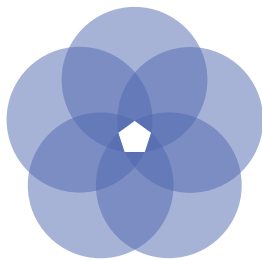




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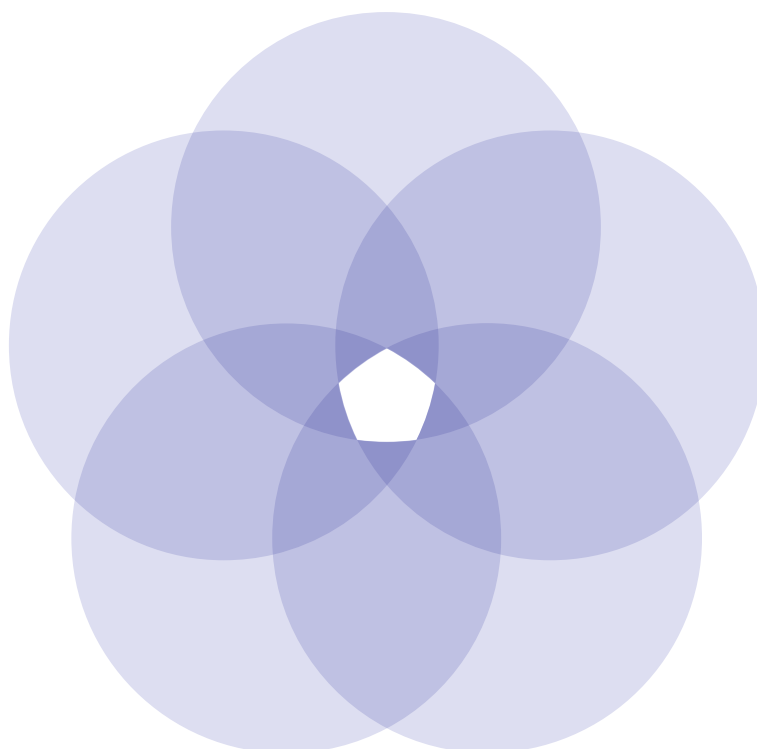


MASTER

**Measures for Adults to Support
Transition to further Education
and Re-skilling opportunities**

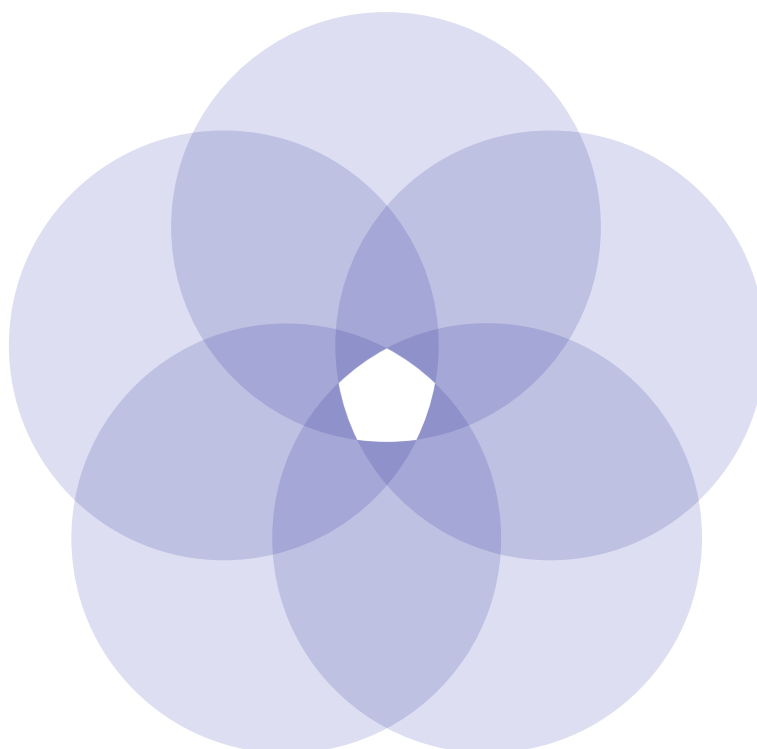
2019-1-IT02-KA204-063178

MASTER PLAN



PROJECT INFORMATION

Project acronym	MASTER
Project title	Measures for Adults to Support Transition to further Education and Re-skilling opportunities
Project number	2019-1-IT02- KA204-063178
Sub programme or KA	KA2: Cooperation for innovation and the exchange of good practices. KA204: Strategic partnerships for adult education
Project website	www.master-project.it



EXECUTIVE SUMMARY

The MASTER Plan is a bridge programme of tailored learning activities aimed at low-skilled adults, to facilitate and support their participation in non-formal and formal educational paths (vocational or further education) and in the labour market.

It is focused on developing and/or reinforcing the Personal, Social and Learning to Learn competence (PSL) which, as in the European Commission's definition, represents a wide range of skills that can be cross-cutting across jobs and sectors and that, favouring self-awareness, can be considered the most urgent competence to be trained for low-skilled adults. Indeed, once enough practised, it is able to leverage all the other key competences, also being a motivating factor to improving adults' attitudes towards learning.

Preliminarily to the elaboration of the MASTER Plan, in order to understand the learners' individual needs, a process for allowing low-skilled adults to self-identify and self-assess their PSL competences has been designed and carried out. The MASTER self-assessment involved about 160 low-skilled adults in Italy, Cyprus, Portugal and United Kingdom, as protagonists in the identification and evaluation of their PSL, by participating in a pilot activity. The self-assessment has been carried out through specific tools already tested for different purposes and target groups other than the MASTER ones, selected and adapted at pedagogical level by the University of Roma Tre¹.

Following these activities, the Learning Outcomes of the MASTER Plan have been systematised on the basis of the LifeComp², the European framework for Personal, Social and Learning to Learn competence, developed to establish a shared understanding, and a common language on the PSL competence and to initiate an agreed set of guidelines for the flexible implementation of PSL curricula, while respecting the European subsidiarity principle, under which both education and lifelong learning fall.

¹The tools for self-assessment have been mapped by the MASTER partners under the transnational coordination of Roma Tre University. The process began with the definition of the guidelines for carrying out the mapping of already available tools and practices that could be adopted for the self-assessment of PSL competence, then each partner was asked to launch desk research to identify tools and practices for the self-assessment of the PSL competences used with low-skilled adults in Europe. At least 5 tools, and at least one practice in which each tool had been used, were mapped per project country. "Tool" was intended as a module, a questionnaire, software, a list of questions or other similar things, while a "practice" could be an experience, or a project, or a service in which that tool had been used. Four criteria were defined to identify and select the tools to be mapped: 1) be aimed at self-assessment of competences; 2) be referred to PSL competence (or to its components); 3) be intended for adults (or adaptable to them); (preferably) be described in scientific papers, books, project reports, administrative acts or other appropriate documents to demonstrate their validity. The whole process for mapping and testing the selected self-assessment tools is described in the MASTER Intellectual Output 2 MASTER Self-Assessment Toolkit.

²Sala, A., Punie, Y., Garkov, V. and Cabrera Giraldez, M., LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence, EUR 30246 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911

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GLOSSARY OF TERMS

AE: Adult Education

ALE: Adult Learning and Education

Cedefop: Centre Européen pour le Développement de la Formation Professionnelle (European Centre for the Development of Vocational Training)

Erasmus+: European Union programme for education, training, youth and sport

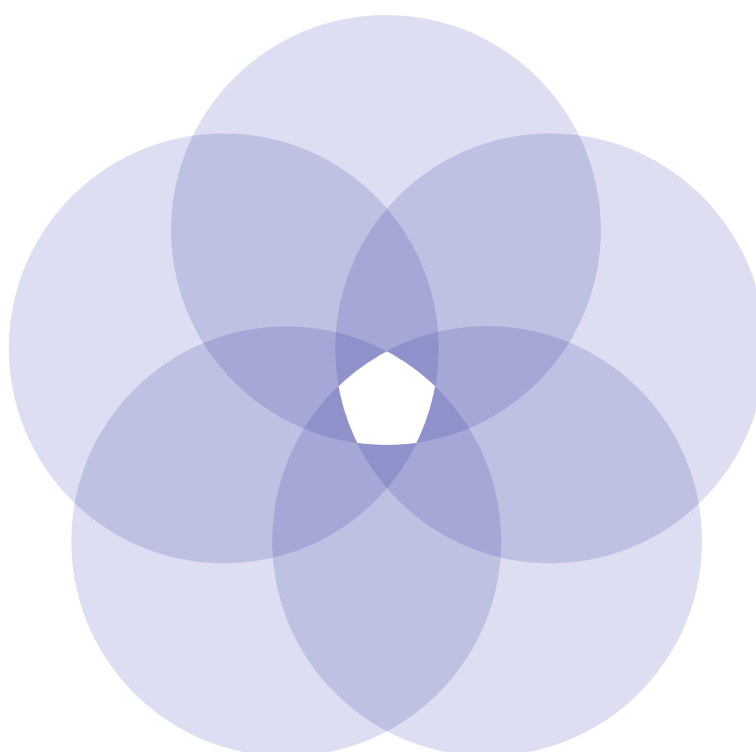
ISCED: International Standard Classification of Education

LIFECOMP: European framework for the personal, social and learning to learn key competence

MASTER: Measures for Adults to Support Transition to further Education and Re-skilling opportunities

NEET: "Not in Education, Employment, or Training", refers to a person who is unemployed and not receiving an education or vocational training.

PSL: Personal, Social and Learning to Learn competence



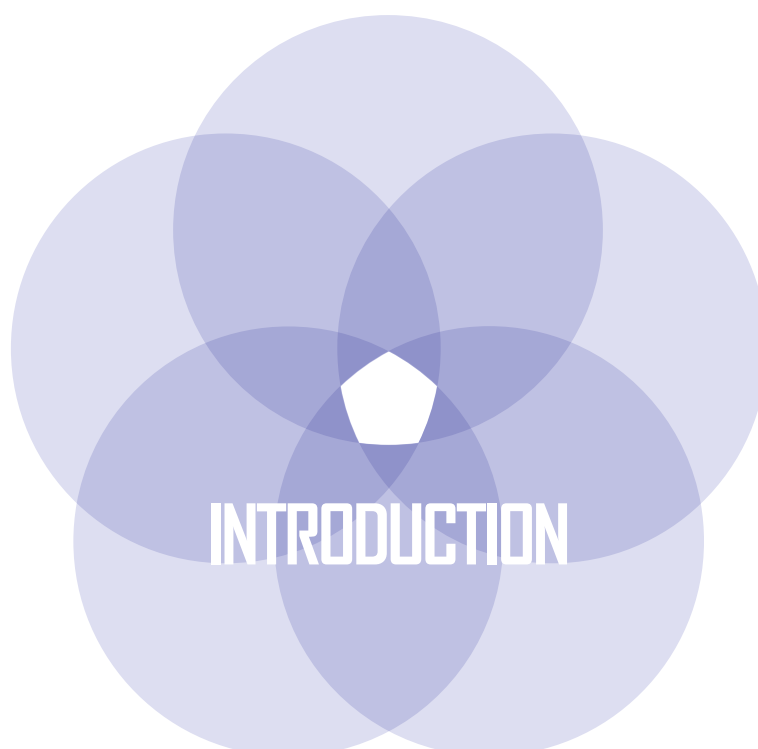
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THE MASTER PROJECT

The MASTER Plan is the main output of the MASTER Project, an Erasmus+ initiative aimed at facilitating the participation of low-skilled adults in education, training opportunities, and in the labour market by developing or reinforcing their Personal, Social and Learning to Learn competences (PSL competence), set as a key competence in 2018 by the Council Recommendation on Key Competences for Lifelong Learning³.

The PSL competence includes the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathise and manage conflict in an inclusive and supportive context.

The main actions that the MASTER project is implementing for contributing to upskilling, and by so doing empowering low-skilled adults, are:

- design and monitoring of an outreach strategy, applying participatory approaches in partnership with adult beneficiaries and local stakeholders;
- adaptation and testing of self-assessment tools to allow identification and reflection about PSL competence by specific low-skilled sub-target groups, identified at national level;

- design, testing, assessment and validation of a model for the development or reinforcement of the PSL competence for the selected categories within this group of low-skilled adults, based on a tailored learning programme and the MASTER Plan, based on a non-formal and contextualised learning approach;
- transnational training targeting AE staff on methods and tools to support the beneficiaries in conducting the self-assessment and identifying the skills gap in the sphere of the PSL competences;
- provision of guidelines to public authorities and AE providers for setting up effective and renewed policies and provisions to improve the chances of disadvantaged and low-skilled adults.

