EDUCATION IN SQUARE MARGINALITY

Guidelines to set up the Community Learning Pact

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Prepared by the Education in Square Marginality (EM2) project consortium

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Table of Contents

Summary

INTRODUCTION

1. INTRODUCTION

The main aim of the Education in square marginality (EM2) project is to support people who live in marginality to find an employment, through dialogue and joint work with enterprises. The project refers to the condition of double marginality implying that some people live in the peripheral territories on which we operate: a condition of personal marginality, dictated by difficulties in employment, physical and psychological disadvantages and a geographical marginality, due to a location far from urban centres and dynamic contexts, with difficulties of an economic and demographic nature.

The objective of the project is to upgrade the skills of low-skilled or low-qualified adults through informal and non-formal education by creating a common **Community Learning Pact.**

The EM2 project also aims to offer an effective outreach and guidance to the project beneficiaries and detect their attitudes using a number of tools (to help the individual learn about his/her personal characteristics, interests, capabilities, achieve objectives linked to education as well as professional path) which would serve as a basis to define their Individual Learning Path, that, in the project contexts will be formally subscribed as the **"Individual Learning Pact".**

To attain the project objective guidance is necessary to respond to the various demands and needs of the project target group. Several guidance types, offered to adults enrolled in an educational process, are chosen by an expert, guidance counsellor, to suit the needs of a beneficiary. A guidance counsellor should behave in an openly and authentic way, have excellent communication skills and a profound interest in supporting beneficiaries to obtain their goals.

DIRECT BENEFICIARIES IN EDUCATION IN SQUARE MARGINALITY

2. DIRECT BENEFICIARIES IN EDUCATION IN SQUARE MARGINALITY

Potential beneficiaries of the project are unemployed people that live in a condition of marginality as described above. As these people are in a momentaneous disadvantage situation, with a lot of different and individual conditions, it is required to familiarise them with the methods of the project and define how they can be involved and engaged to be an active part of the process. This is the reason why a personalized guidance is required to follow the needs case by case.

2.1 Making sense of the experience

Even before starting with the planning of the project activities, one should consider the level of self-awareness of the project beneficiaries about career development and/or their own employability potentials. The mentor that will guide them, needs to take all this into account to plan the preparation activities.

The first step should be, therefore, a group or individual meeting, where beneficiaries will be prepared and motivated about all project steps and how to reach their individual purpose, because the process could take a lot of their personal time.

The discussion with beneficiaries has a twofold aim: on the one hand, it allows to better plan next steps, on the other hand, it again promotes self-reflection on the real value of the activity for them.

2.2 Enterprises and Stakeholders

The concept draws on Corporate Social Responsibility, and is defined as:

"*the process used by an organisation to engage relevant stakeholders for a clear purpose to achieve agreed outcomes*" (Account Ability 2015).

The process of stakeholder engagement entails the following phases and tasks:

Phase	Task
PLAN	Profile and map stakeholders
	Determine engagement levels and methods
	Identify boundaries of disclosure
	Draft engagement plan
	Establish indicators
PREPARE	Mobilise resources
	Build capacities
	Identify and prepare for engagement risks

IMPLEMENT	Invite stakeholders to engage
	Brief stakeholders
	Engage
	Document the engagement and its outputs
	Develop an action plan
	Communicate engagement and the action plan
REVIEW AND IMPROVE	Monitor and evaluate the engagement
	Learn and improve
	Develop and follow up the plan
	Report on engagement

Table 1. Process of stakeholder engagement (adapted from Account Ability 2015)

Among the stakeholder group we could consider various entities, i.e. public or private bodies, schools, work agencies, unemployment centres, NGO's, enterprises, trade unions and associations that have been involved in the first project phase to be part and sign the Community Learning Pact to be an active part of the learning process.

It is required, for the enterprises, to play an active role as they will be directly involved in the learning process of the beneficiaries. Moreover, the value added for enterprises to participate in community development actions is to benefit society while simultaneously improving public image and profitability.

There is no single and unique way to involve stakeholders. Public and private bodies interests to be part of the project are different.

