

Education for Deeper Social Integration - EDSI (no. KA2-AE-9/17)

Good practices related to education and integration of vulnerable groups: United Kingdom

1. A European Entrepreneurship VET Model and Assessment Framework for Ethnic Minorities (EVA)

General information about the good practice (GP)	
GP Title	English education despite all the negativity
Country, region and municipality of implementation	Cumbria UK Six European countries
Timeframe of good practice (start date, end date unless ongoing)	Two Years Grundtvig 2 Project
Level of implementation (local/regional/national/transnational/other)	UK, Spain, Turkey, Italy, Slovakia, Lithuania,
Webpage or other online info about the good practice	www.creditsuk.co.uk
Name and contact information about the organisation implementing the good practice	Carol Wilson Cumbria Credits Limited Carol.wilson@upperbycdc.org.uk
Brief description of the organisation implementing the good practice	Cumbria CREDITS Ltd, United Kingdom is a not for profit social enterprise company limited by guarantee. CCL promotes community regeneration through adult education and life long learning. Cumbria CREDITS was set up as a Round 1 SRB programme and developed over 70 Community Development Centres (CDCs) throughout Cumbria - the second most sparsely populated county in England where we work with adults who are socially disadvantaged through rural locality, unemployment, low skills, low self esteem, hesitant learners. This involved a large capital programme to develop the centres, and identify, train and accredit a number of community facilitators as adult trainers. Learning began with ICT training and progressed to other vocational areas in response to local needs, in addition to developing a number of projects e.g. credit unions, food co-ops and taster sessions. Cumbria CREDITS work with partners such as CDCs, Rural Regeneration Agencies and Charities. Cumbria CREDITS has won a number of national awards including a National Training Award and Regeneration Award (BURA). Cumbria CREDITS have been involved in previous European projects.

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Good practice description	
<p>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</p>	<p>Learning different techniques to teach adults. The UK partners delivered sessions on team building, group dynamics & handling difficult situations when working together with groups of people. This also helped us work with our respective adult groups. We wanted to learn from each Partner's experience in delivering and creating resources to non English speaking adults.</p>
<p>Short description of the problem the good practice aims to tackle</p>	<p>A desire on the part of English teachers from non English speaking countries to make lessons better and help people to converse better rather than just understanding English grammar</p>
<p>Main objectives of the good practice</p>	<p>Since English has become the main language of international communication, it is essential for European citizens to improve their communication skills in English in order to:</p> <ul style="list-style-type: none"> -communicate freely among Europeans in real life situations, -seek new job opportunities outside their native countries, -collaborate with workers from other countries in terms of exchanging knowledge in their respective professional areas. <p>Nowadays, young adults have a better understanding of the English language through formal and informal education than older adults who might not have had this opportunity to be taught English from the communicative approach. Our group was made up of Partners with experience working with disadvantaged groups of all kinds and some less experienced partners who wanted to learn how to deal with different training situations and to teach in a non formal environment.</p> <p>The project allowed partners to understand one another's methodology and pedagogical approaches to teaching conversational English. It also helped support English teachers to enrich and improve their own teaching approaches. Trainers worked together, sharing ideas and experiences through discussions, workshops and observations and took part in lessons. By using each others resources, methods and knowledge, we continued to give lessons to our own learners in our countries in order to improve their communication skills. All our target groups benefited from the project by means of better understanding of documents available only in English, being able to use support websites in English and feel confident in contacting others to exchange experiences and ideas when the communication language required was English. This project was needed given the high competitiveness in the labour market, poor access to English courses in rural areas, significant gap concerning English communication skills between different age groups and a common lack of communicative approach in formal English teaching systems.</p>