The project started in November 2019 and will end in April 2022, and is implemented by a partnership including the following organisations:

- Project coordinator (PI) – FORMA.Azione srl, Italy
- P2 – Università degli Studi Roma Tre, Italy
- P3 – Scottish Wider Access Programme West SCIO, United Kingdom
- P4 – DOREA Educational Institute WTF, Cyprus
- P5 – KERIGMA – Instituto de Inovacao e Desenvolvimento Social de Barcelos, Portugal
- P6 – European Association for the Education of Adults, Belgium

³Council Recommendation of 22 May 2018 on key competences for lifelong learning
https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2018.189.01.0001.01.ENG&toc=OJ.C:2018:189:TOC



1.1. WHAT IS THE MASTER PLAN?

The MASTER Plan is a bridge programme of tailored learning activities aimed at low-skilled adults, to facilitate and support their participation in non-formal and formal educational paths (vocational or further education) and in the labour market.

The MASTER Plan is focused on developing and/or reinforcing the PSL competence which, as in the European Commission's definition, represents a wide range of skills that can be cross-cutting across jobs and sectors and that, favouring self-awareness, can be considered the most urgent competence to be trained for low-skilled adults. This is supported also by raising the attention of the key actors of Lifelong Learning for the so-called "transversal competences" or "soft skills", as showed by two relevant initiatives:

- the continuous process of improvement in place for the transversal skill hierarchy of ESCO⁴ (European Skills, Competences, Qualifications and Occupations), the European multilingual classification of Skills, Competences and Occupations;

- the TRANSVAL-EU project⁵, aimed at making the validation processes of transversal skills acquired in non-formal and informal settings explicit and to embed the lessons learned in validation and guidance policies.

Despite these initiatives, PSL remains one of the least addressed key competences both in the context of institutional priorities and in the definition of guidance, training and evaluation tools by providers operating in the different education sectors. This is because of two main factors: the first one regards the difficulty to address it in education and training, by planning effective methodologies and contents for developing a complex competence, which is linked to self-awareness, self-empowerment, and influenced by life experiences and stages of life (and this is why, for example, at European level relevant courses and didactic resources and scenarios have been developed for young people, while for adults we have only a few experiences)⁶; the second

defined in the PSL competence are innate traits of a person's character (i.e. positive attitude, flexibility, self-regulation), so they can't be learned and/or individuals can't change their attitude toward them, during their own life. This naturally leads to a sort of resistance in facing PSL, both as a learning subject and in individuals' predisposition.

With the MASTER Plan, the partner organisations of the MASTER project intend to contribute to an increase in the relevance of PSL competences among Adult Education practitioners and policy makers, as well as widening the opportunities for low-skilled adults to develop and/or reinforce it, by defining:

- detailed expected Learning Outcomes at the end of

the Plan implementation;

- training modules including the main contents and non-formal learning methodologies/ examples of didactic scenarios that can be implemented, tailored to the individual needs;
- appropriate monitoring and assessment tools;
- specific recommendations for addressing needs for inclusion and, specifically, gender equality.

As Annexes, it includes also a list of external experts contributing to the preliminary definition of the MASTER Plan learning outcomes.

1.2. TARGET GROUPS

The MASTER Plan addresses low-skilled adults, defined as adults with a need to strengthen basic skills because of low educational attainment (ISCED level 0 to 2) or obsolescence of skills (ISCED level 3+). Ideally these would be the adults who already participated in the self-assessment activities, to assure the continuity and the effectiveness of the self-awareness and empowerment process. Due to COVID pandemic, the lapse of time between the delivery of these sessions and the further learning activities has enlarged, thus it is possible that those adults will not still be available.

Considering that, during the planning stage, the partners had already identified specific beneficiaries for each country among the heterogeneous target of low-skilled adults, on the basis of social contexts and of the main challenges they are asked to deal within their daily work, the MASTER Plan target groups have been defined as follows.

In Italy, the target group includes unemployed adults in the Umbria Region, where FORMA.Azione is based, and specifically:

- former participants in Adult Education and VET courses organised by FORMA.Azione;
- users of Public Employment Services, the most long-term unemployed with a vulnerable background (people with disabilities/learning differences, people recovering from drug addiction, migrants).
- 67,5% are male, 32,5% are female.
- The beneficiaries were reached and engaged in the MASTER project thanks to the cooperation with the professionals working in the Regional/Local Public Employment Services, during the self-assessment experience.

In the United Kingdom, the target group will be adult learners studying on a SWAPWest access programme at

⁴<https://ec.europa.eu/esco/portal>

⁵Project co-funded by the Erasmus+ Programme of the European Union - Id. n. 626147-EPP-1-2020-2-AT-EPPKA3-PI-POLICY- <https://www.facebook.com/transval.eu/>

⁶<http://icaro-softskills.eu/>

West College Scotland in Renfrewshire, Scotland.

SWAPWest's target group characteristics include adults who:

- have been out of formal education for at least three years;
- have few or no qualifications;
- reside in the most economically and socially deprived areas of the West of Scotland.
- Specific characteristics include the following:
- 80% of students with no qualifications at Scottish Credit and Qualifications Framework level 6 (the minimum level to enter higher education in Scotland);
- 38% of students reside in the 20% most deprived areas of Scotland⁷;
- Over 50% of SWAP students have dependents, which is far in excess of the general population;
- 82% of students are first in their family to access higher education;
- 18% identify as having a disability;
- 9% from an ethnic minority;
- 75% are female, 25% are male.

In Cyprus, the participants include students, workers, unemployed people and NEETs.

The majority of participants are migrants/asylum seekers/refugees (55%), followed by long term unemployed and persons with disability.

In Portugal, the target audience have the following characteristics:

- adults aged between 25 and 65 years old with vulnerable backgrounds;
- majority of unemployed adults, with low qualifications;
- gender-balanced participation;
- employed adults, with low income jobs.

⁷In Scotland, economic and social deprivation is measured by the Scottish Index of Multiple Deprivation (SIMD): a numerical measure that identifies levels of deprivation across 6,976 geographical zones in Scotland, with 1 being the most deprived. If an area is identified as 'deprived,' this means its inhabitants are likely to have low incomes, and most likely lack access to resources and opportunities, including education. SIMD measures the extent to which an area is deprived across seven domains: income, employment, education, health, access to services, crime and housing. Organisations using SIMD will often focus on the data zones split into decile or quintile percentages, for example, 10% or 20% most deprived areas in Scotland. SWAP applies the quintile percentage.

1.3. RATIONALE AND METHODOLOGY

By allowing the design and the piloting of tailor-made courses, the MASTER Plan focuses on building a more integrated provision on PSL competence including an emphasis on learner centrality, increased tailoring of

provision to learner preferences, and greater networking possibilities between ALE key actors and stakeholders.

1.3.1. PREPARATION

In order to elaborate the MASTER Plan, in particular to understand the learners' individual needs, the partnership set a framework for allowing low-skilled adults to self-identify and self-assess their PSL competences. The MASTER self-assessment involved about 160 low-skilled adults in Italy, Cyprus, Portugal and United Kingdom, as protagonists in the identification and evaluation of their PSL, by participating in a pilot activity. The self-assessment has been carried out through specific tools, already tested for different purposes and target groups than the MASTER ones, selected and adapted at pedagogical level by the University of Roma Tre.

The tools have been administered online, due to the COVID-19 pandemic restrictions, by guidance, education and training professionals, during different sessions aimed at:

- introducing the self-assessment process, its objectives and the competences to be evaluated;
- performing the individual self-assessment by using one of the selected tools;
- discussing with the users the outcomes of the self-assessment process, by synthesising their strengths and the competences to be improved.

Indeed, on one hand, the self-assessment results are the starting point of the MASTER Plan, because they provided partners with the individual needs of each learner for reinforcing and/developing his/her PSL competence; on the other hand, the self-assessment process, facilitating

the self-reflection on individual competences acquired in life experience, so through formal, informal and non-formal education, already allowed the development and reinforcing of PSL competence, especially with reference to the abilities of self-reflection, effectively managing information, working with others in a constructive way. Once collected the needs for PSL development/reinforcement, the self-assessment results were shared with the National Stakeholders Committees in ad hoc meetings, and with the external professionals participating in the experience through a Peer Learning Activity (i.e. Public Employment Services in Italy, National Network of Adult Education Providers in Portugal) organised to collect suggestions for developing the MASTER Plan – see the Annex I for specific references.

Given the relevant results collected from the self-assessment experience, the current importance of Adult Education interventions in the EU Policy Agenda, as well as the recent development of the LifeComp as a conceptual and non-prescriptive framework regarding “Personal, Social and Learning to Learn”, to be applied for creating flexible guidelines on teaching methodologies for different age groups and different levels of learning, and for allowing context-specific adaptations of the different framework components, the partners decided then to organise a Transnational Peer Learning Activity (PLA) so as to share the lessons learnt from testing the tools for self-assessing the PSL and to lay the foundations of the MASTER Plan by starting to discuss the training setting

and contents to be proposed.

Following these activities, the Learning Outcomes of the MASTER Plan have been systematised on the basis of the LifeComp⁸, the European framework for Personal, Social and Learning to Learn competence, developed to establish a shared understanding, and a common language on the PSL competence and to initiate an agreed set of guidelines for the flexible implementation of PSL curricula, while respecting the European subsidiarity principle, under which both education and lifelong learning fall.

The LifeComp framework is a flexible tool to be adapted to different learning settings and target groups, with the aim to support the development of the PSL in context. Despite being based on a robust research methodology involving several experts and stakeholders for feedback at different stages, the framework has not yet been tested in practice. So, the MASTER Plan will be one of the first testing experiences of the LifeComp in Adult Education, being able to:

- implement tailored learning activities, focused on PSL;
- evaluate their impact, by receiving feedback from both end-users and practitioners;
- provide contextualised data and information of PSL competence acquisition by adult learners (mainly low-skilled ones) to inform LifeComp further developments.

1.3.2. EXPERIMENTATION PROTOCOL

The partners in Italy, United Kingdom, Cyprus and Portugal will adopt the same learning model in the different countries, by adapting it to the different contexts and target groups, being able to verify its validity across Europe, as well as the minimum requirement for its transferability to AE providers in Europe.

For implementing the Plan, the following steps are needed from partners:

- I. contacting the adults who took part in the self-assessment process and checking their availability, recruiting replacements for those no longer available, ensuring that in each country the participants in the MASTER Plan implementation number at least 30; where some of the above mentioned users are not available because their employment

situation changed or for other reasons, the participation in the piloting activities of other adults who didn't take part in the previous self-assessment experience must be permitted. Anyway, these new participants will need to perform the self-assessment of PSL before taking part in the tailored MASTER Plan;

- II. re-defining with each participant the competences to be improved, starting from the results of the self-assessment and defining the training modules to be attended. Considering that it's not possible to effectively address any gaps in competences in the time at disposal for the piloting of the MASTER Plan (about 3 months), it is necessary to make a selection of the competences to be addressed for each participants in the training modules according

- to two specific criteria: the relevance of the competence/s for the learners and the possibility to acquire/further develop that competence in the short amount of time at disposal. To do this, at this stage it's very important to effectively engage learners, making sure they have clear in their minds the process they are involved in and its outcomes, also in term of expected direct benefits for them: for this reason, it's essential to adapt the communication from the reference practitioners (including contents and the language) to the different targets, having in mind potential disadvantaged backgrounds;
- III. on the basis of the previous steps, elaborating the MASTER Plan for each of the participants, including referencing Learning Objectives and training modules, so that they can have a clear picture about the objective of this new learning experience;
 - IV. selecting the experts and trainers for carrying out the learning activities on the basis of the following criteria – previous experience in working on PSL competence (or on one of the areas addressed by PSL) – at least 3 years; previous experience in training/guidance service for low-skilled adults – at least 3 years;
 - V. together with these experts and trainers, planning in detail and organising the courses for implementing the proposed training modules in a flexible way (in presence, online or in a blended setting), according to target groups' needs and to the changes in the national contexts emerging because of COVID-19 situation;
 - VI. taking care in allowing participants to internalise learning outcomes through active learning methodologies, and the possibility to immediately put into practice what they have learned in practical exercises or role plays/ real scenarios, so as to gain information and awareness about their actual performances and learning outcomes, to increase their self-esteem and at the same time motivate them to learn and continuously improve their competences;
 - VII. support learners in reflecting on the practical benefits/advantages they gained and how these can lead to the identification, recognition and validation of non-formal and informal learning, also by issuing microcredentials⁹;
 - VIII. delivering the courses on the six Andragogy key principles¹⁰:
 - Self-concept. Adult learners are autonomous, independent, and self-directed;
 - Learning from Experience. Adults bring their experience as a rich resource of learning, so learning has to be user-centred, starting from their experience, their point of view. The experience of adult people has to be enhanced.
 - Readiness to Learn. Adults are interested in learning topics that matter to them, so their readiness to learn is highly correlated with the use they can make of what they've learnt. With reference to this aspect, it can be very important to enhance the link of learning processes and competences to be acquired with the world of work.
 - Orientation to Learning. The learning orientation of adults tends to slant towards being task-oriented, life-focused, and problem-centric;
 - Motivation to learn. Adults are more motivated by internal personal factors rather than external ones;
 - Need to Know. Adult learners have the need to know the value of what they are learning and know the why's behind the need to learn them;
 - IX. before starting each module, foreseeing specific welcoming practices to make the user feel at ease and to build reliable relationships and small communities among participants

and between them and AE practitioners, that can last beyond training activities, ensuring a sense of belonging and common prospects for further learning;

- X. given that the results of the MASTER Plan testing are going to give us specific guidelines for implementing the training, in terms of time (session/hours) and specific delivery methods suitable to address the PSL competence, at the present stage it's only suggested to foresee, for each module, apart for the specific training sessions, an induction to the MASTER Project and its aims and for introducing and delivering activities, and another one for follow up and evaluation so that the learners can be aware of their path, their learning to learn attitude and progress;
- XI. while delivering activities, engaging users by foreseeing activities and methodologies based on peer learning, reflection and assessment, as well as ones which facilitate self-reflection, which is essential for the development of the PSL competence;
- XII. in addition to delivering activities during interactive training sessions, participants should be given 'homework' tasks - also in the form of performing differently, possibly better, routine tasks to promote independent learning and taking responsibility for self-development;
- XIII. at the end of the training, inviting each user to create an individual action plan, including specific objectives to be achieved with reference to the access to further/higher education and/or to the labour market, the actions to be taken and the path for monitoring

the progress made, also in term of learning and for reformulating the objectives if needed.