In drafting your engagement plan, you should consider, particularly if your reference business players are small or micro-enterprises, their benefits in participating in the community learning activities, how they can improve the beneficiaries' skills in order to match them with the stakeholders' professional needs.

2.3 EM2 Output 2

The challenge of Output 2 of Education in Square Marginality is given by what we may call the keyword of this project: "responsibility" that is taken against an entire workgroup, the community. The beneficiary will have a responsibility to the community, the community against the participant by following step by step the evolution and results, this is why stakeholder involvement is so important.

The learning path is not a preformat given training, valid for everybody, but it will be a result of the individual guidance defined before and tailored to the beneficiaries' and to company's needs.

The three main players of this phase are: the beneficiary, the educational centre and the company.

The educational centre, in accordance with the company expert and the beneficiary will define a training programme to match the company needs with the beneficiary skills through an accompanying and monitoring method that is based on practical knowledge required in the company. Educational tools must be useful and suitable for the implementation of the skills required by the company which could also host, for this reason, the beneficiaries to better define their gaps and improve their performances thanks to practical training.

The participants, by choosing their own training that will follow their aspirations and matching company's needs, will feel responsible for their learning and perform better to achieve the learning objectives. This will be one of the main results of the project if we consider the target group involved and will be an example to follow for their future lifelong learning and working.

The participants will increase the knowledge about the chosen sectors and will acquire skills, that will be used for their future work. After participating in this program they will act differently than before, because they will know their value, know how to constantly improve their abilities, also if not formally recognized, and thus have more possibilities to find a job.

These guidelines are aimed at:

- defining the core methodology to be applied to this project's action, as a tool that will allow a comparison in the process among all partner countries;
- developing formats and tools to apply the designed methodology;
- select private companies (at local level and part of the already defined Local Community) available (also legally and following the country roles) to host project beneficiaries for testing and define the competences needed in their sector;
- offer an effective outreach and guidance to the project beneficiaries, detect their attitudes, identify learning gaps and establish mechanisms to answer learning needs with tailored, on-demand learning opportunities;
- match the attitudes of the beneficiaries (defined during guidance) with the competences needed from the companies
- compare existent frameworks and competence repertoires for the selected profile across Europe (e.g. NQF, where available, regional standards, etc.);
- identify and compare existent training provisions for the profile(s) development;
- define core skills to be developed to support beneficiaries in acquiring competences to effectively deal with the tasks that the sector requires.
- define the individual learning pact including:
    - o learning outcomes to provide competences needed by the company;
    - o teaching and learning methods to achieve outcomes, including work-based learning;
- agree with the local community about the learning contents and subscribe the learning pact, which will be signed by the three key players of the action, namely the learner, the company and the educational provider.

THE PROCESS
STEP BY STEP

3. THE PROCESS STEP BY STEP

A framework of the processes and interaction between project participants consists of 12 steps which are not necessarily horizontal. The process can be altered according to the needs and circumstances of the beneficiary. In the process all 12 steps should be performed, however, the different steps of the process can be tailored to an individual and can be altered according to the decision of a guidance counsellor. The needs of adults for guidance are diversified, therefore the choice of appropriate tools of a certain step in the process is subject to the decision of the guidance counsellor. By applying the process, project partners will share results and in case modify or change some of the available templates. The final version of the guidelines will be, therefore, ready after the implementation of the guide foreseen activities.

Here the list of the process steps:

1. The needs of the job profile
2. Involvement of beneficiaries to the project
3. Orientation interview with the beneficiary
4. Comparing existing frameworks and competences repertoires
5. Matching
6. Planning visits to the employers
7. Visits of companies
8. Definition of the learning plan and signature of the learning pact
9. Training and upskilling
10. Evaluation of the learning/training process
11. Validation of competences
12. Beneficiary follow up

The process included by these steps are detailed below.

3.1 The needs of the job profile

WHAT

During this phase, step 1, partners will involve potential companies that are looking for workers and new job profiles and are willing to host beneficiaries to support them in the learning phase, contributing to it, and maybe to hire them as employees.

