and courses

1. How important do you find the continuous professional development of adult educators in your institution?

Not at all important	Slightly important	Neutral	Moderately important	Very important

2. You have sent your staff members for KA1:

- ☐ Courses
- ☐ Job shadowing
- ☐ Other (please specify) ...

3. Is European dimension of the courses important for continuous professional development of your institution?

Not at all important	Slightly important	Neutral	Moderately important	Very important

4. Do you find it easy to motivate your adult education staff to participate in KA1 activities?

Never	Rarely	Sometimes	Often	Always

Please comment.....

5. Do you face any challenges when trying to find relevant KA1 course?

Never	Rarely	Sometimes	Often	Always

Please comment.....

6. How do you normally find courses compatible with your needs? (more than one option available)

- ☐ Using EPAL platform
- ☐ Using search engines (Google, Yahoo...)
- ☐ From partner institutions
- ☐ Direct email
- ☐ Other (please comment) ...

7. Would you be willing to share websites (course providers, host organisations) where your staff has taken part in the framework of your KA1 project?

- ☐ Courses (please insert website (i/a)

- ☐ Job shadowing (please insert host organisation, website (i/a)

- ☐ Other (please specify) ...

8. In which year did your institution received Erasmus+ grant for KA1 project? (more than one option available)

- ☐ 2014
- ☐ 2015
- ☐ 2016
- ☐ 2017

Part 2: Demographic data

1. Your country:

2. What kind of adult education training organisation would you categorize your institution?

- ☐ Adult education centre
- ☐ Secondary education school
- ☐ Company training centre/institute

- ☐ Training department of organisation
- ☐ Work learning trajectory within an organisation
- ☐ In-service training centre organisation
- ☐ Museum
- ☐ Library
- ☐ NGO providing adult education
- ☐ Other (please specify)

3. Would you be willing to share your experience in more detail?

- ☐ Yes
- ☐ No

4. Would you be interested to participate in the my-VITA award* for the success story on the KA1 experiences for your organisation?

- ☐ Yes
- ☐ No

If you answered “yes” for questions 3 and 4, please leave us your e-mail contact

.....

* The price will be an invitation to the next REVEAL conferences in Palermo or Thessaloniki in Autumn 2018 and 2019

5.3. Annex 3. Online questionnaire for course participants

Start page

KA1 projects are the central instruments for Continuing Professional Development for Adult Educators in Europe funded by the European Commission

The REVEAL project aims at promoting KA1 projects and to develop tools and instruments to support the sending organisations, the professionals on mobility and eventually also the learning providers.

In a first step REVEAL is carrying out a stocktaking on the activities carried out by the KA1 projects, which comes at the half-time of the ERASMUS+ programme.

Therefore, we address you, as KA1 project owners and participants of KA1 mobilities to give us a first feed-back on your experiences in the project.

We would kindly like to ask you to fill the following questionnaire which will take you a maximum of 10 minutes. Your responses are very important for us to analyse the current practice and to be able to identify strong points and points to improve in regard to the KA1 programme.

Further navigation

-> selection button -> participants in ERASMUS+ KA1 activities

Part 1: Experiences with KA1 projects and courses

1. How important is continuous professional development for you as adult educator?

Not at all important	Slightly important	Neutral	Moderately important	Very important

2. What kind of continuous professional development activities did you participate in during your KA1?

- ☐ Courses
- ☐ Job shadowing
- ☐ Other (please specify) ...

3. What topics did the courses/activities tackle?

- ☐ Didactics/Methods
- ☐ New Media and IT
- ☐ Organisation and Management
- ☐ Intercultural themes
- ☐ Migration and Refugees
- ☐ Languages
- ☐ Communication
- ☐ Teamwork
- ☐ Personal skills and competences
- ☐ Other (please specify) ...

4. How long have you participated in learning activities in your KA1 projects?

- ☐ <2 days
- ☐ 3-5 days
- ☐ = 5 days

- ☐ 5-10 days
- ☐ 10-20 days
- ☐ 10-60 days
- ☐ = 60 days

5. Would you be willing to share websites (course providers, host organisations) where you have taken part in the framework of your KA1 project?

- ☐ Courses (please insert title of the course, website and contact person (i/a)

- ☐ Job shadowing (please insert host organisation, website and contact person (i/a)

- ☐ Other (please specify) ...

6. Did you find it difficult to find a suitable course for your KA1 training/CPD?

yes	Slightly	no

Please comment.....

7. How do you normally find courses compatible with your needs most of the time? (more than one option available)

- ☐ Using EPAL platform
- ☐ Using search engines (Google, Yahoo...)
- ☐ From partner institutions
- ☐ Direct emails
- ☐

8. How satisfied were you with your overall experience of participation in KA1 courses?

Dissatisfied	Rather dissatisfied	Neutral	Rather Satisfied	Very satisfied

Please comment.....

9. How important was the European dimension in your courses/activities?

Not at all important	Slightly important	Neutral	Moderately important	Very important

10. How much was the competence validation considered in your courses/activities?

Not at all important	Slightly important	Neutral	Moderately important	Very important

Part 2: Demographic data

1. Your country:

2. What adult education training organisation do you work in?

- ☐ Adult education centre
- ☐ Secondary education school
- ☐ Company training centre/institute
- ☐ Training department of organisation
- ☐ Work learning trajectory within an organisation
- ☐ In-service training centre organisation
- ☐ Museum
- ☐ Library
- ☐ NGO providing adult education
- ☐ Other (please specify)

3. Would you be willing to share your experience in more details?

- ☐ Yes
- ☐ No

4. Would you be interested to participate in the my-VITA award* for the success story on your KA1 experience?

- ☐ Yes
- ☐ No

If you answered yes for questions 3 and 4, please leave us your e-mail contact

.....

* The prize will be an invitation to the next REVEAL conferences in Palermo or Thessaloniki in Autumn 2018 and 2019

5.4. Annex 4. Online questionnaire for course providers

Start page

KA1 projects are the central instruments for Continuing Professional Development for Adult Educators in Europe funded by the European Commission.

The REVEAL project aims at promoting KA1 projects and developing tools and instruments to support the sending organisations, the professionals on mobility and eventually also the course providers.

In a first step REVEAL carried out a stocktaking survey on the activities carried out by the KA1 projects. At that stage, we address you, as course providers to give us a feed-back on your experiences and suggestions related to KA1.

We kindly ask you to fill in the following questionnaire which will take you a maximum of 5 minutes. Your responses are very important for us to analyse the current practice and to be able to identify strong points and points to improve in regard to the KA1 programme.

Further navigation

Part 1: Experiences with KA1 courses

11. How important do you find the continuous professional development of adult educators in your institution?

Not at all important	Slightly important	Neutral	Moderately important	Very important

12. Do you provide continuous professional development oriented courses for adult educators?

- ☐ Yes
- ☐ No

13. Who is Your target group? (more than one option available)

- ☐ Educational training staff
- ☐ Counselling staff
- ☐ Policy makers
- ☐ Other adult education professionals
- ☐ Higher education students
- ☐ Other (please specify)

14. What competences do you cover with the course? (more than one option available) (dropdown from our website)

15. What teaching approach do you use? (more than one option available)

- ☐ Teacher-centred
- ☐ Learner-centred
- ☐ Competence-oriented
- ☐ Content-oriented
- ☐ Other (please specify)

16. Do you use blended learning?

- ☐ Yes
- ☐ No

17. Do you have a quality assurance and evaluation strategy?

- ☐ Yes
- ☐ No

18. Do You validate the competences of Your participants?

- ☐ Yes
- ☐ No

19. Do you provide certification for Your course participants?

- ☐ Yes
- ☐ No

10. How do You usually disseminate the information about the course? (more than option available)

- ☐ Using institutional website
- ☐ Using EPAL platform
- ☐ Using social platforms (Facebook, LinkedIn, etc.)
- ☐ Sending to partner institutions
- ☐ Other (please specify)

Part 2: Demographic data

1. Your country:

2. What kind of adult education training organisation would you categorize your institution?

- ☐ Adult education centre
- ☐ Secondary education school
- ☐ Company training centre/institute
- ☐ Training department of organisation
- ☐ Work learning trajectory within an organisation
- ☐ In-service training centre organisation
- ☐ Museum
- ☐ Library
- ☐ NGO providing adult education
- ☐ Other (please specify)

3. Would you be willing to promote Your course on KA1 portal for continuous professional development in Europe?

- ☐ Yes
- ☐ No

4. Would you be interested to participate in the European conference “Innovative approaches to professional development of adult educators in Europe”?

- ☐ Yes

☐ No

5. Would You be interested to apply for the PROVIDE award for an innovative approach to professional development of adult educators in Europe?

☐ Yes

☐ No

If you answered “yes” for questions 3, 4 or 5, please leave us your e-mail contact

.....

5.5. Annex 5. Interview protocol with the sending organisations

Question clusters	Interview questions:
WHY?	<ul style="list-style-type: none"> • Why is it important for Your organisation to send staff to KA1 CPD activities? • What are Your Organisational needs for CPD? • Why did You choose to send Your staff to a course in another country? • What requirements did you have for the course you were looking for? • What kind of obstacles did you face when searching for a course?
HOW?	<ul style="list-style-type: none"> • How do You choose the course for the staffs' CPD? • How do You feel about the quality of the chosen course? • How your organisation will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?
IMPACT	<ul style="list-style-type: none"> • What was the impact for Your organisation? • How are You going to implement the project outcomes (dissemination, mainstreaming)? • How are You going to make it sustainable? • What happened after the course? What are the lessons learnt?
EVALUATION	<ul style="list-style-type: none"> • What tools do you use for learner competence validation? • Were the expectations of Your organisation met? • Was it the right thing to do? • Was there a European added value? • Will You do it again?

5.6. Annex 6. Interview protocol with the course participants and education professionals

Question clusters	Interview questions
WHY?	<ul style="list-style-type: none"> • Why did You choose to participate in KA1 courses/job shadowing? What was Your motivation? • Why did You choose a course in another country? • What requirements did you have for the course you were looking for? • What CPD activity did you take part in (course, shadowing ...)?
HOW?	<ul style="list-style-type: none"> • What were Your expectation? • How complicated was it to find a course? • How was Your overall experience of the course? • What was the content of the 'learning activity'? What activities? • How the quality of the course met Your expectations?

	<ul style="list-style-type: none"> • How was the European dimension considered in the course that You chose? Did it responded to European development plan?
IMPACT	<ul style="list-style-type: none"> • How do You think You have improved Your personal competences? • What have you done with what you learned? • Did you manage to implement it in your work? • Did it have any impact on your professional practice? • Did it affect your personal life (personal – social competences) • Did you manage to spread it in your organisation and amongst your colleagues?
EVALUATION	<ul style="list-style-type: none"> • Did the course (job shadow ...) meet your expectations? • Did it meet your needs? • Was there a European added value? In what way? • Will you do it again? • Do you consider it a competence oriented learning activity? • How was your competence development documented and validated? • Did you receive a certificate? • Is this validation important for you?

5.7. Annex 7. Interview protocol with the course providers

Interview questions:

1. What types of courses do You offer?
2. Who is Your target group?
3. How did you identify the need for the courses?
4. What are the competences learners will achieve from taking this course?
5. What teaching approach do You use? (teacher-centred, learner-oriented..., blended learning...)
6. How do you assure the quality of the course?
7. How do you validate the competences of your participants?
8. What certification do you provide for course participants?
9. How do you promote or advertise your course?
10. Would you be interested in promoting your course on the international platform for KA1 courses?
11. What is Your role in this institution?
12. Would you be willing to promote Your course on KA1 portal for continuous professional development in Europe?
13. Would you be interested to participate in the REVEAL award for the success story on the KA1 experiences for your organisation?

Thank you for sharing your experience!

5.8. Annex 8. Templates for the interview reports

Sending organization interview reporting template

Type of organization:

Role in the organization:

Country:

Sex:

Approximate age:

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories/ clusters	Sending organizations	Report
WHY?	Why is it important for Your organization to send staff to KA1 CPD activities? What are Your Organizational needs for CPD? Why did You choose to send Your staff to a course in another country? What requirements did you have for the course you were looking for? What kind of obstacles did you face when searching for a course?	Please do not exceed 150 words
HOW?	How do You choose the course for the staffs' CPD? How do You feel about the quality of the chosen course? How your organization will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?	Please do not exceed 150 words
IMPACT	What was the impact for Your organization? How are You going to implement the project outcomes (dissemination, mainstreaming)? How are You going to make it sustainable? What happened after the course? What are the lessons learned?	Please do not exceed 150 words
EVALUATION	What tools do you use for learner competence validation? Were the expectations of Your organization met? Was it the right thing to do? Was there a European added value? Will You do it again?	Please do not exceed 150 words

Course participant interview reporting template

Type of organization: Adult Education Centre

Role in the organization:

Country:

Gender:

Approximate age:

The main topic of the course:

Who was the course provider/organizer:

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories / clusters	Sending organizations	Report
WHY?	Why did You chose to participate in KA1 courses/job shadowing? What was Your motivation? Why did You choose a course in another country? What requirements did you have for the course you were looking for? What CPD activity did you take part in (course, shadowing ...)?	Please do not exceed 150 words
HOW?	What were Your expectation? How complicated was it to find a course? How was Your overall experience of the course? What was the content of the 'learning activity'? What activities? How the quality of the course met Your expectations? How was the European dimension considered in the course that You chose? Did it responded to European development plan?	Please do not exceed 150 words
IMPACT	How do You think You have improved Your personal competences? What have you done with what you learned? Did you manage to implement it in your work? Did it have any impact on your professional practice? Did it affect your personal life (personal – social competences) Did you manage to spread it in your organisation and amongst your colleagues?	Please do not exceed 150 words
EVALUA-TION	Did the course (job shadow ...) meet your expectations? Did it meet your needs? Was there a European added value? In what way? Will you do it again?	Please do not exceed 150 words

	Do you consider it a competence oriented learning activity? How was your competence development documented and validated? Did you receive a certificate? Is this validation important for you?	
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Course providers interview reporting template

Type of organization:

Role in the organization:

Country:

Email address (if provided)

Any other interesting/important facts about the interviewee?

	<i>Questions</i>	<i>Report</i>
CONTEXT	What types of courses do You offer? Who is Your target group? How did you identify the need for the courses?	Please do not exceed 150 words
CONTENT	What are the competences learners will achieve from taking this course? What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...) How do you assure the quality of the course? How do you assess and validate Your course? How do you certify your course?	Please do not exceed 150 words
COURSE PROMOTION	How do you promote or advertise your course? Would you be interested in promoting your course on the KA1 portal for continuous professional development in Europe?	Please do not exceed 150 words

5.9. Annex 9. Overview of the representatives of sending institutions interviewed

Greece 1	
Type of organisation	Registered Language Institute
Role in the organisation	Manager of the Institute
Sex	male
Approximate age	57
Country	Greece
Greece 2	
Type of organisation	Registered VET provider (IVET, CVET, CPD)
Role in the organisation	VET trainer
Sex	male
Approximate age	30
Country	Greece
Germany 1	
Type of organisation	Association
Role in the organisation	Project manager
Sex	female
Approximate age	32
Country	Albania
Germany 2	
Type of organisation	Association
Role in the organisation	Human resources manager
Sex	female
Approximate age	54
Country	Germany
Germany 3	
Type of organisation	Educational centre, Adult education and vocational training
Role in the organisation	Head of Department
Sex	male
Approximate age	50
Country	Germany
Germany 4	
Type of organisation	Educational centre, Adult education and vocational training
Role in the organisation	Head of Department, responsible for Erasmus+ mobilities
Sex	female
Approximate age	55
Country	Germany
Germany 5	
Type of organisation	Educational centre, Adult education and vocational training
Role in the organisation	Language and integration officer
Sex	female
Approximate age	57
Country	Germany
Germany 6	
Type of organisation	Educational centre, Adult education and vocational training
Role in the organisation	Head of Department
Sex	female
Approximate age	55

Country	Germany
Ireland 1	
Type of organisation	Community based Addiction services
Role in the organisation	Project manager
Sex	female
Approximate age	50
Country	Ireland
Ireland 2	
Type of organisation	Community
Role in the organisation	Director
Sex	male
Approximate age	50
Country	Ireland
Italy 1	
Type of organisation	Non-governmental organization
Role in the organisation	President and Project coordinator
Sex	female
Approximate age	30
Country	Italy
Italy 2	
Type of organisation	Non-governmental organization
Role in the organisation	Vice-president and project coordinator
Sex	female
Approximate age	32
Country	Italy
Lithuania 1	
Type of organisation	Adult education centre
Role in the organisation	Director
Sex	Female
Approximate age	40
Country	Lithuania
Lithuania 2	
Type of organisation	Adult education centre
Role in the organisation	Director
Sex	Female
Approximate age	40
Country	Lithuania
Netherlands 1	
Type of organisation	EDOS Foundation
Role in the organisation	Chairman
Sex	male
Approximate age	65
Country	Netherlands
Netherlands 2	
Type of organisation	Association Learn for life
Role in the organisation	Staff member
Sex	female
Approximate age	65
Country	Netherlands
Slovakia 1	

Type of organisation	Language school, private
Role in the organisation	Director
Sex	female
Approximate age	45
Country	Slovakia
Slovakia 2	
Type of organisation	Language school, state
Role in the organisation	School director deputy
Sex	female
Approximate age	35
Country	Slovakia

5.10. Annex 10. Overview of the course participants interviewed

Belgium 1	
Type of organisation	Centre for adult education
Role in the organisation	Deputy headmaster
Sex	male
Approximate age	50
Country	Belgium
Greece 1	
Type of organisation	Registered Language Institute
Role in the organisation	Teacher
Sex	female
Approximate age	28
Country	Greece
Greece 2	
Type of organisation	Registered VET provider (IVET, CVET, CPD)
Role in the organisation	Chief Administration Officer
Sex	female
Approximate age	44
Country	Greece
Germany 1	
Type of organisation	Association and university
Role in the organisation	Head of ICT, lecturer
Sex	male
Approximate age	38
Country	Albania
Germany 2	
Type of organisation	Adult education institute
Role in the organisation	Course designer and central administrator
Sex	female
Approximate age	55
Country	Germany
Ireland 1	
Type of organisation	Community based BGO
Role in the organisation	Child and Family Services Co-Ordinator
Sex	female
Approximate age	34
Country	Ireland
Ireland 2	
Type of organisation	Independent community education provider
Role in the organisation	Community employment supervisor
Sex	female
Approximate age	40
Country	Ireland
Italy 1	
Type of organisation	Non-governmental organization
Role in the organisation	Staff member
Sex	female
Approximate age	30
Country	Italy

Italy 2	
Type of organisation	Non-governmental organization
Role in the organisation	Staff member
Sex	female
Approximate age	30
Country	Italy
Lithuania 1	
Type of organisation	Adult education centre
Role in the organisation	English teacher
Sex	Female
Approximate age	39
Country	Lithuania
Lithuania 2	
Type of organisation	Adult education centre
Role in the organisation	Course lecturer
Sex	Female
Approximate age	40
Country	Lithuania
Lithuania 3	
Type of organisation	Secondary school
Role in the organisation	Teacher
Sex	Female
Approximate age	38
Country	Latvia
Lithuania 4	
Type of organisation	NGO
Role in the organisation	Project coordinator
Sex	Female
Approximate age	42
Country	Romania
Netherlands 1	
Type of organisation	EDOS Foundation
Role in the organisation	secretary
Sex	male
Approximate age	55
Country	Netherlands
Netherlands 2	
Type of organisation	Municipal library/cultural centre
Role in the organisation	Senior staff member
Sex	female
Approximate age	55
Country	Netherlands
Slovakia 1	
Type of organisation	Human rights
Role in the organisation	Director
Sex	male
Approximate age	34
Country	Slovakia

5.11. Annex 11. Overview of the course providers interviewed

Belgium 1	
Type of organisation	Regional public authority/education provider
Role in the organisation	International policy co-ordinator
Country	Belgium
Belgium 2	
Type of organisation	Network organisation / education provider
Role in the organisation	Member of the international office
Country	Belgium
Belgium 3	
Type of organisation	Non-profit NGO in the disability sector
Role in the organisation	Course tutor, course organizer
Country	Belgium
Greece 1	
Type of organisation	Language training centre for professionals
Role in the organisation	Course organiser & trainer
Country	Greece
Greece 2	
Type of organisation	Consultancy, high tech and training company
Role in the organisation	Course organiser & trainer
Country	Greece
Germany 1	
Type of organisation	Course Provider
Role in the organisation	Manager
Country/region	Northern Europe, mainly Baltic countries
Germany 2	
Type of organisation	Course Provider but also Job Shadowing
Role in the organisation	Manager
Country/region	Germany, network in other countries
Ireland 1	
Type of organisation	Community education organisation
Role in the organisation	Coordinator of adult learning programme
Country	Ireland
Ireland 2	
Type of organisation	Community education organisation
Role in the organisation	Manager
Country	Ireland
Italy 1	
Type of organisation	NGO
Role in the organisation	Vice-president
Country	Italy
Italy 2	
Type of organisation	NGO
Role in the organisation	President
Country	Italy
Lithuania 1	
Type of organisation	Adult education centre
Role in the organisation	Project coordinator
Country	Lithuania

Lithuania 2	
Type of organisation	Non-formal education institution
Role in the organisation	Project coordinator
Country	Lithuania
Lithuania 3	
Type of organisation	Museum
Role in the organisation	educator
Country	Poland
Slovakia 1	
Type of organisation	NGO
Role in the organisation	Director
Country	Slovakia
Slovakia 2	
Type of organisation	Civic association
Role in the organisation	Project coordinator
Country	Slovakia