The piloting of the MASTER Plan will be validated as follows:

- by evaluating the effectiveness and the impact of project activities in achieving the defined learning outcomes, through specific assessment methodologies and tools (including the self-assessment tools used as experiments and the exchange of lessons learnt among the partners through Peer Learning activity);
- by reporting the experience for modelling the main elements for MASTER Plan sustainability, re-usability and scalability. In particular, in order for the MASTER Plan to be replicated by other adult education organisations across Europe, training contents and methodologies are defined as flexibly as possible to enable all to access and benefit from the findings of the piloting experience.

⁸Sala, A., Punie, Y., Garkov, V. and Cabrera Giraldez, M., *LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence*, EUR 30246 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911

⁹https://ec.europa.eu/education/education-in-the-eu/european-education-area/a-european-approach-to-micro-credentials_en

¹⁰Knowles, Malcolm S. and Associates. *Andragogy in Action: Applying Modern Principles of Adult Learning*. San Francisco: Jossey-Bass, 1985

1.4. HOW TO USE IT?

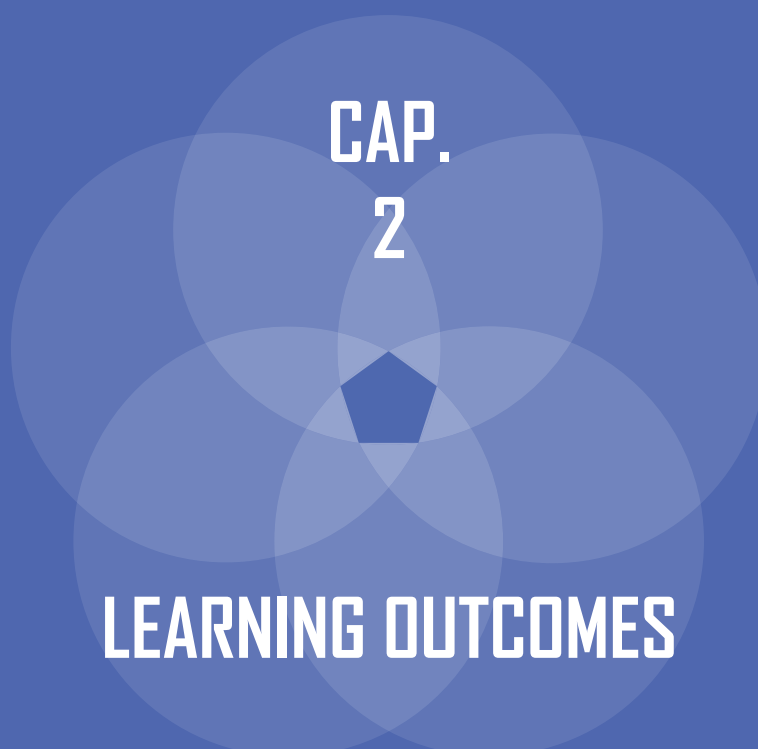
The MASTER Plan is designed as a practical and flexible tool, which can be adapted to different needs emerging from adults who need to identify, develop or reinforce their PSL competence for being more active, motivated, self-aware and self-confident in approaching further learning, societal challenges and labour market.

Indeed, it is possible to use the MASTER Plan as a source of information on how to approach PSL in Adult Education, with reference to different low-skilled/vulnerable target groups: learning outcomes, training modules, methodologies and tools can be adapted to different needs, contexts and purposes, combining them or choosing a single one. Moreover, the training modules can be used for permanent guidance in Adult Education, allowing adult learners to understand both the meaning of PSL competence and their competence level, their strengths and their needs for improvement before choosing or starting an upskilling/re-skilling training path; finally, the same modules can be used as a preliminary activity for the identification, validation and certification of non-formal and informal learning and

for lowering resistance towards training itself, when frequently low-skilled adults had negative experiences in school.

This is why the document is available also in word format, and it's possible to adapt it by mentioning the changes and retaining project and funding logos in any personalised versions. It is possible to use the MASTER Plan in its published format, in accordance with the Creative Commons regulation.

It is recommended that training guidelines (included) and materials are implemented together with AE trainers and practitioners and, in cooperation with external stakeholders, so as to improve the awareness and the competences of the whole community of practice working for the empowerment and re-activation of low-skilled adults.



CAP. 2

LEARNING OUTCOMES

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process, defined in terms of knowledge, skills and competences (European Centre for the Development of Vocational Training - Cedefop), on the basis of the approach adopted by the European Qualifications Framework (EQF).

In general, and especially in the MASTER Plan, Learning Outcomes are functional to explicitly state learning goals and make the adult participants aware of what they have learned, and able to communicate what they know and are able to do. They make it easier also to reflect on what they know and keep track of their learning process and of the reference results, improving self-confidence, self-esteem and motivation.

As mentioned in the previous paragraph, the MASTER Plan Learning Outcomes have been designed based on the definitions, descriptors and contents included in the LifeComp¹¹, the European framework for Personal, Social and Learning to Learn competence, according to:

- the results of the self-assessment process implemented by the MASTER project partners in their countries, which highlighted which of the competences and the reference descriptors included in the framework are actually relevant for the MASTER users;
- the actual possibility for learners to acquire/improve the specific competence/s through short training paths, carried out in a specific timeframe.

¹¹"LifeComp is made up of three intertwined competence areas: 'Personal', 'Social', and 'Learning to Learn'. Each area includes three competences: Self-regulation, Flexibility, Wellbeing (Personal Area), Empathy, Communication, Collaboration (Social Area), Growth mindset, Critical thinking, and Managing learning (Learning to learn Area). Each competence has, in turn, three descriptors which generally correspond to the 'awareness, understanding, action' model. These are not to be understood as a hierarchy of different levels of relevance, whereby some are prerequisites for others. Rather, all of them are to be considered complementary and necessary."

So, in designing the MASTER Plan Learning Outcomes, all the three specific PSL aspects have been considered relevant:

- for the personal one the MASTER Plan, Self-regulation and Flexibility competences have been taken into consideration;

- with reference to the social area, all three related competences have been addressed (Empathy, Communication, Collaboration);
- about the learning area we focused on all three competences, which relate to lifelong learning strategies and career management skills.

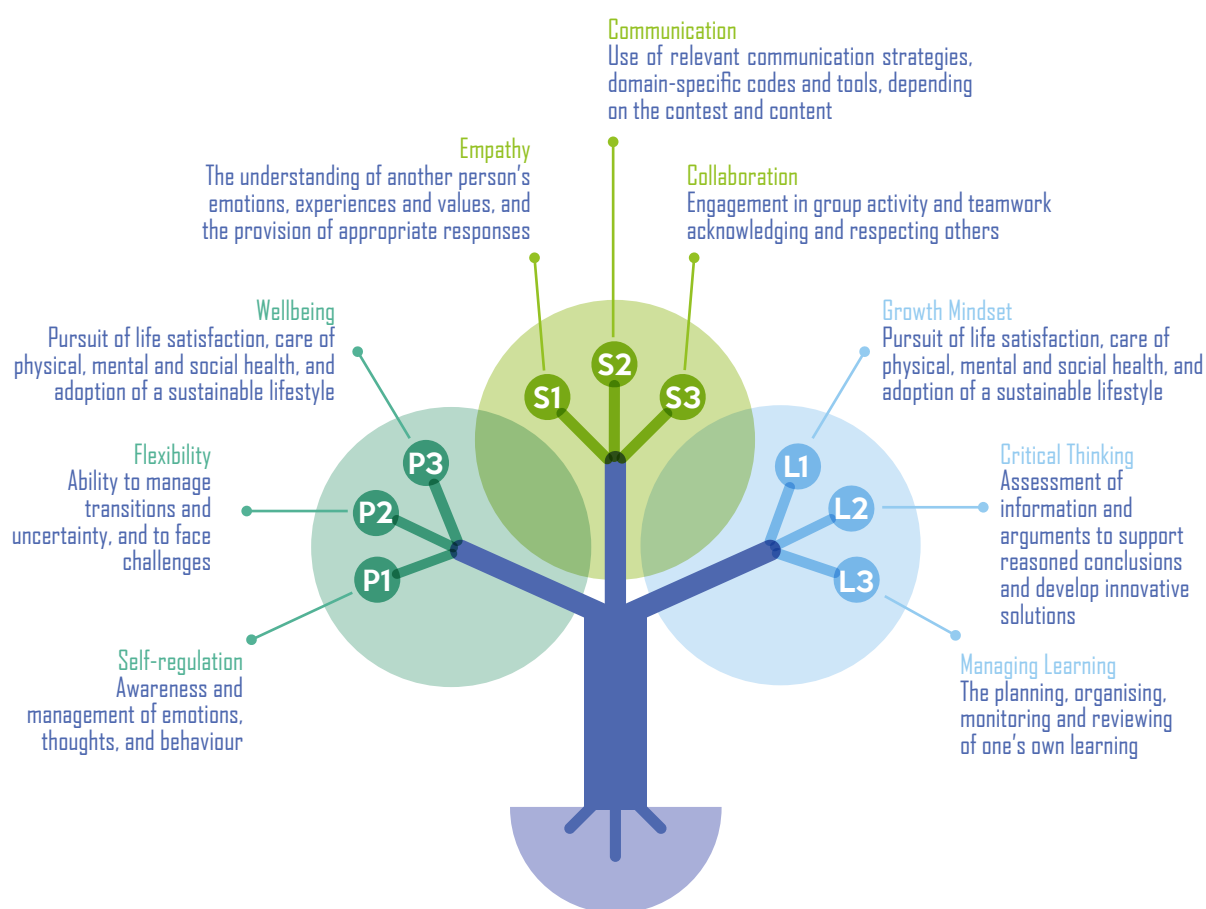


FIGURE1. LIFECOMP AT A GLANCE

Therefore, the codes, definitions and descriptors included in the Learning outcomes described are entirely

taken from the LifeComp framework and, in particular, from the following table:

