

**DEVELOPING ADULT EDUCATORS COMPETENCES TO PROMOTE LEARNERS  
LIFESTYLE ENTREPRENEURSHIP (ACE)  
No. 2015-LT01-KA2014-013404**

*INTELLECTUAL OUTPUT 01*  
**Curriculum for adult educators/ practitioners  
“Promotion Lifestyle Entrepreneurship for disadvantaged learners”**

**SUMMARY OF THE STATE OF ART REVIEW**

The aim of the State of Art review is to find out the existing situation in partner countries related to the development of adult educators/ practitioners competences necessary to work with learners with fewer opportunities and from disadvantaged backgrounds in order to engage them in learning and promote self-employment. The analysis of this data is needed to support the preparation of the intellectual output 01 “Curriculum for Adult Educators/ Practitioners “Promotion Lifestyle Entrepreneurship for Disadvantaged Learners” and intellectual output 02 “Training Materials and ICT Tools for Adult Educators/ Practitioners”.

For this reason the project partners were asked to organize *focus group*\* meetings with adult educator experts and adult educators/ practitioners working in the field of adult education (Universities, NGOs, Adult Education Centers, Community Centers, Youth Organizations, Libraries, Job Centers, etc.) according to the prepared common questionnaire. Each focus group consisted of 8-10 adult educator experts and 8-10 adult educators/ practitioners.



**\*Method: focus group** is a form of qualitative research in which a group of people are asked about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept, advertisement, idea. Questions are asked in an interactive group setting where participants are free to talk with other group members. A focus group is an interview, conducted by a trained moderator among a small group of respondents. The interview is conducted in an informal and natural way where respondents are free to give views from any aspect.

*Background of the focus group members in partner countries:* representatives of universities, colleges, job centers, social funds, centers of social services, municipality organizations, local

### FOCUS GROUP SUMMARY

1.	<b>What is the definition of Lifestyle Entrepreneurship? What are the similarities and differences between entrepreneurship and Lifestyle Entrepreneurship?</b>
<b>UK</b>	<p>The definition of lifestyle entrepreneurship – an entrepreneur whose business revolves around their passion, hobby or skill. It is usually a home-based business that can be managed in a flexible way to fit in with the entrepreneur’s lifestyle, taking into account childcare and/or elder caring responsibilities. Some businesses are run to provide an additional income to a permanent job, some to prevent social isolation. Some lifestyle entrepreneurs operate their business to improve their own lifestyle, some to improve the lifestyle of others. Many co-operatives are formed when a group of lifestyle entrepreneurs work together.</p> <p>Examples of businesses that lifestyle entrepreneurs run include cake-making, homemade jams, chutneys etc., catering from home, childcare, dog walking, pet-sitting, virtual office services, online businesses, mobile hairdressing, etc.</p>
<b>BG</b>	<p>Lifestyle entrepreneurship is way of life where people are doing what they know best and what they like most. The hobby is becoming an income source; an activity that provides a good standard of living and a source of emotional and moral satisfaction. LSE is transforming your interests and passions in a form of self-employment. It helps also for developing the soft skills.</p> <p>Entrepreneurship is a process of creation, development and implementation of a business idea based on the risk in order to achieve a profit. Entrepreneurship is deprived of emotional commitment and inner satisfaction, because by its nature it is directed towards maximising profit and added value.</p> <p>When LSE is concerned – the main driver is the usefulness and personal satisfaction with the work done and achieved results. LSE does not target profit at any price.</p> <p>The main difference is in the decision process i.e. lifestyle managers are motivated by the success, pleasure and satisfaction of the work undertaken. The most important thing is the impact of their work, not the economic and financial drivers.</p> <p>Main similarities between LSE and entrepreneurship:</p> <ul style="list-style-type: none"> <li>- The essence of the term “entrepreneurship”- providing resources, attracting clients, development of products/services that are adequate to the current supply and demand situation.</li> <li>- Desire for improvement and motivation for succeeding</li> </ul>
<b>CY</b>	<p>Lifestyle Entrepreneurship is the type of entrepreneurship where the person exploits a hobby for profit.</p> <p>The concept of entrepreneurship is not completely clear in the Cyprus context. It is thought in relation to social entrepreneurship. One indicative comment from the focus groups was:</p> <p><i>“I do not have a clear understanding of lifestyle entrepreneurship, despite being very knowledgeable in Entrepreneurship and Social entrepreneurship. I personally</i></p>



