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Synergies Project International Conference

24 – 01 – 2018

Workshop 5

14h00 – 15h30

First part

THEATER AM LEND | WIENERSTR. 58A | 8020 GRAZ

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Cooperation Partners:



WORKSHOP 5

- Facilitating the creation of a network to allow the recognition of non-formal and informal learning and skills
- The initial assessment of migrants done by NGOs, public and private organisations can be a tool for selecting and orienting them in their further learning and/or training paths. The influence of the training background and personal beliefs of the personnel who design and perform assessments can greatly influence the migrant's future.
- In Liguria, each organisation will make a first assessment, as formal networks do not include all the organisations working with migrants.
- The workshop describes the Italian toolkit, aimed at promoting the informal links among organisations.



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Synergies Project
The background
14h00 – 14h15

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Cooperation Partners:



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

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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Cooperation Partners:



What to do

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.*

What to do/*What we can do*

- Create synergies between the EQF and validation in our *local, regional* and national working contexts
- *In ALPHA case, working with volunteers or paid mediators who collaborate with NGOs helping migrants and/or disadvantages people*



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Synergies Project The theoretical basis 14h15 – 14h30

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The Index for Inclusion in the Synergies project

In the Index (aimed at schools) the inclusion and exclusion concepts are explored along three interconnected dimensions, that can be applied also to the NGOs working with migrants:*

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

**<http://www.csie.org.uk/resources/inclusion-index-explained.shtml>*

2. Our proposal_Sources

Work done in O1, 2 and 3

Further analysis of literature and reports

Ethnographic observation of the first evaluation of migrants' working situation made by ONGs and public services

Our proposal

Purpose: to promote the sharing of an inclusive culture and of theoretical practical knowledge

Training proposed about the service organization:

Define well which activities related to caregiving can pose a risk to the person and to the employers

*Information material (hung on the premises, distributed to people, uploaded on the website):
who we are, what we do, what we do not do, how to access, how to provide the service, etc.*

Our proposal: the interview

How to improve the interview technique:

- Supported conversation techniques to better interact with those who do not speak Italian well
- Material that complements the current endowment: Genoa map, paper and markers, photos of the city, lists of institutions that organize Italian courses
- European CV (sections on informal and non formal competences) ONLINE
- How to test skills, how to support them with evidence
- How to test in a practical way the skills (home economics courses, booklet with recipes, certificate of attendance)

Focus on: Supported conversation techniques

A competent interlocutor improves the performance of the migrant person.

Supported conversation techniques allow to:

- Recognize the competence through non-verbal and verbal hints
- Reveal the competence: understanding gestures, writing keywords, drawing, using printed resources, etc.
- Ensure that the person can answer and say what has to say: yes / no questions, questions with a fixed choice, giving the time to answer
- Check the answers: for example by writing what was said, expanding it or summarising it.



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Synergies Project First exercise 14h30 – 15h00

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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

Exercise

- Inspired by: SOCCES HANDBOOK – ASSESSMENT OF TRANSVERSAL COMPETENCES. Ed. by Auli Guillard
- https://www.socces.eu/application/files/8114/9427/5937/2017__Socces_Handbook.pdf

Assessment of transversal competences

- Keeping the previous two slides in front of you, read the following assessment strategies and methodological tools that can be used in relation to the assessment of transversal competencies of migrants.
- Choose two strategies/methodological tools and discuss that you could use and discuss them with other members of your group

Assessment of transversal competences

- Anecdotal records: objective narrative records of migrants' performances, strengths, needs, progress and negative/positive behaviour
- Authentic tasks: activities that are genuine and purposeful. These can include real-life activities that the migrants declare to perform in a competent way
- Diagnostic inventories: migrant responses to a series of questions or statements in any field, either verbally or in writing. These responses may indicate an ability or interest in a particular field.
- Portfolios: collections of migrant work that exhibit his/her knowledge/competence in one or more areas
- Rubrics: a set of guidelines for measuring achievement. Rubrics should state the learning outcome(s) with clear performance criteria and a rating scale or checklist.
- Self-evaluations: migrant reflections about her/his own achievements and needs relative to program goals
- Simulations: the use of problem-solving, decision-making and role-playing tasks

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