Template 1: Company template – Job summary

WHO

Trade agencies – to involve companies

Educational Centres – the guidance counsellor – collecting results to define the job profile needed

Companies – to complete the profiles needed

HOW

Trade agencies, partners of the project, will involve companies in the project and ask them if they need new employees and if they would like to take part to the piloting phase of the project and to cooperate with the educational centres.

The guidance counsellor at the educational centres will provide the Template 1 "Company template – Job summary" to the identified companies who need potential employees and/or knew the job profiles.

The questionnaire is completed by the companies that can provide several job profiles, depending on the current needs.

The guidance counsellor will use the collected companies' data when matching with the beneficiaries' skills.

WHEN

This phase could be implemented at the beginning, before knowing beneficiaries' skills.
Another option is to find a company that would like to host a beneficiary after him/her profile has been defined by the educational centre.

3.2 Involvement of beneficiaries to the project

WHAT

During the first activity of the project, partners involved a list of stakeholders with the aim to create a network and to sign **a community pact**. In step 2 the involved stakeholders might indicate or have a role in the identification of potential beneficiaries.

WHO

Project partners – to create a network and to sign a community Pact

Educational Centres – to be in contact with potential beneficiaries and to advertise the project

Potential beneficiaries – to actively take part in the project

HOW

The involvement of stakeholders, which took place during the first phase of the project, had, among other things, the purpose of involving a group of subjects (associations, NGOs, social contacts, etc.) who knew the territory and its needs and that could intercept and report possible beneficiaries or inform them of the possibilities made available by EM2. This phase concerns the identification of the beneficiaries and their involvement in the project.

We must not forget that anyway project partners i.e. educational centres or trade associations are constantly in contact with potential beneficiaries.

Once in contact with or have information about beneficiaries, the **project referent tutor**, has to speak about the project and the contribution the project could give to help the beneficiaries to improve their situation by explaining the program and the opportunities the project gives to them.

WHEN

From August 2019 to the end of the project.

3.3 Orientation interview with the beneficiary

WHAT

In step 3 the guidance counsellor meets the beneficiary to define her/his skills in order to match them with the companies' needs.

Template 2: Skills balance

Template 2.a: Reminder for the recognition of relevant work and life experiences – my learning and learning achievements (Jelenc Kraševec at al., 2007)

WHO

Educational Centres – the guidance counsellor – to define beneficiaries' needs and skills

Beneficiaries – people in disadvantage situations with the need to be reintegrated in the labour market – to inform about their potentialities.

HOW

The first interview is conducted by the guidance counsellor who uses Template 2 "Skills balance" to build an extensive picture about the beneficiary.

If the beneficiary is more prone to speak about his/her experience rather than write, the guidance counsellor should take notes to complete the Template.

During the orientation interview beneficiaries have the opportunity to describe or discover all their skills, knowledge aspirations. The guidance counsellor should help the beneficiaries to find out all their talents and encourage them to increase the value of these abilities.

The purpose of Template 2 is also to motivate the beneficiaries to actively participate in the project process and give positive encouragement to go on and complete the project piloting phase.

NOTES

Template 2: Skills balance is a detailed document useful for the guidance counsellor when matching Template 1 and a good incentive for the beneficiary to think about and define her/his abilities. The counsellor does not have to use all sections of Template 2 but just the ones appropriate for the beneficiary.

If the beneficiary has little or no experience and the guidance counsellor can see at the beginning of the interview that blank pages might be demotivating and have a negative impact the suggestion is to use Template 2.a Reminder for the recognition of relevant work and life experiences – my learning and learning achievements (Jelenc Kraševec et al., 2007), that will instead, also if less detailed, provide the guidance counsellor with the minimum needed information.

WHEN

Interviews should start when a list of potential beneficiaries interested in taking part in the project has been drawn and/or after the Community pact is signed. It is not necessary that the list of profiles needed by companies is finalised at this stage.