Good practice description	
Target groups	Our partnership made up of 6 partners wanted to bring together young people & adults belonging to Partners' target groups: 1)Disadvantaged, unemployed, immigrants & ethnic groups; 2)Workers and entrepreneurs lacking communication skills in English; 3)Residents of rural areas with limited access to English courses 4)English teachers. We aimed at valuing their mutual potential and learning how to help each other expand their knowledge of English delivered in a relaxed & non threatening environment, where hesitant learners would feel more comfortable. We wanted to learn from each Partner's experience in delivering and creating resources to non English speaking adults. We wanted to share best practice with each country & share resources during our meetings. Each Partner country carried out two surveys, one for trainers & one for adults to gather information on the best learning environment & the learners desire to improve their English communication skills in order to determine their preferred learning style & preferred methods of training. The UK partners delivered sessions on team building, group dynamics & handling difficult situations when working together with groups of people.
Measures to involve the target groups	Our respective adult groups used online blogs & social media to improve communication between Partners using English as the vehicle. Marketing was important for the project as it would be a vehicle for engaging learners. This was carried out locally & nationally to raise the project awareness. The end product shows resources of good practice & they were uploaded to the project blog. The project involved the highest possible number of adult learners and English teachers from each Partner country and 72 in mobilities.
Elements of innovation with respect to the regional state of the art or adopted policies	CCL Role within this project was to learn from partner countries how they teach English within their own countries in a non threatening environment. We oversaw the materials produced for English accuracy, we took part in all workshops, we hosted the final partnership visit which focused on dissemination. The UK worked with other partners during workshops to look at team work, group dynamics and handling difficult situations when working together with large groups of people
Evidence of success (results achieved)	Each country using different strategies and techniques to teach English. Final evaluation of the project. Our project was developed with the key competencies in mind as stated in the European Framework. We addressed people from vulnerable social groups and in marginal social contexts, such as older people, migrants and those who have left formal education without qualifications, in order to give them alternative opportunities to access adult education and improve their language skills.
Main problems encountered in implementing and description of the measures taken to overcome them	Group dynamics and handling difficult situations when working together with large groups of people. Understanding of different cultures and customs. The handling difficult situations workshop brought forward because of a misunderstanding resolved the problem.

Good practice description	
How could this intervention be improved	Make sure that all partners communicate on a regular basis, during and after the meetings, and bring any problems arising to everyone attention as soon as possible.

Good practice transferability	
Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)	This action is transferrable to any EU context as long as there is an existent need for improving language skills of vulnerable groups and sufficiently experienced staff on hand.
Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)	2 educators with experience in language education and working with vulnerable groups.

2. Senior Citizens Computer Class

General information about the good practice (GP)	
GP Title	Senior Citizens Computer Class
Country, region and municipality of implementation	Cumbria, UK in partnership with Upperby CDC
Timeframe of good practice (start date, end date unless ongoing)	January 2018 - ongoing
Level of implementation (local/regional/national/transnational/other)	Local
Webpage or other online info about the good practice	www.creditsuk.co.uk
Name and contact information about the organisation implementing the good practice	Carol Wilson Cumbria Credits Limited Carol.wilson@upperbycdc.org.uk
Brief description of the organisation implementing the good practice	<p>Cumbria Credits Ltd, United Kingdom, is a non for profit social enterprise company limited by guarantee. CCL promotes community regeneration through Adult Education and Life Long Learning.</p> <p>Cumbria Credits was set up as a Round 1 SRB programme in 1995 and developed 70 Community Development Centres throughout Cumbria, which is the second most sparsely populated county in England.</p> <p>There are still 13 centres in Cumbria, who work with Adults who are:</p> <ul style="list-style-type: none"> • Socially disadvantaged through rural locality • Un-employed • Low or no skills • Low self-esteem/ lack confidence • Hesitant learners <p>Cumbria Credits won a National Training Regeneration award, through the Secretary of State's Office (BURA) in 2001.</p> <p>We facilitate access to training to help develop - confidence, social and communication skills and included achievable recognised qualifications in ICT, Customer Service, Business and Administration, Teaching Assistants, employability skills from entry level to level 3. Community Development Centres have experience working with learners from different background and skill sets. They have delivered courses from beginners to QCF's at level 4. One centre won the National Training Award in 2010 for the North West.</p>

