Study visit group report

Group No 57

Title of the visit Lifelong Learning: A Model of Public Education of Adults in Europe
Topic Language Teaching and Learning
City, country Santiago de Compostela, Spain
Type of visit Study Visit
Dates of visit 24th - 27th February 2014 (inclusive)
Group reporter Annie Asgard

The reporter should submit the report to Cedefop (studyvisits@cedefop.europa.eu) within ONE month of the visit.
I FINDINGS

This section summarises the findings of the group while visiting host institutions, discussing issues with the hosts and within the group. You will be reflecting on what you learnt every day. But to put them together and give an overall picture, you need to devote a special session to prepare the final report on the last day of the visit.

In this section, it is important that you describe not only things you learnt about the host country but also what you learnt about the countries represented by group members.

1. One of the objectives of the study visits programme is to exchange examples of good practice among hosts and participants. Cedefop will select well-described projects/programmes/initiatives and disseminate them to former participants and a wider public, including potential partners for future projects. Therefore it is important that you identify and describe all aspects that, in your view, make these projects/programmes/initiatives successful and worth exploring.
<table>
<thead>
<tr>
<th>Title of the Project-programme-initiative</th>
<th>country</th>
<th>name of the institution that implements it (if possible, provide a website)</th>
<th>contact person (if possible) who presented the programme to the group</th>
<th>Target Group</th>
<th>Examples of Good Practice</th>
</tr>
</thead>
</table>
| Using ICT in the Foreign Language Classroom | Spain   | EOI Santiago-sar http://www.eoisantiago.org/                             | Ana Losado                                                          | Language Teachers and Administrators                             | • Use of ICT in project work  
• Use of ICT in listening/speaking exercises  
• Use of interactive whiteboards  
• Use Apps on smartphones to further classroom learning |
| Teacher Training and ongoing CPD         | Spain   | CAFI (Institute for Innovation and Training http: www.edu.xunta.es/centros/cafi | Andrea Suarez Gonzalez and Pablo Gulin Diaz | In service language Teachers                                   | • Professional development for teachers, mandatory  
• Content and needs are tailored for each group based on the group members specific needs  
• Moodle and Platega platforms used |
| AVALAR Project                          | Spain   | CAFI (Institute for Innovation and Training http: www.edu.xunta.es/centros/cafi | As above                                                                         | Teachers and students at primary and secondary levels | • Project aimed at providing laptops in classrooms. Schools who participate in this programme receive laptops and training the use of the laptops for language learning. |
| CLIL in Secondary Classrooms           | Spain   | EOI Santiago-sar http://www.eoisantiago.org/                             | Ruben Barderas                                                       | CLIL Teachers at secondary level                                | • Specific courses that are designed for teachers who are teaching CLIL in secondary schools.  
• Teachers gain additional qualifications and add to their professional development. |
<p>| Exhibition “More than 100 years teaching foreign languages to | Spain   | EOI Santiago-sar <a href="http://www.eoisantiago.org/">http://www.eoisantiago.org/</a>                             | Touring presentation and exhibition for all who attend/teach in the EOI national |               | • Historical perspective and explanation of the development of the EOI national programme |</p>
<table>
<thead>
<tr>
<th>Adults</th>
<th>Programme</th>
<th>Consumers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk on Pluraligualism</td>
<td>IES Virxe do Mar (Noia) Pluralilingual secondary school</td>
<td>Gloria Rivas (IES Virxe do Mar (Noia))</td>
</tr>
<tr>
<td>Talk: Motivating students to built PLNs/PLEs: Social Wire</td>
<td>IES Virxe do Mar (Noia) Pluralilingual secondary school</td>
<td>Carla Dechant (EOI Santiago-Noia)</td>
</tr>
<tr>
<td>Visit: Bilingual Department</td>
<td>Arcebispo Xelmirez I Secondary school</td>
<td>Principal</td>
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<tr>
<td>Language Testing and Certification</td>
<td>EOI Santiago-sar <a href="http://www.eoisantiago.org/">http://www.eoisantiago.org/</a></td>
<td>Juan Lago and Cristina Rodriguez, EOI Staff</td>
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<tr>
<td>Failte Isteach Programme</td>
<td>Claddagh National School, Galway, Ireland <a href="http://www.claddaghns.ie">www.claddaghns.ie</a> <a href="http://www.failteisteach.ie">www.failteisteach.ie</a></td>
<td>Annie Asgard</td>
</tr>
<tr>
<td>Mestna knjiznica</td>
<td>Mestna knjiznica Ljubljana</td>
<td>Spela Subic Zalezina</td>
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<tr>