	<p><i>do not see what is the difference of a lifestyle entrepreneur that an entrepreneur if lifestyle refers to his choice in how he manages his life. As for lifestyle entrepreneurship as a way of not focusing on profits, I feel the that type of entrepreneurship is better covered by the term social entrepreneurship”</i></p> <p>One similarity to entrepreneurship is that in order for a person to develop their hobby and passion into a business, they need to consider the situation around them (in the society), consider their network, in order to assess whether there is potential for his business to succeed.</p> <p>A second similarity is that a person should have realistic goals when they consider turning their hobby into a business. Business plans are important in any business in order to show and guide progression and growth over time.</p> <p>The difference is that in lifestyle entrepreneurship the person utilizes hobbies and interests to make profit for living.</p>	
PL	<p><b>Attitude</b> denotes an outlook that can be either positive or negative towards oneself and the environment. The attitude is the way of thinking of a human being, it reflects feelings, principles and values. It also means being ready to act in different fields.</p> <p><b>Entrepreneurship</b> is a specific attitude of a person towards the surrounding world and people, expressing itself in a creative and active pursuit towards making the status quo better (i.e. innovation). It is also the attitude that guarantees material benefits that lead to the increase of profits (income) and improve the conditions of life and work.</p> <p>Entrepreneurial attitude expresses itself in the individual characteristics of people, such as intellectual capacity, achievement and motivation, the ability of abstract thinking, the ability to concentrate and so on. These characteristics can be considered as the primary source on which entrepreneurship is based and develops.</p> <p><b>Lifestyle Entrepreneurship</b> is the connection of the attitude of an individual and the characteristics of that individual. A human being with a positive attitude towards the world will assume that her/his activity will end with a success. The potential competitors are being seen as actors on a stage and the environment as a game. Operations and activities in the marketplace should contribute to the achievement of benefits that should have a financial result (profit). Being brave and active are the virtues that characterise the entrepreneur who wants to achieve their own goal. Lifestyle entrepreneurship is an attitude of a person, who searches for and finds solutions in various life situations in the aspect of entrepreneurship. Characteristics of such a person are resourcefulness, belief in oneself and one’s own abilities, proper use of time and resources.</p>	
	<p><b>Entrepreneurship</b></p> <ol style="list-style-type: none"> <li>1. Management</li> <li>2. Running a business</li> <li>3. Knowledge of techniques and methods of negotiations</li> <li>4. Skill of communication</li> <li>5. Assertive attitude</li> <li>6. Possibility of taking risks</li> </ol>	<p><b>Lifestyle Entrepreneurship</b></p> <ol style="list-style-type: none"> <li>1. Resourcefulness</li> <li>2. Proper management of private budget</li> <li>3. Negotiations</li> <li>4. Communicating</li> <li>5. Open attitude</li> <li>6. Taking risks only in extreme situations</li> </ol>
	<p><b>LT</b> The participants of the focus group had never heard of such a concept as Lifestyle</p>	



