



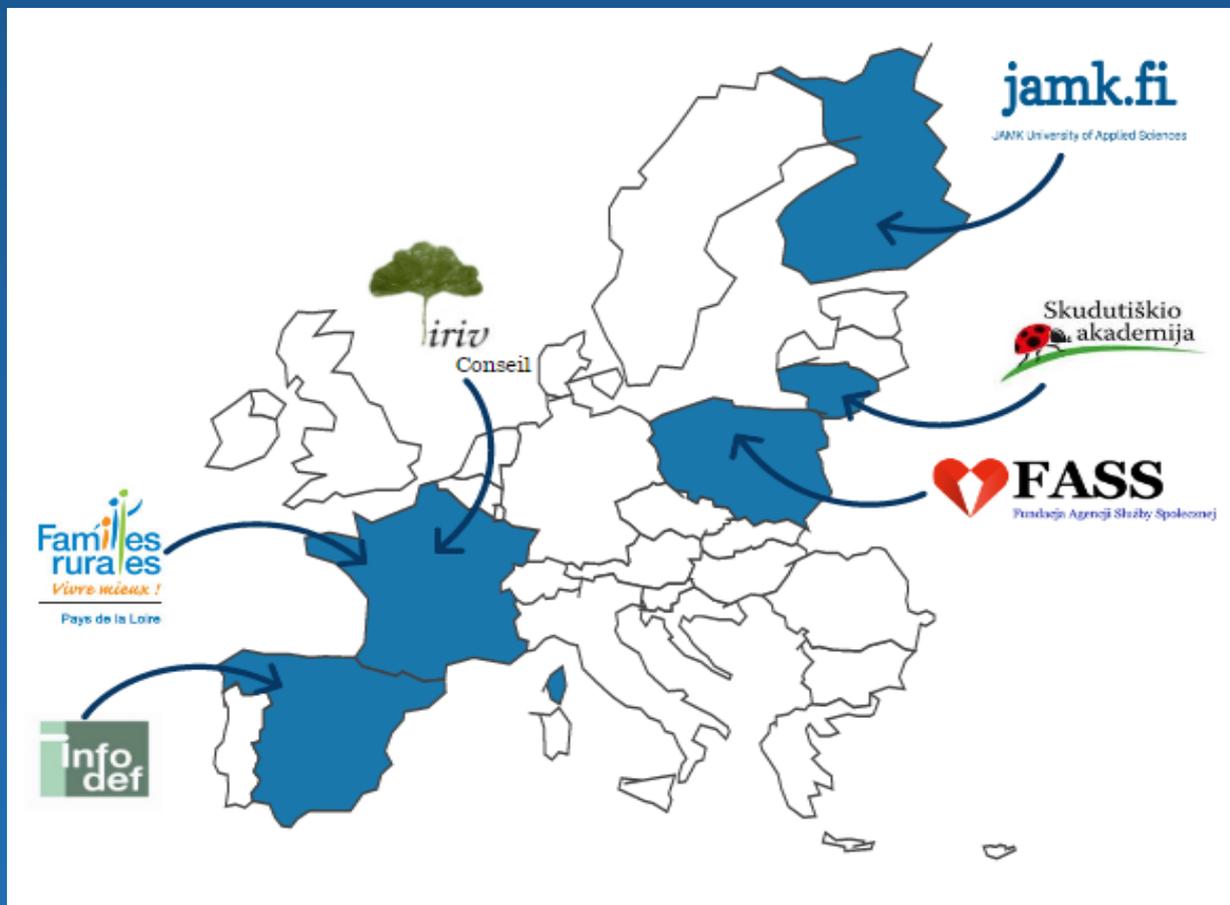
Methodological guide

Educational guide for the assessment of Key competences among disadvantaged adult learners



Erasmus+

Lessons from 5 European countries



N° of project 2015-1-FR01-KA204-014943

Colophon

<i>Title</i>	An Educational Guide for the Assessment of Key Competences Among Disadvantaged Learners: Lessons from 5 EU Countries
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An Educational Guide for the Assessment of Key Competences Among Disadvantaged Adult Learners

Lessons from 5 EU countries

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Glossary

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

Certification of competences - The process of formally validating knowledge, know-how and/or competences acquired by an individual following a standardized assessment procedure. Results validated by issuing of certificates or diplomas by an accredited awarding body. (CEDEFOP)

Competence

1. Proven and demonstrated ability to apply knowledge, know-how and associated knowledge in a usual and/or changing work situation (CEDEFOP);
2. A combination of knowledge, skills and attitudes appropriate for the context (EC, 2006);
3. Key Competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. (EC, 2006)

Educator and particularly socio-educator – A person who plans and organizes educational activities for families, facilitates the development of the innate human activity and creativity skills, motivates families to act, helps adopt culture and community values, leads group sessions and organizes activities.

Employability - The degree of adaptability an individual demonstrates in finding a job, keep it and updating occupational competences (It does not depend only on the adequacy of knowledge and competences of individuals but also on the incentives and opportunities offered to individuals to seek employment). (CEDEFOP)

Know-how – The practical knowledge or skills, expertise. (CEDEFOP)

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 implicit (the learner is not necessarily aware of having it) and explicit (knowledge a learner can consciously inspect) knowledge. (CEDEFOP)

Formal learning - Learning typically provided by an educational 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. (CEDEFOP)

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 may be intentional or non-intentional (or incidental/random). (CEDEFOP)

Learners with fewer opportunities - Learners coming from disadvantaged backgrounds -

mostly combining social and economic difficulties such as low income, single-parent household, long-term unemployment, suffering from mental illness, etc. They are mainly underrepresented in formative or educative paths and generally have very poor access to training. They are the learners taken into account in the framework of the Key Tutors. (CEDEFOP)

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

Mentor and particularly family mentor – A person who works with an entire family or a group of families. Together, he/she helps the family identify family problems, family resources and enables them to take advantage, plan and implement the solutions of said problems and help create family power-building measures.

Non-formal learning - Learning which is embedded in planned activities that are not explicitly designated for 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. (CEDEFOP)

Validation of informal/non-formal learning - The processes of assessing and recognizing a wide range of skills and competences which people develop throughout their lives and in different contexts, for example through education, work and leisure activities. (CEDEFOP)

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

The European Commission identified and published a framework of key competences for education and lifelong learning (recommendation 2006/962/EC). The purpose was to emphasise such competences, considered as knowledge, abilities and essential behaviours, in order to help include learners socially and professionally in society in a sustainable manner.

Eight key competences were identified. They should ensure inclusiveness of everyone within the society and the labour market. They must be adapted to the professional and personal aims of everyone.

The European Commission is particularly interested in those “disadvantaged groups who, due to educational disadvantages caused by personal, social, cultural or economic circumstances, need particular support to fulfil their educational potential”. For these adult groups, it is necessary to update their competences throughout their lives.

The key competences approach is part of a global pedagogical approach focused on the development of individuals willing to improve their training opportunities.

In order to improve key competencies among adults willing to enhance them, it seems necessary for professionals to first ask themselves various questions about their pedagogical strategies:

- How do we apply the key competences approach?
- Which evaluation tools and assessment methods are to be used to implement it?
- What are the consequences of such an approach on both an institutional level (the organization) and in the learning process (trainings to be designed)?
- How do we adapt one’s own pedagogical practices when implementing the key competences approach?
- How do we combine the professional framework of adults involved in training with the key competences approach?
- How do we include the key competences approach in a context of adult education guidance?

In the Key Tutors project, six partners from five European countries (Spain, Finland, Lithuania, Poland, France) have collectively designed and tested a tool and process focused on the identification and assessment of key competences among adult learners excluded or far away from labour market and/or training opportunities. This was the first step and the first intellectual output of the project (IO1). The second step on the basis of this tool and process was to design an educational guidance (intellectual output 2, IO2) to enhance its implementation and sustainability in the future, in the four countries partners but also more generally in all the other countries of the European Union.

The Key Tutors project is a strategic partnership supporting innovation included in the Erasmus+ programme for adult education. This programme aims to enhance the quality of the training offered and the education for adults set with reference to the European Agenda for Adult Learning.

It contributes to the realization of the following European goals:

- reducing the number of adults having few skills, in particular regarding basic knowledge and key competences;
- increasing the possibilities of lifelong learning for adults and promoting it;
- developing the guidance for these publics;
- developing the recognition and the validation of formal and non-formal experience.

The six following organizations were involved in the project based on their expertise in the competence approach and/or their experience with professionals working with learners with fewer opportunities.

The **Regional Federation of Familles Rurales** in the region of Pays de la Loire, located in the north-west of France, is the leader of the project (www.famillesrurales.org/pays_de_la_loire). Created in 1982, it has implemented several training projects for adults in the field of socio-educational instruction. Familles Rurales PDL has led several European cooperation projects and supports a rich French network in region Pays de Loire gathering more than 42,000 families, 500 local associations, 10,000 volunteers and four departmental federations. The FRPDL promotes families' interests on a regional level. Vanessa Chapeau, the deputy-director, has been the coordinator of this European project.

Skudutiškis Academy (SkA) is a Lithuanian association created in 1995 (www.skudutiskis.lt). Its goals are to develop education and lifelong learning, to enhance the well-being of families through knowledge, culture, economy and social life in society and finally, to sustain the individual development for professional integration. Sk. A implements social and educational projects for adults and children and non-formal adult education programmes. Nijole Butkeviciene is the director of the academy and supports many professionals working with families with various profiles - social workers, psychologists, pedagogues.

IRIV Conseil, the second French partner, was created in 2000 by the Institute for Research and Information on volunteering (www.iriv.net), founded in 1997 to enhance lifelong learning and volunteering considered non-formal and informal learning. It has initiated and led numerous European projects since 1998 including an EU project awarded for excellent practice for its contribution to the Copenhagen process (Helsinki, 2006). IRIV Conseil is directed by Dr. Bénédicte Halba, the founding president of the IRIV. Since 2012, the IRIV has offered a monthly club at the Cité des Métiers (Paris) to test and identify needs expressed by learners and/or professionals in the vocational education and training field.

Located in the center of Finland, **JAMK University of Applied Sciences** in Jyväskylä is a higher education institution welcoming 8,000 students and 650 employees (www.jamk.fi). JAMK offers diplomas from first degree to Master degree, a research department and ongoing training services. In terms of international mobility, JAMK was awarded the Erasmus Excellence award in 2013.

Innovating teachings are one of the focus points at JAMK. Eila Burns and Kaija Peuna are in charge of the European project Key Tutors on behalf of the university.

The **Institute for the Promotion of Development and Training (INFODEF)** is a Spanish organization founded to offer services and implement local projects of development through education and culture (www.infodef.es). INFODEF supports the modernization of educational systems and the pedagogical innovativeness of public and private educational institutions at national and European levels. It has been a leader and partner of many European projects for the past 10 years. Jesús Boyano, co-founder of the structure, is currently director of the INFODEF. It is working on the ground with a rich network of associations and vocational education and training (VET) organizations.

Fundacja Agencji Sluzby Społecznej (FASS) is located in Warsaw, Poland. Its field of work is national all over the Polish territory, most particularly in Plock, Torun and Rumia. Around 150 employees work in the foundation. Their activities include not only home-support services, organization and promotion of social, cultural, scientific and educational initiatives, but also direct support of vulnerable groups. Ida and Lech Koscielak, psychologists, are the founders and current leaders of the FASS foundation.

The objectives followed by the project are the following:

- 1.** Promoting innovative practices in the field of education for adults;
- 2.** Developing a tool for adult education professionals (trainers and tutors) to enable them to identify and assess key competences of adult learners coming from underprivileged areas, periodically or permanently excluded from employment or training (the long-term unemployed, migrants, disabled people, etc.);
- 3.** Ensuring an access to education as a first step and an access to training opportunities as a second step to then finally support their transition to employment, for adult learners in particular, within the associations, local municipalities or SMEs (small and medium-sized enterprises).

The originality of the project was to combine both basic and complex competences referring to the eight “key competences” of the European Commission (European Commission and European Parliament, 2006). Each partner was asked to experiment with a combination of one basic and one complex competence, taking into account their socio-professional environment and the profile of their learners/publics. Each partner was free to use the pedagogical strategy with which it was most familiar.

The tool and process to identify and assess key competences should enable professionals to combine both a theoretical approach (approach with the Key Competence) and a practical approach on the ground (individual support of learners excluded from education and training).

The initial goal of the Key Tutors project was to build a tool to identify and assess key competences from singular contexts depending on each partner’s different environments, associated publics and professional fields. This essential goal was achieved and enriched with a more holistic approach: It has become a tool and process to identifying and assessing key competences for professionals working with learners with fewer opportunities.

With this intention, the Key Tutors partners were asked to include in their testing all relevant tools and methods which might enrich the Key Competences approach with a focus on “priority” publics – those temporarily or permanently excluded from employment or training. Those publics, whose profiles are detailed in this guide, are either people engaged in the integration process, vulnerable families from rural areas, migrants, long-term or short-term unemployed or women with specific difficulties, etc.

This guide aims to support adult education professionals in the Key Competence approach geared towards low-skilled adults with difficulties to facilitate their transition to the labour market. The idea is to support these learners by offering appropriate vocational education and training (VET) opportunities and therefore facilitating their access to employment.

It constitutes a pedagogical tool which enables the professionals to acquire the Key Competence approach, based on the tool and process to identify and assess Key Competences designed and previously tested.

It seeks to be practical. It relies on experiences and concrete examples based on the testing already implemented for IO1 and updated for the IO2 by the six European partners to promote the development of key competences for adults.

Its goal is to enrich pedagogical practices of professionals (individual level) and organizations (institutional level), and in a wider perspective contribute to education for adults (national and European level).

This eBook presents five chapters which have been co-written by the consortium. Each chapter develops a general analysis coming from the professional and national contexts of each partner.

The first one presents the eight Key Competences through definitions, the European Framework, typology and the specificities of the Key Tutors project approach. The second one focuses on the training for tutors by specifying the public to be addressed in the Key Tutors approach. Some pedagogical strategies are presented. The third chapter concerns the learners as targeted public by the project: adults with difficulties, fewer opportunities and far away, temporarily or permanently, from a training or the labour market. Next, the fourth chapter presents some working methods for the development of key competences in adults and the test of the Key Tutors approach in the five countries. Finally, the fifth chapter highlights the lessons learnt from this approach by the organizations and the targeted publics.