<td>Country</td>
<td>Project/Program</td>
<td>Location</td>
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</tbody>
</table>
| Ljubljana | Various projects | Library | (Targeted groups, immigrants, unemployed people) | from staff | 64x496 to 488x557 | - Use of various materials and ICT available  
- Mobile library bus  
- High level of community engagement with the events programme |
| Teacher qualifications | England | Dudley College, Birmingham | Krishna Singh | 16 and over international students | 64x496 to 488x557 | - DELTA Qualified Staff  
- Roll on and roll off flexible provision  
- Beginners to C2  
- Employability skills combined with English |
| Language Teaching and Acquisition | Poland | Splendid Language School, Huta Zabiowolska | Katarzyna Pelka | Unemployed Adults and Children from 7-18 | 64x496 to 488x557 | - Government Subsidised  
- Improves job prospects for disadvantaged groups  
- Courses up to level of C2  
- Language support for primary and secondary school leavers |
| CLIL: New Perspectives for Teachers and New Opportunities for Students | Italy | Liceo Scientifico Statale “L.B.Alberti” Naples | Marina Imperato | Secondary School Students (Age 14-18) | 64x496 to 488x557 | - Autonomy  
- Intensive preparation for University Entrance  
- Modernisation in teaching  
- Teachers have high levels of motivation |
| Adult Language Education | Estonia | Multilingual Language Centre Tallin | Malle Nei | Adult Learners | 64x496 to 488x557 | - Lessons up to Level of C2  
- Flexible tuition to suit student  
- Multiple Languages  
- Certification provided |
| Adult Language Education | Slovakia | Official Language School Bratislava www.1sjis.sk Jazykova skola Palisady 38 | Stojka Dubenova | Adults from 15+ | 64x496 to 488x557 | - Variety of languages and levels up to C2  
- Nominal fees  
- Certification provided  
- Cultural experiences  
- Study Abroad Programmes  
- Employment Support for Adults who wish to change careers |
<table>
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<tr>
<th><strong>Support for Bilingual Schools</strong></th>
<th><strong>Slovakia</strong></th>
<th><strong>Official Language School Bratislava</strong></th>
<th><strong>Stojka Dubenova</strong></th>
<th><strong>Adults from 15+</strong></th>
<th><strong>Preparations for school leavers taking exams</strong></th>
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<tbody>
<tr>
<td><strong>Adult ESOL</strong></td>
<td><strong>Scotland</strong></td>
<td><strong>North Ayershire County Council</strong></td>
<td><strong>Orsolya Dunn</strong></td>
<td><strong>Adults</strong></td>
<td><strong>Complementary support for students who are taking exams in the bilingual sections (Spanish, French, English and German)</strong></td>
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<tr>
<td><strong>Promotion of European projects linked to language learning and teaching</strong></td>
<td><strong>Poland</strong></td>
<td><strong>Kuratorium Oswiaty w Katowicach</strong></td>
<td><strong>Joanna Sobotnik</strong></td>
<td><strong>teachers</strong></td>
<td><strong>Teaching English Language to adults, mostly migrants.</strong></td>
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<td><strong>Flexible timetables and venues.</strong></td>
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<td><strong>The use of Social Practice to increase learner engagement</strong></td>
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<td><strong>A holistic approach to learning</strong></td>
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<td><strong>Family ESOL, ESOL Literacy and ESOL for Employment</strong></td>
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<td><strong>Focus on social inclusion</strong></td>
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<td><strong>Language Exam Certification</strong></td>
<td><strong>Hungary</strong></td>
<td><strong>Educational Authority Accreditation Centre for Foreign Language Examinations</strong></td>
<td><strong>Julia Sipos</strong></td>
<td><strong>14+</strong></td>
<td><strong>Statutory Regulated Language Exams (Level A2, B1, B2, C1)</strong></td>
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<td><a href="http://www.nyak.hu">www.nyak.hu</a></td>
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<td></td>
<td><strong>Rigorous detailed regulations regarding the standardisation of validity, reliability, consistency of language exam levels.</strong></td>
</tr>
</tbody>
</table>

*You can describe as many good practices as you find necessary. You can add rows to the table.*
2. The study visits programme aims to promote and support policy development and cooperation in lifelong learning. That is why it is important to know what you learnt about such policies and their implementation during your visit. You are invited to describe your findings concerning the following:

2.1 Approaches taken by participating countries (both host and participants’) regarding the theme of the visit. Are there any similar approaches/measures in participating countries? What aspects are similar and why? What aspects are different and why?