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	<p>Entrepreneurship and suggested that it may be compared to that of social entrepreneurship where people are doing what they know best and what they like most. Lifestyle entrepreneurship would be most useful to those who cannot work fulltime or are not appealing to employers: senior citizens, young mothers, the disabled. Having created their businesses around their passions and hobbies, such people would not only earn a living, but will also engage in an active life and avoid social isolation.</p> <p>One of the adult educators/ practitioners, however, pointed out that people in Lithuania are diligent and hard-working. Eventually, when they are unaware of how to start and run a business it is the adult educators' role is to get them motivated to get started. The participants of focus group pointed out that Lifestyle Entrepreneurship has a very strong social aspect which helps to solve the various problems of disadvantaged people: social, economical, health, isolation, unemployment, etc. This kind of entrepreneurship could improve the situation on integration into the labour market, engagement in active social and local community life and in the learning process. It would also foster development of small and medium sized enterprises in the future.</p>
<b>Conclusion</b>	<p>Having summed up the information in partner countries we could draw the following conclusions:</p> <p>The concept of Lifestyle Entrepreneurship (LSE) is new and is often defined in different ways. Taking into account the project aims and objectives as well as the target group (people with fewer opportunities and from disadvantaged areas) we have come to a common definition:-</p> <p><b>LSE is a process of discovering new opportunities for self-employment around one's passions, hobbies and lifestyle skills, the ability to express oneself and create financial and social profit and improve the quality of one's own lifestyle.</b> It is different from traditional entrepreneurship, which aims at financial profit and huge risk. LSE has a very strong social aspect which helps to solve the various problems of disadvantaged people e.g. social, economic, health, isolation, unemployment. LSE motivates them to engage in lifelong learning and the wider social aspects of life. It is usually a home- based business that can be managed in a flexible way to fit in with the entrepreneur's lifestyle. Some businesses are run to provide an additional income to a permanent job, some to prevent social isolation.</p>
<b>2.</b>	<p><b>Do you have experience working with learners from disadvantaged backgrounds and with fewer opportunities?</b></p> <p><b>a. If yes, please, specify the backgrounds of these learners and indicate the peculiarities of work with each group of learners.</b></p> <p><b>b. No</b></p>
<b>UK</b>	<p><b>Yes</b> – all members of our Focus Group have experience of working with learners from disadvantaged communities. These include: women facing disadvantage and social isolation, lone parents, people in long-term unemployment with very limited finance available, people with disabilities, those facing cultural barriers, low-skilled people with no formal qualifications, those suffering poor mental health, ex-offenders who often rely on self-employment as they find it very difficult to get paid work, people with limited literacy and numeracy skills, people with very low confidence. Providing a mix of additional support is essential to bring down the barriers for disadvantaged learners. Providing coaching,</p>



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	<p>mentoring, one to one sessions as well as group sessions, outreach workers at community venues, support with travel costs, facilities for children to attend meetings with their mothers, resources in a range of formats, working digitally.</p> <p>Carol Buckman said that Hope University regularly work with people from low demographic areas of the city whose barriers include; poor background, lack of self-belief, lack of finance, education &amp; skills. To overcome these barriers Hope used mentors and coaches for support and signposted to the most appropriate support agencies, they also provided expenses and small grant awards from £200 to £300.</p>
<b>BG</b>	<p>a. Yes – 4</p> <p>Minorities; long-term unemployed; discouraged persons; youth under 29; women; people with physical disabilities, children and parents with disabilities.</p> <p>b. No - 6</p>
<b>CY</b>	<p>One participant had knowledge of a program and he mentioned the following as his experience: the UN developed a program for areas that are <b>disadvantaged (not easy access)</b>. One such area is a village close to the border, where some part of the village is occupied by the Turkish troops, and therefore it is difficult for that area to be developed. Therefore, there is funding for the people in that area to develop their business and start something new in the area. He mentioned an example of a senior lady that is working on creating a theme park. She only has the land and the hospitality, but not the skills, and she needs people to brainstorm and give ideas about how this project can be developed.</p> <p>No other participant had any experience with learners with disadvantaged backgrounds.</p>
<b>PL</b>	<p>A few participants (6) have professional experience in working with learners from disadvantaged backgrounds and with fewer opportunities. These learners are: people from ethnic and religious minorities, disabled persons and people from dysfunctional, pathologic and/or poor families. These people are characterised by reticence and secretiveness of character. In work places, they were often blocked (without possibility of advancement), hence lose out financially.</p>
<b>LT</b>	<p>Most of adult educators/ practitioners have had experience of working with people from disadvantaged backgrounds: people with disabilities, senior citizens, women facing disadvantage and social isolation, refugees, people in long-term unemployment. The adult educators have noticed that these people lack motivation, due to their lack of experience in education, lifestyle, and social environment. Speaking about people from ethnic and religious minorities, it is necessary to make certain amendments in the programs to meet their needs and expectations taking into account their need for religious exercises or superstitions regarding gender issues. Moreover, educators have noticed that some people from disadvantaged backgrounds think highly of themselves and often overestimate their abilities. Having started learning a craft, they often realize it's too challenging for them and then they give up. Women getting over a crisis are often discouraged to take up a business for several reasons: lack of self-confidence, lack of finance, education and low skills, bad habits, addictions. Some participants noticed that most of disadvantaged people are supported by the government and receive social financial support. Due to this they are unwilling to take up any activity or get employed. The system of taxation and the financial policy of the Lithuanian Government is not friendly to running of small business.</p>