3.4 Comparing existing frameworks and competences repertoires

WHAT

ESCO, a common European framework of occupations and skills, can be used for a comparison among different national/local skill repertoires for the Learning Pacts. The classification is directly accessible via the EU's Commission website at the following link https://ec.europa.eu/esco/portal/.

The ESCO classification identifies and categorises skills, competences, qualifications and occupations relevant for the EU labour market and education and training. It systematically shows the relationships between the different concepts and contains accurate descriptions of occupations and skills.

ESCO works as a dictionary. The usefulness of ESCO derives from the fact that it supports skills and occupations comparability across Europe by offering a "common language" on occupations and skills that can be used by different stakeholders on employment, education and training topics.

It provides descriptions of 2942 Occupations and 13.485 Skills linked to these occupations. Occupations and skills translated into 27 languages and are relevant for the skills mapping that we are preparing in our partnerships.

In ESCO we can also find a list of 9118 Official Qualifications (September 2019) that enables a useful comparison among qualifications that are issued by the formal outcome: an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards. ESCO uses the EQF (European Qualifications Framework) levels to range the qualifications derived from databases of national qualifications managed by the European Member States.

WHO

Employers: to define the qualifications and skills demanded or requested.

Employers and education and training providers: to address skills gaps on education and training programmes.

Educational Centres – the guidance counsellor: to identify the beneficiaries' needs and skills accurately and to set learning objectives in training programmes.

HOW

ESCO will support both employers, to find the right competences for their vacancies, and beneficiaries to find the right job placements for their skills.

The accurate descriptions of occupations and skills from ESCO can be **used in drafting the Learning pacts, in updating job offers by companies or in preparing CVs by beneficiaries, facilitating comparability and matching.**

It can also be used to identify skills gaps on education and prepare training programmes and **set learning aims and learning outcomes.**

By using ESCO the qualification systems of Slovenia, Hungary and Latvia can be compared, indirectly we find also some connections with the Italian Altante del Lavoro Platform.

ESCO's concepts and the relationships between them can be understood by electronic systems of different countries and can be continuously updated and can, thus, support the sustainability of EM2 activities. This allows different systems and platforms to use ESCO to suggest, in an updated approach, the most relevant jobs to jobseekers on the basis of their skills or the most relevant trainings to people who want to reskill or upskill.

WHEN

Counsellors - during the process of the interviews with clients, when drafting the Learning pacts,

Companies - for updating job offers

Beneficiaries - for preparing CVs

Counsellors – when facilitating comparability and matching

Educational centres – to set aims and learning outcomes of training programmes

3.5 Matching

WHAT

The guidance counsellor, in step 5, has to match employers with the most suitable beneficiary, comparing the job profiles and beneficiaries' skills.

Template 1: Company template

Template 2: Skills balance (Possible future job - T11)

Template 2.a: Reminder for the recognition of relevant work and life experiences – my learning and learning achievements.

WHO

Guidance counsellor – to match the needs of the employers with the beneficiaries' skills and, in case, define their possible future job.

HOW

The guidance counsellor has to match the attitudes of the beneficiaries with the competences needed from the companies, using the existent frameworks and competences repertoires for the selected profiles to define the gaps between their current skills, knowledge and experience and the job description provided by the employer.

If the complete matching is not possible, it is necessary to understand if the beneficiary is interested, motivated or if she/he has the chance to improve the missing skills or, otherwise, to find a new hosting company.

WHEN

When the beneficiaries' and companies' list is wide enough to match them together.

3.6 Planning visits to the employers

WHAT

The organization of visits to potential employers is necessary to confirm the possible matching between the company and the beneficiary, to define if they are good for each other and if they can find a meeting point valid for both.

Template 3: Calendar of visits

WHO

Company – to define hosting terms
Beneficiary – to arrange timetable and availability
Education centre – to guide the beneficiary

HOW

It is necessary to collect data on health and safety regulations in the company to host the beneficiary: safety inside the company, insurance, specific clothes, shoes, time availability, eventual limits for the company to host the beneficiary.

