

KEY TUTORS

A tool & process to identify and assess key competences among learners from disadvantaged backgrounds/with fewer opportunities



Key Tutors



Erasmus+

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www.keytutors.eu

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Introduction

Low-skilled workers encounter increasing difficulties to find a job, face lower job stability and are out-competed by medium-skilled workers even in elementary occupations (European Vacancy and Recruitment Report, Brussels, 2014). In contrast, job opportunities are growing in some high-skilled professions. The report also highlights the increase in temporary and part-time work during the crisis and underlines the need to better support school-to-work transitions, to decrease segmentation of the labour markets and to up-skill jobseekers (EC, 2014).

Most of the low-skilled workers come from disadvantaged backgrounds. Professionals working with learners from disadvantaged backgrounds/with fewer opportunities are mainly social workers but also other kinds of professionals. As the public support for employment has increased in the past years to face the difficult social and economic context, their professional profiles have been more and more various. They usually work in associations but also in local authorities or Small and Medium Entreprises (SMEs). Whatever their educative and/or professional background, they are not trained to support learners from disadvantaged backgrounds/with fewer opportunities. A relevant social and educative support is most needed in order to sustain the employment of low skilled workers in the long term.

The Key Tutors project addresses these professionals working with people facing difficulties in their transition with the labour market or training. In a first place, the project is meant to design a tool & process to identify and assess the key competences of these learners from disadvantaged backgrounds/with fewer opportunities.

This document presents the tool and process designed and tested by the European team between October 2015 and July 2016 in the 5 partners' countries.. Each country partner (France, Finland, Lithuania, Poland and Spain) was focused on a combination of one basic competence/one transversal competence on the basis of the European framework offered by the 8 Key competences (European Commission & European Parliament, Brussels, 2006).The transnational approach is most important as a comparative approach was made depending on the field of activity to which belong professionals (tutors) and learners. France is mainly focussed on learners working in associations (field of Education for all, network of the Federation Familles rurales), Lithuania (SA) and Poland (FASS) are focussed on families and family centers, Spain (Infodeff) and Finland (JAMK) are focussed on local authorities and Small and Medium Entreprises (SME). The second French partner (iriv Conseil) has designed and tested the tool & process in the framework of the Cité des Métiers (Paris).

1. Priorities tackled by the Key Tutors project

The Key Tutors project addresses the following priorities :

- 1- To promote the development, testing and implementation of innovation practices in the field of education, training and youth
- 2- To facilitate the recognition, and validation of knowledge, skills and competences acquired through formal, non-formal and informal learning ;
- 3- To support learners with special needs (disadvantaged backgrounds) to complete education cycles and facilitate their transition into the labour market.

Aims of the Key Tutors project

The Key Tutors project aims

- 1- to promote the development, testing and implementation of innovative practice in the field of education for adults
- 2- to design a tool for professionals (trainers and tutors) working in the field of "Education for all" in order for them to develop basic and transversal skills among adult learners from disadvantaged background (basic and transversal skills, people in integration, long-term unemployed, people with disabilities migrants ...).
- 3- to support the transition of these adult learners from the world of education to the world of work and more specifically in associations, local authorities or Small & Medium Enterprises (SME).

Context : a Lifelong Learning project

The Programme for EU Action in the Field of Lifelong Learning to contribute through lifelong learning to the development of the advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion. In particular, it aims to foster interchange, co-operation and mobility between education and training institutions and systems within Europe so that they may become a world quality reference.

In this way, it addresses the modernisation and adaptation of education and training systems in the participating countries, particularly in the context of the goals set out in the EU 2020 Strategy, and European added value directly to individual citizens participation in mobility and other co-operation actions.

The Leonardo da Vinci programme links policy to practice in the field of vocational education and training (VET). Projects range from giving individuals the chance to improve their competences, knowledge and skills through a period abroad, to Europe-wide co-operation between VET stakeholders in order to enhance the attractiveness, quality and performance of VET systems and practices.

Eu partners

Fédération Familles rurales Pays de Loire, leader (France) - http://www.famillesrurales.org/pays_de_la_loire

Iriv conseil, partner (France)- <http://www.iriv.net>

Infodef partner (Spain)- <http://www.infodef.es>

SA partner (Lithuania)- <http://www.skudutiskis.lt>

JAMK partner (Finland)- <http://www.jamk.fi>

FASS partner (Poland) - <http://www.fass.pl>

2. Public addressed by the project

The Key Tutors project addresses two target groups:

- 1- direct professionals working with learners with fewer opportunities in associations, local authorities and Small and Medium Enterprises (SME). They are called “tutors” or trainers.
- 2- indirect : learners from disadvantaged backgrounds/with fewer opportunities. They are the “publics” or audiences of the tutors. They may become tutors themselves.

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Whatever their educative and/or professional background, they are not trained enough to support learners from disadvantaged backgrounds/with fewer opportunities. A relevant social and educative support is most needed in order to sustain the employment of low skilled workers in the long term.

Insisting on the innovation and added value of the Key tutors

The main innovation is to design a generic tool & method to identify and assess key competences of adult learners from disadvantaged background to be adapted to specific contexts (national & professional).