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<b>Conclusion</b>	<p>The partners have different experiences working with the adult people from disadvantaged backgrounds. The data shows that The Women's Organization from United Kingdom are most experienced in this field. The group of disadvantaged people is varied: women facing disadvantage and social isolation, lone parents, people in long-term unemployment with very limited finance available, people with disabilities; those facing cultural barriers, low-skilled people with no formal qualifications; those suffering poor mental health, ex-offenders who often rely on self-employment as they find it very difficult to get paid work, people with limited literacy and numeracy skills, people with very low confidence; senior citizens, refugees, people from ethnic and religious minorities, people from dysfunctional, pathologic and/or poor families; adults from remote areas. These people often have a poor background, lack self-confidence, lack finance, education &amp; skills, knowledge and ideas; lack motivation to act to overcome challenges and failure. Some of them have bad habits and addictions. The information provided by the partners reveals the following peculiarities of working with this target group: it is very important to pay attention to the specific needs, traits of character, life style and environment of each individual.</p>
<b>3.</b>	<p><b>Do you have expertise in training on Lifestyle Entrepreneurship* among disadvantaged learners?</b>  <b>If yes, what kind of expertise? Please, specify the topics.</b></p>
<b>UK</b>	<p><b>Yes</b> - We work with learners from diverse communities and backgrounds, enabling, assisting and inspiring them to believe in their abilities, to flourish in both new and existing businesses and in employment and to take a full and active part in their communities. We enable women to access the funding and facilities, experience and expertise that they need to succeed. The main focus for The Women's Organisation's Team is to make sure our learners are getting the support that they need and that is right for them. They strive to provide support which is client-led, focussed and impartial, helping each individual woman with her individual needs. They offer a range of short courses on various business topics including: Business Planning, Basic Bookkeeping, Confidence Building, Understanding Tax and National Insurance, Building a Social Media Strategy, Blogging, Facebook for Business, Twitter for Business, Hootsuite, Website SEO, LinkedIn for Business, Instagram for Business.</p>
<b>BG</b>	<p>Some participants (40%) have experience in LSE training and encouragement – mainly with elderly people and people in long term unemployment. They often become craftsmen and farmers which is the most common example for LSE business in Bulgaria.</p>
<b>CY</b>	<p>None of the participants had expertise in training lifestyle entrepreneurship in any way and they have the impression that there are no businesses in Cyprus that are based on the idea of lifestyle entrepreneurship.</p>
<b>PL</b>	<p>Only four persons said that they have such experience. As the examples of training subjects they specified the following:</p> <ul style="list-style-type: none"> <li>– ways of opening of own business,</li> <li>– ways of dealing with difficult situations,</li> <li>– communication,</li> <li>– negotiations.</li> </ul>
<b>LT</b>	<p>A few of adult educators/ practitioners said they have experience in training LSE to people from disadvantaged backgrounds and with fewer opportunities. One educator told her</p>





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	experience of working with the disabled. She noticed that such people have the sense of entrepreneurship and are willing to develop their own business, however, whenever they face the problem of bookkeeping, financial management and taxation, they refuse to proceed.
<b>Conclusion</b>	The data revealed that the partners have little experience in training on Lifestyle Entrepreneurship among disadvantaged learners, except for The Women's Organization (UK). Their experience might be useful for project partners: enabling, assisting and inspiring the disadvantaged people to believe in their abilities, to flourish in both new and existing businesses and in employment, to take a full and active part in their communities. It is important make sure that learners get the support that they need. They suggest the following courses on various business topics including: Business Planning, Basic Bookkeeping, Confidence Building, Understanding Tax and National Insurance, Building a Social Media Strategy, Blogging, Facebook for Business, Twitter for Business, Hootsuite, Website SEO, LinkedIn for Business, Instagram for Business.
<b>4.</b>	<b>What kinds of businesses, related to the LSE idea, are developed in your country among disadvantaged people?</b>
<b>UK</b>	Food – baking, jams & chutneys, catering. Crafts – knitting, sewing, alteration businesses, painting, handmade jewellery, cards etc. Childminding, domestic cleaning, online selling, pet sitting, dog walking, virtual administration support, home tutoring, translation and writing services, mobile hair and beauty services, nails, window cleaning, painters and decorating, handyman home services among many others
<b>BG</b>	Knitting Book writing/Freelance journalist Production of cakes and pastries and decorating them Growing flowers Production of Christmas, Easter and other holiday decorations Production of wedding accessories Production of scented candles, soaps and other cosmetics Website development Culinary Production of greeting cards and postcards Taxi driving Producing jewellery Housemaid Needlework Sewing Elaboration of souvenirs Producing homemade sweets, drinks, cans, yogurt and cheese Party organising Pottery Shoemaking Typewriting Interpreting and Translation
<b>CY</b>	It was difficult to think of an example of lifestyle entrepreneurship in Cyprus, because some participants had difficulties realizing the nature of „lifestyle“. One practitioner mentioned that