The company should provide a tutor available to follow the beneficiary. The tutor should have the appropriate skills to understand the beneficiaries' knowledge gaps. Moreover, she/he has to be informed on the project and competence repertoires for the selected profile the company wants to include.

To better fill the calendar of visits, template 3, the guidance counsellor should know about the problems linked to the beneficiaries' situations such as possible time availability, transfers possibilities, health problems related to the presence in the company. Knowing that and according on the two referents' availability (company and beneficiary), the referent need to plan the calendar of the visit/s and prepare what is required to make the visit possible (such as suitable clothes and shoes, adequate protections, agreements with eventual labour institutes, attendance registers, badge as visitors, tutor's contacts, the travelling arrangements to the employer's address etc.).

The "calendar of visits" is in the form of a regular monthly calendar i.e. month, date and day with the appropriate time and address of the visit and the contact person at the company.

WHEN

After the beneficiaries and the companies are matched together.

3.7 Visits to companies

WHAT

Step 7 is planned to realize the visits to one or more companies to define if the matching is valid.

Template 4: Visit report

WHO

Beneficiary – to visit potential employers and analyse suitability and opportunities for learning
Guidance counsellor – to follow the visit results and get familiar with gaps
Company – to host and define the beneficiaries' gaps

HOW

First of all, the beneficiary needs to know in detail what the hosting company does and which could be her/his roles inside it.
As a learning phase of the training, the guidance counsellor will invite the beneficiary to get information about the host company. This activity could be important in future working life too.
Moreover, guidance counsellor and beneficiaries have to speak together about: their roles, to understand if the work is suitable for them and if they like it or not; the company characteristics; the referent company tutor; and share some good practices and advices on how to behave there.
After that, the guidance counsellor, who is the point of reference for the beneficiaries when they are having some difficulties to accomplish this phase of the project, has to give them the defined date of the visit and instructions about when and where to meet with the employer to have the opportunity to experience a day/a few hours in a work placement.

Following the defined calendar, the visit/s to the company will take place and the beneficiary should analyse the real suitability of the role by using Template 4 "visit report" in each visit, which she/he can do with the help of the guidance counsellor. In addition, the beneficiary should identify opportunities for learning.

Once defined if the company matches with the beneficiaries' skills and if the beneficiary is suitable for them, the guidance counsellor should collect all possible information from the visit reports, also the feedback given by the company tutor, to define the final skills' gaps to be filled. The counsellor should then, together with the beneficiary, write the basis for the learning path.
(The guidance counsellor has a double role in this part of the process: she/he is not only the beneficiaries' tutor but can also help the company to define the beneficiaries' gaps and missing skills.)

WHEN

When an agreement with both parties (beneficiary and company) has been found.

3.8 Definition of the learning plan and signature of the learning pact

WHAT

After the preparation steps (1 to 7), this is the part where the learning pact is designed, in agreement with the beneficiary, the educational centre and the company. Core skills to be developed are defined with the intention to support the beneficiaries in acquiring competences needed to effectively deal with the tasks that the employment sector requires.

Template 5: Learning Pact

WHO

The Guidance counsellor of the educational centre – to define the content
The Company – to share the skills
The Beneficiary – to agree about the path and sign it
The Community – to agree with the learning content

HOW

To define the learning pact, the guidance counsellor needs to consider that 3 main parties (the beneficiary, the company and the educational organization) are involved and need to agree and sign the learning pact.

The Local Community that previously signed the Community Pact, is involved in this phase too and has to agree with the learning pact.

It is important to consider that the signature is not a simple action, but it has a value and means a medium/long term commitment for all the signing parties.
The presence of the local community in the recognition of the Individual Learning Pact, makes the beneficiary feel more responsible and motivated as she/he can rely on, if necessary, the help of the local population that has signed the Community Pact (see previous project activity) in a kind of mutual aid.

The responsible project partner will define a possible common date and place where the beneficiaries and educational centres can share the Individual Learning Pacts with the community.