The originality is to combine one basic Key competence (KC) together with one transversal KC- reference is made to the "8 key competences" (EC, Brussels, 2006).

This production aims a practical application for professionals in adult education field by combining the key competence approach (theoretical approach) and its implementation on the ground taking into account the professional context (practical approach).

Each country combines one basic skill/one transversal skill taking into account the profile of the learners tutors are addressing - a dispatching has been agreed among the consortium since the beginning). The dispatching was made among the partners of the Key Tutor depending on their "publics".

Each of the partner offers a specific way, for each tool including the following criteria:

3. Objective,
4. Methodology,
5. Background,
6. Points to be taken into account.

3. Identifying tutors & trainers - professional profiles



As far as Fédération Familles Rurales Pays de Loire is concerned:

- Tutors: professionals in associations in the socio-educational field, developing activities and services to rural families. Graduates in the animation field, coordination of socio-cultural projects and financial and human management of local structures.
- Trainers: Adult trainers involved regional federation in the fields of socio-cultural activities. These trainers are graduated in the socio-educational field and local development.

As far as iriv conseil is concerned (Paris): Tutors/Trainers are professionals providing a professional support to migrants combining VET & linguistic learning. They are trained to the Key Tutors approach.



As far as Infodeff is concerned

- Tutors working in NGO's, Foundations or associations working with people with disadvantaged background .
- Trainers working for Local authorities in VET or Adult education. Social workers and educators with a back ground in pedagogy or social work.



As far as Skudutiskis academy is concerned

- Tutors working in NGOs
- Trainers: Employees of child day centres, community centres of multipurpose community centres.
- Tutors: Families' mentors can be pedagogues, social workers, educators.



as far as JAMK is concerned:

Tutors and trainers are professionals working in the framework of municipal (public) adult workshops (training/learning contexts where young adults or adults with fewer opportunities conduct informal or parts of formal studies or try to find their life paths again). Most of the professionals have a lower academic degree, i.e. bachelor degree. They are often “socionoms” which means professionals with a bachelor degree in social services or social work, not social workers with master's degree or tutors of social services. Tutors and trainers might also be experts of a certain field, e.g. art workshops might be run by an artist/musician/carpenter etc.



as far as FASS is concerned:

- Trainers gather various professional profiles such as sociologist, pedagogue, social worker in associations and local authorities mainly with higher education.
- Tutors are people with high school diploma and /or post-secondary school education. They address people from poor backgrounds, socially excluded people, people with disabilities; with difficulties in learning and difficult living conditions.

4. Identifying the learners with less opportunities – taking into account the difficulties faced

The state of the art is the same in most EU countries: learners coming from disadvantaged background (mostly combining social and economic difficulties such as low income, single parents, long term unemployed, suffering from mental diseases...) are mainly underrepresented in formative or educative paths and have generally a poor access to training. Even when professionals try to involve them on the ground, they are hardly convinced. Through concrete experimentations in 5 European countries gathering different backgrounds and with partners addressing different kind of "learners coming from disadvantaged background", the Key Tutor project proposes a "bottom-up approach" among learners with low access to formative or educative paths.

A specific focus will be put on women, especially those who had to stop any professional activity for family reasons in relationship to the high number of unemployed women living in disadvantaged areas being single to raise their children.

The participants are selected on their will to enhance their professionalization-academic career and/or their access to the national markets. Contacts with members of these target groups have already been gathered in a common data base through previous and current projects. The learners will be involved in the sessions of experimentation of the tool and method designed for the Key tutor project to identify their experience and professional experience and express them in terms of competences on the basis of the combination one basic skill/one transversal skill offered by the Key Tutor project.

 Learners in adult education courses to become leader in associations or public organizations. Learners having dropped out, job applicants or employees but with writing problems in French, difficulty expressing themselves verbally, behavior problems, lack of confidence and self-esteem, lack of hygiene, lack of control over basic software (word, Excel), ...

 Adults supported by professionals on a local level through Education and Culture - schools, VET centers, Adult Education organizations, Public Administrations and community and voluntary sector organizations

 Families with disadvantages, families at social risk
In order to strengthen spiritual and emotional resilience and to promote the creation of a safe and creative environment.

 People who benefit from the young adult / adult workshops are often unemployed (often long-term) or those who have dropped out from the education system soon after the compulsory education (grades 1 to 9, people with mental health problems or those with other difficult life situations).

 Vulnerable people in offering them an appropriate strategy and so to contribute also to improve the quality of life of local communities together in supporting the many social workers working with them

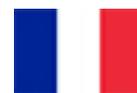
5. Understanding the competence approach

Each citizen will need a wide range of key competences to adapt flexibly to a rapidly changing and highly interconnected world. Education in its dual role, both social and economic, has a key role to play in ensuring that Europe's citizens acquire the key competences needed to enable them to adapt flexibly to such changes. Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

The main aims of the EU Reference Framework are to :

- 1) identify and define the key competences necessary for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society;
- 2) support Member States' work in ensuring that by the end of initial education and training young people have developed the key competences to a level that equips them for adult life and which forms a basis for further learning and working life, and that adults are able to develop and update their key competences throughout their lives;
- 3) provide a European-level reference tool for policy-makers, education providers, employers, and learners themselves to facilitate national- and European-level efforts towards commonly agreed objectives
- 4) provide a framework for further action at Community level both within the Education and Training 2010 work programme and within the Community Education and Training Programmes