	<p>the company she works at can be considered as a lifestyle business because the two owners like treating people, they are doctors and they combined their interests with their studies, so they created in the end a business and they promote a new type of medicine.</p> <p>Other examples mentioned were:</p> <ul style="list-style-type: none"> <li>Drawing</li> <li>Painting</li> <li>Knitting</li> <li>Antiques and restoration of old objects</li> <li>Jewelry making</li> <li>Quilting (sewing)</li> <li>Indoor decorations</li> </ul>
<b>PL</b>	The most frequent are rather small businesses like little shops and bars, upholstery plants (mostly in case of people with minor degree of disability), Turkish kebabs (i.e. minority).
<b>LT</b>	Growing herbs, flower-arranging, postcards, reviving culinary heritage, baking bread, making jam, cheese, doing manicure, flower arrangements, hairdressing, driving, thematic villages, knitting, wood carving, dress making, pet hotels, etc.
<b>Conclusion</b>	<p>The choice of Lifestyle businesses in partner's countries is vast. There are: growing herbs, flowers, making postcards, reviving culinary heritage, baking bread, making jam, cheese, doing manicure, flower arrangements, hairdressing, driving, thematic villages, knitting, wood carving, dress making, pet hotels; food and baking, jams &amp; chutneys, catering, knitting, sewing, alteration businesses, painting, handmade jewellery, handmade cards, childminding, domestic cleaning, online selling, pet sitting, dog walking, virtual administration support, home tutoring, translation and writing services, mobile hair and beauty services, nails, window cleaning, decorating, shoemaking, production of scented candles, soaps and other cosmetics and etc.</p> <p>This will provide ample opportunities to choose from while creating digital success stories (both written and video) for the intellectual output 2.</p>
<b>5.</b>	<p><b>Do you have experience to work as an <i>advisor/counselor/facilitator</i> to ensure the participatory approach of disadvantaged learners within the whole learning process while training on LSE?</b></p> <ul style="list-style-type: none"> <li>a. If yes, please specify the methods (e.g. ICT based learning, blended learning, distance learning, face-to-face learning, etc.)</li> <li>b. No.</li> </ul>
<b>UK</b>	Yes we offer a range of options to ensure the participatory approach with disadvantaged learners including a mix of group training courses, one to one support at face to face meetings, blended learning, online resources. We see learners at outreach venues in their communities, are flexible with the time of meetings and children are regularly brought to face to face meetings. We provide resources in a range of formats.
<b>BG</b>	The participants who work as advisors acquired their experience mainly via participation in different projects where the main aim was encouraging people from vulnerable groups to gain knowledge, skills and confidence that can be used for generating income and self-development.