AREA	COMPETENCES	DESCRIPTORS
PERSONAL	P1 Self-Regulation Awareness and management of emotions, thoughts and behaviour	P1.1 Awareness and expression of personal emotions, thoughts, values, and behaviour
		P1.2 Understanding and regulating personal emotions, thoughts, and behaviour, including stress responses
		P1.3 Nurturing optimism, hope, resilience, self-efficacy and a sense of purpose to support learning and action
	P2 Flexibility Ability to manage transitions and uncertainty, and to face challenges	P2.1 Readiness to review opinions and courses of action in the face of new evidence
		P2.2 Understanding and adopting new ideas, approaches, tool and actions in responseto changing contexts
		P2.3 Managing transitions in personal life, social participation, work and learning pathways, while making conscious choices and setting goals
	P3 Wellbeing Pursuit of life satisfaction, care of physical, mental and social health, and adoption of a sustainable lifestyle	P3.1 Awareness that individual behaviour, personal characteristics and social and environmental factors influence health and wellbeing
		P3.2 Understanding potential risks for wellbeing, and using reliable informationn and services for health and social protection
		P3.3 Adoption of a sustainable lifestyle that respects the environment, and the physical and mental wellbeing of self and others, while seeking and offering social support
SOCIAL	S1 Empathy The understanding of another person's emotions, experiences and values, and the provision of appropriate responses	S1.1 Awareness of another person's emotions and experiences, and values
		S1.2 Understanding another person's emotions and experiences, and the ability to proactively take their perspective
		S1.3 Responsiveness to another person's emotions and experiences, being conscious that group belonging influences one's attitude
	S2 Communication Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content	S2.1 Awareness of the need for a variety of communication strategies, language registers, and tools that are adapted to context and content
		S2.2 Understanding and managing interactions and conversations in different socio-cultural contexts and domain-specific situations
		S2.3 Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts
	S3 Collaboration Engagement in group activity and teamwork acknowledging and respecting others	S3.1 Intention to contribute to the common good and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances
		S3.2 Understanding the importance of trust, respect for human dignity and equality, coping with conflicts and negotiating disagreements to build and sustain fair and respectful relationships
		S3.3 Fair sharing of tasks, resources and responsibility within a group taking into account its specific aim; eliciting the expression of different views and adopting a systemic approach
LEARNING TO LEARN	L1 Growt mindset Belief in one's and others' potential to continuously learn and progress	L1.1 Awareness and confidence in one's own and others' abilities to learn, improve and achieve with work and dedication
		L1.2 Understanding that learning is a lifelong process that requires openness, curiosity and determination
		L1.3 Reflecting on other people's feedback s well ason successful and unsuccessful experiences to continue developing one's potential
	L2 Critical thinking Assessment of information and arguments to support reasoned conclusions and develop innovative solutions	L2.1 Awareness of potential biases in the data and one's personal limitations, while collecting valid and reliable information and ideas from diverse and reputable sources
		L2.2 Comparing, analysing, assessing and synthesising data, information, ideas, and media messages in order to drawlogical conclusions
		L2.3 Developing creative ideas, synthesising and combining concepts and information from different sources in view of solving problems
	L3 Managing learning The planning, organising, monitoring and reviewing of one's own learning	L3.1 Awareness of one's own learning interests, processes and preferred strategies, including learning needs and required support
		L3.2 Planning and implementing learning goals, strategies, resources and processess
		L3.3 Reflecting on assessing purposes, processes and outcomes of learning and knowledge constructions, establishing relationships across domains

P1 SELF-REGULATION

Area: personal

Definition:

Awareness and management of emotions, thoughts and behaviour

Selected descriptor:

PI.2 Understanding and regulating personal emotions, thoughts, and behaviour, including stress responses

KNOWLEDGE

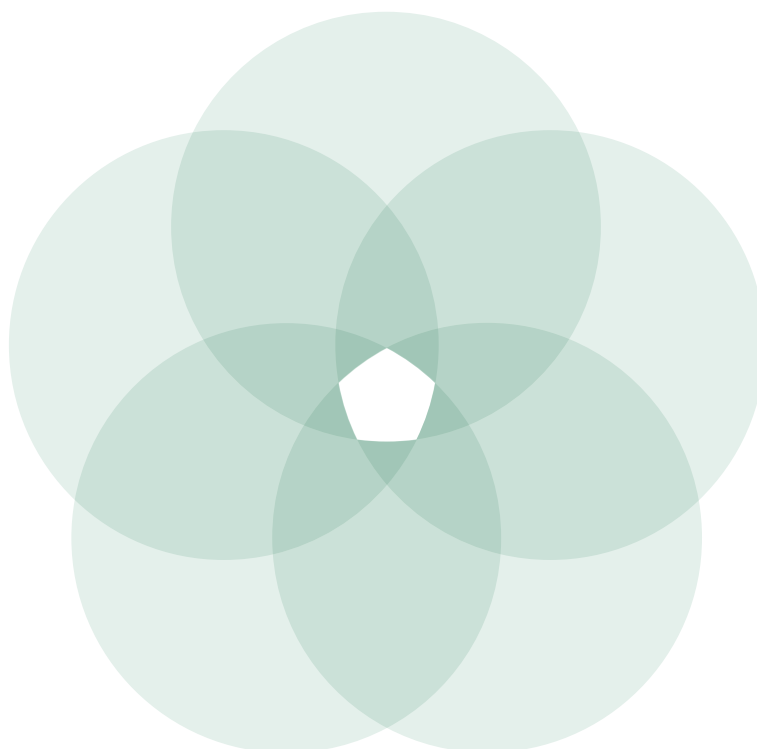
- What emotions are and their role in personal and professional contexts
- The relationship between emotions and stress
- Strategies for emotional well-being

SKILLS

- Labelling emotions and interpreting their contextual meaning
- Describing complex feelings (e.g. experiencing mixed feelings)
- Identifying the ways emotions, thoughts, and values influence behaviour
- Adopting a positive attitude in dealing with emotions and feelings

COMPETENCES / EXPECTED RESULTS

To be able to regulate personal emotions, thoughts, and behaviour, including stress responses.



P2 FLEXIBILITY

Area: personal

Definition:

Managing transitions and uncertainty, and facing challenges

Selected descriptor:

P2.1 Readiness to review opinions and courses of action in the face of new evidence

KNOWLEDGE

- The interpretation of context data and information
- The identification of one's own habits
- The locus of control and the change of point of view
- How to respond / react to feedback

SKILLS

- Identify newly available data and changing circumstances in personal and professional contexts
- Identify the need to modify one's actions, opinions, preferred way of doing things or personal plans, explore new situations with openness
- Understand, negotiate, and weigh up different points of view on a specific topic
- Reflect on and react adequately to positive and negative feedback

COMPETENCES / EXPECTED RESULTS

To be able to openly face changes, and manage the fear of change, by reviewing opinions and courses of action.

Area: personal

Definition:

Managing transitions and uncertainty, and to face challenges

Selected descriptor:

P2.2 Understanding and adopting new ideas, approaches, tools, and actions in response to changing contexts

KNOWLEDGE

- The individual and global dimension of today's challenges: the 2030 Sustainable Development Agenda
- Creativity and lateral thinking
- Costs and benefits of change
- Opportunities and threats in using new technologies

SKILLS

- Identifying situations which require a change
- Identifying which strategies lead/don't lead to a desired result
- Identifying and adopting novel ideas, tools, or ways of doing things
- Taking advantage of new technologies in dealing with changes

COMPETENCES / EXPECTED RESULTS

To be able to generate alternative solutions to anticipate and respond to change.

S1 EMPATHY

Area: social

Definition:

The understanding of another person's emotions, experiences and values, and the provision of appropriate responses

Selected descriptor:

S1.1 Awareness of another person's emotions, experiences and values

KNOWLEDGE

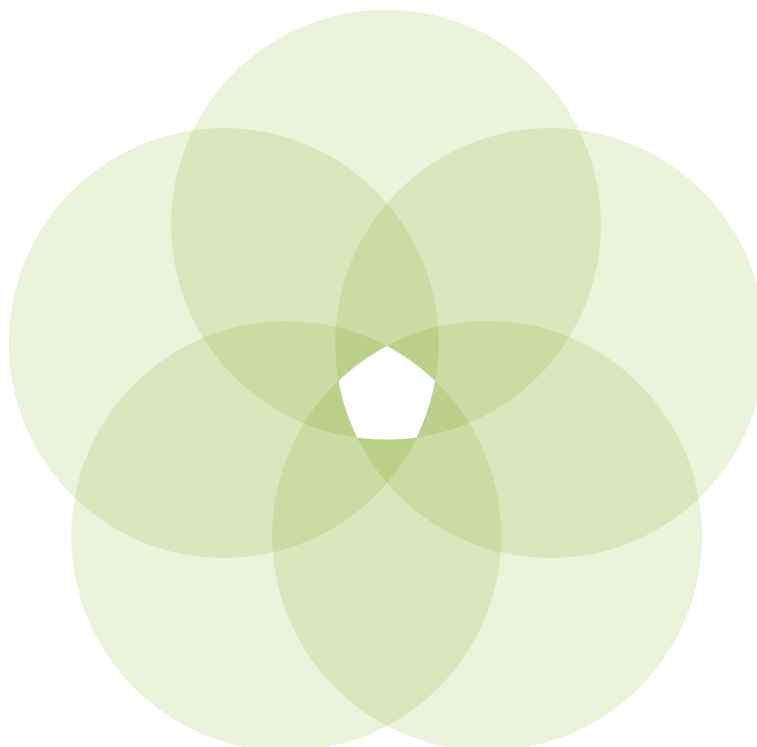
- What emotions are
- Verbal, non-verbal and paraverbal communication
- Intercultural differences

SKILLS

- Identifying, labelling, and describing one's own emotions
- Reading non-verbal cues like tone of voice, gestures, and facial expressions
- *Acknowledging and accepting different cultures, values and experiences as a richness*

COMPETENCES / EXPECTED RESULTS

To be able to recognise emotions in others.



S2 COMMUNICATION

Area: social

Definition:

The use of relevant communication strategies, domain-specific codes and tools, depending on the context and content

Selected descriptor:

S2.1 Awareness of the need for a variety of communication strategies, language registers, and tools that are adapted to context and content

KNOWLEDGE

- The communication process
- Communication strategies (verbal, non-verbal, visual or mixed ones)
- Communication registers
- Active listening

SKILLS

- Identifying different communication strategies and registers to be used in different situation
- Identifying the characteristics and needs of the audience
- Understanding the context within which the communication takes place
- Defining the purpose of the communication
- Identifying the tools that convey the message

COMPETENCES / EXPECTED RESULTS

To be able to modulate messages, taking into account the audience, the kind of relationship with the speaker, the context in which the communication takes place, its purpose, and the tools that will convey the message

Area: social

Definition:

The use of relevant communication strategies, domain-specific codes and tools, depending on the context and content

Selected descriptor:

S2.2 Understanding and managing interactions and conversations in different socio-cultural contexts and domain-specific situations

KNOWLEDGE

- Communication contexts: social, cultural, psychological, spatial and temporal dimensions
- The role of cultural heritage in communication
- Strategies for changing one's perspective
- Active listening

SKILLS

- Defining the social and cultural context of communication
- Understanding one's cultural heritage and its influence on the way to perceive the world
- Shifting temporarily into another perspective
- Listening to others actively

COMPETENCES / EXPECTED RESULTS

To be able to engage in communication in multi-cultural settings, by adapting the communication style to different socio-cultural contexts.

Definition:

The use of relevant communication strategies, domain-specific codes and tools, depending on the context and content

Selected descriptor:

S2.3 Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts

KNOWLEDGE

- Fundamentals of assertive communication
- Conflict Management
- Public speaking

SKILLS

- Monitoring one's own and others' verbal and non-verbal communication
- Showing interest and listening to the whole message
- Respecting turn taking
- Clarifying, summarising and giving feedback to the other's message
- Understanding the relevance of confirmation bias, especially in online environments

COMPETENCES / EXPECTED RESULTS

To be able to listen to others and engage in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts.



S3 COLLABORATION

Area: social

Definition:

Engagement in group activity and teamwork acknowledging and respecting others

Selected descriptor:

S3.1 Intention to contribute to the common good and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances

KNOWLEDGE

- Concepts of group, position, role
- Individual and collective behaviours
- Group dynamics
- Organizational climate
- Conflict management

SKILLS

- Encouraging and facilitating each other's contributions
- Exchanging resources and processing information
- Providing each other with feedback to improve performance in tasks and responsibilities
- Challenging each other's conclusions and reasoning in order to promote greater insight into the problems
- Being motivated to strive for mutual benefit

COMPETENCES / EXPECTED RESULTS

To be able to collaborate and create synergies by coping with and taking advantage from diversity



L1 GROWTH MINDSET

Area: Learning to learn

Definition:

The belief in one's own and others' potential to continuously learn and progress

Selected descriptor:

LI.1 Awareness of and confidence in one's own and others' abilities to learn, improve and achieve with work and dedication

KNOWLEDGE

- Individual growth and professional development plan
- Strategies for setting motivation and goals
- Strategies for failure analysis

SKILLS

- Defining and making explicit one's main motivations and goals with reference to his/her own personal growth and professional development
- Analysis of failures to collect relevant data about the needs for improvement
- Defining the tasks to be performed for individual growth and professional development and choosing the best strategy to perform them

COMPETENCES / EXPECTED RESULTS

To be able to define a plan for personal and professional development.

Area: Learning to learn

Definition:

The belief in one's own and others' potential to continuously learn and progress

Selected descriptor:

LI.2 Understanding that learning is a lifelong process that requires openness, curiosity and determination

KNOWLEDGE

- Lifelong learning, upskilling and reskilling
- Formal, non-formal and informal adult education
- Strategies for setting learning objectives

SKILLS

- Understanding the value of lifelong learning
- Analysing opportunities for upskilling and re-skilling in formal, non-formal and informal adult education
- Defining one's short-term and long-term learning objective

COMPETENCES / EXPECTED RESULTS

To be able to define a plan for upskilling and re-skilling.