5.12. Annex 12. Reports of the interviews with representatives of sending institutions

Interview 1

Type of organization: __Community based Addiction services_____

Role in the organization: _Project manager_____

Country: _____Ireland_____

Sex: _____female_____

Approximate age: _____50s_____

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories/ clusters	Sending organizations	Report
WHY?	<ul style="list-style-type: none"> Why is it important for Your organization to send staff to KA1 CPD activities? What are Your Organizational needs for CPD? Why did You choose to send Your staff to a course in another country? What requirements did you have for the course you were looking for? What kind of obstacles did you face when searching for a course? 	<p>All places off employment benefit from differing learning and different external opportunities, that could and does extend the skill set and understanding of staff, in relation to their roles and possible options in delivering services.</p> <p>Adult education is a crucial part of service delivery structures and the needs of workers to extend and include a range of additional skills and increased awareness of differing approaches in the area of work at community level can always be enhanced.</p> <p>CPD affords the opportunity to facilitate the above opportunities, however there were some challenges in finding specific training on website in terms of appropriateness and or range of options available. This was compounded by limited time frames, however and I would like to acknowledge the supports provided by Aontus in this regard.</p> <p>Work shadowing experience afforded an opportunity for reflective practice and acknowledgment of the strengths and weaknesses of current service provision.</p>
HOW?	<ul style="list-style-type: none"> How do You choose the course for the staffs' CPD? How do You feel about the quality of the chosen course? How your organization will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future? 	<p>CPD options are generally chosen by individual staff in line with their governing bodies requirements and also identified areas of interest. There are however occasions where specific legislation and /or changes to policy /practice requires that staff require specific training. There was a deficit in specific training for those who work with very marginalised groups such as prisoners/drug users which might be something to consider in coming years.</p> <p>In relation to integration of competencies and experiences, some are very easily transferred to work practice and others might be challenging in</p>

		terms of operational constraints. However over-all the learnings and the time for reflection benefits practice and finds a way of becoming part of the conversation when planning and development forums are engaged with including strategic planning, identification and working on specific issues impacting on those we work with.
IMPACT	<ul style="list-style-type: none"> • What was the impact for Your organization? • How are You going to implement the project outcomes (dissemination, mainstreaming)? • How are You going to make it sustainable? • What happened after the course? What are the lessons learned? 	<p>Focus on recovery existing in agency has been positively re-enforced by experience. Linkages with other groups is currently being explored in terms of seeking participation in a recovery focussed movement at national level.</p> <p>Linkages, awareness, social analysis and subsequent outcomes for marginalised group was extended from participation on Erasmus. This in itself raised further questions and dilemmas for agency, in terms of current frameworks of delivery and expectations of local and national bodies where systems in place tend to hold individuals, without affording opportunities to choose possible other routes out of current environment/circumstances, in a manner that is practicable and or possible, (even when policies state they can/will, does not mean that this is operationalized and/ or understood at local level).</p> <p>Incremental learning and re commitment at organisational level to focus on recovery and broader framework for measuring same, i.e.; work with concerned persons is being integrated within current practice.</p>
EVALUATION	<ul style="list-style-type: none"> • What tools do you use for learner competence validation? • Were the expectations of Your organization met? • Was it the right thing to do? • Was there a European added value? • Will You do it again? 	<p>No specific tools were utilised for measurement of outcome from process, however issues highlighted have been brought to senior team and where possible supported rationale for practice at local level. Expectations of process were realised and in some areas exceeded. Timing was an issue for me personally, both in terms of accessing an appropriate course and the searching process which at times seemed very complicated , however it was a worthwhile experience and in truth, time may always be an issue. No specific European element was included as the placement was in Scotland and the uncertainty re Brexit may have impacted on this. CASP is always open to learning opportunities, time and staffing may exclude us from participating at times, but every effort would be made to accommodate process.</p>

Interview 2

Type of organization: Community
 Role in the organization: Director
 Country: Ireland
 Sex: Male

Approximate age: 50

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories/ clusters	Sending organizations	Report
WHY?	<p>Why is it important for Your organization to send staff to KA1 CPD activities?</p> <p>What are Your Organizational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<p>Please do not exceed 150 words</p> <p>We need staff to be continually updated in their skills and to connect with other organisations. Childcare, costs and covering staff work are all organisational needs.</p> <p>The course was accessible and fit our needs – the country wasn't particularly important.</p> <p>That it met the needs of people working with people who have addiction in their story and was gender appropriate. They were in short supply</p>
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organization will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?</p>	<p>Please do not exceed 150 words</p> <p>It fit with the learning needs of the staff members; it was accessible; and we could cover staff when they were training.</p> <p>Course was a little under the skill set of 2 of the participants; suited the 3rd person brilliantly.</p> <p>The course 'accredited' practices already being used, so learning is integrated easily.</p>
IMPACT	<p>What was the impact for Your organization?</p> <p>How are You going to implement the project outcomes (dissemination, mainstreaming)?</p> <p>How are You going to make it sustainable?</p> <p>What happened after the course?</p> <p>What are the lessons learned?</p>	<p>Please do not exceed 150 words</p> <p>Small impact – but it 'accredited' the practices already used and that had strengthened staff member's self-confidence.</p> <p>Techniques and ideas taught are being used in group settings here. Supervision with staff who attended is leading to new goals and plans for professional development.</p>
EVALUATION	<p>What tools do you use for learner competence validation?</p> <p>Were the expectations of Your organization met?</p> <p>Was it the right thing to do?</p> <p>Was there a European added value? Will You do it again?</p>	<p>QQI accreditations and other certifications; verbal and written feedback; group discussions; individual supervision and attendance to goal-plans.</p> <p>Expectations were met.</p> <p>European added value was minimal but an all-Ireland added value was gained.</p> <p>Yes, we will do it again – for sure.</p>

Interview 3

Type of organization: Registered Language Institute

Role in the organization: Manager of the '[Galileo-Galilei](#)'

Country: Greece

Sex: Male

Approximate age: 57

Any other interesting/important facts about the interviewee?

He has created the 'Galileo-Galilei' Language Learning Center 32 years ago in Thessaloniki with another partner. The institute employs 15 staff (4 administrative, 11 education and training) and currently provides foreign language courses (Italian, Spanish, English, Russian and French) to adults (18+). The institute has also been licensed from the Ministry of Education to operate as a language examination centre since 1992. The Galileo Galilei Language Institute was selected by a team of researchers from the University of Siena as the best Italian school among a number of linguistic centers and Universities operating around the world. The purpose of this research was to compose from the original teaching materials of each institute or university chosen, a set of teaching methods/ways for approaching the teaching, linguistic and cultural material of the Italian language and culture to be used in the teaching of Italian as a foreign language. In this effort, the Galileo Galilei Language Institute has used its special teaching techniques that help students to accomplish the learning objectives more effectively and easily. The result of the survey was published in Rome in 1995 under the title "Curricolo di italiano per stranieri".

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories/ clusters	Sending organizations	Report
WHY?	<p>Why is it important for Your organization to send staff to KA1 CPD activities?</p> <p>What are Your Organizational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<ul style="list-style-type: none"> • Because we need to organize new language training programmes for Spanish language learners and also make them more attractive. • Our staff is well trained in many teaching languages, but for Spanish language we also need some trained staff for the C2 level. There is currently high demand in Spanish in Greece for that level. • Because it would provide to the staff the best opportunity to learn how to teach Spanish at C2 level the best way possible. • A programme that provides a high quality method for learning Spanish at C2 as a foreign language. • None. We have established a small network with language institutes like ours in many European countries. The ones in Spain are based in Malaga, Barcelona and Madrid. The National Agency also helped us with the application procedure and the deadlines and funding.
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organization will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?</p>	<ul style="list-style-type: none"> • The teachers of the Institute all have a university education, a great professional consciousness and a long-term experience in teaching. They are also well-trained examiners of foreign language diplomas, knowing the best teaching method for their acquisition and the correct learning of the language. However, for C2 in Spanish there are some special requirements and we did not have the proper experience. Our students were failing the exams when C2 in Spanish started in 2013. We therefore needed a new fresh approach to help them succeed. • The course was extremely beneficial for our trainers. We have two Spanish language teachers and they both participated in the mobility. The know-how they brought back made the course for C2 in Spanish more attractive to the students and also created a new marketing dynamic for the institution. • We have already integrated their skills in the new programme we organize for C2 in Spanish; new syllabi, new activities, an experiential learning approach that

		makes a difference.
IMPACT	<p>What was the impact for Your organization?</p> <p>How are You going to implement the project outcomes (dissemination, mainstreaming)?</p> <p>How are You going to make it sustainable?</p> <p>What happened after the course? What are the lessons learned?</p>	<ul style="list-style-type: none"> • The know-how the teachers brought back is now the main point of reference for students who, thanks to them, develop interest in learning and using the Spanish language, as well as their cultural interests. • We are currently developing new learning material for C2 in Spanish as a foreign language for Greek audience only. We follow the same pattern as we did with Italian some years back. • Hopefully with better advertising and a licensing of our Institute for Spanish language certification as well. Currently it is the state that provides relevant diplomas at C2 level in Spanish. We hope to be the first private Institute to operate as an examination center for Spanish language at C2 level.
EVALUATION	<p>What tools do you use for learner competence validation?</p> <p>Were the expectations of Your organization met?</p> <p>Was it the right thing to do?</p> <p>Was there a European added value?</p> <p>Will You do it again?</p>	<ul style="list-style-type: none"> • Apart from the certification we provide for levels B1-C1 we do not use special validation tools. We are aware of certain tools that facilitate learning but not with validation of competences like communication in Spanish language. • To the maximum. The course the teachers attended in Malaga was extremely helpful to understand the specificities of approaching the language at the C2 level for foreigners. Knowing the idiosyncrasies of the Greek audience they also managed to adapt their know-how to current learning needs. • I cannot see this in the small picture. I am certain that there is an added European value considering the importance of language competence and the relevance to the European core competences but I believe that it is the learners that actually provide the added value from programmes like this. • Yes. We are planning to apply for a course on using Computer-Assisted Language Learning (CALL) in English and start relevant courses for migrants and refugees.

Interview 4

Type of organization: Registered VET provider (IVET, CVET, CPD)

Role in the organization: Chief Administration Officer of the [School of Professional Education](#) at the [American Farm School](#) (AFS) in Thessaloniki

Country: Greece

Sex: Female

Approximate age: 44

Any other interesting/important facts about the interviewee?

Manages the School of Professional Education since 1993. The School of Professional Education continues the long history of adult education at the American Farm School, which began with the training of farmers in 1922. The Life Long Learning Department was founded in 1993 and established the Center of Rural Information and Motivation Carrefour. In 1998 the Training Center of the American Farm School was certified by the National Accreditation Center for Life Long Learning (EKEPIS) to administer training in topics related to farming, the environment, tourism, culture, management, technology and training of trainers, helping to lead the way in educational services, training and dissemination of information Today, continuing education services are offered through the Center for Life Long Learning Level 2 of the American Farm School, which is certified by the National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP). The School of Professional Education, in keeping with the principles and spirit of the American Farm School in quality experiential education, focuses on the development of **business education by fostering entrepreneurship** and helping to improve production skills in areas related to the agrofood sector. The following divisions and

services are included in the department. **The experiential adult seminars**, covering the following categories: food technology and food biosafety, agricultural production and technology, livestock production and technology, agricultural economics and administration, culture and art. The content of these programs is enriched every year. New thematic sections are incorporated depending on identified needs and growing interest. The experiential educational program "Contemporary Agricultural Practices" is a one-year certification program for High school and Vocational School (EPAS) graduates. The curriculum is designed to equip participants with the know-how and technical skills needed to optimize primary production and the management of agrofood operations, using innovative methods in an environmentally sustainable way. There are 18 training staff. A need for courses on marketing organic farming products arisen and training staff was supported to find a relevant KA1 course. Two training staff participated in the mobility last year.

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories /clusters	Sending organizations	Report
WHY?	<p>Why is it important for Your organization to send staff to KA1 CPD activities?</p> <p>What are Your Organizational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<ul style="list-style-type: none"> • Not all staff needs to be trained. It all depends on the needs that arise in the business and the market. KA1 provides a rare opportunity for our organisation to take advantage of the latest developments in a certain area and also acquire know-how for our trainers. • CPD is a form for training for those staff members that need to produce new ideas. • To acquire know-how on marketing organic products. • Marketing organic agricultural products is a new terrain in Greece. There are no similar courses provided by any other VET organization in the country. We (American Farming School) provide a wide range of training and educational programs to students of the Technical High School and adult learners, by organizing and implementing programs of continuing professional training, specialized training at the individual and group level, awareness and informational campaigns for the public, and field study visits in Greece and abroad. Areas of focus include entrepreneurship, the agrofood sector, rural tourism, culture, productive resource management, environmental protection, new technologies and education. We therefore need to cover the marketing strategy for which we do not have much experience and relevant training staff. • There aren't many courses in the area of and this is a disadvantage. Our choice was to try a course in Italy that focused on marketing for organic farming. Although not entirely relevant to what we wanted it was the best choice. There were no obstacles in accessing the course. It was provided in Italian but that was not a problem because the staff we sent knows Italian. The National Agency was also very helpful with the application procedure and the funding.
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organization will integrate the competences and experiences acquired by staff participating in the project, into</p>	<ul style="list-style-type: none"> • Based on the needs of our organisation. It is all about what we need to grow and develop as an VET structure. • It was excellent in terms of provision, use of examples, training staff etc. We only wished it was longer. 4 weeks was not enough. • It has already done that. We are planning a new course for a marketing strategy for promoting and distributing

	its strategic development in the future?	organic products.
IMPACT	<p>What was the impact for Your organization?</p> <p>How are You going to implement the project outcomes (dissemination, mainstreaming)?</p> <p>How are You going to make it sustainable?</p> <p>What happened after the course?</p> <p>What are the lessons learned?</p>	<ul style="list-style-type: none"> • The impact is already evident in terms of how competence transference helped our VET programme and made it more attractive. We expect to see this at the end of this year however with the first batch of our graduates. • We are thinking of starting organizing a series of ad-hoc seminars for marketing organic products in Greece. The School of Professional Education also organizes study visits for adult groups, companies or organizations from Greece and abroad on topics related to agrofood issues, the environment, rural tourism, culture, entrepreneurship, new technologies and education. We intend to organize similar activities about marketing organic products. The program of the visit is planned for next year (September-December) based on individual needs, and takes place primarily in the state-of-the-art facilities of the American Farm School. These study visits will contribute to the exchange of ideas and practices and encourage the clustering of similar enterprises. • Sustainability is a big question. I cannot answer this at the moment. In our line of work sustainability depends on the quality of the product. If the product loses its quality it will be difficult for us even if we have a good marketing and branding strategy. • We will participate in more courses within the KA1 action. We are very much interested in exploring areas relevant to branding, packaging, selling through the internet, etc.
	<p>What tools do you use for learner competence validation?</p> <p>Were the expectations of Your organization met?</p> <p>Was it the right thing to do?</p> <p>Was there a European added value?</p> <p>Will You do it again?</p>	<ul style="list-style-type: none"> • We don't. Unfortunately this is something that would add value not just for the staff that participates in KA1 but also for those who participate to our courses and seminars. There are many competences that could be validated if we only had the right means to do it. Synergy, teamwork, decision-making, time management, networking are only some of them. We were expecting from EOPPEP to develop such tools but for the time being we do not have the means • Not 100%, but we have enough know-how now to grow the skills we want for our staff and learners in VET and CPD. • I think there is, particularly if one considers the growing market for organic products in Europe. • Absolutely! We would only hope that we have this opportunity again in the near future.

Interview 5

Type of organization: ___ Association _____
 Role in the organization: ___ Project manager ___
 Country: ___ Albania _____
 Sex: ___ Female _____
 Approximate age: ___ 32 ___
 Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Questions	Report
WHY?	<p>Why is it important for Your organisation to send staff to KA1 CPD activities?</p> <p>What are Your Organisational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<p>For my small organization it is important to get in contact with other entities. The combination with a CPD is ideal since people learn together and our staff members can create also new ideas of collaboration.</p> <p>We need to professionalise our way of teaching and learning in a qualitative way. this is why the CPD was so important for us. However, courses are not easy to find, especially for us in Albania and it was great that through the REVEAL network we could find a possibility to send someone there.</p> <p>The combination of the CPD and also strategic development (which is already prepared in the European Development Plan) is a perfect combination for us since it combines organizational development with skill development of our staff.</p>
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organisation will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?</p>	<p>We got in contact with the REVEAL network, otherwise we would not have come across it. The course was very innovative and at the same time had a high quality since the approach is based on a long-term development.</p> <p>We will include the COL&V approach in our courses if possible, in any case in our extracurricular activities.</p> <p>Our Moodle-expert was enthusiastic since he found his learning technology counterparts and there will surely be a joint European moodle task force to tackle complicated issues around the LMS.</p>
IMPACT	<p>What was the impact for Your organisation?</p> <p>How are You going to implement the project outcomes (dissemination, mainstreaming)?</p> <p>How are You going to make it sustainable?</p> <p>What happened after the course? What are the lessons learnt?</p>	<p>The impact can be huge. On the one hand there is of course the competence development of our staff member who can now introduce new developments in our organization.</p> <p>Apart from that there was a lot of collaboration on new project ideas that we will certainly further develop with our new European friends and partners.</p>
EVALUATION	<p>What tools do you use for learner competence validation?</p> <p>Were the expectations of Your organisation met?</p> <p>Was it the right thing to do?</p> <p>Was there a European added value?</p> <p>Will You do it again?</p>	<p>The project used LEVEL5 validation. It was used in a rather formative way, however, it provided a tailor-made system to validate the central competences acquired in the course.</p> <p>We were thrilled about getting the opportunity to join this course since we were already in contact with the REVEAL network. However, these expectations were overshooted since we not only received back a happy and committed staff member but also concrete opportunities to continue our work in a European context.</p> <p>If we get the opportunity, I would not</p>

		hesitate to send staff members again to this course. For our professors we will now design a CPD for COL&V and we will try to involve EU partners therein.
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Interview 6

Type of organization: ___ Association ___

Role in the organization: ___ HRmanager ___

Country: ___ Germany ___

Sex: ___ Female ___

Approximate age: ___ 54 ___

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview

	Questions	Report
WHY?	<p>Why is it important for Your organisation to send staff to KA1 CPD activities?</p> <p>What are Your Organisational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<p>We sent 8 people in the course since we want to concentrate more on the topic of the course, which was innovative, competence oriented learning and validation.</p> <p>Validation will become more and more important and therefore we have to qualify our staff in the field to become a player in this field.</p> <p>The European dimension of the CPD is extremely important for us since a part of our company already works on EU level while others work only on regional/local level. A joint experience with other EU colleagues is of major interest both for personal and professional development.</p>
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organisation will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?</p>	<p>We are members of the REVEAL network – therefore we hadn't had problems to find it. However, we know from other partners and colleagues that they find it rather complicated to identify a fitting course. Based on the course more staff members will be able to plan and deliver learning activities more appropriately (COL and V) also by the use of web-based learning.</p> <p>Eventually the colleagues worked together with new partners with whom they already agreed on new project developments.</p>
IMPACT	<p>What was the impact for Your organisation?</p> <p>How are You going to implement the project outcomes (dissemination, mainstreaming)?</p> <p>How are You going to make it sustainable?</p> <p>What happened after the course? What are the lessons learnt?</p>	<p>I can only echo my Abanian colleague: The impact can be huge.</p> <p>We have more qualified staff, staff members also used the occasion to get to know better (and differently since also new partners are on board) and on top of that they even brainstormed new projects. Hence this is not only beneficial for the skills' profiles but directly for the perspectives and the economic situation of our organisation.</p>
EVALUATION	<p>What tools do you use for learner competence validation?</p> <p>Were the expectations of Your organisation met?</p> <p>Was it the right thing to do?</p> <p>Was there a European added value?</p>	<p>LEVEL5 was used by the course organizers as validation approach in connection with moodle and LMS as suitable carrier systems.</p> <p>Our people learnt a lot on very practical and concrete tools and instruments and also theoretical contents.</p>

	Will You do it again?	<p>We would immediately again send people in mobility – we were convinced about the format before and were even more enthusiastic about it after the course.</p> <p>Europe, and especially joint European dimension is very fruitful in regard to motivation, inspiration, collaboration, working opportunities and new perspectives both for the participants and for us as company owners and HR people.</p>
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Interview 7

Type of organization: ONG

Role in the organization: President and Project coordinator

Country: ITALY

Sex: Female

Approximate age: 30

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories /clusters	Sending organizations	Report
WHY?	<p>Why is it important for Your organization to send staff to KA1 CPD activities?</p> <p>What are Your Organizational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<p>The course has had the aim of increasing the competences of the staff in the sector of social inclusion of migrants in an European context. It was extremely important to do the course in other countries since especially in this critical sector, different EU countries are facing the problem in different ways and by applying different laws. Therefore, for the topic of the course the European dimension is very relevant. The course has been proposed in the framework of a project that has involved five different European countries (Belgium, Germany, Sweden, UK and Italy) that are putting in place different approaches to face the immigration phenomenon. There were no obstacle sin searching for the course, since the course has been organized with partners that have already collaborated with the sending organization.</p>
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organization will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?</p>	<p>The course has been chosen to increase the knowledge of the staff members with respect to the topic of social inclusion for migrants. So, the topic was the most important aspect that influenced the choice. The quality of the course is considered at a very good level. After this course, the sending organization has the aim of creating a specific working group operating in the social inclusion for migrants sector.</p>
IMPACT	<p>What was the impact for Your organization?</p> <p>How are You going to implement the project outcomes (dissemination, mainstreaming)?</p> <p>How are You going to make it</p>	<p>The course has mainly changed the way this specific topic (social inclusion for migrants) is faced by the staff members. Through this course participants developed an increased sensitivity and awareness with respect to this topic. In order to make this activity sustainable, the organization would like to</p>

	<p>sustainable?</p> <p>What happened after the course?</p> <p>What are the lessons learned?</p>	<p>propose other projects in the same sector, and they have also allocated a part of their budget to create a specific working group that have to work on this area. A couple of events (one local and one connected to an European event) have been considered to disseminate the project outcomes. The lesson learned is mainly related to the comparison of the ways in which this problem is faced in different EU countries.</p>
EVALUATION	<p>What tools do you use for learner competence validation?</p> <p>Were the expectations of Your organization met?</p> <p>Was it the right thing to do?</p> <p>Was there a European added value?</p> <p>Will You do it again?</p>	<p>It was not used a tool for competence validation. ECVET has been taken into account but it was not adopted in the end.</p> <p>The expectation of the course have been achieved. The course is considered the right thing to do since it has opened new perspectives and new approaches to this topic, and they would like to do it again (but only if it is funded). The European added value is related to the topic that has been faced. For this topic, the European perspective and the experiences on the approaches adopted by other countries, are extremely important.</p>

Interview 8

Type of organization: ONG

Role in the organization: Vice president and project manager

Country: ITALY

Sex: Female

Approximate age: 32

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories /clusters	Sending organizations	Report
WHY?	<p>Why is it important for Your organization to send staff to KA1 CPD activities?</p> <p>What are Your Organizational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<p>The main motivation was to have the opportunity to exchange different perspectives and working procedures with other organizations operating at European level in the same sector. The main needs for CPD in this organization are the application of innovative tools in the social environment in which the organization works. It has been chosen a course in another country since the association in which the course has been conducted is the leader in the techniques that the organization would have to acquire. The course has been chosen for the specific topic that was proposed, and the organizing institution was directly contacted for its leading role in this topic.</p>
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organization will integrate the competences and experiences acquired by staff participating in the</p>	<p>The choice for a CPD course for the staff has been mostly driven by the staff itself. The management of this organization is keen to accept the requests for competence improvement coming from the staff members. The quality of the course was very good, especially because the hosting organization is leader at EU level on the techniques that were</p>

	project, into its strategic development in the future?	presented in the course. The competences acquired during the course will be fully integrated in the organization that has the aim of proposing new activities in the social sector in which it operates based upon the techniques that have been learnt during the course.
IMPACT	What was the impact for Your organization? How are You going to implement the project outcomes (dissemination, mainstreaming)? How are You going to make it sustainable? What happened after the course? What are the lessons learned?	The course has changed mainly the approaches that the staff members adopt with respect to the “customers” of the organization itself. The new techniques and tools, learnt during the course, are put in place in daily interactions with the persons that require the services of the organization. The techniques and the tools learnt during the course will be implemented in some dissemination activities that are conducted by this organization through: a blog self-managed by the organization, leaflets that will be published and finally also through a Web radio. The sustainability of this process will be implemented through other project proposals that will be submitted at local or regional level. The main lesson learned from the course is a new approach that the organization will have with the “customers”.
EVALUATION	What tools do you use for learner competence validation? Were the expectations of Your organization met? Was it the right thing to do? Was there a European added value? Will You do it again?	The validation of the competence has been accomplished with the release of a Europass certification. However, this certificate has not been already released therefore participants received only a certificate of participation. The experience with the course was positive from different point of views. The respondent declared that the course matches the expectations of the organization. It was the right thing to do and they would be happy to repeat again this experience. With respect to the European added value, it was relevant to increase the engagement and the motivation of the participants.