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	Some participants have been consultants to artisans or social enterprises. One participant has worked as consultant, lecturer, manager, coordinator of projects targeting minorities (mainly Roma people). Other participants have experience as carers/ consultants for people with disabilities.
<b>CY</b>	There was no explicit experience in working as advisors for to ensure the participatory approach for disadvantaged learners. Participants mentioned that the character of the trainings depends on the audience in their cases. Workshops and interactive lectures were reported as methods for teaching interactively.
<b>PL</b>	The members of focus group have such experience. The most frequently used methods are: distance learning and face-to-face learning.
<b>LT</b>	All members of the focus group have experience of working as advisors/counselors/facilitators. Most of them work with learners face-to-face, blended learning, reversed/flipped learning.
<b>Conclusion</b>	All participants of focus groups in partner's countries have had some experience to work as <i>advisors/counselors/facilitators</i> to ensure the participatory approach of disadvantaged learners within the whole learning process. The usually methods are used: face to face meetings, blended learning, online resources, workshops, interactive lectures.
<b>6.</b>	<b>How do you promote your education services to encourage disadvantaged learners to be active in learning and employment? What marketing strategies do you choose and why?</b>
<b>UK</b>	We promote our services at community level in libraries, job centers, primary schools, community centers etc. We work in partnership with local organisations to engage with learners including Housing Associations, Citizen's Advice Bureau, faith organisations, job centers, local authorities. We use a variety of resources to promote our programmes including social media channels, leaflets, events, website, blogs, local radio, newspapers and community magazines. We network with local business people, building relationships that bring many referrals. Over 25% of learners say they heard about The Women's Organisation from other learners who benefited from the training.
<b>BG</b>	Most of the participants don't use any marketing strategies to promote their educational services. Those who do use mainly the websites of the organisations they work in and/or social media channels. Word-of-mouth is the best tool for advertising in villages and rural areas (so this is the most common tool used by the participants). A small number of the participants are promoting their services by establishing contacts with institutions and organizations working with disadvantaged people; meetings and participation in events and activities, publications and networking. To stimulate interest in the learning process they have specific approaches to each group of learners, taking into account their needs, capacities, interests, motivation, educational level, age and etc.
<b>CY</b>	Regarding promoting education services in Cyprus to encourage disadvantaged learners to be active in learning and employment, the participants did not state much. It was reported that this is more an "ad hoc approach especially in marketing, but we do have a structure in how to support disadvantaged learners while in our university." The use of strategies depends on the topic and participants did not provide information about such experience. One participant



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	mentioned that she uses Facebook to promote relevant information about her subject, which she considers very important for spreading information rapidly and effectively.
<b>PL</b>	The participants agreed that they frequently use social media for promotion of education services where they can inform and give examples of success stories that motivate disadvantaged learners. This way is very effective as it reaches many people. It is also important that such promotion via social media is free. But all participants admit at the same time that using of social media is not enough. It is also important is to have an appropriate marketing strategy which includes participation in various events, preferably with the possibility of speaking directly with the learners. It is also important to have your own publications in the subject area as in this way the learners have more respect and it is easier to encourage them to be active in learning. A good strategy is also to be a member of relevant networks which can help in spreading of information.
<b>LT</b>	The members of the focus group singled out the following marketing strategies: the Internet, Open Educational Resources, success stories, Facebook, labour market, the radio, leaflets, e-mail, and personal contacts with leaders of local community organizations, cultural workers, teachers, social workers, etc. Also, the use of information boards at shops, medical centers, churches, primary schools, community centers, libraries are often useful. The method depends on the age of people and their personalities.
<b>Conclusion</b>	<p>All partners admit that proper marketing strategies are of crucial importance working with people from disadvantaged areas to promote their engagement in lifelong learning, active participation in social life and to foster employment. The review of the data has revealed that marketing of education services is not well developed in all partners countries and adult educators/ practitioners lack knowledge on how to apply marketing strategies in education and what channels to use especially working with disadvantaged people.</p> <p>Some project partners have shared their best practices of marketing strategies. The most popular and successful marketing strategies are as follows:-</p> <ul style="list-style-type: none"> <li>• Using public relations and networking with different institutions and organizations: libraries, job centers, schools, community centers, business organizations, labour market, local authorities, community centers, etc.</li> <li>• “Using a word-mouth” and individual spread of information as well as motivation of adults to learn and act;</li> <li>• Presentation of success stories;</li> <li>• The use of social media channels, Facebook, leaflets, events, websites, blogs, local radio, newspapers and community magazines.</li> </ul> <p>The partners pointed out that the choice of the marketing strategy and the most appropriate channel depends on the personality of each individual of the target group.</p>
<b>7.</b>	<p><b>Do you use ICT tools and Open Education Recourses in adult education for better outreach of disadvantaged learners?</b></p> <p><b>a. If yes, please specify.</b></p> <p><b>b. If no, indicate the reasons.</b></p>
<b>UK</b>	The Women’s Organisation does not offer an online-only programme to learners although they do use a range of online resources. Learners can choose how to work with their adviser, some favour face to face meetings, while some prefer a mix of meetings and online communication. There are many online resources and free business tools available to learners