In the framework of the Key Tutors, a combination of one simple/one complex Key competences was dispatched among the partners according to their professional context



Fédération Familles Rurales Pays de Loire combines KC1 – communication in the mother tongue and KC6- social and civic competences



Infodeff combines KC 2 – communication in a foreign language and KC8- cultural awareness and expression



SA (Lithuania) combines KC3- Mathematical competence and basic competences in science and technology and KC 5- Learning to learn



JAMK (Finland) combines KC4- digital competences and KC7- sense of initiative and entrepreneurship



FASS (Poland) combines KC1- communication in the mother tongue and KC5- Learning to learn



iriv conseil has tested all the combinations at the Cité des Métiers with tutors/trainers working with migrants

6. Identifying the 8 Key Competences (EC, 2006)

The first four Key competences may be considered as **basic or simple**:

1. **Communication in the mother tongue**: *the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure*
2. **Communication in foreign languages**- *the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs.*
3. **Mathematical competence and basic competences in science and technology**- *the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts)*
4. **Digital competences** - *the confident and critical use of information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet*

The other four Key competences may be considered as **transversal or complex**

5. **Learning to learn**- *Learning to learn is the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information both individually and in groups*
6. **Social and civic competences**- *These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary.*
7. **Sense of initiative and entrepreneurship**- *It refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.*
8. **Cultural awareness and expression**: *Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.*

There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem-solving, risk assessment, decision-taking, and constructive management of feelings play a role in all eight key competences...

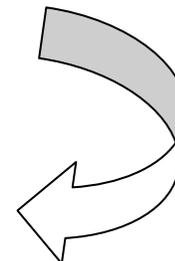
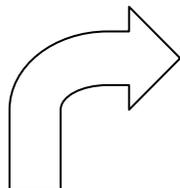
Source: European Commission (2006), Recommendation of the European Parliament and of the Council, December 2006, Key competences for lifelong learning

7. A tool to identify and assess Key Competences

A 5 step circular approach

1st step- defining the socio-professional environment

Professional profile of the tutor/trainer

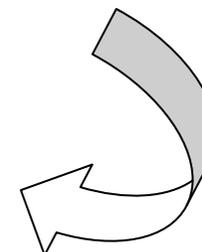
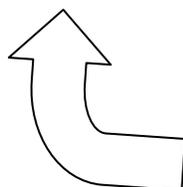


5th step- building an action plan

*Option 1- experience to be improved
Option 2- training to be recommended
Option 3- VPL to be advised*

2nd step- identifying difficulties faced by the learners

Explaining the fewer opportunities or disadvantaged background



3rd step- selecting the relevant key competences (KC)

one simple key competence / one complex key competence

4th step- Assessing the key competence

*Level 0- I am not able to neither understand nor master the KC- incompetence level
Level 1- I am able to understand and master the KC if I am supported- level of assisted competence
Level 2- I am able to understand and master the KC with others- level of collective competence
Level 3- I am able to understand and master the KC by myself- level of autonomy
Level 4- I am able to explain to others the KC- level of expertise
Level 5- I am able to create a new KC - level of creation*

8. Assessing the key competences- methodology

All along the process, different methods and learning strategies are proposed by the different partners taking into account the profile of their learners, the professional profile of the tutors and trainers and the considered combination of Key competences

Suggestion of points to be followed in the learning session

- **1st point:** explaining the key competence approach and the framework of the 8 key competence – EU
- **2nd point :** explaining more in detail the two competences selected (one simple/one complex) , insisting on the difference between a simple/basic competence and a complex/transversal competence with illustration based on the professional context
- **3rd point :** working in small groups with the learners on their experience, problems faced to find a job and how far it may be linked to the Key Competence presented and the way to acquire this competence
- **4th point :** presenting the work done in small groups in plenary session in order for the learners to explain the process (from the problem face to the identification of the competence and the way to acquire and be able to assess it)
- **5th point:** discussing the different ways to assess a competence- self assessment, assessment by a tutor/trainer and criteria to be taken into account
- **Work to be done by tutor/trainer:** synthesis of the feedback received and problems faced
- **Learning outcomes for learners:** being able to explain a Key competence, to identify it, and to assess it

A tool to identify and assess KC according to the target groups



France: identifying and assessing KC1 & KC5 with adult learners faced to problems of illiteracy and social & economic integration



Spain: identifying and assessing KC2 & KC8 with adult learners mostly migrants facing linguistic problems & cultural integration



Lithuania: identifying and assessing KC3 & KC5 with adult learners mostly families faced to domestic issues (accountancy) and willing to transfer their experience to members of their families



Finland: identifying and assessing KC4 & KC8 with adult learners mostly long term unemployed people or youngsters willing to find new professional opportunities (through digital economy)



Poland : identifying and assessing KC1 & KC5 with adult learners mainly nationals faced to social and economic issues (including mental handicap)

9. Testing & Piloting the tool to identify and assess Key competences – IO1 (January- June 2016)

First step- selecting 20 participants i.e learners with fewer opportunities already involved in the training activities of the different partners & 10 trainers to support them