Shortly, here is a list of data, included in template 5 "Learning Pact", that must be completed:

a) Personal details of the beneficiary;
b) Educational and work experience (use information collected using Template 2;
c) Skills and competences, analysis of incoming skills and learning outcomes (focusing on the training the beneficiary has opted for, specify the knowledge, skills and competences that will upgrade the existing profile of the beneficiary. To do that use Template 4 where the beneficiary has identified which skills and competences need upgrading);
d) Specific reasons and expected results (describe the contribution that the project intends to make in terms of skills/competences development and strengthening the individual resources of the beneficiaries, taking into account her/his specificities);
e) Activities to support the learning project (this section specifies a schedule of meetings with the guidance counsellor / beneficiary / training tutor / company tutor - the beneficiary writes about meetings/activities, progress made, questions, concerns in a training diary. The mentor checks and signs regularly the diary - Section e) plans the coordination and tutoring function, role of external experts, methods of supervision of classroom activities, other activities

envisaged with experimental teaching methods, methods of granting indemnities of frequency);

f) Assessment methods (a common table of assessment methods);

g) Description of the training institution/education centre (G.1: Training tutor/mentor - complete the form);

h) Description of the company involved (H.1: Company Tutor/mentor, if provided - complete the form);

i) Training / Education content (The training path, illustrated in this Individual Training Plan, outlines the competences to be acquired and is customized on the basis of the qualification, previous experience and the specific role defined in the orientation phase. The training provided is aimed at acquiring):

- General professional and specific technical skills to the training profile
- Life skills

Section i) specifies professional and life skills, that need to be acquired with the purpose to fit the company's needs.

Direct training for the achievement of technical and professional skills will be make available by the regional/national education and training offer. The educational objectives can focus on different areas such as numeracy, literacy, digital, financial, health, personal and interpersonal, environmental and civic capabilities, for example, safety at work and the discipline of the employment relationship, company organization and economy, relational and communicative skills, also in a foreign language. The skills that the beneficiary intends to strengthen are defined on basis of the companies' organizational needs and the hypothetical role of the beneficiary within the company context. They are also important for individuals in real life situations.

j) Structure and method of delivery of internal training (Select the appropriate methods)

WHEN

When the preparation part is organized, and the beneficiary is willing to start with a learning path.

3.9 Training and upskilling

WHAT

Step 9 is in use to identify and compare existent training provisions for the beneficiary's development. The training phase starts, educational centres and learners (beneficiaries) go on with the training process.

WHO

The educational centre – to provide everything necessary for the training
The beneficiary – to take part, to learn

HOW

After the Individual learning plan is completed and the beneficiary has signed the aim of attending the defined learning programme, the educational centre will define where the training will take part and identify existent training provisions.

This is the phase where educational centres have to establish mechanisms to answer the learning needs with tailored, on-demand learning opportunities and define the most suitable teaching and learning methods to achieve the expected outcomes, including work-based learning.

To complete the skills needed, the education centre will find out the already available training possibilities (better if the location is near the area where the beneficiary lives), to understand if the beneficiaries really can attend the courses, do everything possible for the organization of the training and/or define other possibilities: by founding some tailored training; with the use of possible on line or open source contents; or organizing a professional training directly inside the company.

All these activities need a specific organization that the educational centre needs to provide.

Regardless of the regulations envisaged for the implementation of the training provided, whether through a training course, a company internship, a targeted course or an informal open-source content, etc. the EM2 project training partner will be the referent for the beneficiary's activities and will also provide a tutor or guidance counsellor to support her/him in the process.

WHEN

Before and during the training

3.10 Evaluation of the learning/training process

WHAT

In step 10 the learning process and results need to be evaluated in all their phases, to validate competences acquired by the beneficiaries, companies have to recognize them.
During and after the process, to evaluate the path and recognize its value, the three parties involved should reflect on learning and, in case, redefine or adjust the aims.

Depending on the learning process, different evaluation methods can be used.
One method used is the method of self-assessment where the candidate has the opportunity to reflect on the learning and evaluate the progress by defining which skills and knowledge have been acquired. The self-assessment questionnaires (example: Template 6) can either be used to set new priorities of the learning process or to have new achievements documented in a formal way and be used by the company to give feedback on the process.