Chapter 1. The 8 Key Competences

The first year of the Key Tutors project was dedicated to the design and testing of a tool and process (IO1) to identify and assess Key Competences. It is addressed to tutors and trainers so that they may support learners with fewer opportunities.

One of the first innovations was to combine professionals of diverse professional profiles: paid staff and volunteers in associations, employees/civil servants in public institutions (cities, regions...), self-employed/employees in small and medium-sized enterprises (SMEs). 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. Another innovation of this first intellectual output was to combine one basic skill/one transversal skill to enhance the diversity of the consortium. The dispatching of the different combinations of Key Competences was made according to the professional environment of each partner.

The designing and testing of the tool and process was conducted on both a national and European levels in order to combine both the bottom-up and the top-down approaches. The testing was organized thanks to the fruitful partnership of national stakeholders. Thanks to them, relevant target groups could be involved in the five different countries. The tool and process 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 and process designed would be as simple and user friendly as possible in order to meet the needs expressed by the different tutors and trainers. Moreover, the tool and process was tested in five countries belonging to the European Union facing different social and economic contexts but with a high level of unemployment among low-skilled individuals illustrating Western (France), Southern (Spain), Nordic (Lithuania & Finland) and Eastern (Poland) approaches.

In this section, we intend to explain the general background of the implementation of the tool and process (European Framework). We then insist on the main added value of the pedagogical approach suggested by the Key Tutors – a combination of the Key Competences. In a third point, we underline the innovative approach of the portfolio applied to the project combining a five-step and circular strategy. It was also important to remind of the main feedback gathered by the different partners during the testing of the tool and process (January-July 2016) in order to offer a reflexive approach of our pedagogical strategy.

A reminder of the institutional context (European Framework), the eight Key Competences and the competence approach in general

EU education and training policies have gained impetus since the adoption of the Lisbon Strategy in 2000. The approach recognises that high-quality, pre-primary, primary, secondary, higher and vocational education and training are fundamental to Europe's success. In a rapidly changing world, lifelong learning needs to be a priority; It is the key to employment, economic success and allowing people to participate fully in society. It enables people at all stages of their lives to take part in stimulating learning experiences as well as helping to develop the education and training sector across Europe.

In this vein, a recommendation was published by the European Parliament and the Council in December 2006 (L394- Official Journal of the European Union, 30 December 2006). It is one of the outcomes of the joint work of the European Commission and the Member States within the Education and Training 2010 Work Programme which is itself the overarching framework for policy cooperation in the field of education and training. It is based on commonly agreed to objectives, indicators and benchmarks, peer-learning and dissemination of best practices.

The main idea of the competence approach emphasised in the Recommendation is that 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 competence approach has become more and more popular since the launching of the Lisbon Process. The definition usually accepted is the one suggested by the CEDEFOP (glossary, 2002): "Proven and demonstrated ability to apply knowledge, know-how and associated knowledge in a usual and/or changing work situation".

The four main aims of the EU Reference Framework are to:

- **Identify and define the key competences necessary for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society;**
- **Support member states' work in ensuring that by the end of initial education and training young people will have developed the key competences to a level that equips them for adult life, forms a basis for further learning and working life and ensures they are able to develop and update their key competences throughout their lives;**
- **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 to objectives;**
- **Provide a framework for further action at the community level both within the Education and Training 2010 work programme and within the Community Education and Training Programmes.**

In the annex of the Recommendation of the European Parliament and of the Council of December 18, 2006 on key competences for lifelong learning, the content and definition of the different key competences are provided (European Communities, Luxembourg, 2007):

Communication in the mother tongue (KC1)

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: education and training, work, home and leisure.

Digital competence (KC4)

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.

Sense of initiative and entrepreneurship (KC7)

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.

Communication in foreign languages (KC2)

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 (education and training, work, home and leisure) according to one's wants or needs.

Learning to learn (KC5)

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.

Cultural awareness and expression (KC8)

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.

Mathematical competence and basic competences in science and technology (KC3)

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,

Social and civic competence (KC6)

These include personal, interpersonal and intercultural competences and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, particularly in increasingly diverse societies, and to resolve conflict where necessary.

Additionally, there are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem-solving, risk assessment, decision-making, and constructive management of feelings play a role in all eight Key Competences. (Source: European Commission, Recommendation of the EU Parliament & Council, December 2006, KC for lifelong Learning).

A main added value of the Key Tutors project is to have suggested to gather the Key Competences between:

- **Basic or simple key competences:** the first four Key Competences (KC 1 to KC 4).
- **Transversal or complex key competences:** the other four Key Competences (KC 5 to KC 8).

The idea was to be able to provide a simple explanation of the Key Competence insisting on the difference between a “simple” or “basic” one and a “complex” or “transversal” one. If the tutors are able, first and foremost, to provide such a support to the learners with fewer opportunities, they will be able afterwards to explain all the Key Competences. This is a step-by-step pedagogical approach.

The dispatching among the partners for the testing was suggested according to the professional environment of the partners taking into account the needs expressed by their learners. For example, France and Poland chose KC 1 – Mother Tongue, 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 (KC 3). The Finnish partner working remotely with working groups selected the Digital competence (KC 4). In addition, the French partner selected the Social and Civic competence (KC 6) as it aims to promote volunteering and civic engagement. The Polish and Lithuanian partners chose Learning to Learn (KC 5) as their learners requested this topic. The Finnish partner chose the Initiative and Entrepreneurship competence (KC 7) as they address many young people willing to create their own business. The Spanish partner selected the Artistic and Cultural competence (KC 8) as it had 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).

An innovative strategy - The portfolio approach

According to the guidelines published by the CEDEFOP (Thessaloniki, 2008), before an assessment tool can be selected, it is important to look at the learning to be assessed. The following criteria need to be considered:

- Breadth of knowledge, skills and competences to be assessed;
- Depth of learning required;
- How current or recent the knowledge, skills and competence are;
- Sufficiency of information for an assessor to make a judgement;
- Authentic evidence brought by the candidate as own learning outcomes.

In addition, other criteria need to be considered for each assessment tool:

- Validity - the tool must measure what it is intended to measure;
- Reliability - the extent to which identical results would be achieved every
- Time a candidate is assessed under the same conditions;
- Fairness - the extent to which an assessment decision is free from bias
- (context dependency, culture and assessor bias);
- Cognitive range - the tool must enable assessors to judge the breadth and
- Depth of the candidate's learning;
- Fitness for purpose of the assessment - ensuring the purpose of the assessment tool matches the use for which it is intended.

In the 2007 inventory, a classification of the assessment tools was suggested:

- Debate: it offers the learner an opportunity to demonstrate depth of knowledge as well as communicative skills;
- Declarative methods: based on individuals' own identification and recording of their competences, normally signed by a third party, to verify the self-assessment;
- Interview: it usually clarifies issues raised in documentary evidence presented and/or reviews the scope and depth of learning;
- Observation: it allows to extract evidence of competence from an individual while they are performing everyday tasks at work;
- Portfolio method: it uses a mix of methods and instruments employed in consecutive stages to produce a coherent set of documents or work samples showing an individual's skills and competences in different ways.

The last tool - the portfolio - has been the most popular one used in the past years by trainers and educators in a broad sense. Many countries have introduced the portfolio as a central element in their validation approaches. The CEDEFOP gives the following definition: "An organized collection of materials that presents and verifies skills and knowledge acquired through experience. It is of particular relevance to validating non-formal and informal learning because it allows the individual candidate to contribute actively to the collection of evidence and also offers a mix of approaches strengthening the overall validity of the process".

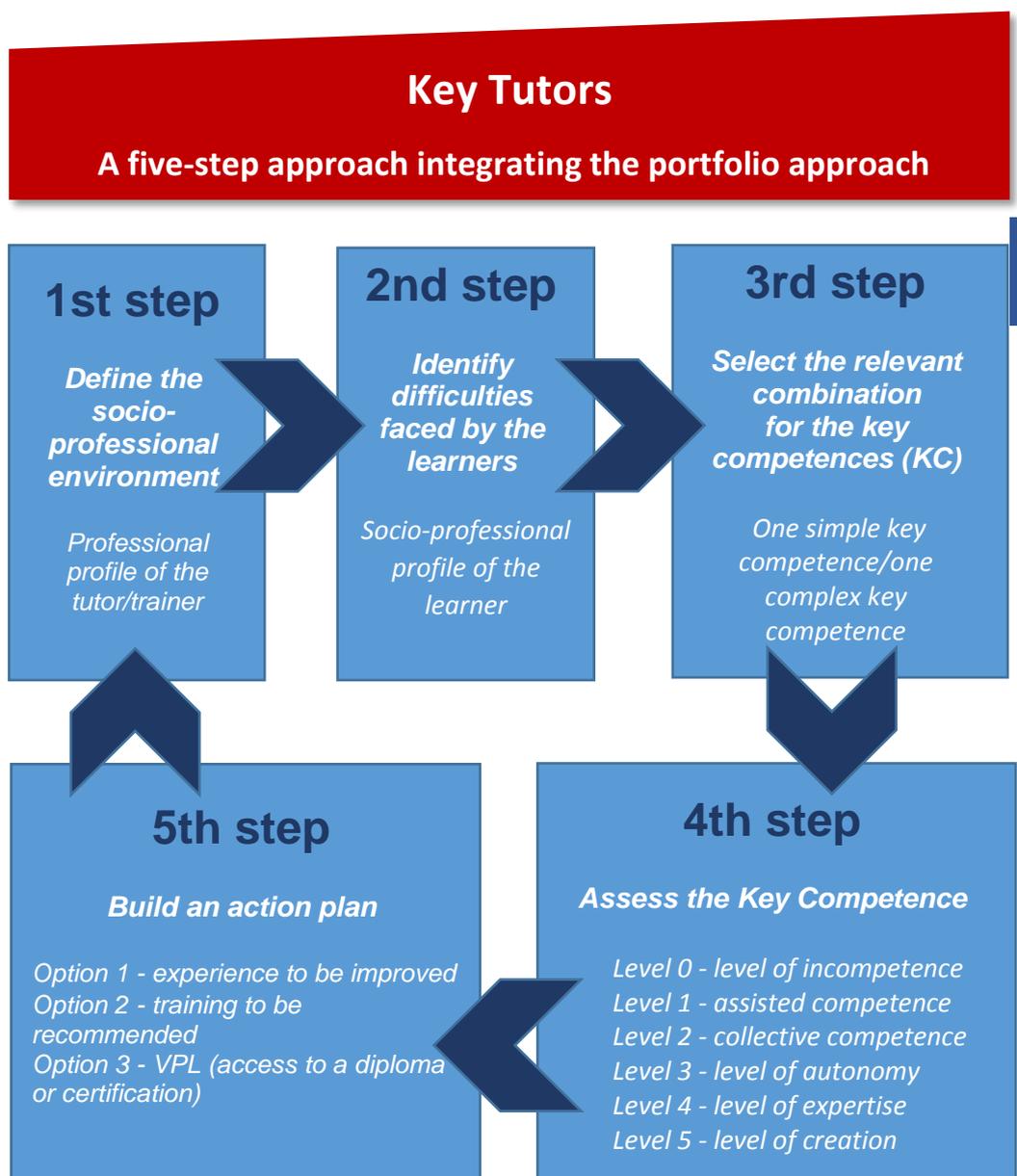
A portfolio might include documents such as resumes, performance reviews, references from current and past employers, supervisors and colleagues and photographs of completed work certified by a third party. If self-employed in the past, a candidate might include evidence of running a business using the skills and knowledge being claimed. There is much evidence in the portfolio literature that the selection process included in portfolio building promotes self-assessment and focuses learners' attention on quality criteria, as also documented in the 2007 inventory (as well as its previous versions).

A good portfolio for validation, in the eyes of assessors, is characterized by being easy to assess because it is focused on specific matched learning outcomes. The most important risks in the preparation of portfolios identified by the 2007 inventory were those demonstrated when applicants prepared these alone or with little mediation from a tutor. One practice that counters such possible limitations is gathering groups of learners together specifically to

exchange experiences and learn from one another thus enabling all participants to proceed with greater assurance in preparing their own portfolios for validation.

Some countries that provide national guidelines, rather than prescribing methods that should be used for validation, recommend a stage in the process with some form of assessment by a third party to ensure greater validity and reliability of portfolios. It is important that quality assurance processes are in place to ensure the consistency and transparency of this third-party assessment and safeguard equality and fairness in the validation process for all candidates. In general, a good portfolio for validation, in the eyes of the assessors, is characterized by ease of assessment because it is focused on specific matched learning outcomes.

As far as the tool and process designed for the Key Tutors is concerned, it combines the portfolio approach together with a circular approach.



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The typology suggested for the assessment is commonly used in Europe:

Level 0 - I am not able to either understand or 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).

Testing the Key Tutors approach - Feedback received from the European team (2016)

The testing was conducted between January and July 2016 in the different countries – first among the tutors and then among the learners with fewer opportunities, taking into account the national context. Since the beginning, they have been asked to provide a socio-professional profile both for their tutors and trainers and their learners (with fewer opportunities).

FRANCE - Familles Rurales (PDL, France)

The feedback received from tutors and trainers - mainly professionals in the socio-educative field and youth work, particularly in rural areas - were the following:

- Tutors preferred a light experimentation tool to avoid extra work;
- They were interested in the competence approach and its added value as they are not aware or sufficiently prepared for it;
- They intended to promote, enhance and develop both a personal and professional support to their learners with a positive and constructive spirit;
- They focused on the progress-achieved approach rather than on a simple assessment of the skills and competence;
- They aimed to use specific tools in addition to the general framework designed for the tool and process.

The main difficulties faced by their learners:

- Lack of self-confidence
- Lack of sources and references (theory and practice)
- Lack of curiosity and not feeling the need for improvement
- Lack of rigor, thoughtlessness
- Lack of autonomy (without framework)
- Lack of critical thinking skills
- Lack of motivation, at times (wait-and-see attitude)
- Lack of knowledge and so understanding of the environment, for instance

FRANCE – IRIV Conseil

The main feedback received from tutors trained for the Key Tutors approach is the following:

- A need for a general presentation of the lifelong learning programme with some concrete illustrations of outputs (reference to former EU projects);
- A need for explanation of the content and definition of each of the eight Key Competences (EC, Brussels, 2006);
- A focus on formal, non-formal and informal learning is most appropriate;
- KC 1 to KC 4 - the basic or simple Key Competences are the most understandable by learners and easy to demonstrate;
- KC 5 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.