Definition:

The assessment of information and arguments to support reasoned conclusions and develop innovative solutions

Selected descriptor:

L2.2 Comparing, analysing, assessing, and synthesising data, information, ideas, and media messages in order to draw logical conclusions

KNOWLEDGE

- Fake news in online environments
- Tools for fact-checking and debunking

SKILLS

- Asking questions for evaluating whether an argument make sense or not
- Analysing and comparing sources of data, information and digital content
- Analysing and comparing data, information and digital contents themselves

COMPETENCES / EXPECTED RESULTS

To be able to assess information, ideas and media messages in a critical way, with specific reference to online environments.

Definition:

The assessment of information and arguments to support reasoned conclusions and develop innovative solutions

Selected descriptor:

L2.3 Developing creative ideas, synthesising and combining concepts and information from different sources in view of solving problems

KNOWLEDGE

- Strategies and methods for creative problem solving
- Situations and “habits of minds” fostering or limiting individual creativity

SKILLS

- Analysing, synthesising, reorganising, and redefining ideas, taking stock of divergent thinking
- Using imagination and intuition
- Adopting a playful attitude to explore new ideas
- Generating metaphorical thinking

COMPETENCES / EXPECTED RESULTS

To be able to find innovative or alternative ideas for solving problems.

L2 CRITICAL THINKING

Area: Learning to learn

Definition:

The assessment of information and arguments to support reasoned conclusions and develop innovative solutions

Selected descriptor:

L2.1 Awareness of potential biases in data and one's personal limitations, while collecting valid and reliable information and ideas from diverse and reputable sources

KNOWLEDGE

- Cognitive biases in assessing information (confirmation bias, availability bias, belief bias etc)
- Fact-checking

SKILLS

- Identifying the limitations and biases in one's knowledge
- Checking the credibility of a source by assessing its accuracy, reliability and authority

COMPETENCES / EXPECTED RESULTS

To be able to fact-check a piece of information and evaluate the credibility of a source.

Area: Learning to learn

Definition:

The assessment of information and arguments to support reasoned conclusions and develop innovative solutions

Selected descriptor:

L2.2 Comparing, analysing, assessing, and synthesising data, information, ideas, and media messages in order to draw logical conclusions

KNOWLEDGE

- Fake news in online environments
- Tools for fact-checking and debunking

SKILLS

- Asking questions for evaluating whether an argument make sense or not
- Analysing and comparing sources of data, information and digital content
- Analysing and comparing data, information and digital contents themselves

COMPETENCES / EXPECTED RESULTS

To be able to assess information, ideas and media messages in a critical way, with specific reference to online environments..

Definition:

The assessment of information and arguments to support reasoned conclusions and develop innovative solutions

Selected descriptor:

L2.3 Developing creative ideas, synthesising and combining concepts and information from different sources in view of solving problems

KNOWLEDGE

- Strategies and methods for creative problem solving
- Situations and “habits of minds” fostering or limiting individual creativity

SKILLS

- Analysing, synthesising, reorganising, and redefining ideas, taking stock of divergent thinking
- Using imagination and intuition
- Adopting a playful attitude to explore new ideas
- Generating metaphorical thinking

COMPETENCES / EXPECTED RESULTS

To be able to find innovative or alternative ideas for solving problems.

L3 MANAGING LEARNING

Area: Learning to learn

Definition:

The planning, organising, monitoring and reviewing of one's own learning

Selected descriptor:

L3.1 Awareness of one's own learning interests, processes and preferred strategies, including learning needs and required support

KNOWLEDGE

- Strategies and tools for self-assessment and needs analysis (i.e. self-assessment tools)
- The learning process
- Individual learning strategies

SKILLS

- Identifying one's own learning needs and interests, as well as learning goals
- Identifying and analysing one's own learning processes and preferred strategies

COMPETENCES / EXPECTED RESULTS

To be able to plan one's own learning.

Area: Learning to learn

Definition:

The planning, organising, monitoring and reviewing of one's own learning

Selected descriptor:

L3.2 Planning and implementing learning goals, strategies, resources and processes

KNOWLEDGE

- Learning strategies in context
- Time management in learning
- Methodologies and tools to monitor understanding and execution of a learning task

SKILLS

- Determining which of the known learning strategies would best suit the goal, and allocating the appropriate resources to achieve it
- Managing time in learning
- Generating questions to monitor one's level of understanding of a learning task
- Analysing the performance while executing the learning task
- Persevere in a successful learning strategy or modify one that is not working

COMPETENCES / EXPECTED RESULTS

To be able to implement and monitor one's own learning activity.

Definition:

The planning, organising, monitoring and reviewing of one's own learning

Selected descriptor:

L3.3 Reflecting on and assessing purposes, processes and outcomes

KNOWLEDGE

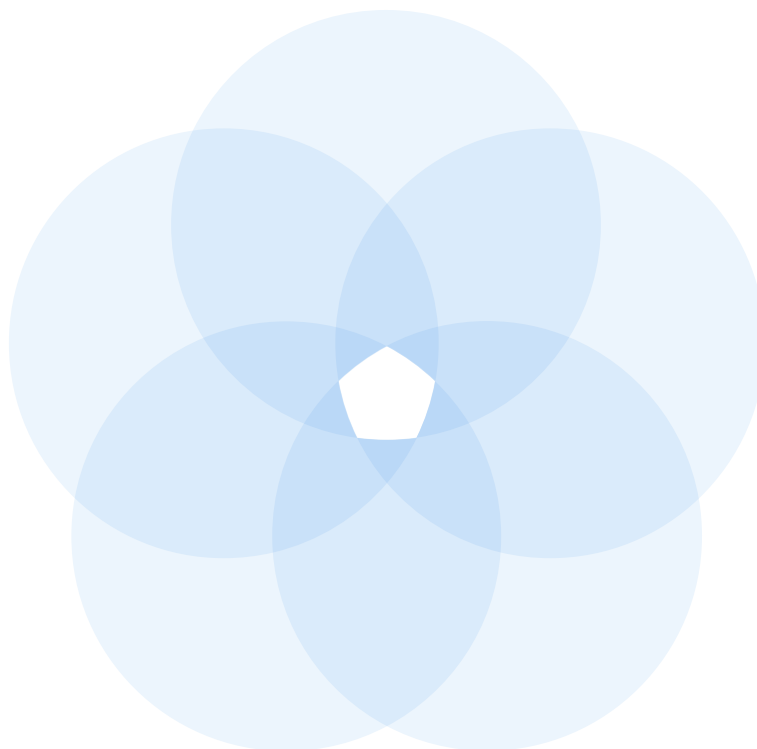
- Strategies, methodologies and tools for formative evaluation
- Self-assessment and peer assessment

SKILLS

- Reflecting on and evaluating the learning outcomes
- Identifying possible errors in the learning process and self-correcting them
- Adjusting learning strategies and tasks for better learning outcomes, as well as planning and redesigning new ones

COMPETENCES / EXPECTED RESULTS

To be able to assess the implemented learning processes, strategies and outcomes.





3.1. CORRESPONDENCE TABLE BETWEEN LEARNING OUTCOMES AND MODULES

For each of the selected LifeComp Learning Outcomes, the following training modules describe the essential characteristics that a specific training action has to have to assure the development of the reference competences in learners, in terms of contents, and teaching and learning methodology/setting.

The training modules are meant as forerunners for supporting the implementation and the development of LifeComp, contributing to make explicit both to individuals and organisations why, when and how they can put the framework into action. They represent practical examples of how LifeComp can be used for lifelong learning in the non-formal learning domain.

Because of this aim, the training modules also include examples of didactic scenarios and resources: these ones have been collected with the objective to put at disposal of ALE practitioners some teaching/learning

tools which are flexible and ready to be adapted or further developed according to learners' context and backgrounds, contributing to develop a tailored offer for different groups of low-skilled adults. In this perspective, the MASTER Plan can also represent a live repository of resources and scenarios to be exploited and enriched thanks to the experimentation of the MASTER Plan in learning and assessment. Indeed, the resources and scenarios included in this first MASTER Plan version are in English language so that they can be easily adapted and further developed from practitioners working in different European countries.

LEARNING OUTCOMES	TRAINING MODULES
P1 Self-regulation	Stress management
P2 Flexibility	Individual change management Creativity for facing challenges Setting motivation and goals for growth
S1 Empathy	Empathy
S2 Communication	Communication Conflict management
S3 Collaboration	Conflict management Working in a team environment
P1 Flexibility	Individual change management Setting motivation and goals for growth Learning to learn
L2 Critical thinking	Creativity for facing challenges
L3 Managing learning	Setting motivation and goals for growth Learning to learn Critical thinking

3.2. STRESS MANAGEMENT

ADDRESSED LEARNING OUTCOME/S

PI. Self-regulation - Awareness and management of emotions, thoughts and behaviour

PI.1 Understanding and regulating personal emotions, thoughts, and behaviour including stress responses

CONTENTS

Management of emotions

Strategies for emotional wellbeing

SUGGESTED METHODOLOGIES

ROLE PLAYING

Simulation of real-life situations that require the management of emotions and stress, being also a means for gauging individual actual performance.

REAL-TIME REACTIONS

Sharing of learners' real-time reactions after watching a video or a mini lecture. This helps them to reflect on their reactions and to consider new points of view.

BRAINSTORMING

Learners come up with ideas and post them on a board, so as to generate new ideas and solutions around a specific domain of interest by removing inhibition.

SETTING

Preferably in presence. The training module can also be delivered online through the main software available for distance learning (i.e. Zoom).

EXAMPLES OF DIDACTIC SCENARIOS AND RESOURCES

[Understanding Emotions – pag.15](#)

[The stress scale – pag.19](#)

[Metaphors Have Feelings – pag.21](#)

[Mentimeter](#)

3.3. INDIVIDUAL CHANGE MANAGEMENT

ADDRESSED LEARNING OUTCOME/S

P2. Flexibility – Managing transitions and uncertainty, and facing challenges

P2.1 Readiness to review opinions and courses of action in the face of new evidence

L1. Growth mindset - the belief in one's own and others' potential to continuously learn and progress

L1.1 Awareness of and confidence in one's own and others' abilities to learn, improve and achieve with work and dedication

L1.3 Reflecting on other people's feedback as well as on successful and unsuccessful experiences to continue developing one's potential

CONTENTS

Individual goals and locus of control

Management of feedback and context data

Management of change at individual level

SUGGESTED METHODOLOGIES

IDEA LINE UP

Choose a question that has a range of responses, and then ask learners where they stand – literally, then organising themselves in a line (real or virtual one), based on where on the spectrum of answers they find themselves.

ROLE PLAYING

Simulation of real-life situations that require facing changes, being also a means for gauging individual actual performance.

REAL-TIME REACTIONS

Sharing of learners' real-time reactions after watching a video or a mini lecture. This helps them to reflect on their reactions and to consider new points of view.

BRAINSTORMING

Learners come up with ideas and post them on a board, so as to generate new ideas and solutions around a specific domain of interest by removing inhibition.

SETTING

Preferably in presence. The training module can also be delivered online through the main software available for distance learning (i.e. Zoom).

EXAMPLES OF DIDACTIC SCENARIOS AND RESOURCES

[Hot air balloon](#)

[Understanding my journey Toolkit – pag.60](#)

[S.M.A.R.T. GOALS Questions – pag. 7](#)

[The wheel of life – pag. 9](#)

[GROW model – pag. 10](#)

[Scaling – pag. 13](#)

[Mentimeter](#)

3.4. CREATIVITY FOR FACING CHALLENGES

ADDRESSED LEARNING OUTCOME/S

P2. Flexibility – Managing transitions and uncertainty, and facing challenges

P2.2 Understanding and adopting new ideas, approaches, tools and actions in response to changing contexts

L2. Critical thinking - The assessment of information and arguments to support reasoned conclusions and develop innovative solutions

L2.3 Developing creative ideas, synthesising and combining concepts and information from different sources in order to solve problems

CONTENTS

The 2030 Sustainable Development Agenda

Creativity and lateral thinking

New technologies for facing new challenges

Strategies and methods for creative problem solving

Situations and “habits of minds” fostering or limiting individual creativity

SUGGESTED METHODOLOGIES

IDEA LINE UP

Choose a question that has a range of responses, and then ask learners where they stand – literally, then organising themselves in a line (real or virtual one), based on where on the spectrum of answers they find themselves.

BRAINSTORMING

Learners come up with ideas and post them on a board, so as to generate new ideas and solutions around a specific domain of interest by removing inhibition.

GROUP DISCUSSIONS

Open discussion opportunities in small groups, randomly created, which provide a more effective chance for participation.