Good Practice Description	
<p>Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)</p>	<p>Upperby CDC facilitate over 50's each Monday for people who are socially excluded. The clubs are divided into two sessions am and pm. During these session the participants come and learn digital skills, computers, tablets, phones, digital photography etc.</p> <p>These participants are generally single males and females.</p> <ul style="list-style-type: none"> ▪ Drop in sessions ▪ Relaxed and friendly atmosphere ▪ Knowledgeable staff ▪ Building confidence
<p>Short description of the problem the good practice aims to tackle</p>	<p>Social exclusion Lack of confidence and self motivation No ICT skills Lack of accessible ICT equipment</p>
<p>Main objectives of the good practice</p>	<p>To give the opportunity to participants to learn new skills, meet new people who they can become friends with and help each other to learn and gain confidence, which will reduce social exclusion.</p> <p>By encouraging them to use ICT, they will become more digitally aware and will be able to look for information, regarding pensions, tax affairs, housing benefits etc.</p> <p>Some adults will still be able to use the computer to find part time or full time job opportunities.</p>
<p>Target groups</p>	<p>Over 50's Any person wanting to learn new skills Males Females Socially excluded People with no confidence or motivation to learn Hesitant learners</p>

Good Practice Description	
Measures to involve the target groups	<p>One to one sessions Learner led Group activities Demonstrations on practical exercises, using digital images etc by qualified tutor.</p>
Evidence of success (results achieved)	<p>Friendships made. Participants working together, inside and outside of the course time. New skills learnt and developed.</p> <p>Participants progress from computers , to laptops to tablets.</p> <p>Participants now using online sites for shopping, reading newspapers completing forms etc</p> <p>Participants now using facebook, twitter, U tube etc.</p>
Main problems encountered in implementing and description of the measures taken to overcome them	<p>Too many people in one session at the beginning, so we split the session into two.</p> <p>The morning group are very close and we have too constantly encourage them to accept new people.</p> <p>We have learnt to make taught sessions short as their concentration lapses after an hour.</p>
How could this intervention be improved	<p>More staff and resources available</p>

Good practice transferability	
<p>Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)</p>	<p>Plenty staff with lots of patience</p> <p>Environment conducive to learning</p> <p>This project would work well in any country proving they have the same ethos as stated in this programme</p>
<p>Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)</p>	<p>Up to date computer equipment</p> <p>Staffit ICT and educational exxperience</p> <p>Tablets</p> <p>Internet</p>

3. Working with Syrian Refugees

General information about the good practice (GP)	
GP Title	Working with Syrian Refugees
Country, region and municipality of implementation	Cumbria, UK in partnership with Upperby CDC, Local council, Cumbria learning and skills team
Timeframe of good practice (start date, end date unless ongoing)	September 2017 - ongoing
Level of implementation (local/regional/national/transnational/other)	Local
Webpage or other online info about the good practice	www.creditsuk.co.uk
Name and contact information about the organisation implementing the good practice	Carol Wilson Cumbria Credits Limited Carol.wilson@upperbycdc.org.uk
Brief description of the organisation implementing the good practice	<p>Cumbria Credits Ltd, United Kingdom, is a non for profit social enterprise company limited by guarantee. CCL promotes community regeneration through Adult Education and Life Long Learning.</p> <p>Cumbria Credits was set up as a Round 1 SRB programme in 1995 and developed 70 Community Development Centres throughout Cumbria, which is the second most sparsely populated county in England.</p> <p>There are still 13 centres in Cumbria, who work with Adults who are:</p> <ul style="list-style-type: none"> • Socially disadvantaged through rural locality • Un-employed • Low or no skills • Low self-esteem/ lack confidence • Hesitant learners <p>Cumbria Credits won a National Training Regeneration award, through the Secretary of State's Office (BURA) in 2001.</p> <p>We facilitate access to training to help develop - confidence, social and communication skills and included achievable recognised qualifications in ICT, Customer Service, Business and Administration, Teaching Assistants, employability skills from entry level to level 3. Community Development Centres have experience working with learners from different background and skill sets. They have delivered courses from beginners to QCF's at level 4. One centre won the National Training Award in 2010 for the North West.</p>