**Accreditation/Certification**

A strong focus on accredited learning has been a re-emerging theme throughout the visit. The group has seen robust evidence of meaningful and accessible accredited language training for adults and teenagers in Galicia visit with inspiring examples of best practice. Evidence of thoughtfully planned progression routes were clearly identifiable; students were aware of their learning goals and objectives and they attached real value to their certificated learning.

Seeing examples of accredited foreign language education in a public setting in Galicia has raised a number of issues for group participants; both in a local and a wider, international context. Educational provision in Galicia is remarkably inclusive; a wide range of aspects of the education provision facilitate effective inclusion (i.e. the affordable cost of accredited courses and exam fees, government and local authority support both in terms of funding and policy). Slovakia mirrors the Spanish EOI system most closely. They provide specialised courses which allow students to meet the demands of their future education, the labour market or they can re-qualify due to changes in their jobs. They provide courses for all the levels in accordance with the CEFR.

Participants from a number of countries have remarked on the elitist nature of bilingual learning in their own countries (e.g. Poland, Hungary, UK); group members were particularly taken by the fact that no entrance exams are required for students to participate in bilingual or plurilingual studies at secondary levels. Accredited language learning is unattainable for participants from lower socio-economic backgrounds in a number of other European countries represented by the group (e.g. Italy, Estonia, Poland, Czech Republic, Slovenia, Hungary, Austria and Ireland). Examples of specific grants and learning contexts were identified by some countries as exceptions (e.g. Hungary and UK), but the availability of such programmes and learning opportunities were not as systemic and readily available as in Galicia.

**Teacher Training**

A strong commitment to teacher training was also evident throughout the visit; both at local and government levels. Teacher training is systemically planned, developed and organised with a strong emphasis on individual needs of organisations and participants. The strands of digital competence and language competence were centrally identified at a strategic level; the group felt that this indicates strong government commitment AND control at the same time. Estonia and Scotland have similar examples of government commitment to teacher training with a range of new qualifications developed for foreign language teachers in a variety of contexts and levels. Poland lacks systemic support for the professional development of language teachers; teacher training is incidental and predominantly provided by the private sector (e.g. publishers).
Learner-centered
The group has seen evidence of deeply ingrained beliefs of the learner as the central focus in foreign language classrooms in Galicia - a concept that group members readily identify with as professionals. Teachers are competent and confident in their approach to language teaching; there is a clear focus on communicative approaches and the development of productive skills. Teachers have no wish to play the role of the fountain of knowledge in the classroom, they are clearly moving towards the role of the facilitator who points students in the direction of opportunities of self-study. Adult learners in Galician language classrooms are given access to information in a number of non-traditional ways. Learners also often serve as sources of information for their peers and teachers, thereby moving away from a deficit-based model of learning, where the student is a needy recipient as opposed to a potentially effective contributor. All members of the group feel strongly about the importance of building on their learners’ existing knowledge.

ICT
Group members saw interesting and inspiring examples of the usage of ITC in Galician foreign language classrooms. Technology seems to be a regular, natural and integral part of adult language teaching in Galicia, which seems to be the direct result of government initiatives and objectives. Several participants noted the lack of similar facilities in their own educational settings for a variety of reasons, such as availability of funding or geographical constraints. In Estonia, for example, technology is not consistently available in foreign language classrooms, mainly due to lack of teacher training and IT equipment. This is an area which has shown improvement.

Social Practice
The importance of social practice was keenly felt by the group and there was historic evidence of commitment to making learning a socially relevant and meaningful event for learners in Galicia. Scotland’s Adult Learning Strategy and ESOL Strategy both embrace the need for social practice, where the learner’s individual needs are of paramount importance both in the engagement process and throughout the learning journey.

Formal vs Informal Learning
The group has been unable to reach a consensus over the question of formal vs. informal learning in a Galician adult learning setting; noting that adults learned in a predominantly formal setting in language classrooms. The strong focus on certification and the learning environment set IOE apart from a number of educational providers in other countries; where less formal and informal language learning opportunities are also available (e.g. family learning, informal befriending schemes etc).

2.2 Challenges faced by participating countries (including host) in their efforts to implement policies related to the theme of the visit. What are the challenges? Are they common challenges? If so, why? If not, why not?