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	which we share and encourage them to use. We have a large and very active social media following on Facebook, LinkedIn and Twitter which we encourage learners to join, this helps to build LSE's networks and marketing skills.
<b>BG</b>	Most of the participants (80%) are using basic ICT tools and OERs for educational purposes. They are various: web-based educational platforms; mobile applications; computer tools.
<b>CY</b>	Most participants do not use ICT and OER in adult education in their universities, especially for disadvantaged students (regarding this, the response was "No" from all participants). The reasons were not specified, but overall, it seemed that it is not something within the culture of some departments. However, some participants use ICT, as the nature of their courses allows it. Educational technology is one subject that ICT is used, especially tools for learning, social media, and online resources.
<b>PL</b>	ICT tools are used very frequently. The following were mentioned: educational platforms, computer programs, social media and email. The participants underlined that despite the fact that people come from disadvantaged environments and often poor families, vast majority of them have access to and use new technologies.
<b>LT</b>	The ICT tools and OER are used to outreach disadvantaged people and provide opportunities for them to learn. The tools are used in libraries, job centers, non-formal adult education centers, U3A, vocational training schools, multifunctional centers. Distance learning is more popular among learners of schools of higher educations (universities, colleges), using the Moodle virtual learning environment. Due to technical and financial possibilities, the usage of the blended learning method is somehow limited. Some participants of the focus group have noticed that disadvantaged people don't know how to use ICT tools.
<b>Conclusion</b>	All partners use ICT tools and Open Education Recourses in adult education for better outreach of disadvantaged learners. The most popular means are face-to-face meetings and blended learning: a mix of traditional classes and distance learning. The Polish partner is the most experienced in this field, using educational platforms, OERs, computer programs, social media, email.
<b>8.</b>	<b>What kind of assessment strategies, methods and tools of adult skills and knowledge acquired during the training for Entrepreneurship are used in your institution? Please, specify.</b>
<b>UK</b>	A skills assessment/training needs analysis is completed with each learner at registration point when individual needs and action plans are agreed; any special needs are discussed at this point. We measure 'distance travelled' on every short course asking learners how confident they are at the beginning of each session and how confident they are at the end. We complete evaluation forms at the end of each course, during the face to face advice process and as each learner completes their business plan/starts their business.
<b>BG</b>	Tests and practical assignments are the most commonly used methods for assessment of skills and knowledge. Different kinds of feedback questionnaires are also very widespread. Formal and informal communication is one of the most important tools according to the participants. Online-based lessons and real time practical tasks Presentations Educational trips



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<b>CY</b>	<p>Online assessment through interactive courses</p> <p>Evaluation forms</p> <p>Case studies</p> <p>Field work</p> <p>Lectures/Presentations</p> <p>Group activities (and peer learning)</p>
<b>PL</b>	The Focus group participants listed the following methods and techniques: questionnaires, discussions, tests, presentations, shows, lectures, exercises, case studies.
<b>LT</b>	The participants of the focus group mentioned reflection, questionnaires, surveys, formal and informal written assignments, tests, portfolio, individual conversations and group interviews and on-line self-assessment tools.
<b>Conclusion</b>	Talking about assessment strategies, methods and tools of adult skills and knowledge acquired during the training for Entrepreneurship, the partners have mentioned the most popular ones: face-to-face (formal and informal) conversations before and after the training; questionnaires, discussions, tests, exercises, real time practical tasks, evaluation forms, case analysis, on-line self-assessment tools.
<b>9.</b>	<b>What are the possibilities in your country for disadvantaged learners to validate their skills and knowledge acquired in non-formal adult education? Is this regular practice? Do you know the responsible institutions? Please, specify.</b>
<b>UK</b>	<p>There is no formal method to validate skills and knowledge for disadvantaged learners from non-formal education in the UK. Many short courses and programmes provide certification of attendance or achievement which enables learners to evidence their training on job applications. The Women's Organisation provides certificates of achievement as business plans are completed and celebrate achievements with women starting new businesses, via Blogs, case studies and press releases when possible. We provide certificates of attendance to learners attending our specialist short courses, which we regularly see framed in clients businesses.</p>
<b>BG</b>	<p>The validation of professional knowledge, skills and competences acquired through formal and informal learning increases peoples' work opportunities and makes them more flexible in the labour market.</p> <p>According to the National regulation 2/13.11.2014 the people who have acquired professional knowledge, skills and competences through formal and informal learning can validate these competencies, taking an official exam before a Commission of experts.</p> <p>After successfully passing the exam they receive official certificates issued by a VTC (Vocational Training Center) with a valid license for validation of the respective specialty/field.</p> <p>Validation can also be performed by the National Employment Agency; by all VET schools in the country (not well known); and by some NGOs with a license for validation.</p> <p>The only legal agency with competences of issuing license for validation is The National Agency for Vocational Education and Training, which:</p> <ul style="list-style-type: none"> <li>- Issues and revokes licenses for vocational training and vocational guidance;</li> <li>- Supervises the activities and assesses the quality of training in licensed institutions in</li> </ul>