DATA FOR PROBLEM-SOLVING

Assignment of a case-study to learners who, in turn, make sense of the data and use the available resources to solve the case.

SETTING

Preferably in presence. The training module can also be delivered online through the main software available for distance learning (i.e. Zoom).

EXAMPLES OF DIDACTIC SCENARIOS AND RESOURCES

[Sustainable development agenda](#)

[Good life goals](#)

[Card game](#)

[Creative storytelling](#)

[Finish the story](#)

[Understanding my journey Toolkit – pag.125-143](#)

[IN-EDU lesson plan – Module 8: participation and communities](#)

[Mentimeter](#)

3.5. EMPATHY

ADDRESSED LEARNING OUTCOME/S

SI. Empathy – The understanding of another person’s emotions, experiences and values, and the provision of appropriate responses

SI.2 Awareness of another person’s emotions, experiences and values

CONTENTS

The emotions

Verbal, non-verbal and para-verbal communication

Intercultural differences

SUGGESTED METHODOLOGIES

IDEA LINE UP

Choose a question that has a range of responses, and then ask learners where they stand – literally, then organising themselves in a line (real or virtual one), based on where on the spectrum of answers they find themselves.

BRAINSTORMING

Learners come up with ideas and post them on a board, so as to generate new ideas and solutions around a specific domain of interest by removing inhibition.

ROLE PLAYING

Simulation of real-life situations that requires empathy, being also a means for gauging individual actual performance.

REAL-TIME REACTIONS

Sharing of learners’ real-time reactions after watching a video or a mini lecture. This helps them to reflect on their reactions and to consider new points of view.

SETTING

Preferably in presence. The training module can also be delivered online through the main software available for distance learning (i.e. Zoom).

EXAMPLES OF DIDACTIC SCENARIOS AND RESOURCES

[Empathy Map Canvas – pag.12](#)

[Understanding Emotions – pag.15](#)

[Metaphors Have Feelings – pag.21](#)

[Understanding my journey Toolkit – pag.44, pag.49](#)

[T-KIT 4 Intercultural Learning – pag.49](#)

[Mentimeter](#)

3.6. COMMUNICATION

ADDRESSED LEARNING OUTCOME/S

S2. Communication – The use of relevant communication strategies, domain-specific codes and tools, depending on the context and content

S2.1 Awareness of the need for a variety of communication strategies, language registers, and tools that are adapted to context and content

S2.2 Understanding and managing interactions and conversations in different socio-cultural contexts and domain-specific situations

S2.3 Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts

CONTENTS

The communication process

Communication strategies and registers

Communication contexts

Strategies for changing one's perspective

Active listening

Public Speaking

SUGGESTED METHODOLOGIES

ROLE PLAYING

Simulation of real-life situations that require the management of communication, being also a means for gauging individual's actual performance.

IDEA LINE UP

Choose a question that has a range of responses, and then ask learners where they stand – literally, then organising themselves in a line (real or virtual one), based on where on the spectrum of answers they find themselves.

BRAINSTORMING

Learners come up with ideas and post them on a board, so as to generate new ideas and solutions around a specific domain of interest by removing inhibition.

REAL-TIME REACTIONS

Sharing of learners' real-time reactions after watching a video or a mini lecture. This helps them to reflect on their reactions and to consider new points of view.

EMPATHY MAPPING

Take the story of a famous character/person and get learners to explore deeper by writing down what this person says, thinks, does and feels, so as to immerse themselves in another point of view.

SETTING

Preferably in presence. The training module can also be delivered also online through the main software available for distance learning (i.e. Zoom).

EXAMPLES OF DIDACTIC SCENARIOS AND RESOURCES

[Euroclio Teachers Guide – pag. 18-28](#)

[Understanding my journey Toolkit – pag.38-59](#)

[Active listening](#)

[Mentimeter](#)

3.7. CONFLICT MANAGEMENT

ADDRESSED LEARNING OUTCOME/S

S2. Communication – The use of relevant communication strategies, domain-specific codes and tools, depending on the context and content

S2.3 Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts

S3. Collaboration – Engagement in group activity and teamwork, acknowledging and respecting others

S3.1 Intention to contribute to the common good and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances

CONTENTS

What is conflict?

Conflicts and its actors

Strategies for managing conflicts

SUGGESTED METHODOLOGIES

Role Playing

Simulation of real-life situations that require the management of conflicts, being also a means for gauging individual actual performance.

Brainstorming

Learners come up with ideas and post them on a board, so as to generate new ideas and solutions around a specific domain of interest by removing inhibition.

Real-time reactions

Sharing of learners' real-time reactions after watching a video or a mini lecture. This helps them to reflect on their reactions and to consider new points of view.

SETTING

Preferably in presence. Training module can be delivered also online through the main software available for distance learning (i.e. Zoom).

EXAMPLES OF DIDACTIC SCENARIOS AND RESOURCES

[Learning material on interpersonal conflict: Rahim's model](#)

[T-Kit – Youth transforming conflict – pag.164-266](#)

[Labs for managing conflicts](#)

[Mentimeter](#)

3.8. WORKING IN A TEAM ENVIRONMENT

ADDRESSED LEARNING OUTCOME/S

S3. Collaboration – Engagement in group activity and teamwork acknowledging and respecting others

S3.1 Intention to contribute to the common good and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances

CONTENTS

Concepts of group, position and role

Group dynamics

SUGGESTED METHODOLOGIES

ROLE PLAYING

Simulation of real-life situations that require the management of conflicts, being also a means for gauging individual's actual performance.

BRAINSTORMING

Learners come up with ideas and post them on a board, so as to generate new ideas and solutions around a specific domain of interest by removing inhibition.

REAL-TIME REACTIONS

Sharing of learners' real-time reactions after watching a video or a mini lecture. This helps them to reflect on their reactions and to consider new points of view.

GROUP DISCUSSIONS

Open discussion opportunities in small groups, randomly created, which provide a more effective chance for participation.

JIGSAW TECHNIQUE

Learners are given a "piece of the puzzle" that they need to solve on their own, then they need to collaborate with other learners to finally complete the puzzle: this way learners understand their role in the whole process by doing both individual and collaborative work.

SETTING

Preferably in presence. Training module can also be delivered also online through the main software available for distance learning (i.e. Zoom).

EXAMPLES OF DIDACTIC SCENARIOS AND RESOURCES

[Understanding my journey Toolkit – pag.145-165](#)

[Mentimeter](#)

3.9. SETTING MOTIVATION AND GOALS FOR GROWTH

ADDRESSED LEARNING OUTCOME/S

P2. Flexibility – Managing transitions and uncertainty, and facing challenges

P2.1 Readiness to review opinions and courses of action in the face of new evidence

L1. Growth mindset - the belief in one's own and others' potential to continuously learn and progress

L1.1 Awareness of and confidence in one's own and others' abilities to learn, improve and achieve with work and dedication

L1.3 Reflecting on other people's feedback as well as on successful and unsuccessful experiences to continue developing one's potential

L3. Managing Learning - The planning, organising, monitoring and reviewing of one's own learning

L3.1 Awareness of one's own learning interests, processes and preferred strategies, including learning needs and required support

CONTENTS

Personal growth and professional development plan

Strategies for setting motivation and goals

Tools for self-assessment and need analysis (i.e. self-assessment tools)

Strategies for failure analysis

Learning process and outcomes

Individual learning strategies

Management of feedbacks

SUGGESTED METHODOLOGIES

PROBLEM-BASED LEARNING

Learner-centred pedagogy allowing adults to learn about a subject through the experience of solving an open-ended problem.

SELF-ASSESSMENT

Using self-assessment tools, with specific reference to PSL competence, to understand which competences have been acquired thanks to previous formal, non-formal and informal learning experiences, as well as the need for improvement.

PEER ASSESSMENT

Process involving learners in taking responsibility for assessing the work of their peers against specific assessment criteria and giving feedback as peers.

ROLE PLAYING

Simulation of real-life situations that requires the management of conflicts, being also a means for gauging individual's actual performance.

BRAINSTORMING

Learners come up with ideas and post them on a board, so as to generate new ideas and solutions around a specific domain of interest by removing inhibition.

REAL-TIME REACTIONS

Sharing of learners' real-time reactions after watching a video or a mini lecture. This helps them to reflect on their reactions and to consider new points of view.

GROUP DISCUSSIONS

Open discussion opportunities in small groups, randomly created, which provide a more effective chance for participation.

SETTING

Preferably in presence. The training module can be delivered also online through the main software available for distance learning (i.e. Zoom).

EXAMPLES OF DIDACTIC SCENARIOS AND RESOURCES

QPCC - Questionario di Percezione delle proprie Competenze e Convinzioni

Competence Cards for immigration counselling

Competence assessment cards for low skilled adults

Mistakes – The Best Way To Learn? – pag.20

Hot air balloon

Understanding my journey Toolkit – pag.60

S.M.A.R.T. GOALS Questions – pag. 7

The wheel of life – pag. 9

GROW model – pag. 10

Scaling – pag. 13

Europass

Mentimeter

3.10. LEARNING TO LEARN

ADDRESSED LEARNING OUTCOME/S

- L1. Growth mindset - the belief in one's own and others' potential to continuously learn and progress
 - L1.2 Understanding that learning is a lifelong process that requires openness, curiosity and determination
 - L3. Managing learning - the planning, organising, monitoring and reviewing of one's own learning
 - L3.2 Planning and implementing learning goals, strategies, resources and processes
 - L3.3 Reflecting on and assessing purposes, processes and outcomes
-

CONTENTS

- Lifelong learning, upskilling and reskilling
 - Formal, non-formal and informal adult education
 - Strategies for setting learning objectives
 - Validation of non-formal and informal learning
 - Learning strategies in context
 - Time management in learning
 - Methodologies and tools to monitor understanding and execution of a learning task
 - Strategies, methodologies and tools for formative evaluation
 - Self-assessment and peer assessment
-

SUGGESTED METHODOLOGIES

PROBLEM-BASED LEARNING

Learner-centred pedagogy allowing adults to learn about a subject through the experience of solving an open-ended problem.

SELF-ASSESSMENT

Using self-assessment tools, with specific reference to PSL competence, to understand which competences have been acquired thanks to formal, non-formal and informal learning experiences, as well as the need for improvement.

PEER ASSESSMENT

Process involving learners in taking responsibility for assessing the work of their peers against specific assessment criteria and giving feedback as peers.

ROLE PLAYING

Simulation of real-life situations that require the management of conflicts, being also a means for gauging individual actual performance.

BRAINSTORMING

Learners come up with ideas and post them on a board, so as to generate new ideas and solutions around a specific domain of interest by removing inhibition.

REAL-TIME REACTIONS

Sharing of learners' real-time reactions after watching a video or a mini lecture. This helps them to reflect on their reactions and to consider new points of view.

GROUP DISCUSSIONS

Open discussion opportunities in small groups, randomly created, which provide a more effective chance for participation.

SETTING

Preferably in presence. The training module can be delivered also online through the main software available for distance learning (i.e. Zoom).

EXAMPLES OF DIDACTIC SCENARIOS AND RESOURCES

[QPCC - Questionario di Percezione delle proprie Competenze e Convinzioni](#)

[Competence Cards for immigration counseling](#)

[Competence assessment cards for low skilled adults](#)

[DER Building skills for life and engaging low-skilled adults in learning](#)

[Non formal learning in a nutshell](#)

[European Strategic Guide for fostering participation and raising awareness on validation of learning outcomes of non-formal and informal learning](#)

[EAEA Policy Paper – Learning and Skills for Adults in Europe](#)

[Europass](#)

[Euroguidance](#)

[Mentimeter](#)

3.11. CRITICAL THINKING

ADDRESSED LEARNING OUTCOME/S

L2. Critical thinking - the assessment of information and arguments to support reasoned conclusions and develop innovative solutions

L2.1 Awareness of potential biases in the data and one's personal limitations, while collecting valid and reliable information and ideas from diverse and reputable sources

L2.2 Comparing, analysing, assessing, and synthesising data, information, ideas, and media messages in order to draw logical conclusions

CONTENTS

Cognitive biases in assessing information (confirmation bias, availability bias, belief bias etc)

Fact-checking

Fake news in online environments

Tools for fact-checking and debunking

SUGGESTED METHODOLOGIES

PROBLEM-BASED LEARNING

Learner-centred pedagogy allowing adults to learn about a subject through the experience of solving an open-ended problem.

ROLE PLAYING

Simulation of real-life situations that require the management of conflicts, being also a means for gauging individual actual performance.

BRAINSTORMING

Learners come up with ideas and post them on a board, so as to generate new ideas and solutions around a specific domain of interest by removing inhibition.

REAL-TIME REACTIONS

Sharing of learners' real-time reactions after watching a video or a mini lecture. This helps them to reflect on their reactions and to consider new points of view.