Interview 9

Type of organization: Language school - private

Role in the organization: Director

Country: Slovakia

Sex:F

Approximate age: 45

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories /clusters	Sending organizations	Report
WHY?	Why is it important for Your organization to send staff to KA1 CPD activities? What are Your Organizational needs for CPD? Why did You choose to send Your	Importance of this project and CPD in general is mainly about continuous education of teachers, searching for innovative methods and modernisation of our school in general. Our criteria when searching the course were mainly based on specialisation of individual teachers, for

	<p>staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<p>example: Advanced Learners for certificates, Drama Techniques, etc.</p> <p>We wanted EN speaking country and we knew from previous experience that the receiving institution had exceptional quality of training o teachers courses. We also wanted to establish new contacts with colleagues abroad.</p>
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organization will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?</p>	<p>Our choice was based on previous experience. The quality was excellent. During the mobility I had to explicitly ask my teachers not to keep attending also evening courses but also go out to socialise.</p> <p>We started to incorporate the new knowledge into our curricula immediately. The mobility ended in July and in September we applied it in September. We also organised conferences in the region to share the knowledge with other teachers.</p>
IMPACT	<p>What was the impact for Your organization?</p> <p>How are You going to implement the project outcomes (dissemination, mainstreaming)?</p> <p>How are You going to make it sustainable?</p> <p>What happened after the course?</p> <p>What are the lessons learned?</p>	<p>The most vivid impact is better quality of courses. Drama lessons have become more creative, IT is more innovative and we appreciate that we have taught people to "self educate" themselves in the virtual world. Our participants used online workbooks much more than before.</p> <p>Lessons learned – hard to say at the moment.</p>
EVALUATION	<p>What tools do you use for learner competence validation?</p> <p>Were the expectations of Your organization met?</p> <p>Was it the right thing to do?</p> <p>Was there a European added value?</p> <p>Will You do it again?</p>	<p>Expectations were fully met.</p> <p>No competence validation was involved; I was doing peer review with me teachers during their lessons including feedback. We also shared feedbacks during meetings.</p> <p>It was worth it despite nightmares during reporting and audit of the NA. We will do it again. The time we would not write the application ourselves we would rather prefer to hire someone to do it.</p>

Interview 10.

Type of organization: Language school - state

Role in the organization: School Director Deputy.

Country: Slovakia

Sex: F

Approximate age: 35

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories /clusters	Sending organizations	Report
WHY?	<p>Why is it important for Your organization to send staff to KA1 CPD activities?</p> <p>What are Your Organizational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for</p>	<p>The most important was to motivate our teachers, bring some life and inspiration into their work. We chose another country because what is offered in Slovakia does not fit our needs as to learning how to work with online education. We felt we could not learn more in Slovakia. We also wanted to gain new contacts for further cooperation. When searching we had one major requirement: it has to</p>

	the course you were looking for? What kind of obstacles did you face when searching for a course?	correspond with our needs. There were no major obstacles when searching the course, they used different methods.
HOW?	How do You choose the course for the staffs' CPD? How do You feel about the quality of the chosen course? How your organization will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?	When choosing the courses, we used more methods: services of an agency, in two cases we were directly approached by the school which organised the courses, one courses we searched ourselves, for another course we approached our previous contacts. The quality was excellent, (organisation, content, activities, free time activities). We started to integrate the experiences immediately. We are opening an online course of <i>Business English</i> , the knowledge from the course <i>Creativity in Class</i> had been shared with all other teachers. We also organised workshops with other teachers from our region from other schools to share the knowledge gained. It was great.
IMPACT	What was the impact for Your organization? How are You going to implement the project outcomes (dissemination, mainstreaming)? How are You going to make it sustainable? What happened after the course? What are the lessons learned?	Impact is hard to assess right now. We have no precise statistics. However, we can say that due to our online courses the number of participants significantly increased. All the other knowledge we are incorporating into the existing courses. Teachers use it and adjust their approaches. One nice and rather unexpected impact or added value was that it helped our strengthen our team of teachers in general and improved cooperation among teachers.
EVALUATION	What tools do you use for learner competence validation? Were the expectations of Your organization met? Was it the right thing to do? Was there a European added value? Will You do it again?	There was no competence validation involved. We only used standard evaluation form after each learning activity where participants expressed their views on the mobility and what they have learned. However, we found out much more during the workshops for teachers when they were sharing what they have learned. Expectations were fully met, it was a good thing to do and we would definitely go for it again. Unfortunately, administration is very demanding and our coordinators are exhausted after the Final Report finalisation. We will wait a little and then submit another proposal.

Interview 11.

Type of organization: School/Institute/Educational centre – Adult education and vocational training / Sending organization (application and implementation of a 2 year KA1 project)

Role in the organization: Head of Department

Country: Germany

Sex: male

Approximate age: 50

Any other interesting/important facts about the interviewee?

- The interviewee is working in an institute, that offers language and train the trainer courses for language trainers, where participants participate with Erasmus+ scholarship
- He criticized the fact that one cannot speak of Erasmus courses, since actually only a small part of the costs for a course is supported by the European Union (LLP and Sokrates was better)

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories/categories/clusters	Sending organizations	Report
WHY?	<p>Why is it important for Your organization to send staff to KA1 CPD activities?</p> <p>What are Your Organizational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<ul style="list-style-type: none"> - participation in Erasmus+ programmes is based on the work of the institute itself (offers courses in German as a foreign language and further training for teachers who teach German as a foreign language abroad) - the interviewee works as department manager for further education and therefore also coordinates the train the trainer courses for his teaching staff - within this framework, he writes (competence-) development plans for his trainers and identifies deficits and/or competence development needs - building on this, he sends his trainers to Erasmus+ courses abroad - the commitment to erasmus+ is therefore anchored both in the corporate philosophy and in the personal strategy for the interviewee's work as division manager for further training
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organization will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?</p>	<ul style="list-style-type: none"> - the interviewee himself writes the development plans and sends the teachers to suitable courses based on them - since the interviewee has been working in the field for 20 years, he knows most providers of train the trainer courses in europe and can always find tailor-made courses for his teachers through a personal network and by arrangement with the providers abroad - the quality of the courses has therefore always been appropriate/good
IMPACT	<p>What was the impact for Your organization?</p> <p>How are You going to implement the project outcomes (dissemination, mainstreaming)?</p> <p>How are You going to make it sustainable?</p> <p>What happened after the course?</p> <p>What are the lessons learned?</p>	<ul style="list-style-type: none"> - Impact: competence development hits greater number of trainers, element of the professional strategic development of the company - when working in the field of further education, personal or professional development is very important - Dissemination: through trainings provided by trainers who have taken part in the ERASMUS+ courses abroad for trainers who have not been able to participate; through evaluation reports - KA1 project was awarded as best practice project by NA - Impact was also the improvement of the daily work of the teachers
EVALUATION	<p>What tools do you use for learner competence validation?</p> <p>Were the expectations of Your organization met?</p> <p>Was it the right thing to do?</p> <p>Was there a European added value?</p> <p>Will You do it again?</p>	<ul style="list-style-type: none"> - Own development plan to detect competence deficits, does not use (external) validation tools - Expectations were definitely met, also because he himself chose the train the trainer courses - New project is not planned yet, but will definitely take place during the next period of time

Interview 12.

Type of organization: School/Institute/Educational centre – Adult education and vocational training

Role in the organization: Head of Department / responsible for Erasmus+ mobilities

Country: Germany

Sex: female

Approximate age: 55

Any other interesting/important facts about the interviewee?

- Takes part at ERASMUS+ Conference in Bonn

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories /clusters	Sending organizations	Report
WHY?	<p>Why is it important for Your organization to send staff to KA1 CPD activities?</p> <p>What are Your Organizational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<ul style="list-style-type: none"> - Do mobility projects since 2014, started as a pilot project - Started with 33 participants - direct high demand - meanwhile 3 bigger KA1 projects initialized - Experience with KA1 courses is very good - Content/professional information will be provided by courses - Internationalization, the exchange with European partners and the continuous training of teachers is an important part of the organisational strategy - Benefits: exchange between teachers, exchange of experiences and networks; exchange in a European context - broadening the horizon and get to know best practice examples - Difficulties: Courses are not always easy to run and organise because of a missing database or network with course providers
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organization will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?</p>	<ul style="list-style-type: none"> - In the past, the database was used to search for suitable courses, but is no longer available today - Difficult to find institution that has applied for mobility - Has a good network from many years of cooperation in the European context and is therefore already familiar with organisations that offer specific technical content - Experienced employees or lecturers will always be sent along to provide linguistic support if necessary. - Teachers are asked which topics they are interested in, then one looks at which institutions one already knows from cooperation - Satisfied participants, also by the fact that always accompaniment takes place - Before the mobility project always introduction and information events takes place: requirements, fears can be taken up, etc. - evaluation event always takes place in the aftermath of courses - Course instructors evaluate KA1 courses themselves, the interviewee also uses systematic evaluation methods for the teachers
IMPACT	What was the impact for Your organization?	<ul style="list-style-type: none"> - No systematic form of dissemination of the

	<p>How are You going to implement the project outcomes (dissemination, mainstreaming)?</p> <p>How are You going to make it sustainable?</p> <p>What happened after the course? What are the lessons learned?</p>	<p>results</p> <ul style="list-style-type: none"> - KA1 course participants must write a report: What was done? - Some groups themselves are very strong in dissemination and make events and the like - but that is up to the groups themselves (not central organisation of that) - No "advertising" for KA1 course participation necessary, only on the website of the institution informs about it - Lessons learned: More European partners are welcome in KA1 courses, as currently only the participants come from their own institution and travel to a European country. - Currently, a project has been applied for with 8 other European partners regarding the application procedure (planned for 2019): How do applications have to be submitted in order to be able to cooperate with other partners from Europe?
EVALUATION	<p>What tools do you use for learner competence validation?</p> <p>Were the expectations of Your organization met?</p> <p>Was it the right thing to do?</p> <p>Was there a European added value?</p> <p>Will You do it again?</p>	<ul style="list-style-type: none"> - There is an evaluation event: A quizz is held there, where content matters relating to the competence development of the teachers are also queried - Transfer of Knowledge: seems to be good; teachers that take part at a KA1 method workshops seemed to be subjectively carried their knowledge on into everyday professional life - There is a short questionnaire for competency assessment (have there been improvements in knowledge and skills as a teacher in the planning / implementation / evaluation of offers?) - In addition, the mobility passport must be completed (evaluation form from the Mobilitytool) - Older Teachers also have a problem with this because it is digital, so no other test is performed. - Overall: Would KA1 definitely do courses over and over again, as it brings a lot to the institution itself and the teacher

Interview 13.

Type of organization: School/Institute/Educational centre – Adult education and vocational training / Sending organization (application and implementation of KA1 project)

Role in the organization: Language and Integration Officer

Country: Germany

Sex: female

Approximate age: 57

Any other interesting/important facts about the interviewee?

- took part in KA1 course herself

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories/ clusters	Sending organizations	Report
WHY?	<p>Why is it important for Your organization to send staff to KA1 CPD activities?</p> <p>What are Your Organizational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<ul style="list-style-type: none"> - So far, more than 80 teachers of the institution have taken part in mobility projects - European contact is very important for the organisation - KA1 courses are an enriching and great experience for teachers - therefore, the organisation of the interviewee bundles the organisation of the mobility projects for the teachers of the member institutions - Frequent motilities: Teacher trainings in the field of languages, no specialisation in pedagogical competences -Quality certification processes are always included - always up to date with regard to teaching and placement - teachers should always continue their training - Teachers have the freedom to choose for themselves what interests them -Job shadowing easier abroad and not so complicated - Central question at the centre of attention for teachers participating in mobilities: How are lessons organised in other European countries? How does it feel? -Also important: to be a side of the end user - teachers become learners themselves - Difficulties: There is no database where KA1 courses and their quality are listed, so the challenge is to find the right and high quality courses
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organization will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?</p>	<p>How are courses selected:</p> <ul style="list-style-type: none"> - Mouth to mouth propaganda -project very openly: Teachers can register themselves, look for the training course themselves -critic there is: How solid/serious is it opened? Are there any references? -dissemination of results: Blog post must be written, write a report/learning diary every day -criteria were also designed by setting up the interviewees -no "black sheep" have taken part in mobility courses so far -criticisms: Previous knowledge is not always taken into account appropriately / Participant orientation is not always sufficiently in focus - All in allTeacher trainings were actually always good
IMPACT	<p>What was the impact for Your organization?</p> <p>How are You going to implement the project outcomes (dissemination,</p>	<p>-Impact:</p> <p>Teachers can look at themselves as learners: A look from the outside at what they do every day</p> <p>-Feedback from all teachers so far very good</p>

	<p>mainstreaming)?</p> <p>How are You going to make it sustainable?</p> <p>What happened after the course?</p> <p>What are the lessons learned?</p>	<p>-It is clear that the same challenges exist in the other European countries, but sometimes different solutions: how has this developed in other countries?</p> <p>-To look parallel into the decision-making universe of the partner countries is interesting</p> <p>-Teachers who do Teacher Trainings: Many tips and ideas collected</p> <p>- important for own institution to be a player on the European playing field: "we move around and look beyond our own horizons"</p> <p>- Dissemination: exchange meetings where experience is reported</p> <p>-lesson learned: it's worth going out!</p>
EVALUATION	<p>What tools do you use for learner competence validation?</p> <p>Were the expectations of Your organization met?</p> <p>Was it the right thing to do?</p> <p>Was there a European added value?</p> <p>Will You do it again?</p>	<ul style="list-style-type: none"> - No systematic tool for recording the CPD - Removed 2-3 pages of a tool that teachers had to fill in - Institutions have documented learning progress on this issue - Expectations were fulfilled - Conclusion: interviewee would do mobility projects again and again

Interview 14.

Type of organization: School/Institute/Educational centre – Adult education and vocational training / Sending organization (application and implementation of KA1 project) head of division

Role in the organization: Head of Department

Country: germany

Sex: female

Approximate age: 55

Any other interesting/important facts about the interviewee?

5 group mobilities (especially 2 educational path for this area) so far

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories/ clusters	Sending organizations	Report
WHY?	<p>Why is it important for Your organization to send staff to KA1 CPD activities?</p> <p>What are Your Organizational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<ul style="list-style-type: none"> - teachers can no longer apply for Erasmus+ courses since a few years - However, professionalization is important for teaching staff - As an association, it has applied for teachers to be able to study in other European countries - Background: The organisation's internationalisation strategy - Participants in further training courses are becoming increasingly heterogeneous, also at the level of teachers and employees - In order to better manage heterogeneity at different organisational levels, it is necessary to exchange experiences in this area in a European context. - Teachers from language and other areas of further education are sent (cross-departmental) - The thematic diversity of the KA1 courses is very broad and covers the entire competence report of the teachers and full-time employees of the institutions. - The focus is on intercultural competence (inclusion), but also

		<p>educational management, language skills, didactic-methodological skills, etc.</p> <ul style="list-style-type: none"> - Focus of the last years: Digital learning / media pedagogical competences (especially interesting for learners in rural areas) - In addition: Promoting international partnerships and collegial networks - Personal portfolio of teachers can be expanded - Participation in KA1 courses is also anchored in the organisational and quality development concept
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organization will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?</p>	<ul style="list-style-type: none"> - Problem: Where can I find a course? - The only platform for this is the European platform ECALE - but it does not work as desired - Therefore: experience-based selection of course providers - Search takes relatively long - Group mobilities work with cooperation partners - the search is easier, cooperations can then be continued permanently - Also a way: to use the experiences of other associations - Quality of the courses: good, since it is usually based on own and founded experiences or co-operation of many years - courses can be conceived accurately
IMPACT	<p>What was the impact for Your organization?</p> <p>How are You going to implement the project outcomes (dissemination, mainstreaming)?</p> <p>How are You going to make it sustainable?</p> <p>What happened after the course? What are the lessons learned?</p>	<ul style="list-style-type: none"> - Dissemination: experience reports, photos, collegial exchange, workshops etc. - Transfer has always been the case, but now the institutions are to be more closely involved in the process - Content points must be agreed with the participating teachers: What is the result of the KA1 courses? Why? Where do you want to go? What was learned? What should be addressed even more intensively in the new project? - Because of the effort and the resources already very complex, is nevertheless again and again made, since Benefits outweigh
EVALUATION	<p>What tools do you use for learner competence validation?</p> <p>Were the expectations of Your organization met?</p> <p>Was it the right thing to do?</p> <p>Was there a European added value?</p> <p>Will You do it again?</p>	<ul style="list-style-type: none"> - Increased competence / expansion of the competence repertoire was documented by evaluation after participation in the course - Increased competence → often only very good and good (self-assessment tool) - Expectations are always fulfilled → If there are points of criticism, it is more of an organisational nature, for example the feedback often comes that the events should last longer Evaluation events are held - Greatest Benefit: After the KA1 courses, teachers look at their own work in a completely different way → A change of perspective was always very much emphasized

Interview 15.

Type of organization: EDOS Foundation initiates training courses, workshops, projects and other educational activities to stimulate and facilitate the personal and professional development of adults and youngsters who are professionally or voluntary active in the field of adult education, youth work and welfare work.

Role in the organization: chairman

Country: NL

Sex: Male

Approximate age: 65

Any other interesting/important facts about the interviewee? It is an organization particularly focusing on validation

Question categories /clusters	Sending organizations	Report
WHY?	<p>Why is it important for Your organization to send staff to KA1 CPD activities?</p> <p>What are Your Organizational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<p>We intend to follow what is happening in validation throughout Europe. We want to know more about existing tools and approaches since we do not want to keep on re-inventing the wheel. We made an EDP and derived our application from it or rather we did it in the reverse order. We think that with this EDP obligation there are fewer options to ask for funding on a more ad hoc basis. We miss the Grundtvig catalogue. Often we noticed that courses were cancelled. After Grundtvig things were less client friendly</p>
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organization will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?</p>	<p>We are a small foundation. Things go very natural, We talk and decide. We enjoyed the validation conferences we visited in Greece and the validation festival in Brussels.</p> <p>We use the tool we come across and we share our experiences among us.. The National agencies should do more to coordinate what is being developed. Now too many tools and approaches co-exist.</p>
IMPACT	<p>What was the impact for Your organization?</p> <p>How are You going to implement the project outcomes (dissemination, mainstreaming)?</p> <p>How are You going to make it sustainable?</p> <p>What happened after the course?</p> <p>What are the lessons learned?</p>	<p>It had great impact since it is what we need and what we do. We implement the validation approaches and tools among our target groups, basically volunteers in various fields for instance scouting.</p>
EVALUATION	<p>What tools do you use for learner competence validation?</p> <p>Were the expectations of Your organization met?</p> <p>Was it the right thing to do?</p> <p>Was there a European added value?</p> <p>Will You do it again?</p>	<p>We do not validate our own learning, but we use what we learn for increasing our competence, to widen our repertoire and to develop our organization and to contribute to the growing body of knowledge on relevant validation approaches and practices</p>

Interview 16.