• Costs of delivering bilingual training - ie all staff are not bilingual
• Difficult to recruit bilingual staff
• Technical resources
• Restriction in IT access
• Lack of IT expertise of staff and users
• Poor literacy skills of staff and students
• Inconsistent assessment of levels
• Lack of governmental support for language learning
• Restriction on class sizes
• Diversity
• Groups not homogenous
• In many countries no officially recognised state exams
• Non unified approach
• Mixed level of ability
• Lack of funds for adult education

Galicia is a good example of investing in languages.

2.3 NAME AND DESCRIBE EFFECTIVE AND INNOVATIVE SOLUTIONS YOU HAVE IDENTIFIED THAT PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS) APPLY TO ADDRESS THE CHALLENGES MENTIONED IN QUESTION 2.2. PLEASE MENTION SPECIFIC COUNTRY EXAMPLES.

• In house training of staff
• Compulsory staff development days
• Classroom observations to ensure staff competently teach in UK
• Compulsory languages in schools for children but not for adults
• Blackboard virtual environment allows sharing of resources
• at Dudley all our grade 1 lecturers have to share good practice grade 3 are supported by mentors
• State standardised cert of language
• State standardised certification of languages: In Hungary state certified exams: CEFR A2, B1, B2, C1 levels, 24 exam centres, 38 exam systems (monolingual, bilingual i.e. including mediation, general, specific), 30 languages, 300 exam locations
• In Hungary teachers have to be qualified teaches of their subject and have a qualification in their given second language
• Individual learning plans
• Use of social networking media by some schools
• Use of Skype for language assessment
• Use of audio files

2.4 ASSESSMENT OF THE TRANSFERABILITY OF POLICIES AND PRACTICES. COULD ANY EXAMPLES OF GOOD PRACTICE PRESENTED IN THIS REPORT BE APPLIED AND TRANSFERRED TO OTHER COUNTRIES? IF SO, WHY? IF NOT, WHY NOT?
3. Creating networks of experts, building partnerships for future projects is another important objective of the study visit programme.

Please state whether and which ideas for future cooperation have evolved during meetings and discussions.

- A student/teacher exchange between two primary schools in Czech Republic and Ireland. This exchange will focus on European Union membership. We will work on the Blue Star Programme cooperatively through online communication. This programme emphasises the learning about the European Union and membership of the EU. http://www.europeanmovement.ie/bluestar/ The materials are available on the following website: www.planbee.com

- All the members of the group have already established a communication platform on Edmodo which allows all members to share materials, exchange ideas and continue cooperation.

- Two members who are both working at public libraries (Poland and Slovenia) will endeavour to establish an online reading club where their library visitors can exchange book reviews in English.

- Using information on the Legislation of Examinations and Language Testing and Assessment Systems from the Ministry of Education in Hungary. It can be found at www.nyak.hu This information will help to guide partner countries as they work on establishing more transparent and standardised Language Assessments.

- An opportunity for partnership was identified by the Polish and Irish members. The Irish member explained that Ireland is experiencing increased difficulty with assessing the language and special needs of Polish children who attend school in Ireland with limited English. These two members will work together to establish a bilingual version of the basic diagnostic test for children with Speech and Language Challenges. This would greatly improve the understanding and knowledge Irish teachers and speech therapists are able to attain about new incoming Polish children.

- After the observation of good practice that was shared during the study visit, it is possible for members to apply under KA1 Erasmus Plus Action to further extend their understanding of the Lifelong Learning model used by EOI (Escola Oficial de Idiomas). The members who have attended this study visit will be able to disseminate their newly acquired skills and understanding to further European Union exchange programmes.

- Look at partnering for Erasmus plus project in common themes and share of good practice
- Look at student and staff exchange programmes
- Virtual exchange of resources and good practice
- Use of host Companies assessment materials for English language matching the CEFR levels
- Use EdModo for share of resources and forum to exchange ideas
The most impressive aspect of the EOI programme was the large extent to which the local and regional government support language learning outside of formal public education. This is done in a complimentary, affordable and convenient way for the language learner. The results of this governmental and policy-driven commitment is that Spain is more likely to achieve the lofty goals of The European Union Commission’s of Language Policy, which prioritise the bi or multi-lingual capabilities of its students. The current practice in most countries with regards to in service language training for teachers is inadequate and limited.