The main difficulties faced by the learners were the following:

- A definition of “learners with fewer opportunities” had to be given in order to avoid any form of stigmatisation as it may be a temporary or permanent difficulty in the learning process.
- One difficulty is linked to the social background of the learners and therefore to their education background.
- A second difficulty is linked to their professional status: employed/unemployed or being able to work (migrants, people with a disability or with an addiction) as the legal situation might be a main issue.
- A third difficulty is linked to the access to employment and training for statutory reasons (Ex. migrants), for geographical reasons (too far away from training centres), for financial reasons (lack of support to find a training or a job).

According to the socio-professional background of the tutors and trainers and therefore the profiles of their learners, the feedback was different from one country to another.

SPAIN - INFODEF

The feedback received from tutors and trainers - mainly professionals working for the Municipal Training Centre for Employment or associations addressing migrants is the following:

- It would be convenient to foster the training programmes through formal educational or non-formal and informal learning.
- The knowledge of the national language (KC 2) is the basic requirement for social and professional integration for certain disadvantaged groups, especially in the case of migrants.
- The intercultural competence (KC 8) is one of the most important skills for migrants. Their lack of knowledge about some features of the national culture also creates some difficulties in their learning process.

The main difficulties faced by their 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 labour market
- Permanent rotation between employment and unemployment
- Discrimination and rejection due to prejudices related to physical appearance, age, gender and/or origin
- Insecurity and personal instability

LITHUANIA - SkA

The feedback received from tutors and trainers mainly professionals working in child day care centre, teachers, specialists in andragogy, workers in the municipality, psychologists, social workers, etc. is:

- “There should be a personal relationship with the family and its problems.”
- “Every family suffers from different problems.”
- “We have to make it clear in what way competencies could be used.”
- “We have to know what the learners’ competence needs are”.
- “We have to know how deep the knowledge in a particular competence should be, appropriate/relevant to the particular learner.”
- “We should encourage families to evaluate their competences by themselves.”

The main difficulties faced by their 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 tutors should motivate learners to improve mathematical or learning to learn skills and competences.
- A lot of attention is paid to families with disadvantages, families at social risk.
- Learners could be an entire family or only one member of the family, child, parents, etc.

FINLAND - JAMK

The feedback received from tutors and trainers - mainly professionals who have a degree (social services/ social work; health care in occupational therapy), occupational therapists, holders of Bachelor degrees in Humanities or Community Education (common educational background), experts and professionals in a particular field, e.g. artists, musicians, carpenters, chefs, farmers, etc. having the relevant education for their profession - is the following:

- Some of the competence descriptions were considered to be too high of a level for the learners who already have difficulties managing their own lives;
- Self-assessment (learners assessing their own skills) has been required;
- The digital skills (KC 4) are easy to assess, but skills linked to sense of initiative and entrepreneurship (KC 7) were considered to be more difficult;
- It was interesting for learners to discuss his/her own skills with tutors even though some of them had difficulties in understanding why this kind of assessment was needed.

The main difficulties faced by their learners:

- Lack of motivation and commitment to work or study
- No purpose in their lives
- Lack of life managements skills
- Even though some are experts in using social media, they don't know how to use them in formal contexts (e.g. compiling CVs, formal e-mails)
- Addiction to Internet and/or social media
- Difficulties in managing emotional skills
- Inability 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
- Dropping out of studies
- Weak self-confidence and no willingness to update their skills
- Lack of social skills and difficulties to communicate with others

POLAND - FASS

The feedback received from tutors and trainers - mainly social workers, Masters in psychology, educational instructors, special education teachers and medical caregivers:

- There is a real need for increasing competences of the trainees.
- In the context of the KC 1, the most important aspect is to build an interpersonal communication between tutors and their trainees. Knowing how to use the vocabulary in the national language eases solving problems, avoiding unnecessary conflicts and also the tutor's ability to listen and answer tough questions asked by trainees.
- In the context of the KC 5, the most important aspect is the ability for continuous learning; thus, continually raising professional competence. Tutors try to influence their trainees so that after graduating from high school they continue to study in post-secondary schools, in the field necessary for increasing competence at their work.
- In general, tutors wondered which motivational techniques would work best with their trainees.
- Being unable to fully utilize acquired professional competencies in their area of responsibility can lead tutors to frustration and occupational burnout.

The main difficulties faced by their learners:

- Lack of motivation in the continued improvement of their professional skills;
- Difficulty identifying their professional skills;
- They are accustomed to old practices and therefore have problems with the introduction of new techniques in competency;
- They are accustomed to their routine activities;
- They don't see the use of new pedagogical strategy;
- They are not willing to increase their competences.

Conclusion

Reflecting on the institutional context (European Framework) and the assessment tool already designed in this spirit (portfolio) was important in order to insist on the added value of the tool and process, mainly the proposal of a combination between a “simple” Key Competence and a “complex” one. The variety of the tutor and trainer profiles and therefore the profiles of the learners have been another main contribution that has enriched the Key Tutors competence approach. The tool and process designed in the first year of the Key Tutors project has been the touchstone of the guidance to think of a support to provide the trainers and tutors with to be equip them to the use and sustainability of such a tool and process among learners with fewer opportunities.

Chapter 2. Key Tutors approach for training tutors

Within this project the concept of “tutor” encompasses a range of professionals working with learners from disadvantaged backgrounds and with fewer opportunities. Tutors 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 varied. Tutors tend to work in associations, local authorities or small and medium-sized enterprises (SMEs). Whatever their educational and professional background, they are not usually well-trained in the Key Competences approach or in supporting learners from disadvantaged backgrounds and with fewer opportunities. Thus, a relevant social and educative support is most needed in order to sustain the employment of low-skilled workers in the long term. The “tutor” facilitates the link with society and work for those with disadvantaged backgrounds and fewer opportunities and thus contributes to the fight against social exclusion and unemployment.

In this regard, the concept of “tutor” is understood in two ways: as a tutor in adult education (trainers) but also as an enterprise or an in-company tutor (professionals). These professional tutors usually work in SMEs, associations or local authorities, and they provide support and training to adults for the acquisition of professional and social skills.

In the following pages, a comparative analysis of the “tutors” involved in the project is provided. This analysis focuses on three main elements of the Key Tutors approach:

- *Profile.* What are the main differences and similarities between participant “tutors”, in terms of skills, qualifications, experience, functions, motivations, etc.?
- *Selection.* Why have the different profiles of tutors been chosen, how have they been involved in the project, which added value have they obtained from their participation in the project?
- *Training.* Training process followed by tutors during the project: training steps and methods, pedagogical strategies and tools, and specific forms of training.

Conclusions are provided at the end of this chapter and are based on the aforementioned elements and highlight those lessons learnt in the participant countries.

ANALYSIS OF TUTORS

Profile of tutors

Several profiles of tutors have taken part in the development of Key Tutors Project. This wide range of profiles encompasses:

- TUTORs - professionals working in socio-educative associations, with public adult education providers, in local educative institutions, NGOs and foundations (as tutors).
- TRAINERS – professionals working for VET and adult education providers (in local public organizations and day or community centres), trainers in socio-cultural activities, and linguistic learning trainers.

A visual approach with different data on the range of tutors involved in the project is provided in the following tables:

Partner		Main functions within their organizations	Motivations and professional opportunities
FF.RR.	FR	Trainers (5), Director of local associations (3), Deputy-director of a departmental federation (1), Directors of leisure centers within associations (5), coordinators of project within associations or federation (5)	Better adapt their training programme or support to disadvantaged adult learners.
IRIV Conseil	FR	Trainers, Coordination of training courses or programmes, Counselling and tutoring for migrants (linguistic and professional fields)	Volunteers: Willing to improve their learning to gain competence Professionals: Improve their skills and competences to better support learners and to implement more innovative learning methods
INFODEF	ES	Trainers, Coordination of training courses or programmes, Counselling and tutoring of disadvantaged learners	Volunteers: altruistic motivation, support disadvantaged learners Professionals: work in training programmes
JAMK	FI	Guidance and counselling services, providing coaching, training and employment opportunities; Work with young and adults with fewer opportunities	Help youth and adults with fewer opportunities to enhance their employability; Promote multiculturalism and facilitate integration
FASS	PO	Organizers of social welfare in cities and districts of large cities who direct social service workers to different social care activities	
Sk. A	LT	Trainers working with disadvantaged people	

Selection of tutors

The process of selecting tutors and involving them with the Key Tutors aims, approach and potential results, acquires great relevance due to their crucial role in the project. Tutors and trainers have been protagonists in the project process by taking part in the training sessions, experimenting with the tools designed and providing feedback.

The selection of tutors started within the participants' organizations and their network of collaborators, after partners had clarified and agreed on the necessary professional profiles to be involved in the project. A detailed description of the process of selecting and involving tutors is provided in the following paragraphs.

FAMILLES RURALES

The regional federation wanted to work collectively with tutors as professionals and trainers of the Rural Families network. This choice was very important for reinforcing their link, for building tools, experimenting and sharing their experience with adult learners with difficulties. They were all volunteers and interested in improving their support for learners with a new approach: the identification and evaluation of Key Competences approach. The trainers involved worked with groups of adult learners in regular training courses. Tutors worked as professionals in the socio-educative instruction field as instructors and coordinators with directors of local organizations.

Ten tutors were involved from the beginning with two national sessions of training explaining the Key Competences approach, a period of experimentation with their disadvantaged adult learners and an individual follow-up. Nine new tutors were involved in the experimentation of a training titled "Being a Tutor and Supporting the Development of the Key Competences of Learners". The aim was to train them on the evaluation of the Key Competences approach

through workshops, a test of the process and perspectives of implementation in their new role of tutor.

All noticed the importance of the key competences training, especially as the practice insists on the context of the emergence of this approach in the field of adult education and of its proven pertinence, particularly regarding the labour market.

The new tutors trained seem to have clearly identified the interest of the approach for better social and professional integration. Their answers show a good appropriation of the stages of the approach. Indeed, the ease of use and clear steps enhance the potential for use.

They have highlighted the importance of making more connections between the professional context of the job here as socio-educational leaders and the key skills by relying on:

- the realities of the field of activity and the labour market in general,
- the characteristics of the job, its tasks,
- skills expected of employers, and
- the valorisation of the Key Competences approach as a true interface between the world of work and the one of training.

Moreover, for them, the Key Tutors approach became not only a tool for the benefit of tutors and learners but of all professionals. There is a collective dimension to the use of the tool to "learn to know the team".

IRIV CONSEIL

The participants, tutors/trainers, were selected based on:

- Their will to improve their competence in the lifelong learning perspective, being informed about the main references in the field (European Framework and Guidelines by the CEDEFOP);
- Their knowledge of the existing tools and methods to identify and assess a competence (existing portfolios such as the Migrapass, an experimental approach suggested by the IO1-tool and process of the Key Tutors);
- An identified need for an innovative tool and method among their learners;
- The need to constantly update their learning process, sometimes required by their funding organizations (on a local or national level).

Tutors were selected and involved in the project on the basis of close relationships built in the past, like with the FISPE involved by IRIV Conseil in EU projects in 2015 (Di & Di Enhancing Diversity in the Labour Market) and 2016 (Vintage - combining VET and linguistic learning); the relationship with the *Maison des Familles* is even older as the first projects tested with them were the MigrACtrices (2013) among female migrants and the Di & Di (2015). For the tutors from the Cité des Métiers, this was by chance that we met together and they were interested to test the competence approach for personal and professional reasons.

Both the theoretical and practical approaches implemented by the Key Tutors, and even the testing itself would not be possible without their active involvement in the testing. They have provided fruitful feedback that helped facilitate the explanation and implementation of the project among learners with fewer opportunities as they asked many questions as they too discovered the Key Tutors approach.

INFODEF

The participants, both tutors/trainers and learners, were selected based on their willingness to enhance their professionalization/academic career and/or their access to the national markets. Two different types of organizations, and tutors, were involved, in order to apply the Key Tutors approach in different organizations and for different profiles of tutors at the national level in Spain. In one case, the tutors were professionals actively working in regular training courses with disadvantaged learners. In the second case, the profile of tutors consisted of volunteers (mostly retired teachers) working with and supporting disadvantaged groups of people, like migrants.

Tutors were selected and involved in the project firstly through a contact process at the management level and, afterwards, through meetings and workshops in order to understand the different roles of tutors/trainers in the organizations and to explain to them the general aims of the project so that they may measure the importance of the project approach and the possible relevancy of them being involved in the project activities.

The methodology developed by Key Tutors, and even the project itself would not be possible without the active involvement of tutors and trainers in the project activities. They have also provided a decisive feedback to improve the project results and to facilitate the subsequent transferability of the project results to other organizations at national and even European levels.

FASS

The specificity of FASS activities requires different professional profiles of tutors. Sometimes in addition to the training of social caregivers, tutors act as arbiters or mentors in complex social care service issues. Advice given by tutors in such cases is usually invaluable for the learning individuals. Specialized knowledge possessed by the tutor guaranteed the effective training of caregivers, i.e. learning individuals.

The role of the tutor is to connect with the employee/learner and present him/her with a better vision of his work.

These perspectives require continuous professional training, which means learning new social care skills. To this end, tutors need to motivate and inspire the learning individuals to continuously improve their professional qualifications. The arguments used by the tutors on the importance of professional training play a significant role, which consequently will allow the learning individuals to retain employment.

As a result of the experiments by the tutors with the learning individuals, one could infer the main barriers and opportunities in the professional life of the learning individuals.

Tutors held one-on-one and group trainings to increase the competence of the caregivers to communicate in their native language. Each training began with learning how to provide and receive constructive feedback improving interpersonal communication between tutors and learners for better care services.

JAMK

JAMK asked some development-oriented workshops around Finland to work with the Key Tutors project. These workshops are non-profit associations that focus on training young adults and/or adults with fewer opportunities by offering them possibilities to improve their

skills and complete their formal studies or to help them regain a positive outlook on life again. All tutors, who were “selected”, were volunteers and interested in developing their skills and competencies in their jobs.