Type of organization: Learn for life, *With its unique expertise and international scope, LEARN FOR LIFE promotes innovation in and implementation of social learning.*

Role in the organization: staff

Country: NL

Sex: Female

Approximate age: 65

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question	Sending organizations	Report
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categories /clusters		
WHY?	<p>Why is it important for Your organization to send staff to KA1 CPD activities?</p> <p>What are Your Organizational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<p>Adult education is our core activity. I am involved in the organisation learn for life in which we support the adult education in the widest sense of the word and in which we also stimulate EU projects.</p> <p>We are organising the yearly festival of learning and we wished to learn more about how such events are organised in other countries. We organised a mobility in which we did job shadowing in Slovenia, Ireland and in Wales. Some mobilities are rewarding others are not. That is because such mobility is not a mutually beneficial project; it is just you who is funded the receiving party is not. That is an obstacle in some cases.</p>
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organization will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?</p>	<p>We chose this them of festivals for obvious reasons It was in a project name EIFEL which dealt with the issue of organising festivals of learning. It was a worthwhile activity, although it made us aware that we were on the wrong track, there is no way in which we can continue the festival without an other financial source. We approach thing more as a grass root movement working bottom up rather than top down.</p>
IMPACT	<p>What was the impact for Your organization?</p> <p>How are You going to implement the project outcomes (dissemination, mainstreaming)?</p> <p>How are You going to make it sustainable?</p> <p>What happened after the course?</p> <p>What are the lessons learned?</p>	<p>We actually changed our strategy and now focus more on regional festivals. We are not really spreading the learning outcomes to others but we do operate in another way in our field of work.</p> <p>We are a small organisation. We exchange our experiences and transferred them immediately into a new strategy and new approach. In a job shadowing the impression is that this does not apply to the same extent to the other partners in Wales, Ireland and Slovenia. It was obviously more our initiative and our learning than theirs</p>
EVALUATION	<p>What tools do you use for learner competence validation?</p> <p>Were the expectations of Your organization met?</p> <p>Was it the right thing to do?</p> <p>Was there a European added value?</p> <p>Will You do it again?</p>	<p>Yes, we did identify competences and we did use Europass</p> <p>The job shadowing brought us what we expected. We had identified what we wanted to get out of it. We formulated that in our application and in our EU development plan. And we created a learning contract. It was about competences people had come up with and showed not necessarily a relation with the professional competence profile of an adult educator. It was for instance about speaking English or about organisational issues related to organising festivals</p> <p>We learned from it and we would do it again.</p> <p>We felt it was a highly bureaucratic process with the application and the EDP. Still we understand the use of this line of thought.</p>

Interview 17.

Type of organization: Adult Education Centre
Role in the organization: director

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Country: Lithuania

Gender: _female

Approximate age:40

The main topic of the course: _____

Who was the course provider/organizer: ETI Malta _____

Any other interesting/important facts about the interviewee? -

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories/ clusters	Questions	Report
WHY?	<p>Why is it important for Your organization to send staff to KA1 CPD activities?</p> <p>What are Your Organizational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<p>Adult Education centre is very much oriented towards the staff CPD in the framework of KA1 project course. And this is for the two main reasons: this ensures that staff members develop their competence in a high quality courses and, secondly, organisation learns from other European countries (they call it as added European value) by implementing international project, and in this way, it improves as an organisation itself. CPD is mainly oriented towards the development of adult educators' competences in high quality and international courses that correspond with strategic aim of organisation. The needs are changing as new strategic aims, objectives are constructed based on learners needs and emerging learning disciplines. The staff is encouraged to participate in international courses as nowadays adult education institutions must be open for new experiences, modern and learning from the experiences of other national and international institutions. Institution seeks to ensure that COD courses are innovative, prepared professionally, properly organised. And this is why, when searching for a specific course, institutional representative discusses and consults with national agency, with partners from prior projects and our team members. Finding the suitable course and communication with course organisers in other countries are the main challenges faced.</p>
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organization will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?</p>	<p>When searching for a course they always contact national agencies, project team members and partner members from prior international projects. Before confirming the course, we discussed and analysed in details all the aspects of the course – programme and its aim, experience of the course organiser, how professional and experienced the lecturers are, and how this course fits institutional needs. They apply new knowledge and experience after the course by creating new non-formal teaching disciplines based on the new theoretical and empirical knowledge, and each member has to improve his teaching after the course by integrating new and more diverse teaching methods, by integrating theoretical knowledge. Therefore, educational process is based on the knowledge and experience that was gained. All this helps to ensure that staff members have most recent knowledge in their teaching subject, organisation is developing, new disciplines are offered and an open learning lifelong learning community is created in this edult education centre.</p>
IMPACT	<p>What was the impact for Your organization?</p> <p>How are You going to</p>	<p>This centre observe impact through: 1) the development of organisation's image and improvement of lifelong learning services provided in the centre; 2) more precise confirming</p>

	<p>implement the project outcomes (dissemination, mainstreaming)?</p> <p>How are You going to make it sustainable?</p> <p>What happened after the course? What are the lessons learned?</p>	<p>to the changing adult learners' needs; 3) development of adult educators' competences (core competences, foreign language); 4) integration of new teaching methods into institutional systems. Project results were disseminated on organisational website, social platforms, EPAL platform, project participants' personal online blogs. Moreover, course participants organised CPD practical seminars for adult educators across Lithuania, where best practices and knowledge were applied and shared.</p> <p>Institution appreciated the possibility to participate in CPD activities as course participants improved their professional competences, prepared and offered new teaching disciplines and therefore, responded to institution's development strategic aims.</p> <p>Collaboration networks were developed with course provided and new ideas for project topics were planned. This encourages to participate in new projects, raise new development aims on institutional, adult educators and learners' levels.</p>
EVALUATION	<p>What tools do you use for learner competence validation?</p> <p>Were the expectations of Your organization met?</p> <p>Was it the right thing to do?</p> <p>Was there a European added value?</p> <p>Will You do it again?</p>	<p>In the institution they use survey for the evaluation of core competences before and after the course. Next to this, when new discipline is implemented, it is both learners and adult educators who are asked to respond the survey about this new discipline class.</p> <p>Overall, they are very satisfied and express the need to participate in other CPD activities. Educators improved their professional and foreign language practical skills and therefore, improved their teaching practice. Course participants believe that learning in different European countries have a higher added value than the ones offered in Lithuania: it is a constant discussion in foreign language, participants represent different cultures, they have different and somehow similar experiences. So it is great possibility to share knowledge, practices and develop new networks. These are the main reason why this education centre is willing and aiming to participate in other CPD activities offered by Erasmus+ KA1.</p>

Interview 18.

Type of organization: Adult Education Centre

Role in the organization: Director

Country: Lithuania

Gender: female

Approximate age: 40

The main topic of the course: Bibliodrama

Who was the course provider/organizer: _____

Any other interesting/important facts about the interviewee? -

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Questions	Report
WHY?	<p>Why is it important for Your organization to send staff to KA1 CPD activities?</p> <p>What are Your Organizational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<p>This institute applied the method of bibliodrama in their educational activities for adults. Therefore, lecturers of the institute aim to develop their skills in the appliance of this method. Unfortunately, there are only few organisations abroad that provide this course. Participant chose to participate in this course as she that the course provider is experienced in this field and so the quality will be ensured. Moreover, she was excited about the possibility to learn in the intercultural and inter-religious learners' groups.</p> <p>It was a 5day course. Research participant expressed the need to develop her skill in team management, learn new methods of reflection.</p>
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organization will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?</p>	<p>The course that staff members were and are planning to go to are organized by their long-term partners which are practicing bibliodrama and are professionals in this field. Therefore, it is not difficult to find a course. Experiences are very positive especially related with the possibility to work in groups from other religions. Learning about new cultures and how to work altogether, were emphasized few times as an extremely great opportunity.</p>
IMPACT	<p>What was the impact for Your organization?</p> <p>How are You going to implement the project outcomes (dissemination, mainstreaming)?</p> <p>How are You going to make it sustainable?</p> <p>What happened after the course?</p> <p>What are the lessons learned?</p>	<p>As it was mentioned, topic of bibliodrama is very specific and there is a limited number of institutions that could offer courses in this field. And therefore, it is very important for the organization to ensure that educators participate in CPD, bring back these good practices and apply it into their teaching practices. The main dissemination is implemented by sharing experiences, methods and best practices with colleagues from adult education center. Educators who participated in courses, applied new methods especially for encouraging reflection among class participants. After each CPD course, teaching practice change and are improved.</p>
EVALUATION	<p>What tools do you use for learner competence validation?</p> <p>Were the expectations of Your organization met?</p> <p>Was it the right thing to do?</p> <p>Was there a European added value?</p> <p>Will You do it again?</p>	<p>They do not use any tool to validate the learners' competences but they would like to have one. Expectations were met, they were happy about the possibility to develop professional skills together with the core competences, intercultural competences, English and Russian languages, meet people from different religions. It was a very positive experience and they are looking towards upcoming courses so that course participants would bring new knowledge and skill, share with colleagues within organization, improve their personal teaching practice and, as a result, all this helps to improve organizational image and offer new ideas for development of teaching activities within organization.</p>

Interview 19

Type of organization: __Independent Community Education Provider__

Role in the organization: __Community Employment Supervisor __

Country: __Ireland__

Sex: __Female__

Approximate age: __40__

Any other interesting/important facts about the interviewee? Part of a team responsible for supporting education provision to 80+ community employment participants.

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories/clusters	Sending organizations	Report
WHY?	<p>Why is it important for Your organization to send staff to KA1 CPD activities?</p> <p>What are Your Organizational needs for CPD?</p> <p>Why did You choose to send Your staff to a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What kind of obstacles did you face when searching for a course?</p>	<p>We believe that supporting exchange of information with our European counterparts is critical for the future of adult education in Europe. We looked for a course that would allow exchange of learning and ideas and also allow us to build a network of contacts. We didn't face any immediate obstacles and found the programme very supportive of our needs.</p>
HOW?	<p>How do You choose the course for the staffs' CPD?</p> <p>How do You feel about the quality of the chosen course?</p> <p>How your organization will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?</p>	<p>We chose the course based on the current role of our staff member, in this case the learning support and development provided by the staff member in question. We felt the chosen course was of very high quality and allowed for both CPD and network-building and was organised effectively to allow for a variety of topics to be discussed. The knowledge gained is integrated into the day to day delivery of our community employment programmes and we also believe that our staff member had considerable knowledge to share with her European counterparts.</p>
IMPACT	<p>What was the impact for Your organization?</p> <p>How are You going to implement the project outcomes (dissemination, mainstreaming)?</p> <p>How are You going to make it sustainable?</p> <p>What happened after the course?</p> <p>What are the lessons learned?</p>	<p>There was a very positive impact on our programme as our staff member gained an insight into different methodologies used by other European education providers. All of our programmes are regularly reviewed and any relevant (new) learning incorporated – in general we find that learning can be incorporated with minimum cost and therefore is sustainable in the long term.</p>

EVALUATION	<p>What tools do you use for learner competence validation?</p> <p>Were the expectations of Your organization met?</p> <p>Was it the right thing to do?</p> <p>Was there a European added value?</p> <p>Will You do it again?</p>	<p>Our expectations were very open as we had not participated in a programme of this nature for some time. However it was most definitely the right thing to do and we felt that the European dimension can only add value to our current range of programmes and supports. We would be delighted to participate in future should the opportunity arise and our staff member has spoken at a number of regional and national events as to the benefits of participation, both for her and for our organisation.</p>
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5.13. Annex 13. Reports of the interviews with course participants

INTERVIEW 20

Type of organization: Centre for adult education (CVO Sint Godelieve, Oostkamp)

Role in the organization: deputy headmaster

Country: Belgium

Sex: male

Approximate age: 50

Any other interesting/important facts about the interviewee? Very interested to participate in the project

	<i>Course participants</i>	<i>Report</i>
WHY?	<p>Why did You chose to participate in KA1 courses/job shadowing? What was Your motivation?</p> <p>Why did You choose a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What CPD activity did you take part in (course, shadowing ...)?</p>	<p>We participated in a course about dual learning in Bologna (Italy), organized by IFOM (4-10 March 2018) because we think learning in the workplace and dual learning is also crucial in adult education. The added international value is that you can compare systems of dual learning in different countries. For us the most important thing was that the course was qualitatively developed and fascinating and that we would have the occasion to network.</p> <p>http://www.erasmustrainingcourses.com</p>
HOW?	<p>What were Your expectation?</p> <p>How complicated was it to find a course?</p> <p>How was Your overall experience of the course?</p> <p>What was the content of the 'learning activity'? What activities?</p> <p>How the quality of the course met Your expectations?</p> <p>How was the European</p>	<p>It wasn't hard to find a course because our colleague who is responsible for the aspect of internationalization looked for an appropriate course. It met our high expectations and more. Francesco Tarantino of IFOM is very professional and we had a really fascinating group of participants. Different nationalities: Belgian, Finnish, Polish, Spanish people with different backgrounds and experiences and learning systems. A variety of learning activities was offered: morning wrap-up, several powerpoint presentations, 2 study visits to company's which</p>

	dimension considered in the course that You chose? Did it responded to European development plan?	provide training on the job. So we got the whole range of dual learning and hands on learning in the workplace. We were very pleased with the quality offered: interesting content, competent staff, well organized, our expectations were taken into account. It fitted our European development plan. We informed our colleagues immediately after in a meeting.
	<p>How do You think You have improved Your personal competences?</p> <p>What have you done with what you learned?</p> <p>Did you manage to implement it in your work?</p> <p>Did it have any impact on your professional practice?</p> <p>Did it affect your personal life (personal – social competences)</p> <p>Did you manage to spread it in your organisation and amongst your colleagues?</p>	<p>Different competences were improved: our English language proficiency, new insights about dual learning and learning at the workplace, improvement to current function and the course content is already spread to other staff. We wrote about our newly gained knowledge and experiences in a blog every day during the course for dissemination purposes. So our colleagues could follow our adventures. Afterwards we had large discussions and presentations on the course content in internal meetings. In that way we could implement what we had learnt and we adapted already several trainings which didn't integrate learning in the workplace yet. All what we learnt will spread gradually to all our colleagues through to the subject coordinators in subject meetings. Besides the professional impact, participation to KA1 also had a profound impact on my personal and social competences: knowledge of different countries and learning systems and making new friends.</p>
EVALUATION	<p>Did the course (job shadow ...) meet your expectations?</p> <p>Did it meet your needs?</p> <p>Was there a European added value? In what way?</p> <p>Will you do it again?</p> <p>Do you consider it a competence oriented learning activity?</p> <p>How was your competence development documented and validated?</p> <p>Did you receive a certificate?</p> <p>Is this validation important for you?</p>	<p>As I said before, the course did meet our expectations and more. It had a large European added value and had a direct impact on how we will organize our professional training in future, we will adapt curriculums, starting with the beautician training. I would immediately take part in another international course if I had the chance. I went with a colleague which was pleasant and had added value.</p> <p>Validation is important to us. You take part in the course to improve the teaching and learning in your organisation and not as an individual, but as a staff member of your organisation. Both of us got a certificate of IFOM (ERASMUS+).</p>

Interview 21

Type of organization: Community Based NGO

Role in the organization: Child and Family Services Co-Ordinator

Country: Ireland

Sex: Female

Approximate age: 34

Any other interesting/important facts about the interviewee? Having growing up in one of the most social and economically disadvantaged communities in Ireland and coming from a family with a history of Early School Leaving and a parental educational attainment level of primary school, I have had a keen interest in educational equity from my early teens and the various barriers that impinge upon this at both a micro and macro level. Knowing first-hand how an equitable and fair education system can ameliorate the impact of broader social and economic inequalities that can lead to more positive life pathways, I like to keep up-to-date, contribute to and to be informed about what other European countries are doing in terms of programmes, interventions and early prevention; hence, my interest in the Erasmus + plus programmes.

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Course participants	Report
WHY?	<p>Why did You chose to participate in KA1 courses/job shadowing?</p> <p>What was Your motivation?</p> <p>Why did You choose a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What CPD activity did you take part in (course, shadowing ...)?</p>	<p>Having one of the highest rates of early school leaving in Europe, coupled with the recent introduction of one of the most progressive childcare systems, I wanted to go to Malta to exchange learning on the successful policy interventions that have proved successful in Ireland in terms of reducing our rates of Early school leaving and learn from the childcare model in Malta in terms of informing Irish policy responses and models in this regard.</p>
HOW?	<p>What were Your expectation?</p> <p>How complicated was it to find a course?</p> <p>How was Your overall experience of the course?</p> <p>What was the content of the 'learning activity'? What activities?</p> <p>How the quality of the course met Your expectations?</p> <p>How was the European dimension considered in the course that You chose? Did it responded to European development plan?</p>	<p>My expectations of the job shadowing mobility was to gain first hand experience of how the Ministry for Education operated, its policy formation process and approach and the challenges to this, its outreach programme and to partake in the programme delivery in their community based organisations and schools. The European dimension of the programme was at the forefront of the visit in that it was clear from the onset that this would not be a one off exchange but rather that we would work collaboratively on cross national programmes and partnerships in the future.</p>
IMPACT	<p>How do You think You have improved Your personal competences?</p> <p>What have you done with what you learned?</p> <p>Did you manage to implement it in your work?</p> <p>Did it have any impact on your professional practice?</p> <p>Did it affect your personal life (personal – social competences)</p>	<p>The mobility has led to new cooperation with the partner organisation as well as 6 other European countries through the EEA Norway Grants regional cooperation fund on a prevention of early school leaving project.</p> <p>It has also lead to an increase in my awareness of European funding mechanisms and networks for education projects. In addition, it has also enhanced my knowledge of the education systems</p>

	Did you manage to spread it in your organisation and amongst your colleagues?	in other countries as well as improving my social, linguistic, technological and cultural competences.
EVALUATION	<p>Did the course (job shadow ...) meet your expectations?</p> <p>Did it meet your needs?</p> <p>Was there a European added value? In what way?</p> <p>Will you do it again?</p> <p>Do you consider it a competence oriented learning activity?</p> <p>How was your competence development documented and validated?</p> <p>Did you receive a certificate?</p> <p>Is this validation important for you?</p>	<p>The Mobility provided an excellent opportunity not only to learn from the initiatives, policies and programmes developed and operating in other EU countries and exchange information in relation to them but it also provided an important opportunity to share, exchange and show case the policies, practices and programmes in my own County that have proven to be successful and therefore replicable in other European countries. I would without hesitation participate again and would also encourage colleagues and communities to do so also.</p>

INTERVIEW 22

Type of organization: Language Institute

Role in the organization: Teaching Spanish as a foreign language

Country: Greece

Sex: Female

Approximate age: 28

Any other interesting/important facts about the interviewee?

Has been working in the institute for 3 years since the beginning of her career, and has moderate experience in teaching Spanish as a foreign language although she holds a degree in Spanish literature and history.

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Course participants	Report
WHY?	<p>Why did You chose to participate in KA1 courses/job shadowing? What was Your motivation?</p> <p>Why did You choose a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What CPD activity did you take part in (course, shadowing ...)?</p>	<ul style="list-style-type: none"> • It was not my choice to participate in this course but my employer's. I was aware of my need for organizing C2 programme for our students and the truth is that I have no big experience with programme development like some of the teachers here have. It was a very good opportunity for me to extend my learning and acquire skills I didn't have. • It was the best option because I teach a foreign language and me not being Spanish. I know Spanish and I have a degree in Spanish literature but I don't have pedagogical skills like some of my colleagues. • I was expecting it to be more traditional; the teacher, the syllabus, the students... a bit like I organize my own courses. It was completely different. Other than this initial expectation the only requirement was to provide the skills I needed. • It was an organized course for Spanish language teachers. The title was "Developing a programme for

		teaching Spanish to foreigners on C2 level”.
HOW?	<p>What were Your expectation? How complicated was it to find a course? How was Your overall experience of the course? What was the content of the ‘learning activity’? What activities? How the quality of the course met Your expectations? How was the European dimension considered in the course that You chose? Did it responded to European development plan?</p>	<ul style="list-style-type: none"> •My initial expectation was that of a moderate, traditional, easy and relaxed course. But it was the opposite. It was demanding, experience based, fully organized with workshops and short study visits course. I was exhausted when I returned but it was worth it. •It was not complicated. That is not the word I would use. Besides it was not my initial choice. What was complicated in the beginning is understanding how the programme works and what I could do to fit in. •Brilliant. I say this now after a whole year since my participation. •There were several types of activities. The most important was experience-based activities which was the basis of the 200hrs course. A tutor was facilitating processing dialogues that allowed participants to reflect on how our experience can be transferred to practical applications. They would set up an activity for a group that creates a simulated organizational dynamic. Most activities required the team to reach a goal, solve a problem, or finish a project. However, learning occurred even if we don’t complete the task. Following each activity, an a facilitator guided the team in a discussion about what happened during the activity allowing the team to learn how to talk about how they work and build awareness for potential group challenges. This was taking place every single day along with a series of presentations by a programme development expert. Other activities also included designing classroom activities, designing external activities, and running experiential activities: the role of the instructor. •In the beginning I was feeling insecure because I was not familiar with all these methods and activities but after a while I managed to fit in the group and this also affected the way I assessed the programme. In the process I started learning. I realized that because of the discussions I had with other colleagues like me from Malta, Turkey, Germany even Russia. •I think the programme as a whole had a very strong European element to it. Besides the subject matter and the participants there was an strong cultural undercurrent that I didn’t possess although I have a good knowledge of Spanish literature, history and culture.
IMPACT	<p>How do You think You have improved Your personal competences? What have you done with what you learned? Did you manage to implement</p>	<ul style="list-style-type: none"> •All my students were successful in the last exams for receiving a C2 diploma in Spanish. This says a lot about my performance and also about the way I successfully transferred the competences I gained in my workplace. •I used all the methods I learned first copying what we

	<p>it in your work?</p> <p>Did it have any impact on your professional practice?</p> <p>Did it affect your personal life (personal – social competences)</p> <p>Did you manage to spread it in your organisation and amongst your colleagues?</p>	<p>did in Spain and later improvising based on my students' specific needs. I never knew I could improvise in terms of organising and planning my own course in a non-traditional manner even organizing my own syllabus.</p> <ul style="list-style-type: none"> •Of course. All 14 students I had in my classroom successfully passed the C2 exams. •I became more confident at work I think and I am also more involved now with other colleagues for organizing learning events outside the institute for our students but also for those who are interested in Spanish language and culture. •I think it boosted my self-esteem more than anything... it also helped me to see an inner potential I never knew I had. I used to be more conservative in the way I think and act. I feel more emancipated perhaps?? •This is what I did as soon as I came back. My employer helped me a lot with this.
EVALUATION	<p>Did the course (job shadow ...) meet your expectations?</p> <p>Did it meet your needs?</p> <p>Was there a European added value? In what way?</p> <p>Will you do it again?</p> <p>Do you consider it a competence oriented learning activity?</p> <p>How was your competence development documented and validated?</p> <p>Did you receive a certificate?</p> <p>Is this validation important for you?</p>	<ul style="list-style-type: none"> •I think it was more than I was expecting •100% although I didn't know what my needs were before I started the course. •I cannot answer this question easily. I believe there was a professional added value no doubt. It was also European since the theme was a European language. Other than that I think that it was the value I gave to what I have learned. •Yes. •It was a competence-oriented programme all the way through. •The programme organizers organized an evaluation event as part of the project on designing classroom activities, designing external activities, and running experiential activities; the role of the instructor. We had to organize that in a group first but then we had to prepare a whole plan for C2 all by ourselves. I did that successfully and this is what I implement now in Galileo Galilei. •I received a certificate which has all the competences I acquired during the programme with a grade from 1 to 5. •It is for my employer. I know what I have learned.