Second step: learning session among tutors/trainers (**January 2015- March 2016**) to train them to the tool. It aims to: identify specific problems faced by the target groups ; explain the concept of key competences ; discuss the most relevant tool & method for the evaluation of a basic and a transversal competence of adult learners on the basis of a first proposal (iriv Conseil). Methods: Practical exchanges, theoretical contributions

Third step - experimentation with tutors/trainers and learners on a national level (**March 2016 - June 2016**): members of the national sessions experiment a more advanced tool & method on the basis of the feedback received from the different partners designed at national and European levels combining one basic KC/ one transversal KC

Fourth step – transnational learning session in Finland among the EU partners (**May 2016**). Content:. Discussing relevant assessment tools for KC developed by the partners in the national sessions ; completing tool & method ; identifying common issues ; exchanging good practices on the basis of problems encountered ; designing a training for disadvantaged learners to evaluate key skills. Methods: Conceptual contribution, workshops, pedagogical productions-

Fifth step – synthesis of the feedbacks received from the experimentation (July 2016) to dispatch among partners the final draft for the tool to identify and assess Key Competences (IO1)

Sixth step - learning session on a national level to present the final version (October 2016). It aims to: analyze experiments of assessment tools ; conceptualize the elements of practices exchanges ; capitalize good practices and methods ; consider pedagogical tools for the acquisition of key competences. Methods: analysis of practices, conceptualization, theoretical contributions

Outputs to be achieved during the learning sessions:

A biography of the tutors – a short biography is asked to the tutors asking for their experience (personal, social & professional), qualification & diploma, skills & competences with a format to be respected (10 à 15 lines- 300 words maximum) in order to train them to the competence approach by experimenting it on the basis of their own experience- learning by doing

A profile of their learners/ main difficulties encountered on the basis of the key competences selected , the tutors/trainers are asked to think of the main difficulties faced by the learners they are working with , the methods they have already experimented to overcome the difficulties and the usefulness of the Key Tutors approach to improve their professional practice to facilitate the transition of their learners in the labour market in order to facilitate the use of the IO1- the tool to identify and assess KC

9.1 Assessing KC 1 – KC6



KC1 – communication in the mother tongue

KC6- social and civic competences

Professional profiles of the tutors/trainers

Tutors professionals in socio-educative field and youth work , particularly in rural areas ; 4 women , 1 man, an average of 35.5 years , 80 % had professional experience and / or volunteer in the animation field before their training profession

Trainers same profile ; 2 men, 3 women ; an average of age 34 years ; all had professional experience in the animation field before taking their current position and the development of territories, and in sport management

Feedback received from professionals & learners

- Tutors wish a light experimentation tool. They do not wish to add unnecessary special support for their work.
- They confirmed the interest of strengthening this competence approach and the value of this approach
- The tutors are not aware of the skills approach.
- The trainers will be vigilant about experimentation.
- Their approach will promote, enhance and develop learners on a personal & professional basis with a positive and constructive discourse.
- They want to insist on a progress approach rather than on a simple assessment of the skills
- Each trainer aims to use specific tools among those there to experiment.

Main difficulties faced by the learners

- lack of self-confidence
- lack of sources and references (theory and practice)
- lack of curiosity and no need for improvement
- lack of rigor, thoughtlessness
- lack of autonomy in their work (no frame)
- lack of critical thinking
- lack of motivation sometimes (wait-and see attitude)
- lack of knowledge and so understanding of the environment: for instance

Methods or tools relevant for the Key Tutors approach:

- **1st method** Competency grids and time formalized of assessment are based on the competence approach.
- **2nd method** Guide of tutors provided by the training organization for the training
- **3rd method** Project summary presentation document (with certain criteria) and timetable to respect
- **4th method** Use of the training organization certification grids/criteria.
- **5th method** Interview with the adult learners a time between each training week, on 2 points
- **In general:** a wide variety of active pedagogical methods enriched with a pedagogy of alternation, in order to make the trainee actor of his training. The designed and implemented educational engineering promotes both individualization and value added collectively through exchanges within the group. Pedagogical methods used reinforce self-confidence, involvement and successful of the learner. It thus comes to be associated with continuing education trainees, train them and help them to develop on a professional and personal level.

9.2 Assessing KC 2 – KC8



KC 2 – communication in a foreign language

KC8- cultural awareness and expression

Professional profiles of the tutors/trainers

- **Tutors** professionals working for the Municipal Training Center for Employment of the City Council. These courses are carried out both by the Municipal Training Center itself and through external organizations and companies. The training programmes combine in class training with Work-based learning, involving both tutors and trainers.
- **Trainers** Training courses provided by Red Incola, NGO umbrella representing VET centers and organizations working for the support and integration of migrant people.

Feedback received from professionals & learners

- It would be convenient to foster the training programmes and activities focused on the improvement of key and transversal skills, no matter if the training is provided through formal educational or non-formal and informal learning.
- The knowledge of the national language (KC2) is the basic requirement for the social and labour integration of certain disadvantaged groups, especially in the case of migrants.
- The intercultural competence (KC8) is one of the most important skills also for migrants. The migrant's lack of knowledge about some features of the national culture creates also some difficulties for their learning process.