Good practice description	
Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)	<p>Upperby CDC facilitate the project to help the Syrian refugees who have been housed in Carlisle following their arrival in the UK</p> <p>We are working in partnership with the local government in a programme to help them integrate, by firstly giving them the opportunity to learn English. They are also helped to understand British Values.</p> <p>The programme is designed to help everyone settle into life in a new country, where they will eventually be able to apply for jobs, educate their children and make new friends.</p>
Short description of the problem the good practice aims to tackle	<p>Three days a week the adults come to the centre, to be taught English with a tutor. The children are looked after by a child support team. The tutor is working with the adults so that they can eventually feel comfortable when going into places on their own. They will at the end of the programme sit an English test.</p>
Main objectives of the good practice	<p>To settle the refugees into Carlisle, make them feel comfortable with the people supporting them.</p> <p>Teach them to speak, write and understand English</p> <p>To sit an English exam at the end of the programme</p> <p>To intergrate their children into school life and the local community</p>
Target groups	<p>Syrian Refugees</p>
Measures to involve the target groups	<p>The refugees come to the centre 3 time a week to work with a tutor to help them understand and speak English.</p> <p>All partner groups involved are helping to integrate the learners into other community groups so they can practice English on a daily basis.</p>
Evidence of success (results achieved)	<p>Two of the learners have now secured part time jobs, which will help them continue to learn English.</p>
Main problems encountered in implementing and description of the	<p>Getting the refugees to commit to coming to the centre on a regular basis. Not easy for the tutor to get them to do homework outside of the classes. The children have to be looked after if they are not school age.</p>

Good practice description	
measures taken to overcome them	
How could this intervention be improved	Understand the Syrian culture before they attend sessions in future programmes. Set clear ground rules at the first session, so everyone is aware of what is “expected” of them.

Good practice transferability	
Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)	<p>This programme can work in any country.</p> <p>It is recommended that you have small groups of learners at any one time.</p> <p>Child care for children who need looking after while parents are attending the course.</p>
Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)	<p>Learning room</p> <p>Tutors</p> <p>Smartboard</p> <p>Computer</p> <p>Flip chart</p>

4. Young and Old for a Better Life

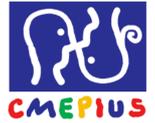
General information about the good practice (GP)	
GP Title	Young and Old for a Better Life
Country, region and municipality of implementation	Cumbria, UK Nine countries – Grundtvig call 2011
Timeframe of good practice (start date, end date unless ongoing)	October 2011 – July 2013
Level of implementation (local/regional/national/transnational/other)	Local
Webpage or other online info about the good practice	www.creditsuk.co.uk
Name and contact information about the organisation implementing the good practice	Carol Wilson – Upperby CDC Cumbria Credits Limited Carol.wilson@upperbycdc.org.uk
Brief description of the organisation implementing the good practice	Sweden, Spain, Romania, Cyprus, Italy, Turkey, Slovenia, Hungary, Poland, Portugal, Czech Republic The group was made up of institutions with a long and successful experience in working with disadvantaged groups of all kinds, and some less experienced institutions trying to learn how to deal with such groups – sharing good practice