Tutor profiles were different because the workshops differed from each other and the employers in the workshops differed (e.g. based on education, age, sex, length of work experience in workshop, other work-experience), as well. In any case, the tutors were professionals in the field of assessment. Tutors were interested in sharing their own good practices with others and thus learning from others’ experiences. They also appreciated sharing and joint knowledge building activities.

SKUDUTISKIS ACADEMY

In our country, a lot of attention is paid to the disadvantaged and at-risk families. In the frame of this project, families mentioned are considered learners (whole family or family members). The number of learners depends on the field in which the trainer/ tutor works (child day care centre, adult trainer, municipality officer, social worker psychologist, etc.)

As their project, Key Tutors set out to help people from disadvantaged backgrounds. Skudutiškis Academy mainly worked with at-risk families in the rural areas. The direct target group (trainers/tutors) in this case are family mentors and social educators.

Functions of family mentors together with the family are to:

- Identify family problems,
- Plan and implement the solutions to family problems and family power-building measures,
- Help identify family resources and enable family to take advantage and
- Work individually and with a whole family or a group of families.

The functions of social educators are to:

- Plan and organize educational activities that develop the innate human activity and creativity skills,
- Help to adopt culture and community values,
- Motivate to act,
- Help to develop planning skills,
- Give individualized knowledge for solutions to family problems and
- Lead group sessions, organize activities.

The trainers/tutors were invited to participate in the project through the very close contacts of the local social institutions, local management and personal contacts. The extensive network of contacts allowed for spreading the word about the objectives of the project.

TRAINING OF TUTORS

The development of new innovative educational methods and training courses is one of the most relevant topics addressed in the Key Tutors project. In this regard, this section focuses on how the tutors have been trained during the project, including a detailed analysis of the process of training, the differences and similitudes found between participant countries, as well as the lessons learnt.

The Key Tutors training approach for tutors involved two learning sessions:

- First, it aimed at identifying the problems faced by tutors and trainers and made them familiar with the project approach and the concept of key competences. During this session, tutors discussed the most relevant tool and method for the evaluation of competences.
- Second, it aimed at analysing and assessing the tested tool and capitalizing on good practices and methods. During this session, tutors considered pedagogical tools for the acquisition of key competences.

The training of tutors was carried out on the basis of a learning-by-doing process, considered by the partnership a fundamental pedagogical approach in the training of trainers. Furthermore, due to the range of professional profiles among tutors, different training methods, pedagogical strategies and tools were applied during the two training sessions, as showed in the table below.

First training session	Training methods	Pedagogical strategies and tools
	<p>Familles Rurales</p> <ul style="list-style-type: none"> - Workshop - Theoretical elements <p>IRIV</p> <ul style="list-style-type: none"> - Workshops - Brainstorming training - Theoretical analysis - Case studies <p>INFODEF</p> <ul style="list-style-type: none"> - Workshops - Theoretical analysis <p>SKUDUTISKIS ACADEMY</p> <ul style="list-style-type: none"> - Lectures - Workshops - Case studies <p>JAMK</p> <ul style="list-style-type: none"> - Workshops - Some parts of workshop pedagogy - The ideology of collaborative learning and knowledge sharing <p>FASS</p> <ul style="list-style-type: none"> - Brainstorming training - Substantive panels; 	<p>Familles Rurales</p> <ul style="list-style-type: none"> - Sharing realities and experience - Group of discussion - Practices exchange - Conference by adult education expert <p>IRIV</p> <ul style="list-style-type: none"> - Learning-by-doing learning - Online tutoring - Group discussions - Focus group <p>INFODEF</p> <ul style="list-style-type: none"> - Active and learning-by-doing learning - Group and peer learning - Group discussions - Triangulation approach - Online tutoring <p>SKUDUTISKIS ACADEMY</p> <ul style="list-style-type: none"> - Learning-by-doing learning - Group round table discussions - Group brainstorming - Peer-to-peer round table discussions - Coffee room - Reflections <p>JAMK</p> <ul style="list-style-type: none"> - Active participation and engagement - Opening tutors` own working tool and methods - Peer learning and experience sharing - Collaborative discussions (face to face and online)

		<ul style="list-style-type: none"> - Opening of concepts relevant to KT project by common knowledge formation <p>FASS</p> <ul style="list-style-type: none"> - Individual and collective tutoring - Multidimensional training - Face-to-face - Distance talks - Personalized interviews
Second training session	<p>Training methods</p> <p>Familles Rurales</p> <ul style="list-style-type: none"> - Workshop - Theoretical elements <p>IRIV</p> <ul style="list-style-type: none"> - Workshops - Theoretical analysis - Working sessions - Collaborative learning and knowledge sharing <p>INFODEF</p> <ul style="list-style-type: none"> - Workshops - Theoretical analysis - Working sessions <p>SKUDUTISKIS ACADEMY</p> <ul style="list-style-type: none"> - Lectures - Workshops - Case studies - Personal discussions <p>JAMK</p> <ul style="list-style-type: none"> - Workshops - The ideology of collaborative learning and knowledge sharing - Some parts of workshop pedagogy - Some parts of coaching <p>FASS</p> <ul style="list-style-type: none"> - Specialized workshops - Analysis of practices - Conceptualization - Specialized training - Sampling 	<p>Pedagogical strategies and tools</p> <p>Familles Rurales</p> <ul style="list-style-type: none"> - Photolanguage - Sharing realities and experience - Discussion group - Practices exchange <p>IRIV</p> <ul style="list-style-type: none"> - Learning-by-doing learning - Online tutoring - Group discussions - Focus group <p>INFODEF</p> <ul style="list-style-type: none"> - Active and learning-by-doing learning - Group and peer learning - Group discussions - Online tutoring <p>SKUDUTISKIS ACADEMY</p> <ul style="list-style-type: none"> - Group round table discussions - Group brainstorming - Peer-to-peer round table discussions - Coffee room - Visual aids - Reflections - Simulations <p>JAMK</p> <ul style="list-style-type: none"> - Active participation and engagement - Deepening tutors` awareness of their own working methods and tool in relation to the KTproject - Peer learning and experience sharing - Collaborative discussions - Opening of concepts relevant in assessment and in developing competencies by common knowledge formation - Self-evaluation - Group work <p>FASS</p> <ul style="list-style-type: none"> - Individual and collective tutoring - Multidimensional training - Face-to-face - Distance talks - Personalized interviews

Training of tutors has been designed and carried out based on the aforementioned methods and pedagogical approaches. Furthermore, particular circumstances and characteristics of the partners' organizations and target groups have led to some unique relevant manifestations of the training process that must be highlighted:

- Familles Rurales: experimentation of a day of training session with nine tutors
- IRIV Conseil: clubs at the Cité des Métiers (monthly club from March 2016 to April 2017)
- FASS: support panels
- SkA: reflection after each training
- JAMK: coffee meetings, learning sessions for learners and tutors at the same time and together.

CONCLUSIONS

There is not only one profile of tutors/trainers across the different countries but it is possible to identify some common elements:

- In terms of gender, the majority of tutors were female in all the countries. It is related most probably to the fact that tutors are connected to the areas of education and social care, which also tend to have a higher presence of women both as professionals and volunteers.
- Regarding the level of education, tutors are mostly highly educated with university degrees. They can be distributed into two main groups: those with degrees in education or social care areas and those with degrees or studies in specific professional areas connected with the vocational training courses provided by the organization.
- Tutors usually have extensive experience as tutors and trainers with five years or more on average. In some cases, the volunteer tutors or trainers are in fact retired professionals.
- There are two main profiles: specialists in specific professional areas with experience also as teachers and tutors and teachers and trainers with educator or social worker profiles specialized in the support of underprivileged groups who work or volunteer in NGOs and other similar institutions.
- In most cases, tutors/trainers were selected based on their desire to enhance their professionalization/academic career and/or their access to the national job markets. In some countries, tutors were selected and/or contacted through an initial training activity focused on methods to assess skills addressed to them.
- The methodology developed by Key Tutors, and even the project itself, would not be possible without the active involvement of tutors and trainers in the project activities. They have also provided decisive feedback to improve the project results and to facilitate the subsequent transferability of the project results to other organizations at the national and even European levels.
- The learning-by-doing process has been a fundamental pedagogical approach in the training of trainers. Furthermore, due to the range of professional profiles among tutors, different training methods, pedagogical strategies and tools have been applied during the two training sessions, including individual and group dynamics, with an active and learning-by-doing approach that has proved to be the most effective methods to train tutors.

Chapter 3. Learners as indirect target group

Introduction

The Europe 2020 strategy is the EU's agenda for growth and jobs for the current decade. That is why the key policy component of the Europe 2020 strategy is poverty reduction. By setting a poverty target, the EU put social concerns on an equal footing with economic objectives. Achieving the target to reduce the number of disadvantaged people of poverty risk and social exclusion will depend on successful implementation of other priorities of the Europe 2020 strategy, such as providing better opportunities for employment and education.

Keeping in mind the framework of the Strategic partnerships of the Erasmus+ programme, the specific priorities in adult education aim to reduce disparities in learning outcomes affecting disadvantaged learners. That is why the Key Tutors project wishes to promote the development, testing and implementation of innovative practices in the field of adult education: to develop basic and transversal skills among adult learners from disadvantaged backgrounds.

Over recent years, there has been increased focus on the achievements of disadvantaged adult learners. That is why the assessment of a competences vector geared towards disadvantaged adult learners can offer tremendous value for success in a person's family and community life.

Definition of learners involved in Key Tutors project

When talking about disadvantaged people, we should understand what is meant by "disadvantaged". This term is defined as "Individuals or groups of people who in unfavourable circumstances face problems especially with regard to health, financial, social opportunities and are politically deemed to be without sufficient power or other means of influence."

Partners' efforts are directed to slightly different disadvantaged adult learners.

FRANCE – Familles Rurales

Adult education in the socio-educative field is only focused on professional abilities to become leaders in associations or public organizations. Nevertheless, we noticed that some trained professionals do not master key competencies useful for their social and professional integration. Low-skilled workers having dropped out of the school system, job applicants or employees with writing problems in French, difficulty expressing himself/herself verbally, behaviour problems, lack of confidence and self-esteem, poor hygiene, lack of control over basic software (Word, Excel, etc.).

These learners must become aware of their learning needs in terms of key competences and be aware that a good professional integration cannot succeed without a certain level of key competences.

FRANCE – IRIV Conseil

The learners involved in the testing of the Key Tutors were migrants - qualified or unqualified - faced mainly with difficulty accessing training or employment. This is mostly due to their status (if an asylum seeker) or to the non-recognition of their professional experience and/or diploma or qualifications (if third-world nationals). In addition, they may be faced with financial and social difficulties (if without any family or friends in France). As for the term “learners with fewer opportunities,” it was seen as stigmatizing; It was a reminder that the Key Tutors approach addressed mainly learners faced with unexpected difficulties in accessing employment and/or vocational education and training (VET). This is the case for migrants. Some of them decided to leave their countries for economic reasons (“pull factors”) and others were forced to leave their countries because of the political context – wars, disease, natural disaster (“push factors”).

The total number of learners for IRIV Conseil from March 2016 to April 2017 is 83 learners (participating in 13 clubs).

SPAIN - INFODEF

Disadvantaged students are those whose family, social, or economic circumstances hinder their ability to learn. They are underrepresented in formative or educative paths and have generally poor access to training, are mainly migrants and long-term unemployed people with low qualifications. In Spain, the target groups of disadvantaged learners addressed by the project face some similar challenges or problems, including:

- Little support from the family nucleus and absence or lack of social support networks;
- Residence in problematic and/or marginal neighbourhoods with lack of positive stimuli oriented towards training;
- Legal and administrative barriers to work or training, such as the resolution of work permits for immigrants or pending cases for ex-offenders;
- Lack of training or qualification not adapted to the needs of the labour market (increasing demand for more skilled and versatile professional profiles);
- Permanent rotation between employment and unemployment;
- Discrimination and rejection due to prejudices related to physical appearance, age, gender or origin.

LITHUANIA - Ska

Adult education directed towards disadvantaged families living in rural areas: Today’s increasingly global and high-tech economy age sometimes causes us to forget that all people and places have not shared in the benefits of recent economic growth and personal incomes. From the social welfare policy point of view, rural areas are a constant beneficiary. Benefits determine a specific way of living which in turn promotes a further social exclusion of the rural population. More than that, during diversification among the population in the rural areas, there are large scale dropouts from the labour market; since they do not see any value attached to their skills and experience, frustration prevails. In this case the variety of education possibilities for families with disadvantages, families at social risk, could play a crucial role in changing the existing mindset to an “I can” attitude, as education is the primary developer of human resources and country’s economic growth. This is where skills, competences and creativity are needed to be widely dispersed among the population.

Sk. A believes that each family has internal resources to seek solutions and solve its own problems. The assessment, the ability to self-evaluate one's own competences, should encourage people and show them how to think for themselves and take responsibility.

FINLAND - JAMK

The main aim of the Key Tutors project at the national level is to enhance to use of the Key Competences for lifelong learning among learners coming from disadvantaged backgrounds. In Finland, a variety of support for such learners is provided at the municipal (public) level. Typically, help and support are given in a workshop environment. These workshops (e.g. youth workshops) are non-profit associations that focus on training young adults and/or adults with fewer opportunities by offering them possibilities to update their skills and complete their formal studies or help them find a hunger for life. The main objective of the workshops is to strengthen young adults' life-skills and social empowerment by offering them an environment to participate in; for example, supervised, subsidized employment opportunities or following a tailor-made educational/training path.

There has been a rich and long-lasting cooperation with workshop learning environments and the JAMK University of Applied Sciences, Teacher Education College in previous years, and therefore they appeared as the most suited area to be involved in working towards the aims set in the Key Tutors project. The justification was also based on the knowledge that the workshops were interested in developing their tutors' as well as learners' skills and competencies, and that the description of learners in the workshops met the requirements set for the target group in the Key Tutors project.

The ideology of workshops and their activities are connected to a broader societal context and are related to a number of policies such as employment, youth, education and social policies. The youth workshops are co-financed by the Finnish Ministries of Education and Culture and that of Economic Affairs and Employment. According to the Finnish Ministry of Education and Culture, one of the most important objectives of the workshops is to improve skills and abilities of young people to enable them to access education and training and become employed (general principles and recommendations for youth workshops decision 17/600/2006).