Difficulties faced by the learners

- Lack of support from family and from social networks.
- Residence in problematic and/or marginal neighborhoods
- Legal and administrative difficulties to work or train (work permits for immigrants or pending cases of ex-offenders)
- Lack of training or qualification not adapted to the needs of the labor market
- Permanent rotation between employment and unemployment.
- Discrimination and rejection due to prejudices related to physical appearance, age, gender, origin
- Insecurity and personal instability.

Methods or tools relevant for the Key Tutors approach:

- **First method:** Problem-based Learning: a competency-based approach represents an "educational revolution" to some teachers and calls into question the traditional teaching practices, a purely expository teaching, abstract, decontextualized, which results in poor knowledge of social relevance, meaningless and applicability. Often this is the ulterior motive and justification no explicit opposition to them in a part of the teaching professionals.
- **Second method :** CLIL - Content and Language Integrated Learning: Content and Language Integrated Learning is a dual-focused educational context in which a new language is used to teach a new subject on the one hand, and to teach a new language by introducing a new subject on the other hand. The underlying assumption is that learning a language becomes more attractive and promising with the focal point being on interesting topics rather than the language itself. In this way, the foreign language is used as a means to an end which serves to convey highbrow content.



9.3 Assessing KC 3 – KC5

KC3- Mathematical competence and basic competences in science and technology

KC 5- Learning to learn

Professional profiles of the tutors/trainers

Trainers and tutors are working with very wide variety of clients, auditory.

There is lack of professionals for the individual work with the family in the rural areas.

different field in which tutor works- child day care center specialist, teacher, specialist in andragogy, worker in municipality, psychologist, social worker and etc.

Feedback received from professionals & learners

- “There should be an individual relationship with family and its problems.”
- “Every family suffers from different problems.”
- “First of all, we have to make it clear: in what way competencies could be used.”
- “It has to be known, what are learners needs in competencies.
- Very important thing is to know how deep knowledge in particular competency should be for particular learner.”
- “We should encourage families to evaluate their competencies by themselves.”

Difficulties faced by the learners

- all learners don't need the same level of mathematical skills
- For some learners it is difficult even to do simple hygiene, they don't understand the importance of it.
- How should tutors motivate learner to improve mathematical or learning to learn skills and competencies
- Big attention is paid to families with disadvantages, families at social risk.
- Learners could be all family or only one member of the family, child, parents....

Methods or tools relevant for the Key Tutors approach:

- **First method:** Competences recognition – for development of family and career matching opportunities” created technique objective is to elaborate family enterprise competences, aiming to match family and career needs. This technique enables and stimulates to associate experience and skills of people, who because of certain circumstances found themselves in situation of career segregation with substantial possibilities work at home or in the place they live.
- **Second method** : principal competences –knowledge, skills and attitudes totality, which is very important for each person if he wants to live a sterling life, to develop himself, find a good job and to participate in the public life.
- **other methods** : competence assessment card and the Bloom taxonomy also known as learning in action

9.4 Assessing KC 4 – KC8

KC4- digital competences

KC7- sense of initiative and entrepreneurship

Professional profiles of the tutors/trainers

- **Tutors** professionals who have an academic degree of BA. For example, BA of social services/ social work or BA of health care in occupational therapy. Some of the tutors are occupational therapists. Also, Bachelor of humanities in community educator is a common educational background for the tutors. Some of the tutors are experts and professionals of a particular field, e.g. artists, musicians, carpenters, chefs, farmers etc. having the relevant education for their profession.
- **Tutors** The training sessions were conducted by the three lecturers working in the Key Tutors project at JAMK University of Applied Sciences

Feedback received from professionals & learners

- some of the competence descriptions were considered to be too high level for the learners who already have difficulties of managing their own lives
- Learners thought it was interesting to assess their own skills
- Both tutors and learners considered the digital skills easy to assess, but skills linked to sense of initiative and entrepreneurship (KC7) were considered to be more difficult
- Learners found that it was interesting to discuss one's skills with tutors
- some learners have difficulties in understanding why this kind of assessment was needed

Difficulties faced by the learners

- most of the learners have a lack of motivation and commitment to work or study
- some learners have lost the purpose of their lives.
- many learners had lack of life management skills
- some learners were experts in using social-media but not how to use it in formal contexts (e.g. compiling CV, formal emails)
- some learners were addicted on Internet and social-media
- some had difficulties in managing emotional skills
- some learners were unable to use Finnish IT based services e.g. bank service as they can't get personal access codes due to their life and financial management problems
- many had drop-outs of studies
- many had weak self-confidence and no willingness to update their skills
- some had lack of social skills and difficulties to communicate with others

Methods or tools relevant for the Key Tutors approach:

- **First method:** Workshops' operations are based upon the workshop pedagogy. The term that has been used since 2007, having its roots in educational sciences. The workshop pedagogy utilizes flexible learning environments, considers individuals' abilities, emphasizes learning by doing, and offers collective and individual coaching and tutoring services.
- **Second method** : skills demonstration, tutoring and counselling, strictly target-oriented coaching, projects and different activities, training in part-time or full-time job, multiprofessional work
- **third method** : grids elaborated to assess in a precise way the two KC including the IO1 approach to be able to assess the level of competences

9.5 Assessing KC 1 – KC5

KC1 – communication in the mother tongue

KC 5- Learning to learn

Professional profiles of the tutors/trainers

- **Tutors** involved in the Polish training sessions were social workers, masters of psychology, educational educators, educators of *oligofrenopedagogy* and medical caregivers
- **Trainers** who conduct training in our organization are sociologists, psychologists, doctors or qualified nurses, educators ..