Good practice description	
Brief explanation of the good practice	<p>Upperby CDC/Cumbria Credits planned to:- Bring together two generations to bridge the gap by addressing the Digital divide between younger and older people to share skills and experiences when using new technologies.</p> <p>Workshops were run with 2 groups of 6 young people and 6 adults at a time using technologies such as computers, mobile phones, digital cameras, kindles, ipad, remote controls and other handheld devices etc. This gave the Adults confidence and understanding using technology, helping to maintain their independence throughout their lives and realise technology can be helpful and not destructive.</p> <p>It helped to give the young people the skills to teach others how to use the equipment, not just to use it for them. They understud adults are not</p>

Good practice description	
	<p>“unintelligent” they just have not been given the skills required. They learnt mutual respect for each other’s abilities and be able to combine their different skills and knowledge. Verbal communication were a major part in addressing the problem between both ages as the younger generation seem to have a problem talking to adults</p> <p>The activities were filmed, constituting valuable resources to be shared within the partnership, and with local authorities, educational experts, media, etc. A final brochure contained 22 examples of good practice from all partners that were uploaded on the website of the project. The film of the activities is available in DVD format from the partner country.</p> <p>This European project involved over 1300 people in activities and over 180 in mobilities.</p> <p>The first meeting took place in Baia Mare, Romania 2-6 November 2011 where 10 out the 11 countries met. The 10 partners took part in a conference with officials from the town of Baia Mare, including the Mayor and local council officials. Each country introduced themselves through presentations and then an informal discussion took place.</p> <p>One event was to take part in a “Bridging the gap” debate at a local language college.</p> <p>A visit took place to the library, which is now the hub of the local community</p> <p>The final day was a culture day where the Romanian team showed all partners the Marmerus county and its history.</p> <p>There were other workshops that took place over the two years in 5 different countries.</p> <p>This project was funded with support from the European Commission.</p>
Short description of the problem the good practice aims to tackle	To bring together young people and adults, belonging to disadvantaged groups (elderly people, unemployed, jobless, immigrants, disabled, culturally marginalized, ethnic, people with special educational needs, etc - according to the partner originations target groups)
Main objectives of the good practice	<p>To value their mutual potential and learn how to help each other build their own personal and professional life project with a view to rendering them able to put into force their capabilities and integrate/reintegrate in the society</p> <p>The aims and objectives of the project was the focus of `isolated and lonely` senior individuals. The project d and developed effective communication between elderly people, trainers, disadvantaged people as well as contact between friends and family. The project also promoted education skills in art, culture and basic technology literacy amongst the elderly participants. In addition, the project will focus on educating and building recreational skills to create a means of interest or a hobby to occupy themselves. Partners encouraged self-development amongst these individuals and as a result give these people confidence to be socially active within the community.</p> <p>The project gave participants the opportunity to learn and evaluate different art and cultural teachings, therefore help build a network of friendship by exchanging experiences. Through the exchange experience, participants understand different cultures, increase their knowledge in European living standards with an awareness and benefits of European citizenship.</p>

Good practice description	
Target groups	<p>Over 50's adults 18 – 30's adults Any person wanting to learn new skills Male Female Socially excluded</p>
Measures to involve the target groups	<p>There were lots of activities that the learners took part in such as a survey of 50 over 50's and 50 18 – 25 adults.</p> <p>A workshop was organized in the UK to discuss how both sets of groups worked with each other. Both sets of groups also worked together during IT sessions.</p>
Evidence of success (results achieved)	<p>Participants working together, inside and outside of the course time. New skills learnt and developed.</p> <p>Participants from all countries worked together on various projects throughout the programme.</p> <p>All parties shared good practice about how they integrate both generations in their organisations.</p>
Main problems encountered in implementing and description of the measures taken to overcome them	<p>Getting both generations to accept the views of each other.</p>
How could this intervention be improved	<p>More staff and resources available.</p>

GP transferability	
Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in	<p>Willingness for both age differences to work together. This project worked extremely well in all countries involved in the project.</p>

**GP transferability**

another European context? What local / national conditions should be met to allow the transfer?)

Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)

ICT equipment and educational staff that are able to motivate and guide groups belonging to diverse age groups with their on particularities.