POLAND - FASS

Learners with fewer opportunities for career advancement are mainly employees who carry out basic social services. Without educational support, they cannot sustain long-term employment.

Description of project learners

Taking into consideration what was said above, Table 1 shows the different groups of disadvantaged adult learners.

Table 1

Partners	long-term unemployed	People aged 55+	without a profession	single-parent households		immigrants	people with special needs /addictions	first time job seekers	low -income families	others
				men	women					
Familles Rurales				23	29			2		60*
IRIV CONSEIL		2	30	10	83	0	5	2	30	
INFODEF	58	6	23	44	30	41		26	63	
SkA			3	3	4		5	6	19	
JAMK	5	-	3	10	16	-	15	3	-	
FASS	8	28	12			2		10		50
TOTAL	71	36	71	67	133	43	25	47	112	110

* work placement contract, civil service, apprenticeship

FRANCE – Familles Rurales

The Key Tutors project targeted more than 60 adult learners. As many men as women were concerned. They were professionals in training or apprenticeship situations. Half of these professionals are in work placement contracts, in a precarious situation (part-time job, low qualifications...), some were in the civil service or unemployed. Thirty percent are level three of the European level of qualifications. The average age was 27 years.

These adult learners encounter a number of difficulties related to the Mother Tongue competence identified by the trainers and tutors. For example, there are some difficulties in communicating orally (inappropriate vocabulary, language), difficulties in writing (sentence structure, writer's block), difficulties synthesizing verbally and in written form, developing their ideas, expressing their opinion, etc.

Other types of difficulties noted are characterized by social and civic competence. For example, punctuality, difficulty understanding administrative documents, having a stance and the attitude adapted to training (physical and social), a lack of autonomy in their work (difficulty leaving the framework) and of critical thinking. Moreover, more concerned by the civic competence, tutors were faced with learners that lacked political and civic curiosity, with a low interest in current affairs, etc.

FRANCE - IRIV Conseil

The learners attending the club at the Cité des Métiers met the requirements of the Key Tutors' second target group: learners with fewer opportunities. As migrants, it is most difficult for them to have access to employment and/or to vocational education and training. They are not familiar with the French professional context. They were mainly between ages of 35 and 60. Their levels of qualification varied: half of them were migrants with diplomas, half were low-qualified workers or with qualifications not recognized in France. The minimum linguistic ability needed to attend the club is level A2, of the CECR, and up to C2. The highest level concerns graduate migrants who registered in a French university - mainly European and Chinese students. The regions of origin were foremost Africa - mainly Algeria and Morocco, Egypt, Mali, Guinea, Sudan and Senegal. The second main geographical origin was Europe in a wide sense: EU member states like Bulgaria and Romania and non-EU members such as Russia and Ukraine. The third region of origin was Asia with Armenia, China and India. The explicit and implicit reasons for participating were to improve their professional opportunities with new approaches, techniques/methods. They needed to be supported to be able to adapt to the labour market. Some of them already had a professional plan, such as obtaining a job. Most of them, however, did not know what the professional opportunities in the French labour market might be like.

SPAIN - INFODEF

Regarding the profile of the participating project learners in Spain, they are learners coming from disadvantaged backgrounds, mostly combining social and economic difficulties such as low income, single-parent households, long-term unemployment, low qualifications, etc. They are underrepresented in formative or educative paths and have generally poor access to training, are mainly migrants and long-term unemployed people with low qualifications. In the framework of the Key Tutors project, the approach used to address this target group has been a "bottom-up approach" among learners with little access to formative or educative paths. A specific focus has been placed on women, especially migrants and those who had to stop any professional activity for family reasons (e.g. a high number of unemployed women living in disadvantaged areas alone with their children).

LITHUANIA - SkA

In this project, disadvantaged learners the tutors dedicated their attention to were individuals without a profession, single parents raising children, families whose members have special needs or struggle with addiction, first-time jobs seekers and the biggest group consisting of families with low incomes or, due to circumstances, living on public assistance.

Having in mind highly vulnerable groups of people, specifically in terms of adult education, it is necessary to awaken their motivation to learn. Adults learn effectively when they want to: fulfil inner desires, improve professional or social competences or to develop a new skill. They learn best when what they are taught seems useful for them. Most attend training because sometimes they want to be in a group they like or because they've chosen to learn something new.

FINLAND - JAMK

In Finland, a variety of support for such learners is provided at the municipal (public) level. Typically, help and support are given in a workshop environment. These workshops (e.g. youth workshops) are non-profit associations that focus on training young adults and/or adults with fewer opportunities by offering them possibilities to update their skills and complete their formal studies or to help them find motivation again. The main tasks of the workshops are to strengthen young adults' life skills and socially empower them by offering an environment to participate in, for example, supervised, subsidized employment opportunities or following a tailor-made educational/training path.

Individuals who benefit from the support offered in these workshops are often unemployed (typically long-term) or those who have dropped out of the education system (typically after the compulsory education). Additionally, people with mental health issues and those with other difficult life situations are found in these settings. The statistics from 2015 indicate that 25,450 individuals have benefitted from the services and support offered by the workshops. Youth workshop activities like these can be found in 91% of the Finnish municipalities (Työpajatoiminta 2015, Ministry of Education and Culture).

Due to the geographical nature of the country (big and long), we aimed to establish workshops of the Key Tutors project all over Finland.

Overall, eleven workshops were created, of which six were located in central Finland, three in northern Finland, and three in the south-eastern and western regions of the country. The tutors in the workshops were responsible for selecting their learners for the Key Tutors project activities. They had no other particular criteria or requirements for selection other than voluntary participation and willingness to develop one's own competencies in digital skills and a sense of initiative and entrepreneurship. Detailed identification information of the learners was known only by the tutors due to the Finnish Protection of Privacy Act and other confidentiality orders. However, some general information was shared by the tutors and was used to create a table of the learner profiles, the difficulties they had and the support offered to them (see Table 2).

Table 2: General profiles of the learners

Gender	Males 10 Females 16
Age groups	Under 20 years - 3 individuals 20 - 34 years - 19 individuals 35 - 40 years - 4 individuals
The most common difficulties	Life-management skills issues Mental health issues Long-term unemployment Impairments Lack of motivation/initiative
Types of support provided	Advice in finding a suitable job Advice in finding a suitable educational field Aid in job seeking Support in recognizing one's own skills and strengths Support in strengthening self-esteem Support in filling in applications Support from an occupational psychologist Coaching and individual guidance Support in improving attention and concentration skills

POLAND - FASS

There are many different profiles of the learning individuals. The professions spectrum is very wide. It includes individuals who have no work training at all, individuals with basic work training, as well as those with secondary vocational or general education. Individuals with no work training have considerably fewer chances in finding a good job, while requirements placed on aspiring social care workers are ever increasing. There is a steady need for care professionals who seek to expand their expertise. It is important since social care employees find it even more difficult to find employment outside of the domain of social services. Usually, those employed are women between the ages of 20 and 60 who have difficulties finding work. In order to remain a care professional, one needs to constantly expand their professional expertise.

Prospective (supposed) impact and benefit for learners

FRANCE – Familles Rurales

Evaluation and improvement of key competences of adult learners will help them empower themselves with regards to their learning needs. This process will be a first step in the acquisition of their professional skills. Moreover, this process of evaluation of key competences allows them to share their struggles and improve their key competences.

FRANCE – IRIV Conseil

The learners had to keep in mind the following questions: what can I do? what do I want to do? what are my plans? They knew that the club was dedicated to the innovative competence approach offered by the Key Tutors. Therefore, the supposed impact of the Key Tutors on

the learners is to have opened doors to new professional opportunities: enriching their resume, giving them ideas for training or employment in France, engaging them in the active learning process, empowering them to have a more optimistic view of their situation in France and supporting them to be motivated and open to any new pedagogical strategy. The Key Tutors output - the tool and process, the guidance - should contribute to bridging the gap between “learners with fewer opportunities” and “normal” learners with more opportunities.

SPAIN - INFODEF

Recognition, validation and certification of competences is increasingly important for the national and European labour markets. Employers require certain skills from employees and among those more demanded are the Key Competences. This is even more important for low-skilled jobs, which are usually the type of jobs initially accessible for the groups of underprivileged learners. As a result, participants, both professionals and beneficiaries, have found the assessment tools used and defined by the Key Tutors framework very interesting and useful. As the project proved, assessment is a step forward in the process of improvement of key competences.

LITHUANIA - Ska

The quality of education, and thereby the quality of human resources, is vital to any economic growth process. Keeping general provisions in mind, acquiring the necessary competencies is the significance of education as a tool for personal development. Assessment of competences in rural daily life improves disadvantaged learners’ social and life skills; doing so fosters values and skills that are so dearly needed by today’s society. Proposed assessment tools and methods can help enhance the internal resources of the family, show them their possibilities, teach them to evaluate their own skills and knowledge themselves, notice the skill gaps and, with the help of a professional trainer, set a personalized plan for improvement. This will create a positive mindset and could push disadvantaged families towards lasting change of their social and economic conditions.

FINLAND - JAMK

Most of the learners appeared to be enthusiastic about the new assessment method. They described it, for example, as “interesting to assess [one’s] own skills,” or “interesting to discuss one’s skills with the tutors and get their opinions”. This was due to many reasons and one of the main ones was the voluntary participation.

However, some of the learners raised concerns about the relevance of the assessment. They wanted to know the benefits of the assessment and its intended purpose. Some of them were afraid that the assessment could have negative consequences for them. Also, part of the terminology related to the key competences was difficult for some learners to understand.

The learners explained that it was easier for them to assess the digital skills than skills linked to the sense of initiative and entrepreneurship. This was understandable as digital skills are concrete and it is easy to assess if the learners can do the concrete activity (e.g. send a formal e-mail) or not. A sense of initiative and entrepreneurship key skills are more abstract and assessing the interpretation of behaviour and analysis of motivation are needed. This

requires a high degree of self-awareness, which might be lacking for the learners in the workshops.

POLAND - FASS

The opportunities and benefits learners gain are related to a fair assessment of one's own competence and the acquisition of new skills. Gaining knowledge and skill in new caring techniques has improved the professionalism of care providers and thus allowed disadvantaged people to gain more professional prestige. Good communication in the native language allows carers better identification of key competencies needed in relation to social assistance clients. Thanks to the interpersonal communication training, it was possible to eliminate behaviours that blocked good understanding.

Conclusions

For the project partners, this project has been a platform for developing a more structured collaborative service for disadvantaged people.

It is important to involve the group of ultimate beneficiaries, the learners, in the process of design and definition of new assessment tools. They should be an active part of the definition of these tools and be involved not only with providing feedback but also expressing their needs, opinions and suggestions during the whole process of tool development.

This project shows how to target specific groups experiencing various life difficulties. Overall, the impact of the project in each of the partner countries has been very positive, for both the learners and the tutors.

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Chapter 4. Activities and methods for evaluating learners' Key Competences and testing Key Tutors approach in five partner countries

Introduction

This chapter focuses on discussing methods and activities used by the project partners in evaluating Key Competences within their specific contexts. It starts by exploring the nature of assessment in general and within the competence-based approach, as well as briefly displaying the Key Tutors circular approach for assessment. Then, examples of the methods used in the partner countries will be introduced. The chapter finishes with some general conclusions and suggestions for the future.

Purpose of assessment

Development of assessment practices are key parts in developing learner centred pedagogies and educational cultures. Fullan and Langworthy (2014) highlight that assessment cultures that are based on standardized assessments, i.e. learners reproducing the content they have learned as a result of teaching, are major barriers to the development of modern pedagogy. Many learners, such as the target group in the Key Tutors project, are accustomed to being evaluated, classified, and even stigmatized with a number of controlling assessment methods. These negative memories from previous experiences can be so disturbing that any additional method of evaluation may feel as a daunting activity. In order to understand this background, discussions about the purpose of the assessment with tutors and learners is required. It is important to acknowledge that even within the context of the key competences for lifelong learning, the history of assessment as a means of control and classification could play a part. Then, there is the risk that some assessors or tutors might emphasise the controlling nature of an assessment, and consequently, their only interest is to find out if someone does or does not have the competences required.

Contradicting this historical view, different views of assessment have emerged during the last few decades. Specifically, discussions have focused on whether, and to what extent, the process of assessment should also impact the professional growth of a person whose competences are assessed. In this line of thinking, the selected assessment tasks are seen as a significant phase of one's professional development. In other words, tutors and assessors need to be aware of the aims and functions of an assessment. This is essential to clarify regardless of if the focus is on determining the level of competences or supporting the development of the key competences.

The OECD's DeSeCo project of the assessment of key competences cautioned that competence is a "holistic notion" and "therefore not reducible to its cognitive dimension." It is essential, therefore, that an assessment should include not only knowledge and skills but also attitudes that support an individual's development. Thus, the purpose of assessment of competence-based qualification activities is to reveal what the quality of one's competences is in relation to the assessment criteria. The ideology of competence-based qualification provides adults with a flexible way of demonstrating, renewing and maintaining their skills. As the system is based on demonstrating skills and competences at workplaces in actual work tasks so informal and non-formal learning are important ways to acquire these skills. Thus, it is irrelevant where or how one has learned skills and competences, rather it is more important to demonstrate and apply them in different contexts. Recognition of skills acquired

outside of formal education is one of the European Commission's themes for lifelong learning. In particular, it aims to involve informal and non-formal training and recognition of learning outcomes and competences. Skills can be acquired in many ways, at different times and in different places such as in working life, family life, through hobbies and various communication during informal learning. According to these principles, skills acquired in informal settings should also be made visible and recognized as an individual's competence.

In keeping with the aims of the Key Tutors project, the assessment of the Key Competences for lifelong learning was conducted in the partner countries using the five-step approach developed by the French partner. The picture below indicates the overview of the five-step circular approach of the evaluation and the assessment scale.