Interview 23

Type of organization: Registered VET provider (IVET, CVET, CPD)

Role in the organization: VET trainer in the field of agronomics and organic farming

Country: Greece

Sex: Male

Approximate age: 30

Any other interesting/important facts about the interviewee?

Has 10 years of experience as an organic farmer and holds a degree in agronomics. He trains young farmers for the last 5 years.

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Course participants	Report
WHY?	<p>Why did You chose to participate in KA1 courses/job shadowing? What was Your motivation?</p> <p>Why did You choose a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What CPD activity did you take part in (course, shadowing ...)?</p>	<ul style="list-style-type: none"> • I wanted to improve my know-how and practice techniques. • Italy is closer to what I do and I also know Italian. • I had to fill in some forms and make arrangements with the host organization, but it was easy. Other than that I was expecting to find people of practice, mostly men as my field is more male dominated. • It was study visit and I participated in many field activities on olive organic farming which is what I also do and teach in the School of Professional Education at the American Farm School.
HOW?	<p>What were Your expectation?</p> <p>How complicated was it to find a course?</p> <p>How was Your overall experience of the course?</p> <p>What was the content of the 'learning activity'? What activities?</p> <p>How the quality of the course met Your expectations?</p> <p>How was the European dimension considered in the course that You chose? Did it responded to European development plan?</p>	<ul style="list-style-type: none"> • I was expecting a practice-based programme which it was. • It was not at all complicated. I found it with some help from our national agency and the administration office of my organization. • Very good although many of the activities and routines I saw I already knew. • It was a study visit in three organic farms in Tuscany. I mostly enjoyed the professional spirit of all those involved, but the whole point of the visits was to learn from the farmers. I am also a farmer and a trainer and what I learned was not entirely new. Much of what I was exposed as an experience was known to me. Some practices I also do better. • The course was very well organized and the visits as well. I only hoped it would involve us in more group activities. It was more of a lecture and exhibition form the professionals. • In my opinion it was a very European programme. I have been in a similar course some years back. Not a KA1. The logic was the same. Organic farming is not new in Europe either. Teaching organic farming neither.
IMPACT	<p>How do You think You have improved Your personal competences?</p> <p>What have you done with what you learned?</p> <p>Did you manage to implement it in your work?</p> <p>Did it have any impact on your professional practice?</p> <p>Did it affect your personal life (personal – social competences)</p> <p>Did you manage to spread it in</p>	<ul style="list-style-type: none"> • I think that it was more of repetition of what I already knew. I don't mean to say that the programme was not good or interesting it was. But it did not add anything new to me. • I only use some of the videos they gave us to my students for exemplifying organic practices in Italy as an example. • I only used the videos. Other than that I have not. • Not much. Of course I need to say that as a man of practice I develop my own syllabus and organize my own learning activities for my students. What is interesting though is that I have expanded the

	your organisation and amongst your colleagues?	existing network the school has with more organization that operate in the same field and serve the same purpose as we do. •We work as a team. Trainers here are very competent and anything new or innovative raises their interest. We invited some of the trainers I met in Italy to visit our school.
EVALUATION	Did the course (job shadow ...) meet your expectations? Did it meet your needs? Was there a European added value? In what way? Will you do it again? Do you consider it a competence oriented learning activity? How was your competence development documented and validated? Did you receive a certificate? Is this validation important for you?	•Yes, but as I said already much of what I saw was known. •Not much. Not that I do not have training needs it is just that the focus of the course was more field than learning oriented. •There was but it was only evident when you work within a team, trying to understand other people's languages and training culture and routines. •It was partly a competence-oriented programme. Most of it was a study visit with a lot of practice elements in the field of organic olive farming. •We all received a participation certificate other than that we did not have an examination or evaluation of what we have learned. We did have however to provide our field portfolios to the organizer who based on the content gave us some feedback. •I don't feel that I need to be validated because I have a degree. I do feel though that I must somehow prove that I am also good with networking.

Interview 24

Type of organization: ___ University and association _____

Role in the organization: _____ Head of ICT, Lecturer _____

Country: ___ Albania _____

Sex: _____ Male _____

Approximate age: ___ 38 ___

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Course participants	Report
WHY?	Why did You chose to participate in KA1 courses/job shadowing? What was Your motivation? Why did You choose a course in another country? What requirements did you have for the course you were looking for? What CPD activity did you take part in (course, shadowing ...)?	My main job is creating and implementing technology tools in my university. I am very interested in developing new technologies in education and implementing inovative learning concepts/approach. I think the actual formal education system is missing some very important education fokus like competences. I prefer to take the course outside my country, because it helps me concentrate on the task and more important to get another perspective of the same topic, exchange experiences with peers. I took part in a course of blended competence oriented learning, and exercised in developing a competence validation system.

HOW?	<p>What were Your expectation? How complicated was it to find a course? How was Your overall experience of the course? What was the content of the 'learning activity'? What activities? How the quality of the course met Your expectations? How was the European dimension considered in the course that You chose? Did it responded to European development plan?</p>	<p>I Expected to receive a high quality of competence learning approach taxonomy, examples, learning activities, LEVEL5, REVEAL etc. I expected to get to know in a very good level the new tools of F5P for learning in formal and informal learning environment. Some concrete examples of potential use of F5P tools and the possibility that myself could create and test those F5P activities in a case study. I had a very good overall experience during the whole course duration. I had the opportunity to create a draft reference system for mobility competence and intercultural competence. We also created in groups some draft learning activities for those competences. The quality of the course completely met my expectations. I got many new insights on competence learning and validation, Level5 and REVEAL, etc. The content delivered was very well integrated in the learning activities I had. I think the course was in line with European development Plan.</p>
IMPACT	<p>How do You think You have improved Your personal competences? What have you done with what you learned? Did you manage to implement it in your work? Did it have any impact on your professional practice? Did it affect your personal life (personal – social competences) Did you manage to spread it in your organisation and amongst your colleagues?</p>	<p>I updated my knowledge, skills and also positive attitude on creating and improving learning tools. By working with a participant in the training, I was able to customize and improve some Moodle reports in my running e-learning university system. I uploaded some of the test F5P tools developed in the trying to my actual Moodle system at my university for testing purposes. I plan to have some training in the beginning of next academic year for the teachers about the F5P tools. I would like them to use and profit as much as possible from these innovative tools. I also plan to develop learning activities and validate teacher competences in using e-learning tools in my university. Training of teachers and students in using technology in my university is a very important task for me, so implementing these new tools serves exactly my purpose. I also have some very good friends now that we can further collaborate in the future.</p>
EVALUATION	<p>Did the course (job shadow ...) meet your expectations? Did it meet your needs? Was there a European added value? In what way? Will you do it again? Do you consider it a competence oriented learning activity? How was your competence development documented and validated? Did you receive a certificate? Is this validation important for</p>	<p>Working in the team during this training week has been very good to me. I worked on strategic part of competence based learning and validation and also in the technical part. I got some very nice internal hints on technical parts. I also shared my experience in customizing the Moodle mobile app for my university, to the technical colleagues in the training. I had also a very nice social and intercultural experiences with colleagues from German and Italy. I would be very happy to follow the path of what we did in this training to further develop products for learning industry. I would like to meet again with the participants and follow and share the project and professional development. I think my point of view in</p>

	you?	the whole competence learning approach has changed a lot in the way that I am much more aware not only what competence learning and validation is, but also how to develop learning activities, reference system, learning tasks, validation, etc.
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Interview 25

Type of organization: ____Adult education institute____

Role in the organization: _Course design and central administration_____

Country: __Germany_____

Sex: __female_____

Approximate age: __55_____

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Course participants	Report
WHY?	<p>Why did You chose to participate in KA1 courses/job shadowing? What was Your motivation?</p> <p>Why did You choose a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What CPD activity did you take part in (course, shadowing ...)?</p>	<ul style="list-style-type: none"> • Daily dealing with AE courses • Motivation: advancing from administration to project tasks • For the international aspect • Had any requirements • course
HOW?	<p>What were Your expectation?</p> <p>How complicated was it to find a course?</p> <p>How was Your overall experience of the course?</p> <p>What was the content of the 'learning activity'? What activities?</p> <p>How the quality of the course met Your expectations?</p> <p>How was the European dimension considered in the course that You chose? Did it responded to European development plan?</p>	<ul style="list-style-type: none"> • Getting to know the learning and validation tools • Only possible by personal contact • Very good • COL and validation tool • Absolutely • By international participants, by the subjects we dealt with
IMPACT	<p>How do You think You have improved Your personal competences?</p> <p>What have you done with what you learned?</p> <p>Did you manage to implement it in your work?</p>	<ul style="list-style-type: none"> • I learned a lot about the topic of the course; I got a better idea of possibilities • Nothing yet • I hope I will be able to do it • Not yet • Feeling more comfortable to join international meetings

	<p>Did it have any impact on your professional practice?</p> <p>Did it affect your personal life (personal – social competences)</p> <p>Did you manage to spread it in your organisation and amongst your colleagues?</p>	<ul style="list-style-type: none"> • Not yet but I will
EVALUATION	<p>Did the course (job shadow ...) meet your expectations?</p> <p>Did it meet your needs?</p> <p>Was there a European added value? In what way?</p> <p>Will you do it again?</p> <p>Do you consider it a competence oriented learning activity?</p> <p>How was your competence development documented and validated?</p> <p>Did you receive a certificate?</p> <p>Is this validation important for you?</p>	<ul style="list-style-type: none"> • Yes, the topic and the participants • I hope so • Yes • Self-assessment in level 5

Interview 26

Type of organization: ____ONG____

Role in the organization: ____staff____

Country: ____ITALY____

Sex: ____Female____

Approximate age: ____30____

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Course participants	Report
WHY?	<p>Why did You chose to participate in KA1 courses/job shadowing? What was Your motivation?</p> <p>Why did You choose a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What CPD activity did you take part in (course, shadowing ...)?</p>	<p>The main reason to participate to the course was the possibility to develop new comptences and new approaches in the working sector. The course has been attended in another countries because it is not possible to have a course with the same content, on the same topic in Italy. The main requirements was to find a course that matched the learning needs. The activity undertaken was only a course based on (theorical and practical) face to face lessons.</p>
HOW?	<p>What were Your expectation?</p> <p>How complicated was it to find a course?</p> <p>How was Your overall experience of the course?</p>	<p>The main expectation was to learn approaches that can be used pratically in every day working situations. It was not difficult to find a course, due to previous contacts with the organizing institution. The overall experience was positive.</p>

	<p>What was the content of the 'learning activity'? What activities?</p> <p>How the quality of the course met Your expectations?</p> <p>How was the European dimension considered in the course that You chose? Did it responded to European development plan?</p>	<p>The learning activities have been splitted out (half and half) in theoretical and practical activities, and practical exercises.</p> <p>The European dimension has been considered by presenting how the same approaches are adopted in practice in other countries in Europe.</p>
IMPACT	<p>How do You think You have improved Your personal competences?</p> <p>What have you done with what you learned?</p> <p>Did you manage to implement it in your work?</p> <p>Did it have any impact on your professional practice?</p> <p>Did it affect your personal life (personal – social competences)</p> <p>Did you manage to spread it in your organisation and amongst your colleagues?</p>	<p>The course has improved mainly the communication skills, that have a relevant impact on the personal sphere.</p> <p>The topic of the lessons was strictly related to the working activities of the organization the respondent belong to. For this reason, she declared that, specifically for the practical part of the course, it is possible to integrate the competences in the professional practices.</p> <p>The impact on the development of the communication skills has affected also the personal and social competences.</p> <p>After the course internal meetings with other colleagues have given the possibility to present and share what was learned with the other colleagues.</p>
EVALUATION	<p>Did the course (job shadow ...) meet your expectations?</p> <p>Did it meet your needs?</p> <p>Was there a European added value? In what way?</p> <p>Will you do it again?</p> <p>Do you consider it a competence oriented learning activity?</p> <p>How was your competence development documented and validated?</p> <p>Did you receive a certificate?</p> <p>Is this validation important for you?</p>	<p>The course has met the expectations and the needs.</p> <p>The overall evaluation of the experience is positive and it would be interesting to do it again in the future. The European added value was mainly related to the possibility of being in contact with other institutions and other colleagues that operate in similar contexts but in other countries. It was extremely important to compare the different approaches applied.</p> <p>The activities can be considered in the domain of competence oriented learning activities.</p> <p>It has not been used a specific validation tool for the competences acquired. A participation certificate has been released at the end of the course. This type of certificate has been declared to be important by the respondent.</p>

Interview 27

Type of organization: ____ONG____

Role in the organization: ____staff____

Country: ____ITALY____

Sex: ____Female____

Approximate age: ____30____

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Course participants	Report
WHY?	<p>Why did You chose to participate in KA1 courses/job shadowing?</p> <p>What was Your motivation?</p> <p>Why did You choose a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What CPD activity did you take part in (course, shadowing ...)?</p>	<p>The main reason was to acquire competences in a new domain.</p> <p>It has been chosen a course in another country because the country in which the activities take place is more advanced than Italy with respect to the topic faced in the course. The main requirement was to find a course that would provide specific improvements in the approaches adopted in the sector in which the respondent works.</p> <p>The CPD activity were both course and job shadowing.</p>
HOW?	<p>What were Your expectation?</p> <p>How complicated was it to find a course?</p> <p>How was Your overall experience of the course?</p> <p>What was the content of the 'learning activity'? What activities?</p> <p>How the quality of the course met Your expectations?</p> <p>How was the European dimension considered in the course that You chose? Did it responded to European development plan?</p>	<p>It was not difficult to find a course matching the initial expectations.</p> <p>The overall experience with teh course was very good.</p> <p>The main activities was: face to face lessons, observations, visiting institutions in which the topics of the course are applied in practice.</p> <p>The quality of the course was good and it met the expectations.</p> <p>The European dimensions was faced by proposing during the course the differences between European countries in the political setting of each country.</p>
IMPACT	<p>How do You think You have improved Your personal competences?</p> <p>What have you done with what you learned?</p> <p>Did you manage to implement it in your work?</p> <p>Did it have any impact on your professional practice?</p> <p>Did it affect your personal life (personal – social competences)</p> <p>Did you manage to spread it in your organisation and amongst your colleagues?</p>	<p>Both lessons and job shadow activities have had effects not only in the competences acquired but also in personal skills developed.</p> <p>What learned was directly applied in the working practice, by changing also the traditional approach employed before the course. With respect to the personal life, this experience has had a remarkable impact in the personal sphere as well.</p> <p>The competence acquired have been shared within the organization and amongst the colleagues.</p>
EVALUATION	<p>Did the course (job shadow ...) meet your expectations?</p> <p>Did it meet your needs?</p> <p>Was there a European added value? In what way?</p> <p>Will you do it again?</p> <p>Do you consider it a competence oriented learning activity?</p> <p>How was your competence</p>	<p>The corse met the expectation and the learning needs.</p> <p>The European added value was in the comparison with the way the same topics are faced in the other countries.</p> <p>The activities can be considered competence oriented.</p> <p>The competence have not been validated with a specific tool, only a certificate of participation has been delivered to the students.</p>

	development documented and validated? Did you receive a certificate? Is this validation important for you?	This type of validation is not considered important for the respondent.
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Interview 28

Type of organization: Human Rights

Role in the organization: Director

Country: Slovakia

Sex: Male

Approximate age: 34

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Course participants	Report
WHY?	Why did You choose to participate in KA1 courses/job shadowing? What was Your motivation? Why did You choose a course in another country? What requirements did you have for the course you were looking for? What CPD activity did you take part in (course, shadowing ...)?	I work in an LGBTI organization in Slovakia and my main motivation was to get inspired by other similar LGBTI organization abroad, where basic human rights are respected. I spent 2 weeks jobshadowing and it was one of my best experiences ever. I already knew personally people working in that organization which made the process much smoother but I also had the chance to express my personal goals and expectations before the actual stay abroad. My main goal of the jobshadowing abroad was to learn more about how to work with such diverse community, how to fundraise money for the work in the field and how to politically organise the LGBTI community in order to gain power and make the community visible.
HOW?	What were Your expectation? How complicated was it to find a course? How was Your overall experience of the course? What was the content of the 'learning activity'? What activities? How the quality of the course met Your expectations? How was the European dimension considered in the course that You chose? Did it responded to European development plan?	The general process was easy since I already knew the organisation where I was supposed to stay. My main activities during the jobshadowing period was to: <ul style="list-style-type: none"> - Attend meetings with the local LGBTI communities - Have one on ones interviews with local leaders - Organise fundraising events - Attend local community organising training - Discover the online course for LGBTI community organizing The organisation is generally very international since they host several volunteers mainly through the European Volunteer Service.
IMPACT	How do You think You have improved Your personal	I definitely learn a lot especially related to specific methods and tools how to engage local

	<p>competences?</p> <p>What have you done with what you learned?</p> <p>Did you manage to implement it in your work?</p> <p>Did it have any impact on your professional practice?</p> <p>Did it affect your personal life (personal – social competences)</p> <p>Did you manage to spread it in your organisation and amongst your colleagues?</p>	<p>LGBTI communities, how to organise them, how to fundraise money for local activities, how to politically lobby for different issues and many others.</p> <p>I believe that I was able to improve competences such as working in the international team, public speaking, facilitating different work group processes which I daily implement in my current work. I managed to disseminate it also throughout my working team in Slovakia but I also share it among my international contacts through different ongoing international projects in my organisation.</p> <p>I also met plenty of interesting people that have affected either my personal life or professional life since we are planning to organise some common events and eventually also bigger projects.</p>
EVALUATION	<p>Did the course (job shadow ...) meet your expectations?</p> <p>Did it meet your needs?</p> <p>Was there a European added value? In what way?</p> <p>Will you do it again?</p> <p>Do you consider it a competence oriented learning activity?</p> <p>How was your competence development documented and validated?</p> <p>Did you receive a certificate?</p> <p>Is this validation important for you?</p>	<p>The chosen course (in my case job shadowing) definitely met the goals. Everything was much easier and smoother since as I mentioned at the beginning I already knew the organisation that hosted me. They were perfectly ready and prepared the plan based on my expectations and needs that were shared before the course.</p> <p>I received two types of certificates – one that I went through the community organising course implemented by their organisation and the other one more general about spending 2 weeks in the organisation. The validation and evaluation with the people from the organisation was definitely very needed and important even though we are still in touch and hopefully we will be able to have more actions in common.</p>

Interview 29

Type of organization: EDOS foundation

Role in the organization: secretary

Country: NL

Sex: Male

Approximate age: 55

	<i>Course participants</i>	<i>Report</i>
WHY?	<p>Why did You chose to participate in KA1 courses/job shadowing? What was Your motivation?</p> <p>Why did You choose a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What CPD activity did you take part in (course, shadowing ...)?</p>	<p>I went to the validation of prior learning biannual. I visited the last one in Rotterdam. The NA finances it. Next time in Berlin they will no longer, since they prefer to invest in innovation and in the learner, rather than the educators. I went to Aarhus. And also to a course in Greece on dissemination and impact. So a conference and a course</p>

HOW?	<p>What were Your expectation? How complicated was it to find a course? How was Your overall experience of the course? What was the content of the 'learning activity'? What activities? How the quality of the course met Your expectations? How was the European dimension considered in the course that You chose? Did it responded to European development plan?</p>	<p>I wanted to be updated. It was not difficult to find the course. We continuously follow what is going on in Europe in these themes. We are eager to share knowledge and trace useful tools and practices. The course as well as the conference were meeting my expectations. The course in Athens was very useful. Practical, hand won training, with action planning for your own organization included</p>
IMPACT	<p>How do You think You have improved Your personal competences? What have you done with what you learned? Did you manage to implement it in your work? Did it have any impact on your professional practice? Did it affect your personal life (personal – social competences) Did you manage to spread it in your organisation and amongst your colleagues?</p>	<p>More competences, more tools and ideas. It really met our needs. I shared it in my organization (the three of us)</p>
EVALUATION	<p>Did the course (job shadow ...) meet your expectations? Did it meet your needs? Was there a European added value? In what way? Will you do it again? Do you consider it a competence oriented learning activity? How was your competence development documented and validated? Did you receive a certificate? Is this validation important for you?</p>	<p>It was very good I find it difficult to formulate the EU added value, but it triggers a border crossing interest and it make me feel European. The perspective of an international group and a trainer who knows the EU procedures and pitfalls is enriching. It helps you to be aware of the relativity of things and to count your blessing on the other side.</p>

Interview 30

Type of organization: Municipal Library/cultural centre

Role in the organization: Senior staff member

Country: NL

Sex: Female

Approximate age: 55

	<i>Course participants</i>	<i>Report</i>
WHY?	Why did You chose to participate in	We were the initiators of this mobility. Together