Galicia’s programme of CUALE, which provides focused in service training for language teachers both in and out of the EOI, provides teachers with consistent and updated teaching methodologies and approaches. There is a needs assessment undertaken by each group of teachers which will form the content of the training programme.

In summary, the Ministry of Education’s policy to grant autonomy of Education to all the Autonomous Regions (i.e. Galicia) provides both EOI Administration and Teachers with the opportunity to take ownership of the curriculum and instruction as well as the assessment. This policy of joined-up thinking on the part of the Spanish government is a model that every European Country could adopt.
II Organisation of the visit

This part of the report will not be published but it will be made available to the organiser and will be used by national agencies and Cedefop to monitor and improve implementation of the study visits programme.

We recognise the value of ongoing feedback as a way of ensuring that the programme is at all times a responsive and dynamic initiative, meeting the needs of its various participants and target audiences. In this section you are invited to give us your feedback on several factors that, in our opinion, contribute to an effective visit.

**1. Discuss within the group and check if you agree or disagree with the following statements. Please mark only one box (\(\square\)) that expresses most closely the opinion of the entire group. Please use Question 2 of this section to elaborate on your responses, if needed.**

<table>
<thead>
<tr>
<th>e.g.</th>
<th>The size of the group was good.</th>
<th>All agree</th>
<th>Most agree</th>
<th>Most disagree</th>
<th>All disagree</th>
<th>Not applicable</th>
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</thead>
<tbody>
<tr>
<td>1.1.</td>
<td>The programme of the visit followed the description in the catalogue.</td>
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<td>1.2.</td>
<td>There was a balance between theoretical and practical sessions.</td>
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<td>1.3.</td>
<td>Presentations and field visits were linked in a coherent and complementary manner.</td>
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<td>1.4.</td>
<td>The topic was presented from the perspectives of the following actors of the education and training system in the host country:</td>
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<td>1.4.1.</td>
<td>government and policy-makers</td>
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<td>1.4.2.</td>
<td>social partners</td>
<td>x</td>
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<td>1.4.3.</td>
<td>heads of institutions</td>
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<td>1.4.4.</td>
<td>teachers and trainers</td>
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<td>1.4.5.</td>
<td>students/trainees</td>
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<td>1.4.6.</td>
<td>users of services</td>
<td>x</td>
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<td>1.5.</td>
<td>There was enough time allocated to participants’ presentations.</td>
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<td>1.6.</td>
<td>The background documentation on the</td>
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<td>1.7.</td>
<td>Most of the group received a programme well in advance.</td>
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<td>1.8.</td>
<td>The information provided before the visit about transportation and accommodation was useful.</td>
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<td>1.9.</td>
<td>The organiser accompanied the group during the entire programme.</td>
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<td>1.10.</td>
<td>The size of the group was appropriate.</td>
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<td>1.11.</td>
<td>The group comprised a good mixture of participants with diverse professional backgrounds.</td>
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<td>1.12.</td>
<td>There were enough opportunities for interaction with representatives of the host organisations.</td>
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<td>1.13.</td>
<td>There was enough time allocated for discussion within the group.</td>
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<td>1.14.</td>
<td>The Cedefop study visits website provided information that helped to prepare for the visit.</td>
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2. If you have any comments on the items 1.1. - 1.14 above, please write them in the box below.

**III Summary**
1. Having summarised all your reflections and impressions, please indicate how satisfied you are with your participation in the study visit. Indicate the number of participants for each category, e.g.

- Very satisfied
- Satisfied
- Somewhat satisfied
- Not satisfied
- Neither satisfied nor dissatisfied

2. What elements and aspects of the study visits do you think could be changed or improved?
   - There was little that needed to be improved.
   - The pace and content was excellent.
   - Possibly more observation in actual language classes.

3. If there is anything else you would like to write about that is not included in the above questions, please feel free to write below or attach a separate sheet.

Our Study Visit featured in the Galician news:

Relevant websites:
Poland:
www.kuratorium.katowice.pl
www.sedmikraska.cz
Slovenia:
www.mklj.si
www.zabawola.pl
www.liceoalbertinapoli.it (Italy)
http://www.acs.si/index.cgi?lang=4
www.ofi.hu (Hungary)
www.nyak.hu (Hungary)
www.multlinga.ee
www.dudleycol.ac.uk
www.britishcouncil.org
www.steyr.at (Austria)

THANK YOU!

Please submit the report to Cedefop (studyvisits@cedefop.europa.eu) within one month of the visit.