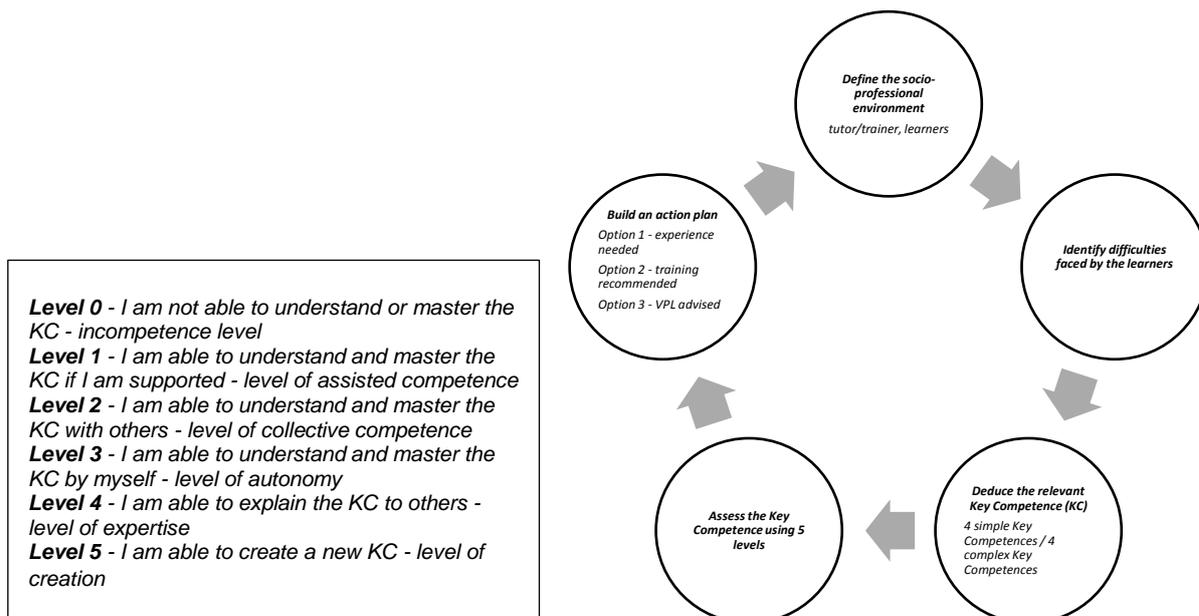


Figure 1: Overview of the five-step approach

Activities and methods used in partner countries

Finland

In Finland, the assessment of the Key Competences for lifelong learning was conducted by the tutors in a workshop context. The assessment in this context focused on empowerment and support of individuals' competence development. Learners in the workshop could improve their skills and competences through practical work, learning-by-doing, and their performances are assessed in "skills demonstrations."

Workshop tutors attended sessions on assessment of Key Competences organised by the JAMK University of Applied Sciences. In these sessions, active participation and engagement by the tutors was the underlining pedagogical principle. In the beginning of the session, the tutors' learning processes were activated by requiring the tutors to assess their own Key Competences. This motivated them to think about the general content of the Key Competences. Assessing themselves also obliged them to consider what each Key Competence actually meant. It provided them the opportunity to realise how one feels when

being assessed i.e. feelings of being pressured and uncomfortable. The tutors also noticed the difficulty of being realistic in assessing one's skills; In each group, there was a tendency to underestimate their skills and competences.

The sessions included group discussions where the tutors were asked to explain how key competences were taught and supported in their own workplaces. These discussions revealed that the tutors were interested in sharing their own good practices and learning from others' experiences. It became evident that the tutors appreciated these sharing and joint knowledge building activities. They discussed feasibility of the Key Tutors tool and process to identify and assess Key Competences in their own work. Some of the tutors decided to utilize the Key Tutors assessment tool in their jobs and others wanted to discuss Key Competences with their learners.

An additional aim was to explore the learners' comments and reactions to using the Key Tutors' evaluation grid of the eight key competences. All the learners regarded it to be too intense and long to be completed all at once. They suggested that having only one Key Competence on one paper would be more appropriate for the target group as it would help them focus on each competence. In addition, it would help learners create more detailed development plans and the entire assessment process would feel more accessible and feasible.

Moreover, the activities and methods mentioned above, the so-called 'Key Tutors coffee meetings' were arranged with some of the tutors. As the name of the event indicates, we met the tutors around a cup of coffee in the morning. The aim of these 'coffee meetings' was to discuss the significance of the Key Competences in relation to workforce diversity. These meetings were carefully structured and planned due to limited time for discussions (one hour). We found these gatherings useful as they deepened and widened both our and the tutors' understanding of diversity and complexity of the Key Competences.

France

In France, the Key Tutors approach was tested in two different contexts. The first context was the Rural Families network in the Pays de la Loire region and the second was with FISPE, Cité des Métiers and the *Maison des Familles*.

At the Regional Federation of Rural Families, the activities and methods were based on collaborative workshop sessions. In addition, they created a so-called pedagogical council to support the joint activities and development. Their workshop was titled "Be a Tutor and Support the Development of the Key Competences of Learners". The first step of the session was devoted to the re-mobilization of the tutoring experiences of the group in order to identify collectively the role of the tutor. This prerequisite highlighted the role of the tutor in the development of the Key Competences of the learner. Secondly, a definition with the proposal of examples of Key Competences useful to socio-educational instructors was developed.

In the workshop, the document "Key Competences for Lifelong Learning: A European Reference Framework" was read in four groups. The tutors were asked to choose two Key Competences (one basic and one complex) and give three contextualized examples of them in connection with their job in the socio-educational field by considering the following:

How is this skill useful for the job of the socio-educational leader?

What is the advantage of acquiring or developing this skill for the job of socio-educational leader?

Then, the Key Competence approach was presented to look for explanations of the development of the approach and its importance in tutoring as well as demonstrating values of such an evaluation approach. Finally, a presentation of the key skills assessment tool developed within the Key Tutors project was given.

These experiments carried out in the framework of the Key Tutors project made it possible to highlight points of difficulty and success. Below are some elements of success that have been noted by Rural Families:

- Learners were curious about this approach, even though some were resistant. Taking one's time and sharing struggles was appreciated.
- At the end of the process and the experimental phase, adult learners expressed the importance of regular assessment of their key competences throughout life.
- The process of assessing competences has helped to understand adult learners better.
- The collective approach was constructive.

A kind of pedagogical council was created and was composed of trainee representatives, tutors, employers, the training manager and the state representative (DRJSCS) who all met three times during the training. This encouraged consultation between the training stakeholders in order to ensure coherent and adapted pedagogical coordination. During these pedagogical meetings, time was devoted to tutoring and accompaniment of the trainees in their certifications and successful professional integration.

For IRIV Conseil, in the Ile-de-France region, the activities and methods were based on collaborative training sessions. Some sessions were conducted together with colleagues of the FISPE, an association providing linguistic support to migrants. Additional sessions were arranged with colleagues of the Cité des Métiers during the monthly club meeting organised by IRIV since 2012 and with colleagues of the *Maison des Familles*, a social centre located in the south of Paris dedicated mainly to immigrant families.

IRIV Conseil combined collaborative workshop sessions to prepare the tutors before implementing the "ground training" with learners with fewer opportunities, mainly migrants.

The preparatory sessions depended on the profiles of the tutors involved. The tutors from the FISPE, who are trained in language acquisition, were offered two preparatory sessions. The first one was a general presentation of the competence-based approach within the European Framework along with an explanation of the IO1, a tool and process, the first draft dispatched (January-March 2016). Many questions were asked by the tutors, such as the implementation of the European Framework in France, as they discovered all eight Key Competences. Prior to the session, they had only known the second Key Competence, Communication in a foreign language. The second session was offered one month later, before the Vintage language training, so that the tutors could better understand the Key Competence approach when it was combined with the language learning.

At the Cité des Métiers, a tutor who is a graduate of Adult Education studies was offered one preparatory session. The session included both the theoretical and practical aspects of the IO1 as she was more familiar with the Competence approach. Another tutor at the Cité des Métiers and the tutor from the *Maison des Familles* were sent the general framework of the IO1 by e-mail and were prompted to ask any question they might have.

For the “ground training”, testing took place at the Cité des Métiers in the framework of the monthly club offered by IRIV Conseil since 2012 for two tutors. For the tutors from FISPE, the IO1 was tested during an experimental Vintage training offered in April 2016. For the tutor from the *Maison des Familles* in Montereau, the testing occurred during a training for female migrants in December 2016.

During the monthly club meeting at the Cité des Métiers, a four-step approach was utilized. Learners of the Key Tutors project were asked to express the main difficulties they had been facing in their process of job seeking or finding a training in France. Firstly, they were asked to identify their problems, which could be linguistic, social (housing) or administrative (temporary status for asylum seeker). Secondly, they tried to identify the most relevant combination of Key Competences (one simple/one complex) based on both their experiences and the possible employment/training they had in their mind. Thirdly, Key Competences were assessed with a five-level scale: incompetent, competent with some support, competent in a group, competent alone, expert and creator. Fourthly, an appropriate action plan was built to apply for a job if the level of achievement of the competence was high enough. An action plan could also include finding an appropriate training to update skills or activating a process of Valuing Prior Learning (VPL). After the club session, all the participants received a group e-mail with the pedagogical support presented (PPTs), together with the tool and process designed by the Key Tutors project.

The second test was conducted on the training offered for the Vintage project. One module was dedicated to the competence approach. It was based on the Key Tutors process in complement to the linguistic approach designed in 1991 by the Council of Europe – the CEFR (the Common European Framework of Reference for Languages). This was the first attempt at designing a competence framework with six linguistic levels of competence - from A1 basic competence to C2 expert competence - involving both language skills and transversal skills (speaking, listening, reading and writing). A half-day training was dedicated to the Key Tutors competence approach for 12 learners. They were unaware of the European Framework for the eight Key Competences but were familiar with the linguistic framework of the CEFR. The testing of Key Competences was conducted with a five-level scale as mentioned above.

In both contexts, the Key Tutors approach received very positive feedback. The learners enriched their knowledge of the competence-based approach and were able to identify and assess the Key Competences they had achieved based on their own experiences. They experienced a specific evaluation tool meant to valorise their diverse professional profiles and built an action plan to put their skills to use in the labour market.

Lithuania

The Lithuanian partner, Skudutiškis Academy, works with families facing difficulties and they completed their Key Competences assessment within that specific context. Based on their

experiences, it was more useful for them to do many practical tasks and mix adult training styles (visual, auditory, kinaesthetic) in order to involve and engage the tutors to deepen their understanding of the Key Competence benefits. It was crucial to pay a lot of attention to a wider definition of the eight Key Competences. They stressed that in order to understand family problems and help families solve them, each tutor/ trainer had to evaluate the level of their Key Competences.

Two main tools were proposed during the trainer/tutor training of in Lithuania. The first one was the empowerment of assessment when evaluating one's competences. The Lithuanian partner emphasised professionalism in all aspects in an assessment process. All trainers and tutors had to be professionals in this field and needed enough time allocated for the training to assess Key Competences. Professionals working with adult learners should be competent in empowering adult learners to develop into autonomous lifelong learners. Trainers and tutors should be able to use different styles and techniques to motivate, empower and inspire adult learners in their learning process. They should be able to make learning of key competences relevant for adult learners. Adult training professionals should keep in mind that they are responsible for creating stimulating learning environments for adult learners. Adult trainers and tutors should be competent and confident in using different training methods, including new media technologies when teaching adults; this will help them assess learners' competences more critically based on their needs and opportunities.

One important concept to note in assessment and the development of one's competencies is the "performance gap". The adult trainer/tutor should understand what knowledge and skills learners have and must be able to identify what additional knowledge and skills they should gain. This analysis focuses on tasks and standards of a job, as well as skills, knowledge and abilities to accomplish training successfully. Trainers/tutors should distinguish a "gap" between current skills and the skills needed.

The second tool in the training of trainers was self-evaluation. This activity helped trainers identify the areas of competences that adult learners needed to acquire, develop and improve. Tutors were asked to identify competences. They started from the most important competence in their daily work and then added some other competences and explained why these skills were important. They practised assessment by working in pairs and assessing colleagues' competences using the five-level assessment scale. They also performed self-assessments of one Key Competence. The proposed self-evaluation tool is based on one of the main principles of adult education: the diffusion and implementation of self-evaluation culture. Implementation and diffusion of self-evaluation culture could provide adults with an opportunity to overcome their resistance and lack of motivation and allow them to really update their competences.

Lithuania developed a training programme called "Key Competences Assessment for Families Facing Difficulties" that they are still using today. They emphasise that as the Key Tutors approach was designed to be tested and used among disadvantaged individuals, all tutors should keep in their mind while conducting assessment that:

- Each person is valuable and therefore respected.
- Each person is responsible for himself/herself.
- Everyone has the right to choose his/her own values/ objectives and to make independent decisions.
- The tutor should guide rather than tell what and how the learner must do things.

Poland

In Poland, testing of the Key Competences took place at the FASS Foundation. The activities of the Foundation in the social context include social care, social work, adult education and development of lifelong learning. They train individuals who provide assistance and support to the disadvantaged groups in the community to develop social service standards for those in need and provide social care services.

The tools and processes for the key competences evaluation selected by the partner from Poland have been tested in the social and educational contexts that are typical for low-skilled workers. The Polish partner used the so-called "Model of Key Competences Diagnosis Useful in Care Services" in their trainings.

There are two main reasons for choosing this method: 1. Identification of key competences 2. Assessment of key competences. Based on the model, they started by identifying the key competences, using situational descriptions and explanations. Then, the individual and group behaviours were analysed. This allowed the defining of professional standards of behaviour in interpersonal situations with a client and dividing of these behaviours into positive and negative ones on part of both caregivers and clients.

Poland organized two seminars on the content of the Key Competences. Sessions with tutors aimed to introduce the project and to identify and evaluate key competences of people with fewer opportunities. A number of different methods and activities, such as brainstorming, discussion, question and answer sessions, were utilised in the seminars.

Poland concentrated on the key competences KC 1 (communicating in a native language, i.e. the ability to express and interpret concepts, thoughts, feelings, facts, and opinions in spoken and written language) and KC 5 (ability to learn, i.e. the ability to consistently and persistently learn, ability to plan your own learning process).

In the training, they used different methods in order to clarify the meaning and the use of each Competence.