	<p>KA1 courses/job shadowing? What was Your motivation?</p> <p>Why did You choose a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What CPD activity did you take part in (course, shadowing ...)?</p>	<p>with three Dutch organisations we applied for this. Our theme is language education basically second language teaching. We wanted to get to know inspiring examples of second language teaching from other countries, in our case from Ireland, Norway and Spain. We wanted particularly to visit examples of best practice in these countries</p>
HOW?	<p>What were Your expectation?</p> <p>How complicated was it to find a course?</p> <p>How was Your overall experience of the course?</p> <p>What was the content of the 'learning activity'? What activities?</p> <p>How the quality of the course met Your expectations?</p> <p>How was the European dimension considered in the course that You chose? Did it responded to European development plan?</p>	<p>We expected to be inspired and so we were. It gave us several new ideas on how to improve language skills among functionally illiterate adults. We took part in several literacy practices and gave presentations form our side as well. We learned to work with what was refered to as literacy cafés. WE extended our views on what might be relevant stakeholders. We extended our network throughout Europe. Mobilities of this kind and participating in them has become part of our institute's policy. We have committed ourselves to do this and sustain this towards the local authorities. It is part of our EDP and confirmed in other policy documents as well.</p>
IMPACT	<p>How do You think You have improved Your personal competences?</p> <p>What have you done with what you learned?</p> <p>Did you manage to implement it in your work?</p> <p>Did it have any impact on your professional practice?</p> <p>Did it affect your personal life (personal – social competences)</p> <p>Did you manage to spread it in your organisation and amongst your colleagues?</p>	<p>We have learned about way to promote literacy (formats, programmes, approaches). We included the things we felt were worthwhile in the activities of our library. We organized conferences about our new approaches and reached over a hundred people in our network. WE extend our contact with relevant stakeholders. We strengthened our (inter)national networks. We published on Epale and we organized meetings. We and me personally, have established a wide network through which we are working on series of similar projects and applications</p>
EVALUATION	<p>Did the course (job shadow ...) meet your expectations?</p> <p>Did it meet your needs?</p> <p>Was there a European added value? In what way?</p> <p>Will you do it again?</p> <p>Do you consider it a competence oriented learning activity?</p> <p>How was your competence development documented and validated?</p> <p>Did you receive a certificate?</p> <p>Is this validation important for</p>	<p>Yes, we were very happy with the results and it is certainly a path we wish to continue. We know how to reach each other, we extended our views and our networks as well as our competences. There is no formal validation, but the fact that the mobility is an official element in the library's policy and people are supposed to take part in it, makes is a kind of formalized trajectory. We got a certificate of attendance. And we know of each other what having taken part includes. Further validation is no experienced need.</p>

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Interview 31

Type of organization: Adult Education Centre_____

Role in the organization: English teacher_____

Country: Lithuania_____

Gender: female_____

Approximate age: 39_____

The main topic of the course: "Teaching Business English"_____

Who was the course provider/organizer: ETI Malta_____

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

Question categories /clusters	Course participants	Report
WHY?	<p>Why did You chose to participate in KA1 courses/job shadowing?</p> <p>What was Your motivation?</p> <p>Why did You choose a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What CPD activity did you take part in (course, shadowing ...)?</p>	<p>Our adult education centre provides courses of English. Besides general English the need of business English took place and so I started to look for them. I had two requirements for the courses: the course should have been designed for teaching business English and it had to take place in an English speaking country. As I had already been in the UK for teacher refresher courses and ETI provided the participants with a British teacher with a perfectly designed course, I chose Malta.</p>
HOW?	<p>What were Your expectation?</p> <p>How complicated was it to find a course?</p> <p>How was Your overall experience of the course?</p> <p>What was the content of the 'learning activity'? What activities?</p> <p>How the quality of the course met Your expectations?</p> <p>How was the European dimension considered in the course that You chose? Did it responded to European development plan?</p>	<p>My expectations were to be able to teach business English for at least intermediate level students. As I was looking for a course designed for English teachers, it was not an easy task as business English courses were mainly designed for business people and not for teachers. However, I managed to find a good course and gained a lot from it: we were both taught how to teach and were put in the learners' shoes to work out what they need. The group was very multinational, we shared our experiences and needs, compared countries in which we were teaching, moreover, we had a two-week possibility to practice English: we were doing presentations, negotiations, meetings, telephone conversations and all the other different tasks meant for business English. The teacher also provided us with the digital material of the course which was a great help in my further job.</p>
IMPACT	<p>How do You think You have improved Your personal competences?</p>	<p>After the courses I implemented my theoretical knowledge into practice because I started teaching business English myself. I was</p>

	<p>What have you done with what you learned?</p> <p>Did you manage to implement it in your work?</p> <p>Did it have any impact on your professional practice?</p> <p>Did it affect your personal life (personal – social competences)</p> <p>Did you manage to spread it in your organisation and amongst your colleagues?</p>	<p>very satisfied with my skills as I improved both knowledge of the business world and the English terms for it. I was also provided with the methods how to implement my skills which was my main goal. Moreover, I shared my freshly gained knowledge with my colleagues and people from other organizations during the meetings, seminars and workshops. I also got acquainted with a few people from other countries and we still keep in touch and share our professional as well as personal experiences.</p>
EVALUATION	<p>Did the course (job shadow ...) meet your expectations?</p> <p>Did it meet your needs?</p> <p>Was there a European added value? In what way?</p> <p>Will you do it again?</p> <p>Do you consider it a competence oriented learning activity?</p> <p>How was your competence development documented and validated?</p> <p>Did you receive a certificate?</p> <p>Is this validation important for you?</p>	<p>The course definitely met my expectations and needs because after completing it I was able to teach a complicated topic and my students were satisfied with the knowledge and skills they received. As I was not able to find any similar courses in my country, Erasmus + came out as a great help both to improve my competences and to feel more self-confident in a new teaching field (business English). My competences were assessed, forms completed and I received a certificate which proves my skills.</p> <p>I would definitely do that again and so I have already done, as our organization is going to participate in another KA1 project dealing with the elderly people which again started with a practical need to properly work with the ageing community.</p>

Interview 32

Type of organization: Adult Education Centre

Role in the organization: Course lecturer

Country: Lithuania

Gender: female

Approximate age: 40

The main topic of the course: Bibliodrama

Who was the course provider/organizer: - _____

Any other interesting/important facts about the interviewee? She is participating in a continuous CPD courses in the field of bibliodrama.

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Questions	Report
WHY?	<p>Why did You chose to participate in KA1 courses/job shadowing? What was Your motivation?</p> <p>Why did You choose a course in another country?</p> <p>What requirements did you have</p>	<p>This institute applied the method of bibliodrama in their educational activities for adults. Therefore, lecturers of the institute aim to develop their skills in the appliance of this method. Unfortunately, there are only few organisations abroad that provide this</p>

	<p>for the course you were looking for?</p> <p>What CPD activity did you take part in (course, shadowing ...)?</p>	<p>course. Participant chose to participate in this course as she that the course provider is experienced in this field and so the quality will be ensured. Moreover, she was excited about the possibility to learn in the intercultural and inter-religious learners' groups.</p> <p>It was a 5day course. Research participant expressed the need to develop her skill in team management, learn new methods of reflection.</p>
HOW?	<p>What were Your expectation?</p> <p>How complicated was it to find a course?</p> <p>How was Your overall experience of the course?</p> <p>What was the content of the 'learning activity'? What activities?</p> <p>How the quality of the course met Your expectations?</p> <p>How was the European dimension considered in the course that You chose? Did it responded to European development plan?</p>	<p>Expectations were met as they have been collaborated with the course provider in prior projects. It was easy to discuss and clear out expectation of course participants and so the course provider knew what to offer and how to organize everything. All the course was mainly based on practical activities, i.e. workshop were course participant had the possibility to practice and master some methods. European dimension was very important. Course responded to European development plan as it helped to develop collaboration networks and provide knowledge and practices that course participant will be able to apply when working with learners from different cultures.</p>
IMPACT	<p>How do You think You have improved Your personal competences?</p> <p>What have you done with what you learned?</p> <p>Did you manage to implement it in your work?</p> <p>Did it have any impact on your professional practice?</p> <p>Did it affect your personal life (personal – social competences)</p> <p>Did you manage to spread it in your organisation and amongst your colleagues?</p>	<p>She emphasized the importance of the possibility to develop professional theoretical and practical knowledge together with personal competencies. She was happy that she learned new methods of reflections that she applied when delivering courses back home. Regarding the fact that it was a very specific topic related to the religion directly, course participant valued the possibility to learn about different religious by meeting and working with participant confessing different faiths.</p> <p>After the course, she shared her experience with colleagues at their institution. Moreover, they were invited to deliver the course in other country and they succeeded there.</p>
EVALUATION	<p>Did the course (job shadow ...) meet your expectations?</p> <p>Did it meet your needs?</p> <p>Was there a European added value? In what way?</p> <p>Will you do it again?</p> <p>Do you consider it a competence oriented learning activity?</p> <p>How was your competence development documented and</p>	<p>After the course they received a certificate with the list of competences that were developed. There was no other validation or evaluation procedures applied.</p> <p>The overall experience was very positive and educator is looking towards upcoming CPD courses where she could master the methods applied in bibliodrama.</p> <p>The validation of the competences would be important and it would be interesting and</p>

	<p>validated?</p> <p>Did you receive a certificate?</p> <p>Is this validation important for you?</p>	<p>useful to observe and follow the personal development trajectories.</p>
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Interview 33

Type of organization: Secondary school

Role in the organization: Teacher

Country: Latvia

Gender: female

Approximate age: 38

The main topic of the course: English language

Who was the course provider/organizer: - _____

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Questions	Report
WHY?	<p>Why did You chose to participate in KA1 courses/job shadowing? What was Your motivation?</p> <p>Why did You choose a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What CPD activity did you take part in (course, shadowing ...)?</p>	<p>Being a teacher of gymnasium require to improve English knowledge all the time. She is involved in many international projects and therefore, she discussed the possibility to improve her knowledge in some international courses. When looking for a course, she contacted colleagues from international network asking to share the contacts of trusted course provider. The main requirements were that it would be practice-based course, international and with the certification.</p>
HOW?	<p>What were Your expectation?</p> <p>How complicated was it to find a course?</p> <p>How was Your overall experience of the course?</p> <p>What was the content of the 'learning activity'? What activities?</p> <p>How the quality of the course met Your expectations?</p> <p>How was the European dimension considered in the course that You chose? Did it responded to European development plan?</p>	<p>Colleague from other country offered her to take part in a specific course that she knew was very good, so it was not difficult to find it. Expectations were met, the course was international and teacher demonstrated intercultural awareness reconsidering the fact that group consists of member representing different ethnicities and religious. There was a great balance between theoretical input and tasks. A lot of discussions and team work allowed to apply the knowledge ad hoc. Course participant consider the course to be of good quality.</p>
IMPACT	<p>How do You think You have improved Your personal competences?</p> <p>What have you done with what you learned?</p> <p>Did you manage to implement it in your work?</p> <p>Did it have any impact on your</p>	<p>Personal competences were improved by gaining more trust in professional knowledge, self-confidence, public speaking and representation of self, school and country. New knowledge, especially learned and observed teaching methods were applied to the teaching practice and presented to other colleagues back at school. New collaboration networks were developed.</p>

	<p>professional practice?</p> <p>Did it affect your personal life (personal – social competences)</p> <p>Did you manage to spread it in your organisation and amongst your colleagues?</p>	
EVALUATION	<p>Did the course (job shadow ...) meet your expectations?</p> <p>Did it meet your needs?</p> <p>Was there a European added value? In what way?</p> <p>Will you do it again?</p> <p>Do you consider it a competence oriented learning activity?</p> <p>How was your competence development documented and validated?</p> <p>Did you receive a certificate?</p> <p>Is this validation important for you?</p>	<p>Expectations were met to maximum. It is planned to take part in other courses delivered by the same trainer and invite more of colleagues to take part in them.</p> <p>It is considered to be the competence-oriented learning because each task was clear in a way how the knowledge will be applied in practice.</p> <p>At the end of the course there was a presentation and short essay that was assessed by tutor.</p> <p>Participants received certificate of attendance.</p> <p>It would be good to have the possibility to monitor the professional and personal growth and plan future learning pathways.</p>

Interview 34

Type of organization: NGO

Role in the organization: project manager

Country: Romania

Sex: female

Approximate age: 42

Any other interesting/important facts about the interviewee? Very interested to participate in the project

	<i>Course participants</i>	<i>Report</i>
WHY?	<p>Why did You chose to participate in KA1 courses/job shadowing? What was Your motivation?</p> <p>Why did You choose a course in another country?</p> <p>What requirements did you have for the course you were looking for?</p> <p>What CPD activity did you take part in (course, shadowing ...)?</p>	<p>The course was about teamwork and project management. I was offered to participate in the course by director of the organization, as I am responsible for human resources and project management in our organization. Director knew the institute that had a course on this topic and so she offered me to apply for it. I wanted it to be in English and have lot of active tasks, not theoretical knowledge.</p>
HOW?	<p>What were Your expectation?</p> <p>How complicated was it to find a course?</p> <p>How was Your overall experience of the course?</p> <p>What was the content of the 'learning activity'? What activities?</p> <p>How the quality of the course met Your expectations?</p>	<p>I did not have much expectations, just wanted to learn new strategies for project management and some methods for working in a team or group of people. The course was good, I got lot of knowledge and suggestions how I can improve my work and collaboration with colleagues.</p> <p>The quality was good, we had to fill in the questionnaire before the course and then one after the course, that is how tutor assessed our learning progress.</p>

	How was the European dimension considered in the course that You chose? Did it responded to European development plan?	The group was international, and examples were from different countries.
	How do You think You have improved Your personal competences? What have you done with what you learned? Did you manage to implement it in your work? Did it have any impact on your professional practice? Did it affect your personal life (personal – social competences) Did you manage to spread it in your organisation and amongst your colleagues?	My director and colleagues noticed that my work was much better and more productive, so I think that course was very good for my development as a person and as a manager. I shared my knowledge and some methods with colleagues so they did apply teamwork strategies in their activities.
EVALUATION	Did the course (job shadow ...) meet your expectations? Did it meet your needs? Was there a European added value? In what way? Will you do it again? Do you consider it a competence oriented learning activity? How was your competence development documented and validated? Did you receive a certificate? Is this validation important for you?	It did meet my expectations for sure. I would like to do it again, but there's a question of finances, as these courses are quite expensive. We got certificate of attendance at the end of the course with a list of competences developed, number of hours.

5.14. Annex 14. Reports of the interviews with course providers

Interview 35

Type of organization: Community education organisation

Role in the organization: Coordinator of adult learning programme

Country: Ireland

Email address (if provided) erica.mcevoy@exchangehouse.ie (not to be shared on platform)

Any other interesting/important facts about the interviewee? [Not suitable for the platform]

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Questions	Report
CONTEXT	What types of courses do You offer?	We offer two full-time education programmes: a Local Training Initiative Course and a

	<p>Who is Your target group? How did you identify the need for the courses?</p>	<p>Community Employment Scheme. We also offer literacy support and short programmes depending on the needs of the learners. Our learners are adults from the Traveller community (ethnic minority in Ireland). They're aged generally between 17 to 45. Sometimes we have older one's but that is the usual cohort. Depending on the different Government support and courses available that would suit the needs of the Traveller community. Basically there was a need for literacy and basic education programmes at first. Now we can see the younger ones have more schooling education so we offer things that will help them to progress to higher education and/or employment, for personal development and what is available from other services within our centre. This includes Train the Trainer, Security training, mindfulness and mental health or awareness support around issues such as suicide prevention and homelessness.</p>
CONTENT	<p>What are the competences learners will achieve from taking this course? What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...) How do you assure the quality of the course? How do you assess and validate Your course? How do you certify your course?</p>	<p>Depending on the different courses there is a variety of competencies. In their Local Training Initiative course, competencies include critical thinking, team work, self-direction, and problem solving. We use learner centred methods as much as possible. This includes discussion, team building activities, exploratory and peer learning. Based on the feedback from students, one to one meetings, checking progress on their work and their engagement with the different modules. We do not design the course but have some influence on how it can be delivered. It must link back to the quality assurance of the accredited body. We use the formal assessments provided. The course is validated by internal and external validation procedures linking in with a professional to conduct the verification system. It is certified by the Education and Training Board.</p>
COURSE PROMOTION	<p>How do you promote or advertise your course? Would you be interested in promoting your course on the KA1 portal for continuous professional development in Europe?</p>	<p>We knock on doors in the areas that Traveller families live. Share items on social media including facebook and twitter, advertise in employment centres, and promote it online via activelink.ie I don't think it would be suitable to share our courses as they're specifically for Travellers sorry. However we will look at the platform to identify courses we could attend if we get a KA1 grant in the future.</p>

Interview 36

Type of organization: NGO

Role in the organization: Director

Country: Slovakia

Email address (if provided) info@sapling.org

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Questions	Report
CONTEXT	<p>What types of courses do You offer?</p> <p>Who is Your target group?</p> <p>How did you identify the need for the courses?</p>	<p>Our main goal when it comes to course offers is to provide assistance to LGBTI+ activists and leaders in the topic such as:</p> <ul style="list-style-type: none"> - Leadership - Crisis management - Storytelling - Living Libraries - Community organising <p>Most of these courses are face to face courses with some limited online content lasting between 2 – 6 days.</p> <p>The main target groups are activist and leaders but also any other curious people willing to help the LGBTI+ community in Slovakia.</p> <p>Together with our learners and supporters we are trying to identify educational needs in order to continue the work of LGBTI+ activism in Slovakia.</p>
CONTENT	<p>What are the competences learners will achieve from taking this course?</p> <p>What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...)</p> <p>How do you assure the quality of the course?</p> <p>How do you assess and validate Your course?</p> <p>How do you certify your course?</p>	<p>There are three main competences learned during our courses:</p> <ul style="list-style-type: none"> - Community leadership - Community organizing - Preventing burn out <p>We plan our educational activities together with our target group (leaders, activists) but also we plan it together with partners from other projects from different countries in order to create an educational offer that is accurate, professional and achievable.</p> <p>This plan is also coming from the organisational strategy which .</p> <p>Our courses are mostly face to face with the duration between 2 up to 6 days divided into blocks. In between blocks we often use the online content either being developed by us or other project partners.</p> <p>Finally, after each educational activity the one on one evaluation/assessment is done by course</p>

		leaders and the group evaluation is addressed in a form of evaluation questionnaires. After each course the learners receive the Sapling and luventa certificate and become members of our platform.
COURSE PROMOTION	How do you promote or advertise your course? Would you be interested in promoting your course on the KA1 portal for continuous professional development in Europe?	Most of the advertisement is done by social medias and email contacts. Since our courses deal with very sensitive topics we rather approach participants individually. But sometimes we organise bigger international events and a better promotion is more than welcome. We would be definitely interested in offering some of our educational activities on the new KA1 platform.

Interview 37

Type of organization: Civic Association

Role in the organization: Project coordinator

Country: Slovakia

Email address (if provided) kajo@econet.eu

Any other interesting/important facts about the interviewee? We do not offer any KA1 courses yet, but we are very much interested in applying during the next KA1 Erasmus + call.

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	<i>Questions</i>	<i>Report</i>
CONTEXT	What types of courses do You offer? Who is Your target group? How did you identify the need for the courses?	We are a network of organisations working mainly in the field of civic engagement and active citizenship. Our primary target groups are therefore these organisations and their communities. We identify the educational needs through annual meeting with members of our network where we discuss the annual plan of all the network activities. The educational part is one of the most important one due to the fact that our network has 3 main areas of support – local fundraising, mentoring and course providing.
CONTENT	What are the competences learners will achieve from taking this course? What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...) How do you assure the quality of the course? How do you assess and validate Your course? How do you certify your course?	The content of our courses depends on the actual needs of our learners. Mostly it is identified during our annual meetings and then during the one on one meetings throughout the year. It also depends on the current political and social European atmosphere since we try to react on the actual happening. For our courses we use mostly non formal learning, some blended learning and mentoring. The courses are including blended learning and mentoring. After the initial 22 part the mentoring part is usually set up. That includes also the initial one on one assessment of validation of competences usually connected to the topic of the course such as: Active citizenship Leadership Crisis managements After this first part the online learning usually takes place. Followed by the final mentoring session and

		second assessment. After the second assessment the learner is informed about the outcomes of the mentoring and certified.
COURSE PROMOTION	How do you promote or advertise your course? Would you be interested in promoting your course on the KA1 portal for continuous professional development in Europe?	We mostly use our email membership network and for further dissemination we also use social medias and web page. Since we are constantly looking for new members to join our network we might consider using the KA1 portal for more targeted promotion of our educational activities.

Interview 38

Type of organization: Course Provider

Role in the organization: Manager

Country: Northern Europe, mainly Baltic countries

Email address (if provided) _____

Any other interesting/important facts about the interviewee?

- Very large experience.
- Had a talk on our difficulties to reach the course providers. He considers that most of them live through “direct contacts” with their target group and are simply not expecting a high quality platform. For instance, he reported about a visit of their network to the school education gateway and that they are not very happy about the quality criteria.
- He clearly stated that
 - o there has to be a clear benefit
 - o it is considered to be additional to their website offers
 - o the effort should be low (when entering data)
- there is a clear need for networking (on a joint quality approach)

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Questions	Report
CONTEXT	What types of courses do You offer? Who is Your target group? How did you identify the need for the courses?	Please do not exceed 150 words We offer courses for digitalisation and sustainable development and other topics related to modern teaching and training methods. Our target groups are all kinds of educators, mainly from schools but also AE and sometimes VET. In some cases you cannot combine them but in other cases it is useful. We are ourselves providers with a long term experience in the educational fields and we have a network of schools an AE institutes that ask us to develop offers. However, it is very difficult to develop and market new courses
CONTENT	What are the competences learners will achieve from taking this	Competences for digital learning and teaching as well as for practical and needs driven education. Learner centered approach – they don't come with

	<p>course?</p> <p>What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...)</p> <p>How do you assure the quality of the course?</p> <p>How do you assess and validate Your course?</p> <p>How do you certify your course?</p>	<p>obligatory methods and approaches but leave much space to apply the own approaches in the CPD fields.</p> <p>QA is done by online/offline questionnaires and anonymous feed-back system.</p> <p>Validation of competences is not really an issue because it is not yet well known and understood by the sending organisation. He would be open to it, however, a good system is missing.</p>
COURSE PROMOTION	<p>How do you promote or advertise your course?</p> <p>Would you be interested in promoting your course on the KA1 portal for continuous professional development in Europe?</p>	<p>Advertising happens through own website, a network (long term with approximately 60 providers, mainly from school education) and to the school academy Gateway ((SAG) - see remark at the top)</p> <p>He would be interested to promote courses and also to involve his colleagues, however, as they are mainly active in the school sector, the platform should be opened and sector-overarching.</p> <p>There is a clear need, but it has to deliver a clear benefit and in the first stage without big efforts. Hence he would be happy if we copy some courses from the SAG.</p> <p>He recommends to go for network since quality criteria are essential.</p>

Interview 39

Type of organization: Course Provider but also Job Shadowing

Role in the organization: Manager

Country: Germany, network in other countries

Email address (if provided) _____

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Questions	Report
CONTEXT	<p>What types of courses do You offer?</p> <p>Who is Your target group?</p> <p>How did you identify the need for the courses?</p>	<p>Courses are offered for new teaching and training methods, for blended learning, for sustainability education, integration and also quality management, organisational development and also related to entrepreneurship education and innovation.</p> <p>Our target groups are all kinds of educators, mainly from the AE sector but also from enterprises.</p> <p>We have a large network, collaborate with scientific organisations and simply create the</p>

		themes from our KA2 projects (like in the old Grundtvig programme).
CONTENT	<p>What are the competences learners will achieve from taking this course?</p> <p>What teaching approach do you use? (teacher-centered, learner-oriented..., blended learning...)</p> <p>How do you assure the quality of the course?</p> <p>How do you assess and validate Your course?</p> <p>How do you certify your course?</p>	<p>Field competences:</p> <ul style="list-style-type: none"> - Sustainable development - Teaching and training competences - Generic competences <p>Blended learning incl validation</p> <p>We assess and validate with LEVEL5</p> <p>Assessments are included at all stages as formative and (if applicable) also summative.. In these cases we go for mixed assessments (e.g. self, peer and external assessment, formative and summative and different formats (e.g. webbased questionnaires in combination with valued presentations and essays.</p> <p>We certify all with attendance certificates and detailed LEVEL5 certificates (if institutions want that and if we can guarantee a high quality and real competence orientation even on ECET standards).</p>
COURSE PROMOTION	<p>How do you promote or advertise your course?</p> <p>Would you be interested in promoting your course on the KA1 portal for continuous professional development in Europe?</p>	<p>Through our network, since there is not much of a choice</p> <p>We try to write projects in which we develop and pilot the courses, thus building a community that later on uses the courses for professionalisation</p> <p>But it is a hard and not very profitable way of developing CPD since we need more support from political and educational networks.</p> <p>We are also a bit frustrated since there is a clearly outspoken demand of CPD, but when we offer only very few sending organisations will answer.</p> <p>For the KA1 projects it is also astonishing that there is only very few response. The explanation is to our mind that the sector is very large and diverse and those who feel as „Adult Educators“, often work under precarious conditions and don't have time to participate.</p> <p>Hence we fully support a KA1 portal but we don't believe that this alone will help to professionalise AE providers.</p> <p>WE believe that a large campaign should be started and the sector should be opened (also VET, HE, partly schools and youth) and especially those stakeholders that we would call „Informal Adult Educators“.</p> <p>A project like the GINCO network should be revived to gather stakeholders from the sector – from service providers like us and the sending organisations because we believe that there is a high demand of professionalisation but we need</p>

		a shift towards a European Educational CPD culture!
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Interview 40

Type of organization: HELLENIC CULTURE CENTRE (Language training for professionals)

Role in the organization: Course organiser & trainer

Country: GREECE

Email address (if provided) ifigenia@hcc.edu.gr

Any other interesting/important facts about the interviewee?

