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Inspiring Guide for Learn to Learn

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About the project “Inspiring Guide for Learn to Learn”

(IG4L2L, No. 2016-1-LT01-KA204-023137)

Partners from four countries (Estonia, Germany, Lithuania and Spain) are implementing Erasmus+ strategic partnership project “**Inspiring Guide for Learn to Learn**”.

The aim of the project is to improve Learning to Learn (L2L) abilities of adult learners.

Target group: adult learners who have problems with learning skills (migrants, adult returners to learning, young adults in VET, prisoners and similar).

Duration: 2016 -2018.

Objectives of Strategic Partnership:

- Designing on-line L2L competence self-assessment tool in 5 languages which allows adult learners to evaluate their L2L competences and provides adult learners recommendations for development of their learning abilities.
- Encouraging adult learners to develop their L2L competences for more effective learning and adaptation in contemporary society.

- Preparation of L2L tutors (guides) who will be able to guide adult learners in development their L2L competences.
- Encouraging organizations dealing with adult learning to be proactive in improving L2L competences of adult learners by applying on-line L2L self-assessment tool and guiding adult learners in developing their L2L competences.

Self-assessment Tool

Self-assessment tool will have three components:

1. Online Self- assessment of L2L competences questionnaire which will be based on the results of SKILLS and L2L4AR project results.
2. Computer generated individual L2L self-assessment report on L2L competence which will present the levels of L2L sub-competences (time management, information management, team work, reflection, motivation and self-esteem). In each of sub-competences of L2L competence the results of learners fall into three levels: Low, Average and High. The results demonstrate individual learners' L2L competence profile.
3. Computer generated recommendations for individual L2L competences development strategies. Based on individual results, the computer will generate individual recommendations of strategies for personal development of L2L competences for more effective learning.

Partners of the Project



Lietuvos suaugusiųjų švietimo asociacija. Lithuanian Association of Adult Education, National umbrella organization for adult education organizations/providers. Project coordinator. (Vilnius, Lithuania)



Eesti Vabariidusliit Mtu, National umbrella organization for adult education organizations/providers (Tallinn, Estonia).



Stephansstift Zentrum für Erwachsenenbildung gemeinnützige GmbH, provider for general adult education (Hannover, Germany).



Fundación El Tranvía, an entity of social character which has as a mission to anticipate and to prevent that social problems arise, to solve the existing ones and to stir into action, to compensate and to integrate the population promoting their personal resources. (Zaragoza, Spain)

First Partnership Meeting , Vilnius, Lithuania, 13 -16, February, 2017.

Wednesday 15th of February

Introduction of participants

Vilija Lukošūnienė, the President of Lithuanian Association of Adult Education extended her warm welcome to the participants .

Project partners presented their organisation and themselves: Arūnas Bėkšta, Vilija Lukošūnienė (Lithuania), Greta Richter, Inga Kugler (Germany), Maire Loor, Maire Sander (Estonia), Rebecca León, Maria del Carmen Ureta Gerez (Spain).



Project overview

Arūnas made the short overview of the project, reminded previous projects SKILLS and L2L4AR which were dealing with L2L competences and results of which will be used for current IG4L2L project, presented the aims and objectives of the project, explained in more details the vision of the main outcome of the project – on-line tool for self-assessment of L2L competence:





1. Online Self- assessment of L2L competences questionnaire
2. Computer generated individual L2L self-assessment report on L2L competence which will present the levels of L2L sub-competences Low, Average and High
3. Computer generated recommendations for individual L2L competences development strategies

Budget review, requirements for financial issues and reporting

Vilija presented budget review, requirements for financial issues and reporting, other financial management issues.

Distribution of responsibilities

Arūnas presented project activities and who is responsible for what in the Project:

	
<ul style="list-style-type: none"> • General management of the project, leading partner in Designing on-line L2L competence self evaluation tool (activities O1, O2 and O3): • Organizing partner meeting in Lithuania • Coordination of the project activities • Designing self-assessment questionnaire • Designing the structure of self-assessment report structure and content • Development of on-line L2L Self-assessment tool • Translating to Lithuanian • Preparing reports on the name of the project • Piloting on-line L2L self-assessment tool an guidance 	<ul style="list-style-type: none"> • Leading organization in Dissemination of Information (activity A5) & Communication (activity A6) • Analyzing and giving feedback on Intellectual outputs • Organizing Partner meeting in Estonia • Translation of Intellectual Outputs to Estonian • Piloting on-line L2L self-assessment tool an guidance
	
<ul style="list-style-type: none"> • Leading organization in Preparation of L2L tutors (Activity C1) • Analyzing and giving feedback on Intellectual outputs • Organizing Partner meeting in Germany • Translation of Intellectual Outputs to German • Piloting on-line L2L self-assessment tool an guidance 	<ul style="list-style-type: none"> • Leading organization in monitoring, internal evaluation and quality assurance of the project (activity A3) • Analyzing and giving feedback on Intellectual outputs • Organizing Partner meeting in Spain • Translation of Intellectual Outputs to Spanish • Piloting on-line L2L self-assessment tool an guidance

Dissemination plan



is responsible for Dissemination of Information (activity A5) & Communication (activity A6). Maire Sander will send to partners the template of dissemination plan in which all partners shall write their dissemination activities. Based on Partner information, Estonian partner will prepare the Project Dissemination Plan. As an example Vilija presented dissemination activities of LSŠA:

- Newsletter No. 1 after Vilnius meeting
- Presentation of the Project to Meeting of Stakeholders of LSŠA
- Presentation of the project to Annual meeting of LSŠA members (April 2017 and April 2018)
- Presentation of project to participants of traditional autumn event of LSŠA
- Presentation of the Project during the Adult Learning Week (2017 and 2018)

Quality assurance measures

Arūnas presented project risks and their mitigation actions:

Risks	Risk mitigation actions
1. Low quality of self-assessment tool	<ol style="list-style-type: none">1. Leading expert (LAAE)2. Careful analysis and constructive feedback (All partners)3. Involving working groups4. Testing and testing feedback (report)
2. Not delivering the results on time	<ol style="list-style-type: none">1. Careful planning (All partners)2. Control (LAAE, El Tranvia)
3. Not adequate budget utilization	<ol style="list-style-type: none">1. Control (LAAE)2. Counting and monitoring (All partners)
4. Poor Project management	<ol style="list-style-type: none">1. Management monitoring (El Tranvia, All partners)2. Careful distribution of responsibilities (LAAE, All partners)3. Communication and control (LAAE, All partners)

El Tranvia is the leading organization in monitoring, internal evaluation and quality assurance of the project (activity A3). Rebecca presented Quality assurance measures and draft Meeting evaluation questionnaire. Partners discussed both documents and suggested some changes.

Channels of information and store of the documents

Arūnas presented communication tools of the project as described in the Application:

- Partner meetings
- E-mail (writing and responding to all partners (full mailing list))
- Facebook (share the news from Partners)
- Dropbox
- Skype (when necessary)

El Tranvia proposed for project monitoring purposes and for sharing information to use the Moodle platform. Rebecca presented the draft structure of files on the Moodle.

Partners agreed that it is good idea and asked El Tranvia to transfer documents from Dropbox to Moodle platform.

Presentation of draft Intellectual Output 1. L2L Self-assessment questionnaire.

Arūnas presented the concept of L2L competency self-assessment questionnaire.

The questionnaire is based on the results of two projects:

- Several Keys In Learning to Learn Skills (SKILLS) project (2008-2009) (Finland, Italy, Poland, **Spain**, United Kingdom)
- Learn to Learn for Adult Returners (L2L4AR) project (2013-2015) (Estonia, Germany, Italy, **Lithuania**, Netherlands, Portugal and Sweden)

The questionnaire consists of five parts (five sub-competences):

1. Time Management
2. Organization of the information
3. Team work
4. Motivation and self-esteem
5. Reflection of learning experiences

Each of sub-competences are described by five different behaviours. It was agreed that five descriptors and total 25 questions are enough for identification of L2L competence. Those sub-competences are as follows:

<p>Time Management:</p> <ol style="list-style-type: none"> 1. To set learning objectives 2. To prioritize 3. To manage interruptions 4. To avoiding procrastination 5. To stick to schedule 	<p>Information organization</p> <ol style="list-style-type: none"> 1. To search 2. To understand 3. To arrange 4. To use 5. To disseminate
<p>Group Learning</p> <ol style="list-style-type: none"> 1. To understand value of group learning 2. To communicate 3. To contribute 4. To accept 5. To cooperate 	<p>Motivation and Self-esteem</p> <ol style="list-style-type: none"> 1. To develop self-esteem 2. To set objectives 3. To handle obstacles 4. To apply knowledge 5. To reward
<p>Reflection of Learning</p> <ol style="list-style-type: none"> 1. To know own learnings styles and how to apply them 2. To analyze former learning experiences 3. To understand the reasons of failure and success 4. To plan learning activities based on former experience 5. To change the way of learning (change learning strategy) when necessary 	

Wednesday 15th of February

Discussion about the questions of self-assessment questionnaire was facilitated by Arūnas Bėkšta.

All the questions of the self- assessment questionnaire were discussed one-by-one. The final versions of the questions were communicated after the meeting.

After working day we went to Trakai (Medieval Lithuanian Capital) for dinner in traditional Caraities restaurant Senoji Kibininė.



Kibinai (national dish of Karaities)

Annexes

Annex 1. List of contacts

No.	Name	Surname	E-mail	Organization
1.	Maire	Loor	maire.loor@vabaharidus.ee	Eesti Vabaharidusliit Mtu
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3.	Greta	Richter	g.richter@zeb.stephansstift.de	Stephansstift Zentrum für Erwachsenenbildung
4.	Inga	Kugler	Kugler@zeb.stephansstift.de	Stephansstift Zentrum für Erwachsenenbildung
5.	Rebecca	León	vivienda@ftranvia.org	Fundación El Tranvía
6.	Maria del Carmen	Ureta Gerez	adultos@ftranvia.org	Fundación El Tranvía
7.	Vilija	Lukošūnienė	lssa@andragogai.lt	Lietuvos suaugusiųjų švietimo asociacija
8.	Arūnas	Bėkšta	Arunas_beksta@yahoo.co.uk	Lietuvos suaugusiųjų švietimo asociacija
9.	Dalia	Cymbaliuk	lssavilnius@andragogai.lt	Lietuvos suaugusiųjų švietimo asociacija

Annex 2. References

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