Interpersonal communication training was the number one pedagogical tool. Tutors held individual and group trainings to increase the competence of the caregivers to communicate in their native language. Each training began with learning how to provide and receive constructive feedback. During the following training sessions, caregivers were taught how to appropriately use different communication tools such as paraphrasing and explaining. One important aspect of the training was to teach caregivers to clearly, unequivocally and reliably express their opinions, feelings and thoughts to the clients. This was important as it gave caregivers some background for communicating in an assertive way when providing social services. During the final interpersonal communication training sessions, caregivers could learn how to eliminate the aspects that prevent effective communication. In addition, different teaching methods were used in teaching interpersonal communication. They used verbal and written interviews, observation (deliberate and planned perception of behaviours, events and situations), informative one-on-one sessions, analysis of business documents and reading of customers' feedback.

The second pedagogical tool was a caring skill training for adults, which requires a great deal of sensitivity as tutors were usually dealing with people facing immense difficulties in their daily lives. Training involved mainly the presentation of a model approach to individual clients

as each and any caregiver should follow high professional social care standards in their work. This requires the ability for self-control, understanding and controlling emotions, as well as working efficiently on conflict resolution in the home environment. The aspect that cannot be omitted in any interpersonal communication training is the adherence to professional ethics by the learning individuals.

In the training of social assistance skills, the main pedagogical tools were:

- Teaching caring skills intended for adults who help people with difficulties in everyday life;
- Classes aimed at practicing caring skills, working with individual clients and groups, working on compliance with the rules of professional care, learning self-control, understanding and controlling emotions and working on conflict resolution in professional environment;
- Caring techniques;
- Constructing individual therapeutic programmes for clients / customers;
- Improving nursing tasks;
- First aid.

The main idea of the learning sessions was to familiarize learners with the principles of improving their key competences in accordance with a didactic tool in the field of KC 1 and KC 5 and to ask each learner to test the didactic tool of key competence within the customer's environment.

The Polish partner also created a questionnaire to gain more information on the “Intellectual Work of Tutors on Core Competencies”. Follow-up meetings summarized the surveys and based on this information created didactic tools on key competences for tutors. Trainers presented the systematic approach in the identification and evaluation of key competences of learners.

Spain

The Key Tutors approach implementation was carried out in different phases, combining learning sessions and experimentation phases with tutors and learners with transnational learning sessions. The design and execution of the Key Tutors evaluation approach in Spain was adapted to the specific needs of the organization Red Íncola that works with migrants and refugees. One of Red Íncola's objectives is to offer comprehensive assistance to every person and family that uses its programmes and services. To do so, it is necessary to respond to the educational needs of the people that come there. The tutors of this organization fully participated in the experimentation of the Key Tutors approach. The testing was therefore adapted to the characteristics of this group of tutors and the characteristics of the type of target group of underprivileged learners, who are mainly migrants and refugees.

In Spain, the content and language integrated learning (CLIL) approach was used. It refers to learning content through an additional language (foreign or second), thus teaching both the subject and the language. According to its proponents, the idea was to create an umbrella term to encompass different forms of using language as the medium of instruction.

During assessment, it is important to be aware of these considerations when observing what the student can do and where the student requires help. Foreign language learners with prior schooling in their first language have many skills, such as decoding, comprehension

strategies, copying, writing, representing understanding through images, graphing, charting, and working in cooperative groups. These skills are transferable across languages and they assist students in acquiring a new language. It is important to be able to distinguish when a student has one of these skills and when he has the foreign language skills e.g. when the student is asked to read words in a foreign language, is he able to understand them or does he simply have the decoding skill?

The methodology followed by the Key Tutors project for the implementation of the IO1 tool has proved to be useful and very positive in Spain for tutors and trainers and well as for the target beneficiaries, at least regarding the Key Competences KC 2 (Communication in foreign languages) and KC 8 (Cultural awareness and expression).

Some key and positive elements have been:

- Adaptation of the IO1 tool to the specific needs of both tutors and trainers and target beneficiaries;
- Flexibility of the tool, easy to replicate and transfer to other organizations and situations;
- The Key Competences approach creates a culture that signals that those competences are important and valued;
- Effective assessment is directly involved in evaluating teaching and learning, through regular formative and summative feedback;
- Effective systems such as self-review, external review, performance management, assessment and reporting, and curriculum organisation, support the key competences;
- Peer learning and peer support from the participant tutors;
- Involvement, support and leadership at the management/direction level in the training organization.

General conclusions

The partners used various activities and methods to assess key competences for lifelong learning within their specific contexts. It appears that partners focused on highlighting that the process of assessment should support the professional growth of a person whose competences are assessed. Therefore, it is essential that tutors are aware of the aims and functions of an assessment, in other words, whether it focuses on determining the level of competence or supporting the development of the key competences.

Understanding the supportive nature of an assessment and the importance of self-assessment appeared to be crucial elements when evaluating competences of learners from disadvantaged groups. Assessment should not be limited only to determining the value of the outcome i.e. grading, but rather it should cover components that guide and support learners' learning processes. Leahy and Wiliam (2012) noted that learning outcomes improve significantly when the overall assessment process includes not only an assessment of what has been learned but also a formative assessment that provides guidance. One of the key ideas of this kind of assessment is the quality of feedback provided to learners. Supportive feedback should, for example, facilitate the development of self-assessment (reflection), deliver high-quality information to students about their learning and encourage positive motivational beliefs and self-esteem (Nicol & McFarlane-Dick, 2006).

Some of the project partners emphasised self-assessment is a highly relevant method for evaluation of adult learners from disadvantaged groups. Research has shown that, when appropriately organised, self-assessment can lead to significant enhancements in learning and achievement (Nicol & McFarlane-Dick, 2006). Self-assessment has different functions in a learning process and its assessment. It helps to direct learners' thinking into learning and provides an assessor with some assessment materials that cannot be gained through external observation alone. Research indicates that in developing self-assessment skills it is important to engage students both in identifying criteria that are linked to their work and in making judgements about how their work relates to these standards (McDonald & Boud, 2003).

Reflecting on the whole process of assessing the Key Competences and taking into consideration the latest developments and requests from the tutors, we will recommend that all involved with assessing the Key Competences need to keep up with change. Due to changes in societies and fast development in the world of work, the Key Competences need adjustment and development. Reading the report about future jobs by the World Economic Forum (2016) offers us clear indications. Many countries "will not just need lifelong learning—they will need wholesale reskilling of existing workforces throughout their lifecycle. Governments and businesses have many opportunities to collaborate more to ensure that individuals have the time, motivation and means to seek retraining opportunities". The report further highlights the necessity for a talent revolution that would require profound changes in education, skills and employment.

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Chapter 5. Lessons learned from the Key Tutors approach

General feedback and analysis of the testing in the five countries and from the six professional perspectives significantly contributed to the overall picture of the Key Tutors project.

Both the issuance and receipt of the feedback are essential parts of the communication process. Feedback is a tool that allows us to make information about the quality of the delivered task available. Reviewing the results and sharing some recommendations for the future ensures that the project is productive – it is always useful to know what has been done well and which areas still need some improvement. Therefore, feedback should be sought after the completion of every project. At the same time, it is important to note that feedback is a process that requires constant attention from all the project partners, allowing to solve any potential issues before they become serious problems.

Starting with positive feedback was a very good idea applied during the project. However, one should remember that showing only the positive aspects is not constructive and will not contribute to better performance of the task in the future. Better results can be achieved when the assessment is more detailed. It was clearly visible in our project – every time feedback was provided correctly; The participants were more motivated and were closer towards achieving the project's objectives.

Correct feedback includes a brief description of the event, i.e. a review of the whole project, together with the steps taken during its implementation, the information on the impact these actions had on the final output and conclusions about which of the achievements are recommended for the future.

Feedback in the Key Tutors project has been designed and applied taking into consideration the specific needs of each participating organization. While each partnering organization had its own specific context for the Key Tutors project, all of them needed to take a good look at the whole project experience. The experimentation with the tool has been performed during different phases, combining learning sessions and experimentation phases attended by tutors and learners with cross-national learning sessions.

Tutors from each organization have fully participated in the experimentation with the Key Tutors tool. The testing process has therefore been adapted to the characteristics of the tutor groups and the characteristics of the target underprivileged learner group types. The tutors that participated in the tool development are mainly women and have worked all their professional lives in the fields of education or social service (mainly in the formal and regular educational and care providing systems). All these tutors have vast expertise in education and care giving and are highly motivated to work with groups of underprivileged learners.

As assumed at the beginning, our project had a general context for each partner. First and foremost, it was an adult education and vocational training related project. All trainings were based on the training schedule provided by a training centre with professional tutors. The duration of the training, depending on the partner, ranged from one week to several months. Each organization presented two types of public profiles for its participants. The group of tutors included trainers, professional tutors and volunteer tutors. Their number ranged from a few to over twenty, depending on the partner. The learning group consisted of adult learners, including qualified and unqualified ones, often immigrants.

The main impact the key competence approach had on the tutors in terms of learning outcomes was the improved knowledge on the EU framework competence approach (definition, illustration and application) and increased awareness of the importance of the identification and expression of the competence experience. The impact also included the increased understanding of interest in the key competences as they related to improving career opportunities by improving access to training or employment or by enabling the acquisition of new skills and competences. During the project, co-evaluation/peer evaluation was also applied to illustrate the key competences.

The needs identified by the tutors included: being aware of the competence approach (the eight Key Competences as an illustration), being able to assess oneself in terms of one's level of competence, understanding the portfolio process and the five-step process suggested by the IO1 and sharing one's feelings and feedback with other tutors.

The training was important for the tutors for several reasons. First, thanks to the training, they could learn about the institutional framework of the key competences and their importance/application in each partnering country. They could better understand why the learners with fewer opportunities are interested in the competences and what their main difficulties are. The training also helped them understand the main components of the Key Competence approach and the importance of their role in the development of the Key Competences of their learners. The tutors could understand the importance of evaluation in the general process of improvement and valorisation and, finally, provide a tailored support for the learners with specific needs regarding factors other than professional skills.

Regarding the main reasons for organizing the tutor training on the Key Competence approach, there are at least a few that need to be mentioned. Firstly, the tutors had already had experience with learners with fewer opportunities. Secondly, they had experience in transmitting knowledge to initiate the evaluation of the Key Competences and have a positive attitude, which is important for the success of the training.

All the tutors that participated in the project from all partnering countries stated that the experience they acquired during the implementation of the IO1 tool has been highly positive for them for several reasons. They could exchange and share knowledge about different tools that they used before the participation in the Key Tutors project test for IO1. They also had the opportunity to better understand the difference between the groups of target beneficiaries and learners in terms of evaluation and assessment. All the tutors highly appreciated the opportunity to take part in the European project of a transnational dimension where they could learn about and compare the way other European organisations and tutors work and operate.

An important aspect identified during the Key Tutors project working sessions and seminars was the profile of the learners facing the biggest difficulties. These were mainly learners with fewer opportunities and those with disadvantaged backgrounds (mostly combining social and economic difficulties such as low income, single-parent household, long-term unemployed, few qualifications). They were identified as a group that was neglected in terms of access to education or training. Generally, learners expressed a high interest in the Key Tutors IO1.

The general impact on tutors covered methodological and pedagogical aspects such as better knowledge of innovative pedagogical strategy, new and updated educational methods to implement with learners, the possibility to cover the topic not only from a local but also a European perspective. The general impact on learners included the possibility to access trainings at their workplace, the opportunity to identify the most often faced difficulties and the ways to overcome them, being able to identify and assess the level of one's own competences and build an action plan on the basis of the assessment. The general impact of

the project on each partner was also important and it mainly included the opportunity for the trainers and the tutors to be trained on the Key Competence approach, enhanced cooperation between trainers and tutors, development of the tools designed to help overcome the individual difficulties identified by the tutors and improved knowledge about the innovative pedagogical tools and strategies.

Each and every project should result in some recommendations for the future. The methodology used in the Key Tutors project for the implementation of the IO1 tool has proven to be useful in each partnering country for both the tutors and the trainers, as well as for the target beneficiaries. The main reason for this was the adaptation of the IO1 tool to the specific needs of both tutors, trainers and target beneficiaries from each partnering country. Also, the implementation of the IO1 was linked and aligned with the activities and strategies of all the organizations as well as with new opportunities to improve/modify the methodologies and/or programmes. Additionally, the tool was flexible, replicable and easy to transfer to other organizations and situations. The transnational dimension of the project was an added value. When talking about the usefulness of the methodology, it is important to note that the Key Competence approach creates a culture signalling that those competences are important and valued. Effective assessment is directly involved in evaluation of the teaching and learning process through regular formative and summative feedback. Effective systems such as self-review, external review, performance management, assessment, reporting and curriculum organisation support the key competences.

During the project, there were some difficulties and areas for improvement were noted. First, the design, implementation and testing of the tool is time consuming and great commitment and a lot of resources are required to implement the Key Competence assessment methods in each organization. The implementation requires the effective involvement and support of the organization (at management but also peer level) provided to tutors and trainers. Not all the target learners always have the same needs and characteristics, even within the same group. Therefore, the assessment tool should take into account these differences in order to strengthen its adaptability and transferability to other organizations. In each country, the IO1 tool has been focused on two specific Key Competences. Tutors were not able to compare the results with other countries and therefore were not able to check and work on the interaction with other Key Competences. A further exploration of these exchanges would be of great interest for the tutors.

Given the above, the process should be integrated from the very beginning of the training, i.e. the Key Competence approach and especially the evaluation of the Key Competences. Additionally, some time should be dedicated during the training to the global and more general approach. Also, the training engineering services are needed to integrate the approach in the best way. Other areas of improvement include the use of active pedagogy to train and develop the Key Competences and better prepare the tutors. Also, at least three sessions should be held for the tutors – an introduction, a session with the learners and a debriefing. Finally, the sustainability of the project should be enhanced by including the Key Tutors approach in this and other training programmes.

When it comes to strong and weak points of the project, they can be best presented by the SWOT analysis. The SWOT analysis is dependent on our invention and can be applied to a wide range of activities. We can learn about and analyse the pros and cons as well as our strengths and weaknesses, determine our predispositions and improve the project and future work. Therefore, we have used the SWOT analysis to analyse and identify all the strengths and weaknesses of the Key Tutors project, as well as any potential opportunities and threats that come from the external environment of the project. The purpose of the SWOT analysis is to determine what might help the project or what might be an obstacle to

overcome or minimize in order to achieve the desired result. When analysing SWOT, it is important to remember that strong and weak points emerge from inside our project, while opportunities and threats come from the outside. During the SWOT analysis, it is very important to apply an objective or even critical look at the project. This will ensure more comprehensive results of our work.