Over 20 years of experience in adult education and professional training

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Questions	Report
CONTEXT	<p>What types of courses do You offer?</p> <p>Who is Your target group?</p> <p>How did you identify the need for the courses?</p>	<p>The Hellenic Culture Centre is a private organization specialized in teaching Greek as a Second and as a Foreign Language. The promotion of the Greek Language and the Greek Culture worldwide as well as the development of the linguistic and intercultural skills in every citizen in the framework of the multicultural environment are included in its aims. The Greek Language and Culture Programme offers the chance to come into contact with the Modern Greek language and with local people, and to explore Greek culture, especially this of the Modern Greece. Target groups include language Teachers, members of Greek communities abroad, students of Greek in Universities, Ancient Greek language teachers, managers of language organizations, administrative staff, school inspectors and counsellors, Interpreters and translators, tourist guides.</p>
CONTENT	<p>What are the competences learners will achieve from taking this course?</p> <p>What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...)</p> <p>How do you assure the quality of the course?</p> <p>How do you assess and validate Your course?</p> <p>How do you certify your course?</p>	<p>Competences tackled include: Language skills (speaking, reading, writing, listening, cultural awareness) and intercultural skills and competences, quality care and self-evaluation.</p> <p>Teaching/Learning approach is based on the principles of participatory adult education. The method used is the communicative one, which brings out the communicative aspect of the language. Moreover, the course follows the principles of modern didactics of living languages, which gives emphasis to culture. During the course active learning and exchange of ideas and information about Greek and other cultures are encouraged, while the experienced of the participants are incorporated into the training. The abovementioned methodology is implemented via a daily schedule which includes language instruction, and language workshop, where</p>

		<p>participants have the opportunity to practice the language skills they have developed during the day through language games, role plays and other activities. They also better understand the cultural framework within which the linguistic types of Greek are developed and used. This course provide opportunities for self-evaluation as well as offer opportunities for trainees to evaluate the training programme. It includes different activities every day that are applied during the lesson, and participants may, if they wish, sit a written exam with a test similar to the grading test. The test is not obligatory. After its completion, participants share their learning experience. The course is also evaluated by the language teachers who have participated. The learning outcomes are achieved through a wide variety of educational tools and equipment (within the course we also implement the means of video, audio, objects- realia, diagrams, photos and games-activities) offering to participants the opportunity to enrich their educational experience. All this is estimated by our trainees who afterwards in the follow-up of the training, express their satisfaction on learning goals achieved. In the follow-up phase, as people are encouraged to form a network which will function as a meeting point, they are able to exchange learning experiences as well as useful ideas for promoting Greek language learning in different European countries. Learners can also continue their course through the Moodle and the Glossa Platforms we use for online courses. This course can be completed by an online course through our Moodle or Glossa platforms. Courses are offered all year long. The assessment instruments we use include a questionnaire where participants answer open and close questions on their overall impression, the content, the trainers, the timetable etc. and where they give us written consent to use some of the photos of the seminar and their contact details. (We also ask for permission to record and use some videos for future trainings). We also use a pie chart where everyone puts a dot according to her/ his satisfaction of the course. We have some memos collected on a flip chart with different impressions, feelings and suggestions on them. During the interim evaluation session, we conduct a discussion on the topics covered and declare “what we would keep and what we would leave behind” (the “backpack and the garbage tin”). We contact participants who did not want to fill in the questionnaire in the classroom and ask</p>
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		for it, as this tool helps us evaluate and redesign the course better. We finally evaluate the learning outcomes while communicating through the online course Forum, the Facebook community and e-mails, as mentioned above, thus assuring the overall quality of our seminar. Certificate of Attendance with learning outcomes.
COURSE PROMOTION	How do you promote or advertise your course? Would you be interested in promoting your course on the KA1 portal for continuous professional development in Europe?	<p>Promotion through the organisation's website: https://hcc.edu.gr/en/santorini/summer-school and https://hcc.edu.gr/en/santorini/fees-and-start-dates. Also via LinkedIn. Use of active methods to advertise and promote the course at no cost that include:</p> <ol style="list-style-type: none"> 1. Traditional Greek dance lesson and presentation of Greek dances/ Greek religious festivals 2. Singing Greek songs and presentation of Greek music 3. Visit to a local farmer and presentation of local products 4. Pottery lesson and presentation of the ceramic art in Greece 5. Guided tour to a winery and wine tasting 6. Walking tours 8. visits to artists, local factories and museums <p>The course is already on the KA1 portal for CPD in Europe.</p>

Interview 41

Type of organization: **IDEC S.A.** is a consultancy, high tech and training company based in Piraeus Greece

Role in the organization: Course organiser & trainer

Country: GREECE

Email address (if provided) idec@trainingcentre.gr

Any other interesting/important facts about the interviewee?

Being established in 1989, it has achieved a combination of experience and know-how accumulated over the years, with the ideas and innovation of its young collaborators. IDEC has a wide range of expertise and products in a broad spectrum of topics. Our customer focused approach, provides our customers with a unique set of all-round services and assists them in building the future they want. IDEC is certified according to ISO 9001 quality standard. IDEC S.A. organises domestic and transnational training sessions on a wide range of topics. To this end it collaborates with a network of experienced trainers and experts on various fields. It has excellent in-house training facilities, including equipment for simultaneous interpretation.

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Questions	Report
CONTEXT	What types of courses do You offer? Who is Your target	Types of courses include: In-service training courses for staff of education and training organisations across Europe, funded by

	<p>group?</p> <p>How did you identify the need for the courses?</p>	<p>the Erasmus+ programme of the European Commission.</p> <p>E-learning courses on vocational subjects or on key skills acquisition.</p> <p>Training courses complementary to our consulting activities e.g. staff training during the preparation for ISO 9001 certification.</p> <p>The course addresses professionals of training, in order to be able to cultivate to their students' personal competencies and skills of teamworking and time management.</p> <p>The organisation does relevant market research in order to provide the necessary skills and competencies to managing, administrating and teaching staff of schools, so as to ensure the quality and the effective evaluation of education at all levels. The course will provide insight at the developments at European level as well as at quality assurance and evaluation methodologies applied in education.</p>
CONTENT	<p>What are the competences learners will achieve from taking this course?</p> <p>What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...)</p> <p>How do you assure the quality of the course?</p> <p>How do you assess and validate Your course?</p> <p>How do you certify your course?</p>	<p>Learning Outcomes include the following:</p> <p>Upon completion of the training course, the participant is expected to</p> <p>Understand the European quality assurance policies in education and training - Be able to select the most appropriate quality assurance framework</p> <p>Design the evaluation framework for school evaluation and/or project evaluation</p> <p>Develop evaluation methods and tools</p> <p>Conduct the evaluation, analyse evaluation findings and use the results.</p> <p>The learning material consists of presentations and support material. The learning material will be available on-line in English language. Extensive use of students centred workshops. All training courses have been designed in units of learning outcomes and have been assigned ECVET credit points. All training courses use a constructivist learning approach. Our learners are invited to bring their experiences and case studies in the classroom and we are working on real situations and problems. We use different learning methodologies, that require the active participation of the learners, so that they take responsibility and ownership of their learning:</p> <p>Brainstorming</p> <p>Role play games</p> <p>Projects</p> <p>Social learning</p> <p>The type of evaluation activities includes individual activities, role play games, case studies, discussions, debates, brainstorming sessions, projects, teamworking exercises. The aim of the activities is to be used in a classroom with students. During the training course, the trainers will present all the activities to the teachers, while some of the activities, at least one for each unit will be performed in the classroom, to allow reflection and</p>

		discussion in the group. All courses are certified and receive 3.5 ECVET points.
COURSE PROMOTION	How do you promote or advertise your course? Would you be interested in promoting your course on the KA1 portal for continuous professional development in Europe?	Promotion takes place through the organisation's website . https://trainingcentre.gr/training-courses/32-evaluation-and-quality-assurance-in-education-and-training The course is already uploaded in the KA1 portal.

Interview 42

Type of organization: GO! Onderwijs van de Vlaamse Gemeenschap
Regional public authority / education provider
<http://www.g-o.be/>

Role in the organization: International policy co-ordinator

Country: Belgium

Email address (if provided) jens.vermeersch@g-o.be

Any other interesting/important facts about the interviewee? State of service: 23 years in internationalisation in Flemish education.

	Questions	Report
CONTEXT	What types of courses do You offer? Who is Your target group? How did you identify the need for the courses?	The international courses which GO! offers are the results of KA2-projects. They always start from needs of Flemish teachers/schools/trainers. Target group: teachers/trainers in primary/secondary/adult education. The focus of the courses depends on the focus of the projects they result from. Starting from the needs of Flemish trainers in their educational network, GO! wants to install international courses to disseminate their knowledge/skills in the rest of Europe. On top of that, peer learning and widening the scope of Flemish teachers with views of other European colleagues is a real advantage for all parties. Average of 2 courses a year. Some courses are on demand, e.g. this fall they 'll start a course in Milan, resulting from the Taccle3 project. KA2-projects, the needs identified in the application and during the project development, enables GO! to run a test course (as staff training) to finetune and adjust the course to the real needs of their target group (= quality management). The courses are part of the exploitation and

		dissemination plan of the projects.
CONTENT	<p>What are the competences learners will achieve from taking this course?</p> <p>What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...)</p> <p>How do you assure the quality of the course?</p> <p>How do you assess and validate Your course?</p> <p>How do you certify your course?</p>	<p>This depends on the projects they result from.</p> <p>Focusses in the past:</p> <ul style="list-style-type: none"> • Computational thinking • Self-oriented learning • Collaborative learning and co-teaching • Competences for internationalisation in education <p>At the moment GO! is developing a course on inclusion in classrooms.</p> <p>Type of teaching: teacher-centered and learner-oriented. No blended learning. Flanders is not ready for this type of training, contrary to some other European countries where trainers/teachers get access to better jobs by giving evidence of in-service training for example. However they tried MOOCs in the past.</p> <p>Courses run for a full week.</p> <p>Quality is assured by attracting/selecting trainers which are flexible and open for feedback of participants, so course content and organisation/programs can be adapted to the (changing) needs of participants at all time.</p> <p>Participants take part in a quality survey after the course. Also trainers give feedback, so GO! can guard the quality of their courses.</p> <p>However, there is no validation or assessment.</p> <p>Participants get a certificate of attendance.</p>
COURSE PROMOTION	<p>How do you promote or advertise your course?</p> <p>Would you be interested in promoting your course on the KA1 portal for continuous professional development in Europe?</p>	<p>GO! promotes their courses in their own largescale network, through the education gateway platform, partners, the association of course organisers, etc.</p> <p>Of course they are interested in making use of the KA1 portal for CPD in Europe.</p>

Interview 43

Type of organization: Katholiek Onderwijs Vlaanderen
 Network organisation / education provider
www.katholiekonderwijs.vlaanderen

Role in the organization: Member of the International Office at Catholic Education Flanders

Country: Belgium

Email address (if provided) dorien.sampermans@katholiekonderwijs.vlaanderen

Any other interesting/important facts about the interviewee? /

	Questions	Report
CONTEXT	<p>What types of courses do You offer?</p> <p>Who is Your target group?</p> <p>How did you identify the</p>	<p>We provide study-trips with job-shadowing opportunities and courses focussing on specific topics (collaborative leadership, forestry schools, workplace learning...).</p>

	need for the courses?	Our target group includes educators, heads, school principals and policy-related employers. We identify the need for courses in different ways. On the one hand we reach out to the field to examine what type of courses are needed. On the other hand we keep track of international innovations and trends.
CONTENT	What are the competences learners will achieve from taking this course? What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...) How do you assure the quality of the course? How do you assess and validate Your course? How do you certify your course?	We focus on different competences. In international courses, there is always the international part. Participants learn about Europe, Erasmus+, eTwinning and are motivated to organise their own international activities. Next there is the content of the course itself. Each course has its own specific goals. Goals are defined in a learner-centred way. The quality of our courses is assured by our experience and strong dissemination. As a network organisation we have a long experience in organising international activities, we have a strong and extensive network and use the Erasmus+ impact+ tool to monitor the impact of our activities. Courses are always certified for each of the participants by a certificate of attendance.
COURSE PROMOTION	How do you promote or advertise your course? Would you be interested in promoting your course on the KA1 portal for continuous professional development in Europe?	We use our own website and network to promote our courses. Nevertheless, we feel the need to put more effort into promotion. Hence we are actively searching for opportunities to promote our courses. We would definitely be interested in promoting our courses on a reliable KA1 portal for CPD in Europe.

Interview 44

Type of organization: Eekhout Academy / EASPD = 2 organisations
Course providers / EASPD is a non-profit NGO in the disability sector: European association of service providers for persons with disabilities
<https://www.easpd.eu>
<https://home.eekhoutacademy.be/>

Role in the organization: course tutor, course organizer

Country: Belgium

Email address (if provided): marie.helene@telenet.be

Any other interesting/important facts about the interviewee? Marleen Clissen works on course development and training in both organisations.

	Questions	Report
CONTEXT	What types of courses do You offer? Who is Your target	Kind of courses: <ul style="list-style-type: none"> ○ Courses for all involved in education ○ Study visits

	<p>group?</p> <p>How did you identify the need for the courses?</p>	<ul style="list-style-type: none"> ○ Consultations ○ Conferences/seminars <p>Target group: Professionals and stakeholders, focused on education and beyond (employment, communiTy, culture...)</p> <p>Identification of needs:</p> <ul style="list-style-type: none"> ○ Through projects and the PRP ○ Reports from research projects ○ Actualities ○ Face to face during present courses ○ Contacts with schools / educational institutions or consortiums of schools
CONTENT	<p>What are the competences learners will achieve from taking this course?</p> <p>What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...)</p> <p>How do you assure the quality of the course?</p> <p>How do you assess and validate Your course?</p> <p>How do you certify your course?</p>	<p>Competences:</p> <ul style="list-style-type: none"> ○ Gain insight and awareness in different aspects of education and beyond ○ Learn about strategies to tackle / handle, implement and sustain a policy, connected to the topic of the course ○ Be able to customize and develop supporting instruments and tools for evaluation, self-evaluation and measurement of educational processes; ○ Create a plan on future (higher) levels of management in your own school or institution; ○ Draw up a realistic list of priorities and possible solutions; ○ Pick up ideas from other countries which they can incorporate and transfer into their own practice. ○ Write own action plan to be used in the own organisation. ○ Improved use of colloquial English. ○ Working methods of cooperative learning to have more effective meetings. ○ Improved knowledge of other European educational systems. ○ Improved insight of differences and similarities between European countries ○ Specifice competences, connected to the topic of the course (e.g. UDL, diversity in the classroom, inclusive classrooms, etc.) <p>Teaching approach: blended learning, peer learning, cooperative learning, both informal and formal</p> <p>Quality-assurance: we use a number of criteria + we update them based on evaluations (even during the course we evaluate daily)</p> <p>Assessment through self-assessment and presentation of action plans at the end of the course and validation through certificates of attendance with the</p>

		competences listed. Certification: certificates of attendance with the competences listed. Some courses are nationally accredited through our local partners or Ministry of Education
COURSE PROMOTION	How do you promote or advertise your course? Would you be interested in promoting your course on the KA1 portal for continuous professional development in Europe?	Promotion: <ul style="list-style-type: none"> ○ Websites of the organisations ○ European School Gateway and EPALE ○ Informal occasions ○ Workshops at seminars ○ Cooperation with local organisations Interest in promotion on KA1 portal: absolutely yes.

Interview 45

Type of organization: Community education organisation

Role in the organization: Manager

Country: Ireland

Email address (if provided)

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Questions	Report
CONTEXT	<p>What types of courses do You offer?</p> <p>Who is Your target group?</p> <p>How did you identify the need for the courses?</p>	<p>We offer a number of courses at different levels, including QQI Level 5 Reception Skills, Customer Service and Communications, Chainsaw Operation, Hard Landscaping, Horticulture and Pesticide Spray. We also deliver industry standard awards in First Aid and Health & Safety. Learners undertake training courses depending on the work that they would like to do in the future.</p> <p>Our target group are long-term unemployed people, who are on a DSP payment. This group can consist of early school leavers, lone parents, parents who were out of the workforce to raise children, ex-offenders and people with little or no previous formal education.</p> <p>The need for the courses is identified using a Learner Centered system including a skills assessment of individuals, devising an Individual Learning Plan, and reflecting and reviewing each delivered course to ensure it is still relevant to the needs of the target group.</p>
CONTENT	<p>What are the competences learners will achieve from taking this course?</p> <p>What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...)</p>	<p>Learners will learn updated professional skills, building on their existing skills in order to access employment, further education and training.</p> <p>We take a Learner Centred approach, with literacy support, practical support and skills practice. We also have a heavy emphasis on Work Experience in order to prepare long term unemployed people to progress to employment and further education. There is some tutor led work and some blended learning, depending on the course requirements.</p> <p>All courses are either QQI accredited or Industry Standard.</p>

	<p>How do you assure the quality of the course?</p> <p>How do you assess and validate Your course?</p> <p>How do you certify your course?</p>	<p>Each Learner extensively reflects on the training to ensure it is relevant for them and that the necessary standards have been achieved. Learners are observed at work to ensure they reach the Experienced Worker Standard, providing support and further training where necessary. The coursework is validated through the QQI system or the Industry Standard system and the competences are observed in the workplace through supervision. The certification is relevant to each course.</p>
COURSE PROMOTION	<p>How do you promote or advertise your course?</p> <p>Would you be interested in promoting your course on the KA1 portal for continuous professional development in Europe?</p>	<p>It is advertised through agencies who work with the unemployed, Department of Social Protection, Jobpath, Jobsclub, through local networks and on a national site for vacancies.</p> <p>Yes</p>

Interview 46

Type of organization: Adult education centre

Role in the organization: Project coordinator

Country: Lithuania

Email address (if provided)

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Questions	Report
CONTEXT	<p>What types of courses do You offer?</p> <p>Who is Your target group?</p> <p>How did you identify the need for the courses?</p>	<p>The offered courses are mainly focused on the development of teaching and training methods of adult educators, especially the ones delivering non-formal educational activities. Target group – adult educators working in museums, libraries, community centres. The need is identified based on the annual questionnaire for the regional adult educators as this helps to ensure that the most important topics are covered by our offers. It is essential to provide the possibility to gain new skills and develop competencies for the groups of learners who might have limited access to the CPD activities.</p>
CONTENT	<p>What are the competences learners will achieve from taking this course?</p> <p>What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...)</p> <p>How do you assure the quality of the course?</p> <p>How do you assess and</p>	<p>Teaching and training competences, teamwork, communication, cultural awareness, social dialogue and inclusion. Some courses are offered to improve digital competencies.</p> <p>Learner centred approach is used most of the time. Most of the courses are F2F, to ensure timely and vivid discussions with learners.</p> <p>Before initiating the course, the institutional group of experts check the course programme and it's relevance and responsiveness to the learning needs. After the course, learners fill in the questionnaire and based on those comments, changes are made.</p> <p>Participants are certified with the certificate of attendance.</p>

	validate Your course? How do you certify your course?	No other tool or system is used. But it would be good to improve this aspect of courses by introducing new and innovative validation and certification systems.
COURSE PROMOTION	How do you promote or advertise your course? Would you be interested in promoting your course on the KA1 portal for continuous professional development in Europe?	We advertise courses on institutional website and by sending email to partner institutions.