Feedback received from professionals & learners

- need to increase the competence of the trainees, but tutors are afraid that they will not be willing to implement them.
- In the context of the KC1, the most important aspect is to build an interpersonal communication between tutors and their trainees. Knowing how to use the vocabulary in your national language allows you to solve problems and avoid unnecessary conflicts. Also, tutor's ability to listen and answer tough questions asked by trainees.
- in the context of the KC5, the most important aspect is the ability for continuous learning. Thus, continually raising your professional competence. Tutors try to affect their trainees, so that after graduating from high school they continued to study in post-secondary schools, in the field necessary for increasing competence at their work

Difficulties faced by the learners

- lack of motivation in the continuous improvement of their professional skills. Tutors wondered which motivational techniques would work best on their trainees.
- Translating the professional skills of trainees in the discharge of their professional duties is very difficult. Also, not fully utilizing acquired professional competencies in their area of responsibility, can lead tutors to frustration and occupational burnout.
- Trainees accustomed to old practices have problems with the introduction of new techniques in competency, as they are accustomed to their routine activities.

Methods or tools relevant for the Key Tutors approach:

- **First method:** an important role is played by the ability in assertive behaviour -saying "NO" to help avoid unnecessary problems.
- **Second method :** a social skills training
- **third method :** preparation for first aid before medical treatment.
- **General method/inspiration:** teaching core competencies has to reflect the specificity of adult education in Poland. The range of activities offered in this context is within the range of activities of organizations acting for public benefit.

9.6 Assessing all combination



Professional profiles of the tutors/trainers

- **Tutors** professionals working with public with fewer opportunities/coming from disadvantaged background. They may have different status- employed people in associations, local authorities or training bodies, Small and Medium Size Enterprises or people looking for a job and willing to have a professional experience
- **Trainers** professionals in training bodies or providing training support in the field of Adult Education, they may be both trainers for tutors and trainers for learners with fewer possibilities

Feedback received from tutors trained for the purpose of the Key Tutors approach

- A need for a general presentation of the lifelong learning programme with some concrete illustrations of outputs (material or strategy designed in former Eu projects)
- A need for the explanation of the content & definition of each of the 8 key competences (EC, Brussels, 2006)
- A focus on formal, non-formal and informal learning is also most appropriate
- KC1 to KC4- the basic or simple Key competences are the most understandable and easy to illustrate
- KC5 to KC 8- the complex or transversal key competences require more explanation and a discussion of what they are/what they are not with concrete examples and illustrations of skills and the context in which they may be developed/acquired

Difficulties faced by the learners

- Definition of “learners with fewer opportunities” to avoid any stigmatisation
- 1st difficulty is linked to the social background
- 2nd difficulty is linked to the education background
- 3rd difficulty is linked to the professional status: employed/unemployed or being able to work (migrants or people with a disability or with an addiction)
- 4th difficulty is linked to the environment- residency and potential access to education or training support

Methods or tools relevant for the Key Tutors approach- general feedback

- **Method for the KC1-KC4:** tool and strategy offered by the different partners such as grids (France & Finland), Bloom taxonomy (Lithuania), typology focussed on learners with fewer opportunities (Spain) or special pedagogy used in Adult education (Poland)
- **Method for the KC5- KC8** any pedagogical strategy focused on the acquisition of self-confidence, empowerment and self-involvement of the learners is most relevant and value, learning by doing approach on the basis of “real” or “realistic problems to solve” or illustration of situation to acquire a key competence- for instance teaching one’s child (KC5), being an active member/volunteer in an association or local authority (KC6), having implemented and achieved a personal or social project (KC7), being able to discuss in a critical way the last exhibition visited or the last cultural event attended or even the last movie seen on TV (KC8)

10. SWOT analysis of the tool & process to assess KC

Strength

- Being able to identify a key competence on the basis of an official definition (European framework)
- Being able to self-assess and assess the key competence thanks to a variety of easy to use tools and strategy
- Being able to explain the ways to acquire such a competence on the basis of concrete illustrations/examples and situations
- Being able to offer a dynamic pedagogical strategy with a circular approach (as opposed to a descriptive and static approach)- any work and effort made to identify a key competence and to assess its level of competence implies an action plan

Opportunities

- The competence approach is usually mentioned to design/update *curriculum vitae* (the competences/skills the candidate thinks to have). The Key tutors project allows to have a critical thinking and pragmatic approach of the competence as the competence is deduced from the experience of the learner
- Thanks to the key tutors approach the tutors are trained to combine simplicity (KC 1 to KC4) with complexity (KC5 to KC8)
- The tutors improve their own competences by identifying and assessing them among learners whom they are asked to better know. This is a main learning outcome of the Key tutors strategy.