The strengths of the project include the development that later positively distinguishes the project participants in the environment. The strengths emphasise the international dimension of the project. Additionally, the tool used in the project is innovative and aligned with the needs of the organizations working with disadvantaged learners (strategy to identify and assess their competences). Therefore, learners are empowered to face their learning needs. The tool is easy to use and helps the participants build an action plan. It is also adaptable to different types of organizations. Learners have the opportunity to speak the language of competence and to apply its framework. They also gain awareness and motivation to develop their key competences that have been tested. This is an inspiring strategy for adult learners.

The project has become very popular among the tutors and plays a central role in their pedagogical strategy. The tools have been designed based on the real needs of the tutors, organizations and beneficiaries. It has been tested in different countries through a step-by-step process involving tutors and learners with different profiles. Pedagogical adaptation was based on the analysis of the key skills of the group. A collaborative training combined the theoretical content (EU framework and the tool together with the process designed especially for the project) with the practice (in cooperation with the learners). The tool used by the tutors has proven to be effective in motivating the underprivileged learners to improve their skills. It serves as an open strategy to enhance the competence approach for acquiring new professional skills or gaining new training opportunities.

The main weaknesses of the project that hampered its development were, for instance, a lack of qualified tutors, wrongly assigned tasks and ineffective organization of tutors' work. The tailor-made approach to the tool required full involvement of the organizations and the tutors in its implementation and adaptation to the specific needs and reality of the organizations. Tutors and trainers should be sufficiently trained and supported in advance and during the implementation of the tool in order to take full advantage of it. The tool used in this project should be combined with other tools and resources available in the organizations, although this combination could be a challenge in some cases. This approach requires a lot of effort by the tutors to work with learners with fewer opportunities. It is a demanding strategy for the tutors as combining the Key Competence approach with the portfolio process may be complicated in some cases. The evaluation approach sometimes refers to negative learning experiences and stigmatization. Tutors must always be well-equipped to answer the questions asked by the learners. Also, the learners may at the beginning feel confused, in case of the theoretical approach.

It is also important to take a closer look at the opportunities and conditions of the project which, when exploited successfully, influenced its development. There is a growing tendency in skills assessment that is changing the focus from common frameworks and standardization to tailor-made solutions, tools and methods. The Key Tutors approach is aligned with this trend and could therefore also serve as a guideline for the organizations and professionals interested in this trend. Another opportunity was the reinforcement of the professional relationship with existing partners in the field of lifelong learning. The project introduced new prospects for adult education. The dissemination carried out by the project partners could reach new potential users and organizations to which to transfer the project products

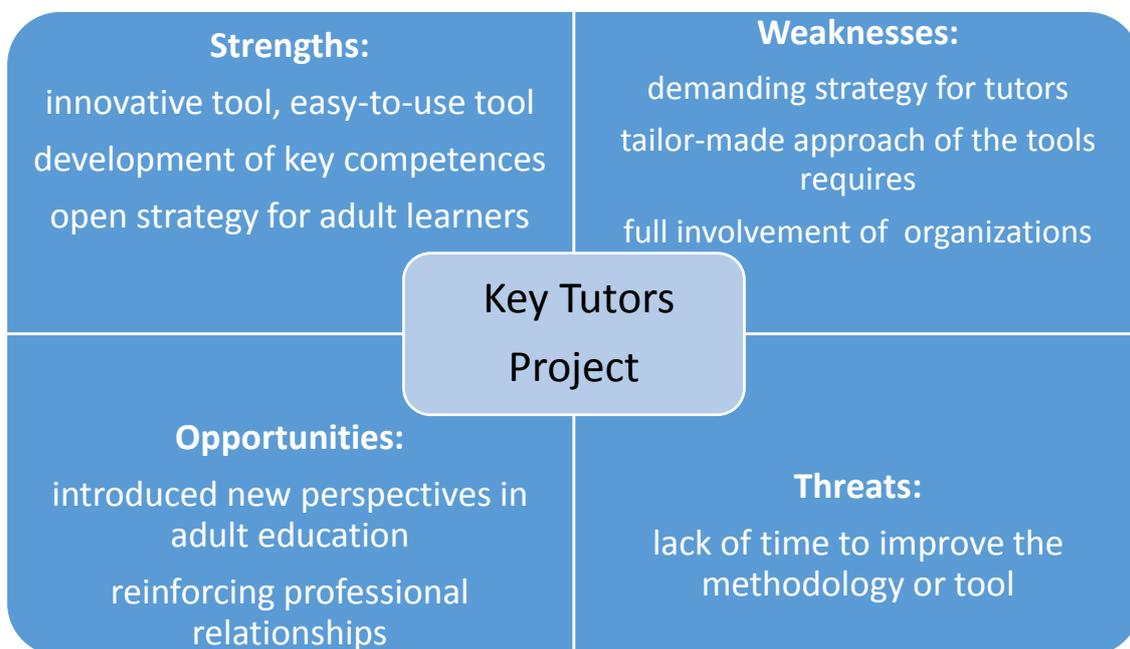
and results. The project approach is transferable to other fields of education and potential users and beneficiaries.

As far as the threats and factors that may hamper the execution of the project or may pose a threat to the use of the project in the future are concerned, one should mention in the first place the lack of time or resources to improve the methodologies or tools currently used by the organizations and secondly, the insufficient necessary training or support for tutors and organizations. Other threats and factors include the involvement of the tutors for a certain length of time regardless of their agenda, the use of outdated evaluation schemes by the tutors, the lack of opportunity to support the learners in the longer term and negative memories learners had from previous experiences.

The strengths of our project make it competitive when compared to other educational projects while its weaknesses are the factors that hinder effective action. The more vulnerabilities are shared, the greater the chance for their improvement or elimination. An inaccurate and very subjective look at the project can distort the image of the SWOT analysis and will not allow to draw the correct conclusions. Consequently, we would receive a false impression of the project's implementation.

While analysing the opportunities and threats of the Key Tutors project, it was necessary to list as many aspects as one could think of as each participant of the project had a different perspective shaped by the reality and conditions of his/her own country. It must be also mentioned that the SWOT analysis is designed to improve the project and not to harm it and as was the purpose of this discussion

Illustration of SWOT analysis for the Key Tutors project



We hope that the identification of the internal and external factors determining the success of our project will allow us to improve future Key Tutors activities.

Final considerations

The Key Tutors project was meant to articulate a theoretical approach with a practical tool to identify and assess Key Competences for adult publics excluded from employment and training, temporarily or more permanently. The tool and process designed and tested in six different socio-professional, national or cultural contexts have confirmed its benefits both among professionals and learners with fewer opportunities

The implementation of the project conducted by the national partners for two years has enabled the inclusion of any relevant method available in the tool and process (IO1) to ensure the sustainability of the use of the tool and process in the five countries partners and in the other EU countries.

The future of the project is directly linked to the benefits identified during the testing of the tool and process (first year) and the feedback collected and analysed (the second year).

In our conclusion, we intend to emphasise the potential use and implementation of the tool and process to identify the Key Competences among adult learners, those with fewer skills or those in search of integration are likely to refer to, but also the educational guidance among professionals for each partner organization. In this process, the idea is to determine the conditions which will favour the potential sustainability and transferability of relying on Key Competences by collecting information from adult education professionals and organizations.

For the Regional Federation of Pays de la Loire (France), the process of evaluation of Key Competences by tutors and trainers will be integrated right from the phase of training engineering. Thus, it will be developed by the trainers and tutors supporting adult learners all throughout their trainings.

Moreover, a training for tutors (instructor-led and e-learning) will be developed from the situations experimented with during the execution of the project. Indeed, the regional federation seeks to reinforce its support towards tutors from the Rural Families network and in this way, offer them the possibility to be accompanied during the implementation of the approach by the key competences.

The pursuit of a collective work gathering tutors and trainers will be planned. Indeed, the Key Tutors project enabled the tutors and trainers to build tools and to train altogether.

Finally, the admitted and shared interest in this approach, via the experimentation realized by certain learners, incites the regional federation to enlarge the target publics for which this

process could be offered: the young volunteers, the members of professional teams and the members of volunteer teams.

For IRIV Conseil (France), the sustainability of the tool and process together with the pedagogical strategy it implies will be included in the training programme of the IRIV - regularly enriched and improved since 2000 to enhance lifelong learning. The tool and process together with the guide (eBook) will be available through the portal of the publications of IRIV (www.iriv-publications.net) also regularly updated in order to spread the word to a wider audience. The tutors trained during the two years will use the Key Tutors approach in their professional fields - education for adults (Cité des Métiers) and linguistic training for foreigners (FISPE and *Maison des Familles*). The learners have been trained in various ways on the competence approach: in the framework of the club (offered once a month at the Cité des Métiers) or in trainings combining vocational education and training (VET) and language learning. They will be the main ambassadors of the Key Tutors approach. The target groups go hand in hand with the stakeholders in the field of adult education.

For the Spanish organization INFODEF, based on the successful results and evaluation of the Key Tutors products, both the IO1 and the IO2 Education Guide, INFODEF will carry out a strategy to exploit and incorporate the results of the project into the mainstream. Two levels of exploitation will be implemented.

Firstly, it will be implemented internally at INFODEF, including the IO2 Education Guide in the pool of innovative methodologies and resources applied by the organization in its training programmes. Apart from that, INFODEF develops innovative methodologies to support training and tutoring programmes and Key Tutors results will be adapted and transferred to new publics and programmes.

Secondly, at the external level, the IO1 and the IO2 Education Guide will be transferred to other organizations and entities. INFODEF has already transferred the IO1 and IO2 to different organizations during the implementation phase of the project, particularly to those that have participated in the design and implementation of the pilots. Thanks to the dissemination activities carried out during the project, INFODEF has also identified new organizations interested in the project products. As part of the INFODEF's services and activities, INFODEF will support these organizations to understand the logic of the Key Tutors approach and to adapt the project methodology to the specific reality of each organization, adapting the assessment tool for the evaluation of key and basic competencies to the needs of their target beneficiaries and the needs of trainers and tutors, based on their specific profile.

As far as the Finnish University JAMK is concerned, the University is considering pursuing the work with their professional partners on the evaluation of key competences. Besides, a national framework of competences has been developed in the field of professional training. The issue for the University and their partners is to work with the social agency for employment regarding the recognition and the certification of Key Competences in the framework of a national policy. Moreover, the sustainability of such a process relies on the increasing awareness of the importance of the Key Competences for each adult as it relates to successfully accessing both a social and professional integration. The evaluation of Key Competences, thought and proposed by the Key Tutors approach, is a tool that values individual strong points boosting the autonomy of disadvantaged learners. The interest of this generic method is its capacity to be transferable to other types of publics with the possibility to personalise it in terms of materials and pedagogical methods.

Skutudiškis Academy (Lithuania) insists that adult trainers develop the highest number of possible contacts and use all the opportunities to explain how useful this Key Tutors approach

can be. In the first phase, the Academy plans to emphasise the process of consultation with actors and stakeholders. Skutudiškis Academy has already signed a three years partnership agreement with the local municipality to implement the Empowerment Program for Families on the territory of the municipality. This means that the Key Tutors approach will be integrated in all the training programmes offered. In the second phase, the Skutudiškis Academy will consider meeting representatives of the Lithuanian Ministries of Health and Labour to recommend the Key Tutors approach be integrated in the training system. On an ongoing basis, the Academy will reflect on the required conditions to constantly improve this approach by planning to correct their training programmes, to present them for validation and to use them in the training actions. Considering the fact that the Key Competences must be transferable, multi-functional and consequently applicable in very different situations and life contexts, the evaluation by the Key Competences must be usable in attaining different goals, solving different types of problems and accomplishing different tasks. For this reason, the adult trainers as professionals play a key role in the elaboration of appropriate training programmes ensuring the development of a new meaning to the evolution of society.

When it comes to the Polish foundation partner (FASS) and the tools, the identification and evaluation processes of Key Competences developed in the framework of the Key Tutors project, the innovation came from the fact that these tools gather publics with different professional experiences.

FASS foundation is reflecting on integrating this Key Tutors approach to trainers and tutors in the field of social support and inciting tutors to choose activities ideally matched to potential beneficiaries.

FASS wants to integrate the Key Tutors approach with all the training programmes that will be implemented within the framework of social assistance activities. The Key Tutors approach will help to refine and enhance the training programmes offered in the social services sector. Evaluation of Key Competences will be applied in different learners' work situations, which will contribute to better problem solving and better job performance. Thus, the Key Tutors will in fact help in the selection of appropriate training content.

So, the six project partners have adapted the Key Tutors tool so that it suits the publics likely to be targeted. This demonstrates the pedagogical versatility of this process. Moreover, they have been attentive to ensure the monitoring and sustainability of such a tool. Because of this, it has been possible to identify the best conditions taken into account to make sure the use of the tool as well as the methods of identification and evaluation of the Key Competences of adult learners can last.

Indeed, the sustainability of the tool and its successful transferability are linked to many factors of success:

- The probability that the innovation introduced by the project is accepted and assimilated by the environment (training professionals, tutor organizations, the field of adult education, etc.);
- The pursuit of an adult education policy capable of supporting the approach by Key Competences, a key condition of a global philosophy of education, in a pragmatic way;
- A persistent search for coherence in making sure the innovative use of the Key Tutors process can be used by the various actors who have the motivation and capacity to be trained;
- An innovation based on pedagogical strategies specific to the training professionals and tutors, aware of the different professional contexts of learners;

- Incorporating into the Key Tutors process the needs, requests and specific interests of individual and groups working towards social and professional integration.

The Key Tutors approach has thus been proven to be sustainable in national contexts, with publics with varying degrees of difficulty and in different professional fields.

This approach, which was tested, validated and analysed in this guide, addresses the socio-economic challenges faced by the actors in today's society, in particular companies, training organizations and individuals, in terms of employment and training.

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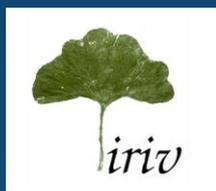
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