



Synergies Project Plans for O4

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Partner Meeting
ALPHA, Genova, Italia
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Target group

Disadvantaged learners with skills and competences considered 'atypical'

- as they are outcomes of prior or current non-formal and informal learning
- prior foreign formal education not recognised in the EU and its member states

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Aim

- *Support the* translation of these competences into qualifications valued and taken seriously in the labour market
- allowing further education in other sectors of education.



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Results expected

- Improving the access of disadvantaged learner groups to validation procedures and practices more adequate to their validation needs



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What to do (according to the proposal)

Adult educators working with disadvantaged learners need to

- better understand relevant current and developing standards, procedures and practices in validation and
- to overall strengthen their relevant competences for facilitating better validation outcomes for their learners, including *in relation to the links to other sectors of education and validation stakeholders.*

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What *we can* do

In our opinion adult educators working *at a professional level* with disadvantaged learners understand *already* relevant current and developing standards, procedures and practices in validation

- *But they may need* to overall strengthen their relevant competences for **facilitating better validation outcomes** for their learners, *in particular keeping in mind the links to other sectors of education and validation stakeholders.*

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What to do/*What ALPHA can do*

- The proposal suggest to create synergies between the EQF and validation in our *local, regional* and national working contexts
- *In ALPHA case, we can do this working with volunteers or paid mediators who collaborate with NGOs helping migrants and/or disadvantages people*

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Index for inclusion

To improve validation for our target groups, current cultures, structures and practices in validation must be assessed and improved with the specific needs of disadvantaged learners as standards of analysis. We analysed the Index for inclusion:

- <http://www.csie.org.uk/resources/inclusion-index-explained.shtml>
- <https://www.youtube.com/watch?v=hrLIOQ5Fy8>

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ALPHA comments to the use of the Index for Inclusion in Synergies

Index: tool for schools, while we deal with adult education. Andragogy tells us that these are different contexts. However some key concepts are important:

- Inclusion
- Removing obstacles to learning and participation
- Create resources to support learning and participation
- Sustain diversity

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Comments to the use of the Index for Inclusion in Synergies

The inclusion and exclusion concepts are explored along three interconnected dimensions, that can be applied also to the NGOs:

- **Create Inclusive cultures**
- **Make Inclusive policies**
- **Develop inclusive practices**

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Participants to training activities

- Through the testing of **a training material** for the production of the project outcome, Synergies will implement in total 8 trainings with 15 participants each. The participants will be trainers and educators mostly from adult education and they will gain **theoretical and practical knowledge** related to the subjects of this project.

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Update_May 2017

1. Tools/Methods for the trainer the trainer workshop

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O4: Toolkit

Training material for training professionals in adult education on validation of competences of disadvantaged learners pedagogical material easy to use.

The toolkit will be informed by O1 and provide essential background on validation, its social inclusion and individual empowerment relevance especially for disadvantaged learners, an overview on the EQF and what its aims and education related potentials are.

It will provide information on the specific validation needs to be considered when doing validation with disadvantaged learners.

These more theoretical background information will be prepared, in terms of content and method, in such a way to be easily multipliable by users of the Toolkit.

Its focus however will be providing easy to use tools for validation in adult education. It will not only include practical ways to implement different stages of validation of prior learning, but will also guide in implementing validation into everyday adult education practices and thereby also target validation of current learning, including with tools like Europass CV, ProfilPass and Youthpass.

It will also include an explication for educational providers on the relevance of mainstreaming validation of current learning in their practices, as well as information in where to gain further information.

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O4: Toolkit

After a compilation of a draft Toolkit and training module, the Toolkit will be linguistically adapted for testing by the partner organisations.

All four organisations will perform 2 trainings with 15 trainer and educator participants each, who will contribute to the qualification of the Toolkit, and also gain a better understanding of validation, its rationales and the requirements for disadvantaged learners to have an adequate access to it.

On the basis of the feedback by the participants, the Toolkit will be revised and refined between all partners and finally finalised in English, German, Spanish and Italian.

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ALPHA: The facts

In Italy,

- *Participants will be trainers and educators mostly from adult education*
- *Offer: theoretical and practical knowledge related to the subjects of this project*
- *Pedagogical material easy to use.*

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Our proposal for the toolkit_Sources

Work done in O1, 2 and 3

Further analysis of literature and reports

Current observation of first evaluation of migrants' working situation:

- *Caritas: 36 interviews observed in three sessions, 1 focus group with 6 volunteers*
- *Job centre (public): 25 interviews, exchanges with 5 professionals*
- *Federazione Regionale Solidarietà e lavoro (last week of June)*

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Our proposal_1

Training for volunteers and people working with NGOs, plus some professional working for the Labour office (15 + 15 persons).

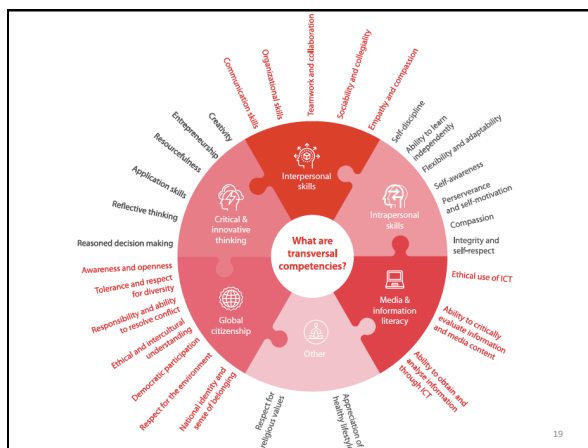
Aim: favouring shared culture and knowledge.

Theoretical and practical sessions.

Contents:

- Recognising our informal learning (practical exercise based on the techniques of the French *Reseaux d'Echanges Réciproques de Savoirs*)
- Transforming informal learning in knowledge, skills and competence required by the labour market in view to identify potential units for qualification
- How to fill in European CV (sections on non-formal informal learning and competencies) ONLINE
- Interactions with foreigners not speaking the national language (Supported conversation)
- Legal/illegal activities (mainly for informal caregivers)
- How to test (verbally) the migrant competence
- Hypothesis to testing (practically) the migrant competence (only for women).
- Transversal competencies: how to assess and evaluate them?

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Table 1: ERI-Net's framework on transversal competencies

Domains	Examples of key skills, competencies, values and attitudes
Critical and Innovative thinking	Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making
Interpersonal skills	Communication skills, organizational skills, teamwork, collaboration, sociability, collegiality, empathy, compassion
Intrapersonal skills	Self-discipline, ability to learn independently, flexibility and adaptability, self-awareness, perseverance, self-motivation, compassion, integrity, self-respect
Global citizenship	Awareness, tolerance, openness, responsibility, respect for diversity, ethical understanding, intercultural understanding, ability to resolve conflicts, democratic participation, conflict resolution, respect for the environment, national identity, sense of belonging
Media and Information Literacy	Ability to obtain and analyse information through ICT, ability to critically evaluate information and media content, ethical use of ICT
Other (Physical health, Religious values)	Appreciation of healthy lifestyle, respect for religious values

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