GROUP DISCUSSIONS

Open discussion opportunities in small groups, randomly created, which provide a more effective chance for participation.

SETTING

Preferably in presence. The training module can be delivered also online through the main software available for distance learning (i.e. Zoom).

EXAMPLES OF DIDACTIC SCENARIOS AND RESOURCES

[PRACTICE project - Module 2: Critical thinking](#)

[PRACTICE project - Module 3: Digital Awareness](#)

[IN EDU project - Module 2: Information Disorders](#)

[IN EDU project - Training support materials](#)

[InVID verification plug-in](#)

[Mentimeter](#)

CAP. 4

MONITORING, ASSESSMENT METHODS AND TOOLS

Monitoring and assessment process are particularly relevant in the MASTER Plan implementation considering that they are functional to the process of self-awareness and self-empowerment as the basis of the PSL competence development/reinforcement: it's necessary to track learners to first have a clear picture of their progress and how these impact on their societal and labour market participation; thus, to make them aware of their progress, to make them able to exploit and enhance the MASTER Plan experience in their future training and professional experience, as well as to explain the basis for the following validation of the acquired competences.

To achieve these objectives, the monitoring and assessment processes will be carried out according to the following methods and tools:

- preliminary discussion of intended learning outcomes during the introduction to activities, so beneficiaries are aware of their learner journey;
- preliminary and after the individual implementation of the MASTER Plan, administration of the tools already tested for self-assessing PSL competences in the previous project stage. i.e. QPCC - Questionario di Percezione delle proprie Competenze e Convinzioni, Competence Cards for immigration counseling, Competence assessment cards for low skilled adults, Vi@ exploration and ProfilPass, so as to make evident to the learner the changes in the results gained with reference to PSL strengths and/or competences to be improved, and also to evaluate the actual impact of the learning experience on PSL competence at individual and collective level;
- at the end of each training session, encouraging learners to reflect on their learning journey and development by i.e. 1. keeping a study diary or a logbook; 2. recording their most eye-opening revelation or biggest question; 3. sketching a picture that represents what they've learned during class, so as to visualise their understanding and look at their learning from a different perspective.
- administering feedback questionnaires to evaluate the satisfaction of the beneficiaries with the reference organisation of the training activities, training, contents, didactic methodologies and resources;
- administering feedback questionnaires to investigate the perception of users about the improvement of their PSL competence and the usefulness of the MASTER experience for their future life.



CAP. 5

NEEDS FOR INCLUSION AND ACCOMMODATING GENDER DIFFERENCES

Low skilled adults, because of their cultural, professional and social backgrounds, can be victims of multiple discriminations or trapped in stereotypes that hamper their self-awareness and self-empowerment process. This is why the MASTER Plan includes specific measure to meet the need for inclusion of target groups, as well as to take care and enhance gender differences.

INCLUSION

- Training contents as well as didactic resources and scenarios taking into consideration, promoting and enhancing equality, diversity and inclusion.
- The combination of modules to be included in the individual MASTER Plans are designed ad-hoc, considering each learners' needs.
- Suitable access to venues for in presence learning activities by people with disabilities as well as digital environment for people with special educational needs
- Support of people who do not have sufficient linguistic skills to attend the courses, by providing an additional staff member for tutoring support.
- Provision of intergenerational learning methods/ tools to strengthen the importance of including people from different ages in the same learning environment so as to take advantage of the different learning styles and backgrounds, and to facilitate the creation of small communities within which individuals can growth and benefit each other with support and competences.

GENDER DIFFERENCES

- Setting the timetable of the MASTER Plan activities taking into account the need for a training-life balance, especially for women who often are the main caregivers in families
- Promoting a collective reflection about how to organise the participation of women in training, by sharing principles and practical arrangements for reconciling their roles of learners and caregivers which is also relevant for others in this position
- Empowering women in highlighting the competences they have, by explaining where gender inequalities are present and may be enforced in society and in the labour market;
- Raising women's awareness on the importance of the competences they have developed, with specific reference to their role of caregivers when they may be taken for granted in certain cultures and not considered important in the world of work (as suggested, for example, by Riccarda Zezza, CEO of Life Base Value (<https://lifeed.io/en/>))
- When delivering training and in collecting assessment data, taking care of gender (including LGBTQ+) differences, stereotypes and bias with specific reference to access to the worlds of work and education;
- In practical examples, lessons and workshops should consider gender equality as a key issue in education and the labour market leading to potential discrimination of women.



ANNEX 1

LIST OF EXTERNAL EXPERTS CONTRIBUTING TO THE PRELIMINARY DEFINITION OF THE MASTER PLAN LEARNING OUTCOMES

ANNEX 1 - LIST OF EXTERNAL EXPERTS CONTRIBUTING TO THE PRELIMINARY DEFINITION OF THE MASTER PLAN LEARNING OUTCOMES

FORMA.Azione Italy

Practitioners

Luisa Longetti – Public Employment Services of Perugia
Eleonora Marchetti – Public Employment Services of Perugia
Marta Montanari – Public Employment Services of Perugia
Vittoria Morrighini – Public Employment Services – Il Cerchio
Francesca Poliziani - Public Employment Services – Il Cerchio
Emanuela Fortunati - Public Employment Services – Il Cerchio
Chiara Marinelli - Public Employment Services – ASAD
Francesco Pierotti – Public Employment Services – ASAD
Cristina Roncigli – Public Employment Services – ASAD
Giulio Tironzelli – Public Employment Services – ASAD
Adele Palestra – ACTL

Stakeholders

Daniela Ermini - EPALE Italy
Patrizia Garista - INDIRE
Emilio Porcaro - RIDAP
Gabriella Doderò - RUIAP
Patrizia Bertoni - Forum Nazionale Terzo Settore
Mauro Francia -CPIA Perugia
Tiziana Melani - CPIA Perugia
Gabriele De Veris - Biblioteche Comunali di Perugia

SWAPWest - Scotland

Practitioners

Neil Croll, Head of Widening Participation, University of Glasgow
Julie Maxwell, Director of Learning & Skills (Care, Education, Sports & Fitness), Ayrshire College
Myra Sisi, Associate Principal, South Lanarkshire College
Stephanie McKendry, Head of Access Equality and Inclusion, University of Strathclyde
Carolyn Laird, Assistant Principal Learning and Teaching, North College Lanarkshire
Andrew Shea, College Connect Manager, Glasgow Caledonian University
Shona Barrie, Director of Admissions and Access, University of Stirling
Marcus Ross, Vice Principal of Planning and Recruitment, University of the West of Scotland.
John Rafferty, assistant Principal Health and Wellbeing, Glasgow Clyde College
Cathy McNab, Assistant Principal Performance and Skills, West College Scotland
Peter Brown, Director of Planning and Performance and Curriculum, Glasgow Kelvin College
Al Blackshaw, Acting Widening Access Manager Admissions and Support, University of Strathclyde
Eleanor Wilson, Director of Recruitment and Outreach, Glasgow Caledonian University

Stakeholders

Paula Christie, ex-SWAP student
James Burns, ex-SWAP student
Gordon Murray, Head of Section, West College Scotland
Jade Cumming, Lecturer, West College Scotland,
Amy Angus, Lecturer, Glasgow Kelvin College
Charlene McKinnon, Lecturer, West College Scotland,
Muriel Alexander, Development Coordinator, Scotland's Community of Access and Participation Practitioners, University of Stirling



ANNEX 2

NATIONAL REPORTS ABOUT MASTER PLAN FIRST IMPLEMENTATION

This chapter describes the testing activity of the MASTER Plan that was carried out within the partner organisation.

1. GENERAL INFORMATION

1.1 CONTEXT OF THE MASTER PLAN FIRST IMPLEMENTATION

The MASTER Plan was tested in the framework of the activities and the relationships of FORMA.Azione, adult education provider working in Italy, and located in the Umbria region.

The testing was carried out in the capital city of the Umbria Region, Perugia, and in the towns of Gubbio and Spoleto, from September 2021 to January 2022, by delivering ad hoc training modules, on the basis of the needs and requests coming from the users.

In order to set the testing, FORMA.Azione worked with the Public Employment Services (PES) and the social enterprises dealing with active labour policies in several Umbrian areas (Perugia, Gubbio, Spoleto, Gualdo Tadino): these contacts have been very fruitful because allowed FORMA.Azione to involve in the MASTER Plan testing users with different characteristics, and also to maintain a constant exchange with the PES practitioners about the relevance of acquiring or reinforcing PSL for low-skilled adults, of the methodologies for favoring the acquisition of this competence and of the systematization of the cooperation among public and private organizations.

FORMA.Azione works with Public National and EU funds, such as ESF - European Social Fund, ERASMUS + Programme, REC - Rights, Equality and Citizenship Programme, AMIF - Asylum, Migration, Integration Fund, and Interprofessional funds for workers re-skilling and up-skilling. Since 2002 it is ISO 9001 Certified, for designing and provision of Vocational Training and Adult Learning services. It has developed strong relations with local and national public authorities, private companies, schools and other VET providers, Trade unions and CSOs, by designing and providing training pathways and integrated projects aimed at Human development and the educational domains growth, and their quality improvement.

FORMA.Azione mission is to create concrete opportunities for the professional and social development of the target groups, to improve access to training, in particular for low skilled adults and workers, elderly people and women, to support career and individual guidance and the related validation mechanisms, to encourage self-consciousness in managing careers and active ageing, to promote women's access to and participation in all levels of the labour market also by combating gender stereotypes in vocational training, career selection and professions.

The specific expertise that FORMA.Azione brings in the adult education sector:

- the pluriannual work developed in training activities targeting adults, with more than 15 years of ESF funded project;
- the complementary work on the validation transversal competence, started in 2021 in the framework of TRANSVAL-EU, ERASMUS+ project which intends to share lessons learned and good practices which may be adopted by diverse validation centres, in different regions and countries;
- the robust competences developed on the European Peer Review methodology, at both National and Transnational level from 2011 ahead, having coordinated the LLL programme project PRISDOQ and then in 2014 the project "PRALINE" (n. 2014-1-IT02-KA204-003626), just acknowledged in 2019 as ERASMUS + Good Practice. PRALINE aimed at implementing strategies, methods and tools to enhance quality in Formal and Non-Formal Adult Learning by adapting the Quality Assurance methodology of Peer Review to the Adult Learning sector, in which never has been experimented or implemented.
- Guidance and Validation skills acquired through specific training activities attended by 4 members of the staff and applied in the management of the PROFIL- VNFIL Erasmus+ KA2 project, in which FORMA.Azione is partner. The project aims at supporting validation of informal and non-formal learning, so as to enable individuals to increase the visibility and value of their knowledge, skills and competencies acquired outside formal E&T.

1.2 THE MODULES

FORMA.Azione tested two MASTER Plan modules:

1. COMMUNICATION (referring it to “Effective Communication and Public Speaking”)

The module was aimed at making users able to:

- use the relevant communication strategies, domain-specific codes and tools, depending on the context and content;
- understand the need for a variety of communication strategies, language registers, and tools that are adapted to context and content;
- understand and manage interactions and conversations in different socio-cultural contexts and domain-specific situations;
- listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts.

Contents

- The communication process: meaning, elements, feedback
- Pragmatic Communication
- Axioms of Communication
- Verbal, non-verbal and paraverbal communication
- Communication styles
- Public speaking techniques
- Preparation of a public speaking
- Stress and emotion management
- The relationship with the audience

Methodologies

- Preliminary individual session to explain/propose/select the courses according to the self-assessment results or for doing the self-assessment – engaging learners
- Flexible setting according to the users’ needs - small groups (from 3 to 10 learners)
- Welcoming practices to make the user feel at ease and including a clear explanation of what to expect with reference to course activities and outcomes – reducing anxiety and sharing needs
- Active learning methodologies as questionnaire, public speaking practices in front of the camera and subsequent collective analysis of the performance, so to allow participants to internalise learning outcomes by putting into practice what they have learned
- Viewing film clips about public speaking and non-verbal communication

Didactic tools

- Slides
- Questionnaires
- Mentimeter
- Film clips
- PC and camera

Training activities

3 blended courses including 4 / 5 sessions each, addressed to different groups of users

Number of users – 18 totally

Group 1 – 10 users

Group 2 – 5 users

Group 3 – 3 users

2. SETTING MOTIVATION AND GOALS FOR GROWTH (referring it to “Personal growth and professional development”)

The module was aimed at making users able to:

- develop a growth mindset, based on the belief in one’s own and others’ potential to continuously learn and progress;
- potentiate the awareness of and confidence in one’s own and others’ abilities to learn, improve and achieve with work and dedication;
- reflect on other people’s feedback as well as on successful and unsuccessful experiences to continue developing one’s potential;
- plan, organise, monitor and review one’s own learning.