Weaknesses

- the profile of the learners who might be far away the competence approach
- very basic learning needed before being able to follow a training/tutoring with the competence approach
- the lack of motivation of learners faced to a pedagogical approach too theoretical for them in the first place
- lack of understanding of the use and interest of the key competence approach which seems inappropriate for them
- the few opportunities to apply the key competence approach if they are not in an active spirit to look for a job
- being identified as “learners with fewer opportunities” may be stigmatizing
- experience of the learners must be at the center of the training approach as the competence is directly linked to it

Threats (underlined by Infodef)

- training programs and courses funded by employment services/programmes are mainly focused on the development of vocational and professional skills rather than basic/transversal skills
- Secondary Education is considered as the minimum level of reference to start being employable even though disadvantaged groups have frequently dropout the school and therefore this is a handicap for them.
- learners who have finished the formal VET studies usually have acquired at least the minimum level of competence to enter into the labor market, despite they may present a lack in certain skills, but usually no more than other groups of students.

11. Glossary

Assessment of competences- sum of methods and processes used to evaluate attainments (knowledge, know-how and/or competences) of an individual, and leading to certification (evaluation is used for assessing training methods or providers)

Certification of competences - The process of formally validating knowledge, and/or competences acquired by an individual following a standardised assessment procedure. Certificate results in the issuing of certificates or diplomas by an accredited awarding body.

Competence - Proven and demonstrated ability to apply knowledge, know-how associated knowledge in a usual and/or changing work situation

Employability - the degree of adaptability an individual demonstrates to find a job, keep it and update occupational competences (it does not depend only on adequacy of knowledge and competences of individuals but also on the incentives offered to individuals to seek employment)

Know-how- practical knowledge or skills expertise

Knowledge - definitions of knowledge are legion, nevertheless, modern conceptions of knowledge rest broadly on several basic distinctions : (a) declarative (theoretical) knowledge differs from procedural (practical) knowledge ; (b) various forms of knowledge correspond to different ways of learning : objective (natural/scientific) knowledge ; subjective (literary/aesthetic) knowledge ; moral (human/normative) knowledge ; religious (divine) knowledge ; (c) knowledge encompasses tacit (the learner is not necessarily aware of having it) and explicit (knowledge a learner can consciously inspect) knowledge

Formal learning- learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective.

Informal learning- learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and does not lead to certification. Informal learning can be intentional or non-intentional (or incidental/random).

Lifelong learning- All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective

Non formal learning- learning which is embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element (something described as semi-structured learning). It is intentional from the learner's perspective . Non formal learning does not lead to certification.

Validation of informal/non formal learning- the process of assessing and recognising a wide range of skills and competences which people develop through their lives and in different contexts, for example through education, work and leisure activities

Valuing learning - the process of recognising participation in and outcomes of (formal, non-formal, informal) learning, so as to raise awareness of its intrinsic worth and to reward learning

Source: *Reference: European Centre for the Development of Vocational Training (CEDEFOP), 2001, 2002 & 2009..*

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Sitography- Tools &Material designed in former EU projects and available

VAEB – assessing a voluntary experience in a professional perspective Leonardo da Vinci project (2003 - 2006 in 7 countries). It designed a tool and method, a portfolio, in order to identify and assess the experience and competence's acquired thanks to a voluntary work- the portfolio is available on : <http://www.iriv-publications.net/fichiers/2006-%20portfolio%20Vaeb.pdf>

MIGRAPASS- a Transfer of Knowledge project to cascade an employability pathway providing education, skills and training leading to employment- the portfolio is available on <http://www.iriv-publications.net/fichiers/portfolio%20%20Migrapass%20-%20%202012.pdf>

ALLINHE- an Erasmus project (2011 – 2014) enhancing an innovative approach to Validating Prior Learning (VPL). It was focused on target groups with special needs (50+, migrants and disabled people and intended to enhance multi-targeted and bottom-up approaches, using the VPL- methodology) - www.allinhe.eu and a guide published by the French partner - <http://www.iriv-publications.net/fichiers/Guide%20Alline-%20VAE-%20migrants-%20%202014.pdf>

E_EPSOL. - a Transfer of Knowledge project to cascade an employability pathway providing education, skills and training leading to employment - www.eepsol.eu/learning-and-teaching-material

BIG BANG - : bridging the cultural clash between young, marginalised groups of young people and the world of work and VET. <http://bigbangllp.eu/guidetoolkit/>

RSGAE!- READY STUDY GO AROUND EUROPE! (2013-2015) followed the European Language Award 2008 winning Ready-Study-Go (2005-2008) - <http://www.rsgo.eu/> & http://www.rsgo.eu/user_guide.pdf

POOLS-T - Two software tools that can support teachers and their students working with CLIL (content and language integrated learning) including the LWUTL (less widely used and taught languages). <http://www.languages.dk/>

YELL - YELL Young European Love Languages. it identifies a number of tools to raise awareness and to demonstrate the importance of language learning which will help to increase the effectiveness of language teaching. <http://www.yell-project.eu/en/top-menu-en/virtual-documentation-center/vdc>

INCOM-VET- Development of Intercultural Competence of Students and Trainers in EU VET institutions - <http://incom-vet.eu/en/training-material/>