Template 6: Self-assessment questionnaire
Template 7: Training Diary
Template 8: Summary of training
Template 9: Evaluation of the process
Template 10: General evaluation of the training

WHO

The guidance counsellor – monitor the path
The beneficiary – reflect about the training
The company – give feedback on process

HOW

After the end of the process of involvement, before the starting of the training and after the completion of the learning pact, companies and beneficiaries should evaluate the effectiveness of the process. This will be useful in the future to eventually redefine the method used or add development suggestions, since this represents the piloting of the proposed initiatives.

When the learning pact is defined, the guidance counsellor has to monitor the beneficiary during all learning path for two reasons, evaluate the results achieved, matching if results are suitable with companies needs and help the beneficiary in case of difficulties. To do it some tools are made available depending on the type of learning defined (Template 7: Training diary).

If there is more than one learning activity foreseen in the learning pact, results of template 7 "Training diary" allows the guidance counsellor to evaluate if next activity is suitable or not. That is the reason why we need to ask the beneficiary to fill it in defined steps of the path or when needed. The beneficiary completes the template by her/himself and then she/he will discuss it with the guidance counsellor.

This step by step monitoring is also good, in case, to redefine the future learning and to verify that the beneficiary considers the program useful for her/his future career, as the questions included in the template encourage the beneficiary to see the future with a positive point of view due to improved skills and new opportunities.

The beneficiary could also undertake testing or self-assessment and discusses results with the guidance counsellor or, in case of, on the job training also with the company. The results are a summative assessment of the beneficiary's skills and improved competences after the learning process. The questionnaire foresees self – assessment and the possibility to reflect on difficulties and obstacles and encourage the beneficiary to plan in advance how to overcome them.

The last step will be the evaluation of the results (Template 8: Summary of training)
What the project will need to define at the end of the training is whether the results foreseen by the training pacts have been satisfied, partly satisfied completely satisfied or not satisfied at all.

At the end of the training also the educational centres, guiding the process, should self-evaluate the activities done, difficulties undertaken, solutions taken, possible developments (Template 9 Evaluation of the process, Template 10: General evaluation of the training)

The templates are used in the process of quality assurance to compare the satisfaction of the companies and the beneficiaries with the process.

WHEN

After the learning process.

3.11 Validation of competences

EAEA (European Association for the Education of Adults) (2019) sees validation as a key tool in order to promote lifelong learning, to ensure more flexible learning pathways, to encourage learners and build their self-confidence as well as to create a more comprehensive understanding of competences.
The EU (2012) and the European Centre for the Development of Vocational Training (Cedefop, 2015) define four key phases of the validation process: identification, documentation, assessment and certification. Adult learning is validated and recognised for two purposes: for participation in formal education and the acquisition of national vocational qualifications (NVQ).
The result of the validation process is a portfolio in physical or electronic format, an opinion of an adult education professional (validation of key competences, language levels) on the individual's competences, and a plan for further education, employment and career development.
The European Inventory on validation of non-formal and informal learning (https://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory) is a regularly updated overview of validation practises and arrangements across Europe. The 2016 update of the Inventory provides a unique record on how validation is being used at national, regional and local level in Europe. It contains a state-of-play and overview of developments for 33 European countries since the 2014 update and is illustrated by good practise examples. Country reports for individual countries are also available and provide a description of the methods used for validation of non-formal and informal learning.
Hungary: https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_HU.pdf
Italy: https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_IT.pdf
Latvia: https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_LV.pdf
Slovenia: https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_SI.pdf

WHAT

Validation is, first, about making visible the diverse and rich learning of individuals. The purpose of validation is to produce proof of learning, potentially to be exchanged into future learning and/or work. Validation arrangements should enable the individual to acquire a qualification (or part of it) and/or to make visible (to him/herself and to others) their knowledge, skills and competences. Awarding a certificate on the basis of non-formal and informal learning requires an agreed reference point, for example in the form of an official qualifications standard, an occupational standard or an approved education programme or curriculum.