Interview 47

Type of organization: non-formal education institution

Role in the organization: Project coordinator

Country: Lithuania

Email address (if provided)

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Questions	Report
CONTEXT	What types of courses do You offer? Who is Your target group? How did you identify the need for the courses?	The courses are focused on the usage of ICT in art education and informal learning, development of teaching skills, intercultural competences, digital technologies for modern classes. The target group is teachers and adult educators. The needs are identified based on the discussions with teachers during diverse learning events, roundtable discussions among institutional members, priorities expressed by European commission or events happening in the field of teacher training.
CONTENT	What are the competences learners will achieve from taking this course? What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...) How do you assure the quality of the course? How do you assess and validate Your course? How do you certify your course?	Different competencies are developed in different courses. Most relevant courses aim to develop intercultural competences, teaching competences, project management, digital competences. The courses are based on F2F activities that are learner-oriented. Many discussions, team building activities, practical tasks are foreseen to ensure that there is a balance between the knowledge and practice ensured. The quality is assured by the group of experts who revise the course description before confirming and uploading it on the website. At the end of the course, learners are asked to provide an anonymous feedback. It discloses challenging parts of the course that need to be revised and updated for the next time. Assessment is formative, based on learners' engagement and participation, at the end of the course they are certified with the attendance certificate.
COURSE PROMOTION	How do you promote or advertise your course? Would you be interested	Dissemination and promotion is implemented through schooleducationgateway, institutional website and social media.

	in promoting your course on the KA1 portal for continuous professional development in Europe?	There is a need for a platform where all European courses in the AE sector could be uploaded. It would be good to have the possibility to contact sending institutions and discuss their needs for the CPD of adult educators.
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Interview 48

Type of organization: museum

Role in the organization: educator

Country: Poland

Email address (if provided)

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Questions	Report
CONTEXT	What types of courses do You offer? Who is Your target group? How did you identify the need for the courses?	Courses are aimed for adult educators working in museums or other cultural institutions. Courses offer the possibility to develop competences in the field of museum education, by helping AE to plan, foresee and organise activities in their home countries using the modern technologies and new teaching methods. The need is identified based on the discussions with international partner institutions from other projects.
CONTENT	What are the competences learners will achieve from taking this course? What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...) How do you assure the quality of the course? How do you assess and validate Your course? How do you certify your course?	Course participants develop digital competences, teamwork, communication, critical thinking, problem solving, creativity and teaching competences. Tasks are learner-oriented so that it would correspond with their needs and expectations. Course is arranged F2F. The quality is assured by the group of teachers that deliver the course and the learners who provide the feedback after the course finishes. There are no system for the assessment and validation process. Course participants receive certificate of attendance.
COURSE PROMOTION	How do you promote or advertise your course? Would you be interested in promoting your course on the KA1 portal for continuous professional development in Europe?	As the course is organised and developed by group of educators from partner institution, the promotion is usually internal, using the network contact list. It would be interesting to promote the course and to see what are other possibilities of professional development in the field of museum education.

Interview 49

Type of organization: ____NGO__

Role in the organization: President of the organization

Country: _ITALY__

Email address (if provided): distrettosolidale@socialworker.net

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Questions	Report
CONTEXT	<p>What types of courses do You offer?</p> <p>Who is Your target group?</p> <p>How did you identify the need for the courses?</p>	<p>The organization offers different types of courses such as: Course for managers of social enterprises, Course for Childcare assistant, Course of Traditional weaving, Course on “Ethical and solidarity” finance.</p> <p>The main target group is Disadvantage people, young people, neet (Neither in Employment nor in Education or Training), workers and entrepreneurs. The education needs have been identified through social analysis, analysis of the social context, interview, data analysis based on young disadvantage people, workers and entrepreneurs needs.</p>
CONTENT	<p>What are the competences learners will achieve from taking this course?</p> <p>What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...)</p> <p>How do you assure the quality of the course?</p> <p>How do you assess and validate Your course?</p> <p>How do you certify your course?</p>	<p>The competences and the teaching approach that is adopted in our courses strongly depends on the aims of the course and the teachers that are involved. The quality of the course is assured by selecting accurately the experts and the teachers. The validation of the competence is done through a final exam, and the Certificate of attendance is released to the participants.</p>
COURSE PROMOTION	<p>How do you promote or advertise your course?</p> <p>Would you be interested in promoting your course on the KA1 portal for continuous professional development in Europe?</p>	<p>The courses that we propose are promoted by integrating both traditional strategies such as using brochure in cities near us, and digital approaches by using social channels such as Facebook and Instagram. Our organization as a profile in those social networks that we regularly use to promote our courses. Definitely, we are interested in using a platform specialized in continuous professional development to promote our course in the European context.</p>

Interview 50

Type of organization: ____NGO__

Role in the organization: ____ Vicepresident ____

Country: ____ITALY__

Email address (if provided) ____ info@euphorianet.it ____

Any other interesting/important facts about the interviewee?

Please consider the interview questions as the guiding tool. Make a copy of a template for each interview, not exceeding 150 words per each box for one interview.

	Questions	Report
CONTEXT	<p>What types of courses do You offer?</p> <p>Who is Your target group?</p> <p>How did you identify the need for the courses?</p>	<p>Our organization offers two courses: one course on project management and one on digital competencies. Teachers and trainers of any grade of school are our main target group. In order to identify the need of the courses we propose, we used to be in contact with many schools all over Italy to help them in building their capacity to write, implement and manage projects. They also showed a general need to be more in contact with students' needs, in terms of methodological approach and tools used in class, where digital competencies play a key role.</p>
CONTENT	<p>What are the competences learners will achieve from taking this course?</p> <p>What teaching approach do You use? (teacher-centered, learner-oriented..., blended learning...)</p> <p>How do you assure the quality of the course?</p> <p>How do you assess and validate Your course?</p> <p>How do you certify your course?</p>	<p>The main competences that learners will achieve in our courses are: i) Competencies in writing, managing, implementing and reporting projects; ii) Competencies in developing digital strategies for teaching and engaging with students. Our teachers adopt a mixed approach: a first part of the course is teacher-centred to make all participants arriving at the same level of knowledge. Then our courses turn to be completely practical, with teacher working on the field with projects and digital tools. The quality of the course is assured by focusing in the following two directions: i) Trainers prepared and with developed social skills; ii) Logistical organization: we support teachers in organizing their travel and always choose location in the city centre easy to reach by public transportation. The assessment and the validation of the course is achieved by an ongoing evaluation through the activities. The Europass mobility document and certificate of attendance are delivered to the course participants to certify the course.</p>
COURSE PROMOTION	<p>How do you promote or advertise your course?</p> <p>Would you be interested in promoting your course on the KA1 portal for continuous professional development in Europe?</p>	<p>The main channels that we use to promote our courses are: School education gateway, Facebook groups, and newsletters. We are interested in promoting our courses through a KA1 portal at European level.</p>

5.15. Annex 15. Database of 50 KA1 granted projects from REVEAL partner countries

Call year	Project title	Topics	Participating countries	Coordinating organisation name	Coordinating organisation type	Coordinators' country	Coordinator's website	Contact email
2017	CommunityLab: collaborative learning & enhancing town	Rural development and urbanisation; International cooperation, international relations, development cooperation; Inclusion - equity	IT,ES,LT,UK	Selva Soc. cooperativa sociale a r.l. onlus	Non-governmental organisation/ association/ social enterprise	IT	www.selvacoop.it	info@selvacoop.it
2017	Insieme per condividere	Inclusion - equity; Recognition (non-formal and informal learning/credits); Migrants' issues	IT	Centro Provinciale per l'istruzione degli adulti CPIA 1 FOGGIA	School/Institute/Educational centre – Adult education	IT	www.cpia1foggia.gov.it/	antonia.cavallone@istruzione.it
2017	EdExNet - Una Rete Educativa di Esperti per l'Implementazione di una didattica digitale	Open and distance learning; New innovative curricula/educational methods/development of training courses; ICT - new technologies - digital competences	IT	Università delle LiberEtà del Fvg	School/Institute/Educational centre – Adult education	IT	www.libereta-fvg.it	pina.raso@libereta-fvg.it
2017	Cultivating Adult Learning	International cooperation, international relations, development cooperation; New innovative curricula/educational methods/development of training courses; Quality Assurance	IT,MT	Associazione di Promozione Sociale Warrols	Non-governmental organisation/association/social enterprise	IT	www.associazionewarrols.it	francesca.intini@gmail.com
2017	Entrepreneurial capacity building for adult life- long learning	Labour market issues incl. career guidance / youth unemployment; Entrepreneurial learning - entrepreneurship education	IT,LV	AURIVE SOCIETA' COOPERATIVA SOCIALE	Civil Society Organisation	IT	www.aurive.it	info@aurive.it
2017	Keep It Short and Simple - kiss	Access for disadvantaged; Disabilities - special needs; Inclusion - equity	IT,BE	ASSOCIAZIONE UNIAMOCI ONLUS	Non-governmental organisation/association/social enterprise	IT	www.uniamocionlus.org	
2017	Educare per trasformare specchi in finestre	ICT - new technologies - digital competences; Open and distance learning; Inclusion - equity	IT,ES	UFFICIO SCOLASTICO REGIONALE PER LA LOMBARDIA	Regional Public body	IT	www.istruzione.lombardia.gov.it	drlo.urp@istruzione.it
2017	Suaugusiųjų švietimo darbuotojų kompetencijų tobulinimas, vykdam socialiai pažeidžiamų suaugusiųjų asmenų švietimą	Intercultural/intergenerational education and (lifelong)learning; New innovative curricula/educational methods/development of training courses; ICT - new technologies - digital competences	LT	Anyksciu švietimo pagalbos tarnyba	School/Institute/Educational centre – Adult education	LT	www.centras.anyksciai.lm.lt	anyksciuspt@gmail.com
2017	Naujos kompetencijos senjorų mokymui	Intercultural/intergenerational education and (lifelong)learning; Quality Assurance; ICT - new technologies - digital competences	LT	Utenos trečiojo amžiaus universitetas	Non-governmental organisation/association/social enterprise	LT	www.utenostau.lt	regina.silinskiene@gmail.com
2017	VšĮ Gyvenimo ir tikėjimo institutas	Ethics, religion and philosophy (incl. Inter-religious dialogue); New	LT	VSI Gyvenimo ir tikėjimo institutas	School/Institute/Educational centre –	LT	www.gtinstitutas.lt	gti@gtinstitutas.lt

	bibliodramos vadovų kvalifikacijos tobulinimas	innovative curricula/educational methods/development of training courses; Intercultural/intergenerational education and (lifelong) learning			Adult education			
2017	Būk saugus vandenyje	Health and wellbeing	LT,UK	Vsi "Svarbus zingsnis"	Non-governmental organisation/social enterprise	LT	www.svarbuszingsnis.lt	info@svarbuszingsnis.lt
2017	Neformalaus suaugusiųjų švietimo veiksmų plano koordinavimo vietinių lygmeniu gerinimas	Quality Assurance; Regional dimension and cooperation	LT,TR	Mazeikių švietimo centras	School/Institute/Educational centre – Adult education	LT	http://www.scmazeikiai.lt	z.januskaite@scmazeikiai.lt
2017	„Tarptautinė kvalifikacija novatoriškoms bibliotekų idėjoms, 2“	New innovative curricula/educational methods/development of training courses; Intercultural/intergenerational education and (lifelong) learning; ICT - new technologies - digital competences	LT	Panevėžys county Gabriele Petkevicaite-Bite public library	Regional Public body	LT	www.pavb.lt	rima.maselyte@pavb.lt
2017	Globėjų ir tėvių tėvystės įgūdžių ugdymas, naudojant sisteminį šeimos konsultavimo modelį	Quality Assurance	LT	Pagalbos paaugliams iniciatyva	Non-governmental organisation/social enterprise	LT	http://www.ppi.lt	zigmas.giedrimas@ppi.lt
2017	Darbuotojų kompetencijų didinimas per patirtį	Access for disadvantaged; Disabilities - special needs	LT,ES,IT	Vsi Tarptautinis darbo kontakto tinklas	Non-governmental organisation/social enterprise	LT	www.ilcnet.lt	info@ilcnet.lt
2017	Inovácie vo výučbe a testovaní slovenského jazyka a odborných predmetov pre cudzincov	International cooperation, international relations, development cooperation; New innovative curricula/educational methods/development of training courses; Intercultural/intergenerational education and (lifelong) learning	SK,CZ	UNIVERZITA KOMENSKÉHO V BRATISLAVE	School/Institute/Educational centre – Adult education	SK	http://www.uniba.sk	zuzana.lisonova@uniba.sk
2017	Učíme cudzie jazyky dospelých a aj seniorov	New innovative curricula/educational methods/development of training courses; Teaching and learning of foreign languages; Quality Improvement Institutions and/or methods (incl. school development)	SK,MT,UK	Jazykova škola Žilina	Other	SK	www.sjsza.sk	info@jszilina.sk
2017	Divadlo proti radikalizmu	Inclusion - equity; Migrants' issues; Intercultural/intergenerational education and (lifelong) learning	SK	Nadacia Milana Simecku	Foundation	SK	www.nadaciamilanasiamecku.sk	nms@nadaciams.sk

2017	EFFECTIVE TEACHING/EFFECTIVE LEARNING	Teaching and learning of foreign languages	SK	English in the City s.r.o.	School/Institute/Educational centre – Adult education	SK	www.englishinthecity.sk	office@englishinthecity.sk
2017	Tieňovanie vzdelávania dospelých ľudí s postihnutím v Čechách	Quality Improvement Institutions and/or methods (incl. school development); Disabilities - special needs; Inclusion - equity	SK,CZ	Domov sociálnych služieb pre deti a dospelých Sibirka	Other	SK	www.sibirka.sk	sibirka@sibirka.sk
2017	Zlepšenie zručností Teen mentorov	New innovative curricula/educational methods/development of training courses; Labour market issues incl. career guidance / youth unemployment; ICT - new technologies - digital competences	SK	Dom poznania - združenie pre osobný rozvoj	School/Institute/Educational centre – Adult education	SK	www.zivotologia.sk	henrieta.holubekova@gmail.com
2017	Mobility for Quality	Quality Assurance; Quality Improvement Institutions and/or methods (incl. school development)	SK,IT	STATNY INSTITUTE ODBORNEHO VZDELAVANIA	National Public body	SK	www.siov.sk	kancelaria@siov.sk
2017	Second Chance Education - Exchange of experience, expertise and good practices	Early School Leaving / combating failure in education; Intercultural/intergenerational education and (lifelong) learning; Quality Improvement Institutions and/or methods (incl. school development)	DE,NL,EE	Abendgymnasium der vhs stuttgart e.V.	School/Institute/Educational centre – Adult education	DE	www.agstuttgart.de	info@vhs-stuttgart.de
2017	Mediagrammi goes Europe!	Creativity and culture; Intercultural/intergenerational education and (lifelong) learning; ICT - new technologies - digital competences	DE	Mediagrammi e.V.	Multimedia association	DE	www.mediagrammi.org	info@mediagrammi.org
2017	Refugees welcome - Willkommenskultur und Integrationsalltag im europäischen Austausch	Integration of refugees; Migrants' issues; Intercultural/intergenerational education and (lifelong) learning	DE,IT,UK	ComFort Schulungszentrum GmbH	School/Institute/Educational centre – Adult education	DE	www.comfort-berlin.de	uwe.spielvogel@comfort-berlin.de
2017	Vielfalt im ländlichen Raum	Ethics, religion and philosophy (incl. Inter-religious dialogue); Rural development and urbanisation; Intercultural/intergenerational education and (lifelong) learning	DE	HochVier - Gesellschaft für politische und interkulturelle Bildung e.V.	Non-governmental organisation/association/social enterprise	DE	www.hochvier.org	hochvier1@gmx.de
2017	Europ@vhs#digital	New innovative curricula/educational methods/development of training courses; Pedagogy and didactics; Intercultural/intergenerational education and (lifelong) learning	DE	Landesverband der Volkshochschulen Schleswig-Holsteins e.V. n Schleswig-Holsteins e.V.	School/Institute/Educational centre – Adult education	DE	www.vhs-sh.de	jf@vhs-sh.de
2017	CULTURE GOES	ICT - new technologies - digital	DE,ES	CGE Erfurt e.V.	Non-governmental	DE	www.cge-erfurt.org	info@cge-erfurt.org

	EMOTIONAL	competences; Inclusion - equity; International cooperation, international relations, development cooperation			organisation/association/social enterprise			
2017	Towards Quantum 2020	Access for disadvantaged; Integration of refugees; Labour market issues incl. career guidance / youth unemployment	DE,NL	Quantum - Gesellschaft für berufliche Bildung mbH	School/Institute/Educational centre – Vocational Training (secondary level)	DE	www.quantum-afl.de	sekretariat@phin.pl
2017	Let's teach!	New innovative curricula/educational methods/development of training courses; Pedagogy and didactics	BE	CVO Antwerpen	School/Institute/Educational centre – Adult education	BE	www.cvoantwerpen.be	info@cvoAntwerpen.be
2017	Non-formeel leren via cultureel erfgoed: op zoek naar emancipatorische en taalstimulerende projecten	New innovative curricula/educational methods/development of training courses; Recognition (non-formal and informal learning/credits); Integration of refugees	BE	vzw Integratie en Inburgering Antwerpen	Regional Public body	BE	http://www.atlas-antwerpen.be/	atlas@stad.antwerpen.be
2017	Eerste internationale trainingscursus voor schrijfdocenten 'creatief schrijven'	Creativity and culture; Pedagogy and didactics; New innovative curricula/educational methods/development of training courses	BE,ES	Creatief Schrijven vzw	Publically funded cultural organizations	BE	www.creatiefschrijven.be	info@creatiefschrijven.be
2017	Chances and Challenges for Rainbow Families	Gender equality / equal opportunities	BE,NL	Network of European LGBTIQ* Families Associations (NELFA aisbl)	Non-governmental organisation/association/social enterprise	BE	www.nelfa.org	info@nelfa.org
2017	Samenwerkend leiderschap in leren	Research and innovation; Quality Improvement Institutions and/or methods (incl. school development); Quality Assurance	BE	vzw Katholiek Onderwijs Vlaanderen	Regional Public body	BE	http://www.katholiekonderwijs.vlaanderen/	elke.verpoorten@katholiekonderwijs.vlaanderen
2017	Qualitätscheck in der Einrichtung zur Erwachsenenbildung und Methodenkompetenz im Angebot	Recognition, transparency, certification; Reaching the policy level/dialogue with decision makers; EU Citizenship, EU awareness and Democracy	BE	zeitKreis	School/Institute/Educational centre – Adult education	BE	www.zeitKreis.be	info@zeitkreis.be
2017	SHEP KAI Staff Mobility 2017	Health and wellbeing	IE	The Social and Health Education Project Ltd	Civil Society Organisation	IE	www.socialandhealth.com	
2017	Engaging hard to reach men - Staff Development Plan	New innovative curricula/educational methods/development of training courses; Access for disadvantaged; Pedagogy and didactics	IE	The Shanty Educational Project Limited	Civil Society Organisation	IE	www.ancosan.com	
2017	Adult Education Leaders, Learning in Europe	New innovative curricula/educational methods/development of training courses; EU Citizenship, EU awareness and Democracy; ICT - new technologies - digital	IE	AONTAS	Non Governmental Organisation	IE	www.aontas.com	

		competences						
2017	GOSHH educational learning and leadership development program	Access for disadvantaged; Gender equality / equal opportunities; Social dialogue	IE,UK,NL	Red Ribbon Project	Civil Society Organisation	IE	www.redribbonproject.com	
2017	Staff Development Plan	ICT - new technologies - digital competences; Health and wellbeing; International cooperation, international relations, development cooperation	IE	Tipperary ETB	Educational centre – Vocational Training	IE	www.tippnorthvec.ie	
2017	COMPARATIVE STUDY: THREE PRISON EDUCATION CENTRES	Access for disadvantaged; Inclusion - equity; Intercultural/intergenerational education and (lifelong) learning	IE	CDETB	Educational centre – Vocational Training	IE	CDETB.IE	
2017	Adult Education in Europe	Intercultural/intergenerational education and (lifelong) learning; New innovative curricula/educational methods/development of training courses; Inclusion - equity	NL,DE,FR,FI,U K	ROC de Leijgraaf	School/Institute/Educational centre – Vocational Training (secondary level)	NL	www.leijgraaf.nl	info@leijgraaf.nl
2017	Changing landscapes: Prison Education Consortium Netherlands	International cooperation, international relations, development cooperation; Key Competences (incl. mathematics and literacy) - basic skills; New innovative curricula/educational methods/development of training courses	NL	EPEA-NL	Foundation	NL	www.epea-nl.nl	Contact form on website
2017	Educatieve ondersteuning voor startende ondernemers	Entrepreneurial learning - entrepreneurship education; Intercultural/intergenerational education and (lifelong) learning; Labour market issues incl. career guidance / youth unemployment	NL,TR	Compas T.A.C.	School/Institute/Educational centre – Adult education	NL	www.compastac.nl	Contact form on website
2017	It Can Also Be Different	Health and wellbeing; Inclusion - equity; New innovative curricula/educational methods/development of training courses	NL,MK,CZ,BE,ES,HU	HVO Querido	Non-governmental organisation/association/social enterprise	NL	www.hvoquerido.nl	clemens.blaas@hvoquerido.nl
2017	European Input for Sustainable Education and Learning (EISEL)	Quality Improvement Institutions and/or methods (incl. school development); Access for disadvantaged; Regional dimension and cooperation	NL,IE,UK,BE,SI	Learn for Life	Accreditation, certification or qualification body	NL	www.lflplatform.net	info@platformlearnforlife.nl
2017	From national grassroots education to ProVeg International	ICT - new technologies - digital competences; Health and wellbeing; Environment and climate change	NL,DE	Viva Las Vega's	Non-governmental organisation/association/social enterprise	NL	www.viva-las-vegas.nl	info@viva-las-vegas.nl

2017	Adult education, social and vocational reintegration staff training in Barka's models of social development - round 2	Intercultural/intergenerational education and (lifelong) learning; Inclusion - equity; Migrants' issues	NL,PL	Stichting Barka	Non-governmental organisation/association/social enterprise	NL	www.barkanl.org	julia.boele@barkanl.org
2017	Deltion College supports adult learners	Integration of refugees; Access for disadvantaged; Key Competences (incl. mathematics and literacy) - basic skills	NL	Deltion College	School/Institute/Educational centre – Vocational Training (secondary level)	NL	www.deltion.nl	info@deltion.nl
2017	Increasing Outreach and Participation through European Networks (IOPEN) in Non-formal Adult Education	Access for disadvantaged	NL,FI	Stichting Welzijn Lelystad	Foundation	NL	www.welzijnlelystadsad.nl	info@welzijnlelystadsad.nl