A European team – competences gathered



represents 42000 families (members), 500 local associations (belonging to the same network), 10.000 volunteers and 5 departmental federations. Created in 1982, the Federation has led regional projects, developed trainings for adults, European co-operation, and promoted the interests of families at the regional level. Vanessa Chapeau, deputy director, holds a Master in Sociology (University of Angers)



Conseil was created in 2000 by the Institute for Research and Information on Volunteering (www.iriv.net) founded in 1997- a free private institution, nonprofit, independent of public administrations and economic interests, with the aim to improve knowledge and practice within the nonprofit sector. It has been partner, coordinator or leader of several European , regional & national projects-over 50. Bénédicte HALBA, founder of iriv, is doctor in Economics (Panthéon-Sorbonne, 1996).



is an organization founded with the intention to provide services and develop projects for the promotion of the Local Development through Education and Culture. It works in partnership with schools, VET centers, Adult Education organizations, Public Administrations and community and voluntary sector organizations to deliver adult education and skills to meet local. It has been partner in many EU projects in the past 10 years. Jesús Boyano is co-founder of INFODEF and holds a Master in Sociology (University of Valladolid)



is a non-governmental and non-profit organization founded in 1995. Its objectives are the development of lifelong training ; Improving the well-being of a family providing knowledge of teh culture, economy and social life ; Individual capacity development to be integrated in job market. Nijole Butkeviciene is the current Director. Master in Mathematics, she has 19 years of executive work and 10 years of the social field.



located in Central Finland is an international Higher Education Institutions with 8000 students & 650 staff members. The basic tasks include degree awarding education, RDI and continuing education & services. For international mobility, JAMK achieved EU's 2013 Erasmus Award for Excellence. One of JAMK's focus areas is innovative learning. Eila Burns holds a PHD in Education Sciences.



The Fundacja Agencji Sluzby Społecznej- FASS operates in Poland with headquarters in Warsaw. The Foundation has three branches in Plock, Torun and Rumia. Employs approximately 150 people. Its scope of work is: Supporting, organizing and promoting a social, cultural, scientific and educational activities; Support for vulnerable people and improving the quality of life of local communities. Ida Koscielak has finished her studies at the University of Warsaw- she holds a Master in Law.

All the detailed presentation of the team is available on:
<http://www.keytutors.eu/>

Conclusion

This tool & process to identify and assess key competences designed in the framework of the Key Tutor is innovative by combining professionals with diverse professional profiles - paid staff and volunteers in associations, employees/civil servant in public authorities (cities, regions...); self-employed/employees in Small and Medium Enterprises. It also addresses learners from disadvantaged backgrounds/with fewer opportunities in various fields of activity (Education for all, Social work, VPL...) and in different European regions with diverse educative and professional guidance each partner has selected the ideal profile for the public to be addressed. Moreover, the tool and process was tested in 5 countries belonging to the European Union facing different social and economic contexts but with a high level of unemployment among low skilled people illustrating Western (France), Southern (Spain), Nordic (Lithuania & Finland) and Eastern (Poland) approaches.

The pedagogical strategy to design the tool & process has been as collaborative as possible. It has combined in each country one basic skill/one transversal skill to enhance the diversity of the consortium. The dispatching of the key competences was made according to the professional environment of each partner. As far as France and Poland are concerned, KC 1 – mother language as the learners faced difficulties in this field. In Spain, the partner working with migrant learners chose KC 2- Foreign language. In Lithuania, the partner working with families with difficult social backgrounds chose Mathematics (KC3). The Finnish partner working in working groups at a distance selected the digital competence (KC4). In complement, the French partner selected the social and civic competence (KC6) as it aims to promote volunteering and civic involvement. The Polish and Lithuanian partners chose learning to learn (KC5) as their learners are demanding on this topic. The Finnish partner chose the initiative and entrepreneurship competence (KC7) as they address many youngsters willing to create their own business. The Spanish partner selected the artistic and cultural competence (KC8) as it has already tested many initiatives in the field with its learners. The second French partner (Iriv Conseil) had a transversal approach to design and test all the combinations in a specific framework (Cité des Métiers in Paris).

The designing and implementation of the tool & process were conducted on both a national and European levels. The testing was organized among national stakeholders and target groups in the 5 different countries. It was also discussed during the transnational training held in Finland in May 2016. All along the process, even though many methods have been identified in link with the different key competences, for the transversal approach offered by the IO1 of the Key project, it was decided that the tool & process designed would be as simple and user-friendly as possible in order to meet the needs expressed by the different tutors & trainers. This tool and process will be included in the IO2- the guidance designed in the second part of the project.



This tool is first Intellectual output (IO1) of **Key Tutors**

- First framework designed by iriv conseil - October- December 2015
- Tested among tutors/trainers in the 5 countries together with learners with fewer opportunities in each of the 5 countries - January - April 2016
- Discussed on the occasion of the first training session held in Finland - May 2016
- Feedbacks collected and synthesised by iriv conseil - July 2016
- Final version of the IO1- a tool & process to identify and assess Key competences adopted and dispatched - August 2016

The first user of the IO1 are professionals – tutors & trainers- supporting learners from disadvantaged background/with fewer opportunities in their access to the labour market



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iriv Iriv conseil, Paris, August 2016 for the Key Tutors project