WHO

Validation is a complex process that requires the involvement of many different actors with different responsibilities and functions. The 2014 update of the European inventory demonstrates significant differences in the way validation is organised in different contexts and settings (the situation will vary between countries).

Validation is carried out by practitioners and professionals directly involved with validation of candidates at different stages of the process. These practitioners cover all aspects of validation and include those that offer information, advice and guidance (orientation), those that carry out assessment, the external observers of the process, the managers of assessment centres/procedures, and a range of other stakeholders that have an important but less direct role in the process. In cases where the workplace is a key learning arena, validation requires active involvement of enterprises.

A guidance counsellor is involved in the first three stages of the validation process, in the third one often in collaboration with a professional from a certain industry.

HOW

A general procedure of validation recommends 4 stages:

- Identification of an individual's learning outcomes acquired through non-formal and informal learning;
- Documentation of an individual's learning outcomes acquired through non-formal and informal learning;
- Assessment of an individual's learning outcomes acquired through non-formal and informal learning;
- Certification of the results of the assessment of an individual's learning outcomes acquired through non-formal and informal learning in the form of a qualification, or credits leading to a qualification, or in another form, as appropriate

(for specific validation procedure, refer to the National Reports)

While the identification phase in some countries is supported by the use of standardised ICT tools allowing self-assessment, this stage will frequently require active involvement of advisers and counsellors able to enter into a dialogue with the candidate and direct him/her to appropriate options and tools.
Documentation will normally follow the identification stage and involves provision of evidence of the learning outcomes acquired. As validation is about capturing diverse individual learning experiences, assessment tools need to be designed to capture and assess the learning specific to each individual and the context in which this learning took place. Tools will frequently need to apply practical demonstrations, simulations or gathering of evidence from past practices.

Validation reaching the stage of certification requires a summative assessment officially confirming the achievement of learning outcomes against a specified standard. In enterprises or economic sectors, certification may also involve issuing a licence allowing the individual to carry out specific tasks. It is crucial that this process is managed by a credible authority or organisation. Summative approaches can also be used.

Templates are not provided in this section as the evaluation depends on the type of training made available. Each country will have to use the formats provided for, at national level.

WHEN

After the training and upskilling

3.12 Beneficiary follow up

WHAT

The final step 12 is meant to define the beneficiary follow up, help her/him to enter in the world of work and/or to go on with the training activities.

WHO

Project partners and guiding counsellor to support the beneficiary to find a job or go on with the training
The beneficiary – to become an active part to find her/his job
Companies – to host the beneficiary as employee
The Community – to support the process of finding a work

HOW

In the last stage of the process, the beneficiary is equipped with new skills and has strengthened his/her competences and is ready to take part in the next level, the final result of the project participation: either employment or on the job training or work experience or voluntary work.

To do it, project partners, will help her/him in this weak phase that will somehow confirm the path afforded.

WHEN

After the activities foreseen by the learning pact are finished

CONCLUSIONS

4. CONCLUSIONS

This Common Community Learning Pact Guidelines are a living, dynamic document, that is continually edited and updated. It encourages open collaboration within the partnership. The document can be in further stages and developments of the project expanded as needed, adapted and adjusted to suit the needs of project partners and their contexts.

The document will evolve through successive updates, especially after the first cohort of beneficiaries finish the process and feedback and reviews are available from all project partners.

ATTACHMENTS

5. ATTACHMENTS

Template 1: Company template – Job summary

Template 2: Skills balance

Template 2.a: Reminder for the recognition of relevant work and life experiences – my learning and

learning achievements (Žalec, 2007)

Template 3: Calendar of visits

Template 4: Visit report

Template 5: "The Learning Pact",

Template 6: Self- assessment

Template 7: Training diary

Template 8: Summary of training

Template 9: Evaluation of the process

Template 10: General evaluation of the training

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6. REFERENCES

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LIST OF TABLES

7. LIST OF TABLES

Table 1. Process of stakeholder engagement (adapted from Account Ability 2015)