Erasmus+



	<p>the system of vocational training;</p> <ul style="list-style-type: none"> <li>- Develops and presents to the Minister of Education and Science for approval: the List of professions for vocational education and training and the State educational requirements for acquiring professional qualifications;</li> <li>- Participates in the development of state educational requirements for the documents in the system of public education and the assessment system related to the vocational education and training;</li> <li>- Makes proposals for improving the system of vocational education and training based on analysis of the activities of the vocational training centers and the centers for information and vocational guidance;</li> <li>- Assigns the carrying out and implementation of research in the field of vocational education, training and guidance;</li> <li>- Coordinates the activities in relation to devising strategies for developing and improving the vocational education and training;</li> <li>- Contributes to the international recognition of the documents for vocational education and training;</li> <li>- Creates and maintains a register of the vocational training centers and the centers for information and vocational guidance, as well as of the issued and revoked licenses;</li> <li>- Creates and maintains a register of certificates of vocational qualification, certificates of vocational training, certificates for validation of vocational qualification and certificates for validation of vocational qualification on part of a profession issued by vocational training centers;</li> <li>- Specifies the indicators used to provide annual information from licensed centers for work done during the previous calendar year under Article 22, paragraph 8 of VETA;</li> <li>- Develops and approves forms and templates of documents for licensing;</li> <li>- Provides methodological support to the vocational training centers performing validation of professional knowledge, skills and competences in the vocational education and training system.</li> </ul>
<b>CY</b>	<p>In Cyprus there are certificates acquired through trainings (online, face-to-face, blended settings), through seminars and workshops.</p> <p>Also, the organization KEBE in Cyprus validates difference degrees, which, however should follow formal procedures.</p> <p>Overall, the idea of lifestyle entrepreneurship in Cyprus, is very new, even among entrepreneurs and adult educators and practitioners. However, it seems that there are good chances for disadvantaged learners to validate their skills and knowledge in non-formal education. One professor at one of the private universities mentioned that VET (Vocational Education Training) is an area which is now being changed, and he mentioned another Erasmus+ project called InEcVET, which is about innovation ecosystems for vocational education as an example of validated informal education.</p>
<b>PL</b>	<p>In schools there are integration classes and compensatory activities for children and youth. There are also special schools and third age universities,</p> <p>Validation methods: tests, quizzes, questionnaires.</p> <p>The following responsible institutions were mentioned: Centres of Social Support on city and community levels and labour offices.</p>
<b>LT</b>	<p>The Ministry of Education and Science in Lithuania is responsible for regulating validation of skills and knowledge acquired in non-formal adult education. Officially it can be performed</p>

	by all institutions of higher education in Lithuania, the institutions are listed on the webpage <a href="http://www.smm.lt">www.smm.lt</a> Some adult educators/ practitioners hold the idea that in order to start one's own business, there is no need of proof of the acquired competences. The Ministry of Social Security and Labour in Lithuania has its own system of recognition of regulated professional qualifications. Traditional artisans are certified by the Folk Artists Union. All in all there are about 20 organizations in Lithuania which are entitled to validate the skills and knowledge acquired in non-formal adult education.
<b>Conclusion</b>	The review of the data has shown that the validation of competences, knowledges and skills is different in all partnership countries. In some countries it is performed by different institutions, ranging from NGOs to institutions of higher education. The common outline for the validation of non-formal and informal learning is the Official Journal of the European Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning. Different methods are used for the validation practices in VET schools and institutions of higher education (Universities, colleges).