Contents

- Formal, non-formal and informal learning
- Personal, social and Learning to Learn competences
- Self-perception /awareness of transversal competences
- Analysis of different areas of activity, related to both work and private life, to reflect on what individuals have learnt from their experiences
- Setting goals and actions for achieving them

Methodologies

- Preliminary individual session to explain/propose/select the courses according to the self-assessment results or for doing the self-assessment – engaging learners
- Flexible setting according to the users’ needs - small groups (from 3 to 10 learners)
- Welcoming practices to make the user feel at ease and including a clear explanation of what to expect with reference to course activities and outcomes – reducing anxiety and sharing needs
- Active learning methodologies as questionnaire, narration - writing – sharing - analysis of life experiences and acquired competences, so to allow participants to internalise learning outcomes by putting into practice what they have learned.

Didactic tools

- Slides
- Questionnaire about the perception of one’s own competences and beliefs (QPCC)
- Profilpass
- Mentimeter

Training activities

2 courses (1 in presence, 1 online) including 4 / 5 sessions each, addressed to different groups of users

2 workshops (1 in presence, 1 online) for different groups of users

Number of users – 44 totally

Group 4 – 5 users (course)

Group 5 – 13 users (course)

Group 6 – 14 users (workshop)

Group 7 – 12 users (workshop)

1.3 BENEFICIARIES

Group 1 – 10 users

8 women, 1 man between 24 and 48 years

Low-skilled, long-term unemployed, some of them with special educational needs (vulnerable background at social / economical level)

Difficulties in managing stress/being effective while publicly speaking

Group 2 – 5 users

4 men, 1 woman between 20 and 44 years

Low-skilled, long-term unemployed, with special educational needs (disabilities, social / economic disadvantage)

Difficulties in managing stress while publicly speaking

Group 3 – 3 users

2 men, 1 woman between 21 and 55 years

Low-skilled, long-term unemployed, with special educational needs (disabilities, social / economic disadvantage)

Difficulties in managing stress/being effective while publicly speaking

Group 4 – 5 users

4 women, 1 man between 24 and 48 years

Low-skilled, long-term unemployed, some of them with special educational needs (vulnerable background at social / economical level)

Difficulties in defining personal and professional goals/low self-esteem and awareness of their PSL competence

Group 5 – 13 users

12 men, 1 woman participating in ESF qualification course

Low-skilled, long-term unemployed, some of them with special educational needs (vulnerable background at social / economical level)

Difficulties in defining personal and professional goals/low self-esteem and awareness of their PSL competence

Group 6 – 14 users

9 men, 5 women participating in ESF qualification course

Unemployed or, some of them with special educational needs (vulnerable background at social / economical level)

Difficulties in analysing their PSL competence and in defining personal and professional goals

Group 7 – 12 users

9 women, 3 men participating in ESF qualification course

Unemployed or long-term unemployed, some of them with special educational needs (vulnerable background at social / economical level)

Difficulties in analysing their PSL competence and in defining personal and professional goals

1.4 PRACTITIONERS

The testing of the MASTER Plan involved directly 4 practitioners from FORMA.Azione, acting both as trainers and tutors in the different learning experiences, and 5 professionals from the **Public Employment Services in Gubbio and Spoleto**, who acted as tutors.

The practitioners from FORMA.Azione bring all a specific expertise in Education and Training sector, and are permanently employed in the organization: 2 professionals, who worked as tutors in MASTER - **Valentina Boschi, Luana Donati** - are mainly experienced in the management and tutoring of public-funded guidance and learning activities in Vocational and Adult Education; one professional, who worked as trainers - **Chiara Marchetta** - is then experienced in Communication, Guidance and the design and management of EU-funded projects in Adult Education, with specific reference to people at risk of social exclusion; the last professional, acting as trainer, Sylvia Liuti, has almost 30 years of experience in designing and managing of vocational training and adult learning services. She is experienced in communication and public speaking, and she's also certified as "Dossier counsellor - Function of Accompanying and supporting the identification and transparency of competences" and "Assessment responsibility" - Function of planning and implementation of assessment activities".

The work of FORMA.Azione practitioners has been then supported by the professionals working in the other Public Employment Services (Gubbio, Spoleto, Gualdo Tadino). They maintained the contacts with specific groups of users and participated in all the sessions foreseen. Their presence has been very important for the users, especially the most vulnerable ones, to build trust and to make them feeling at their ease during the courses, especially when they had to perform as public speakers or to share their life experience.

1.5 ARTICULATION OF THE MASTER PLAN FIRST IMPLEMENTATION

1. Training activities for COMMUNICATION module

Phases and performed activities

- a. Preliminary individual session to explain/propose/select the courses according to the self-assessment results or for doing the self-assessment
- b. First session for setting learning goals and introducing the course contents
- c. Interactive sessions calling for the users' active participation and allowing the reflection on the learning experience
- d. Qualitative evaluation of the training activities

Duration

12 to 16 hours

Training methodologies

- Flexible setting according to the users' needs - small groups (from 3 to 10 learners)
- Welcoming practices to make the user feel at ease and including a clear explanation of what to expect with reference to course activities and outcomes - reducing anxiety and sharing needs
- Active learning methodologies as questionnaire, public speaking practices in front of the camera and subsequent collective analysis of the performance, so to allow participants to internalise learning outcomes by putting into

practice what they have learned

- Viewing film clips about public speaking and non-verbal communication

Role of the practitioners

Sylvia Liuti - trainer

Chiara Marchetta – tutor and trainer

Public Employment Services professionals – tutors (5)

Task entrusted to the learners

Communication exercises

Preparing and performing public speaking on specific themes

Evaluation and follow-up methods

Group questionnaire and analysis, reflection on learning experience, online questionnaires

2. Training activities for SETTING MOTIVATION AND GOALS FOR GROWTH module

Phases and performed activities

- e. Preliminary individual session to explain/propose/select the courses according to the self-assessment results or for doing the self-assessment
- f. First session for setting learning goals and introducing the course contents
- g. Interactive sessions calling for the users' active participation and allowing the reflection on the learning experience
- h. Qualitative evaluation of the training activities

Duration

12 to 20 hours (course)

4 hours (workshop)

Training methodologies

- Flexible setting according to the users' needs - small groups (from 3 to 10 learners)
- Welcoming practices to make the user feel at ease and including a clear explanation of what to expect with reference to course activities and outcomes – reducing anxiety and sharing needs
- Active learning methodologies as questionnaire, narration - writing – sharing - analysis of life experiences and acquired competences, so to allow participants to internalise learning outcomes by putting into practice what they have learned.

Role of the practitioners

Chiara Marchetta –trainer

Valentina Boschi – tutor

Luana Donati - tutor

Task entrusted to the learners

Online questionnaires

Narration - writing – sharing - analysis of life experiences and acquired competences

Evaluation and follow-up methods

Group questionnaire and analysis, reflection on learning experience, online questionnaires

2. TRAINING EVALUATION: THE LEARNERS' POINT OF VIEW

For the most (91%), the users were satisfied with the training contents and they felt encouraged to participate for the whole duration of the course. For the 95,5% they felt supported by the trainers during the activities and were at ease in the training environment. For the 90% they considered relevant the training contents for their personal and professional growth and their expectations were satisfied from the courses/workshops. For the 95,5% they would recommend to attend the course to a friend.

At the end of the course the 95,5% considered their PSL improved while only the 90% considered to know how to use it. All participants would like to work more on their PSL competence, while 90% of them answered that the MASTER experience will support them in finding a job or in accessing a further learning.

They will put in practice the competences as follows:

- I have more self-esteem.
- I would like to attend more training courses so that I can find a job that suits my skills as soon as possible.
- Hopefully I will find a job and improve on what I have learnt.
- What I have learnt on the course will be put into practice by looking for customers for the business I will open soon.
- I have understood my strengths but I still don't know how to spend them in finding a new job
- I put what I learnt into practice every day in my working relationships, I am available for further courses.
- I will make use of all the newly acquired knowledge

3. TRAINING EVALUATION: THE TEAM'S POINT OF VIEW

The team who implemented the MASTER Plan testing had the opportunity to design and delivery ad hoc training courses/workshops addressing low-skilled adults with vulnerable backgrounds, adapting teaching methodologies and tools to their needs with the aim to reinforce self-awareness, self-esteem and PSL competence. The team evaluate the testing experience as very successful, both in terms of impact on learners and of professional growth of the practitioners involved.

Learners had the opportunity to reflect on their life experience and to identify and evaluate the competences they gained, to practice their competences through exercises and performances in small groups, to tell about their strengths and competences to be improved in a group of Peers. This process empowered them and motivate them to further develop themselves at personal and professional level. And through this process, most of the skills grouped in PSL were acquired or developed, such as decision making, stress management, communication, conflict management, flexibility, learning to learn, although this one were not explicitly included in the learning outcomes of the training they participated in.

Practitioners, on the other side, reinforced specific skills as empathy and non-judgemental approach, improvisation skills and stress management, facilitation of group discussion, self-reflection about their role and skills as trainers, cooperation with peers. Once more time, the clearly perceived to have concretely impacted on the target-group, especially by adopting a learner-centre approach that valued the life experiences of each individual.

4. CONCLUSIONS

4.1 THE MASTER PLAN AND THE EXPERIMENTATION PROTOCOL TO IMPLEMENT IT

The testing experience showed that the MASTER Plan and the reference experimentation protocol are a relevant guideline to design and delivery training experiences aimed at acquiring / reinforcing PSL competence.

The main lesson learnt thanks to their testing in Italy are the following:

- relevance of creating a context within learners feel safe and at ease in expressing themselves, reflecting about their competences and getting involved;
- usefulness of practical exercises or role plays/real scenarios;
- importance of working with heterogeneous learners' groups – this characteristic represents an added value instead of an obstacle for learning, favouring the understanding of diversity as well as mutual learning;
- Importance of continuously asking learners for feedback;
- need for the trainers to be flexible and to adapt sessions / training materials and tools to users' emerging needs;
- importance of giving value to adult people previous experience and competences, favouring the expression of needs and self-narratives. In this view, both the implemented modules supported this objective and so represent an experience to be modelled.

4.2 THE ACQUISITION /REINFORCEMENT OF THE PSL COMPETENCE IN LOW-SKILLED ADULTS

The acquisition and reinforcement of the PSL competence from adults with vulnerable backgrounds, as the low-skilled ones, is even more relevant after the emergency phase of the pandemic because it promotes self-awareness, self-esteem and motivation to learn, growth and actively participate as citizens. It's then necessary to primarily invest on the PSL competence, which, in addition, has proven to ignite the motivation and predisposition towards all the other Key Competences for lifelong learning, thus the capacity to fully benefit of afterwards basic skills acquisition. The 2 modules which FORMA.Azione tested, indeed, allowed the users not only to meet the reference learning outcomes but, as side effect, gave them the opportunity to enhance other key and PSL linked competences such as literacy, digital competences, conflict management, stress management, decision-making, even if they were not explicitly included as learning outcomes themselves.

In addition, giving value to PSL competence, by reinforcing it and turn it relevant for the labour market, finally introduces an innovative shift towards valuing informally acquired competences

4.3 GENERAL CONCLUSIONS

The feedback that we received from the main actors and stakeholders involved or informed in the testing activities made us sure that we started a relevant path which actually respond to adult people's needs and that has to be continued by being improved, adapted and/or transferred to specific groups of users at risk of social exclusion, or in other education sectors. The established contacts and cooperation with Mrs. Arianna Sala from the Joint Research Centre, who is one of the LIFECOMP authors, will support us in continue the work started in MASTER.

The testing experience has one of its strengths in the user-centred approach, which fosters motivation, and that can be exploited also in formal education (school and vocational) to make a leap "from theory to practice", introducing PSL in VET curricula and complementing Upskilling and Reskilling initiatives. Indeed, the testing experience showed to have a strong link to current policies at national and European level and may be useful for the revision of Upskilling and Re-skilling policies.

COUNTRY: ITALY

The report describes the testing activity of the MASTER Plan that was carried out within the partner organisation FORMA.Azione.

1. GENERAL INFORMATION

1.1 CONTEXT OF THE MASTER PLAN FIRST IMPLEMENTATION

The MASTER Plan was tested in the framework of the activities and the relationships of FORMA.Azione, adult education provider working in Italy, and located in the Umbria region.

The testing was carried out in the capital city of the Umbria Region, Perugia, and in the towns of Gubbio and Spoleto, from September 2021 to January 2022, by delivering ad hoc training modules, on the basis of the needs and requests coming from the users.

In order to set the testing, FORMA.Azione worked with the Public Employment Services (PES) and the social enterprises dealing with active labour policies in several Umbrian areas (Perugia, Gubbio, Spoleto, Gualdo Tadino): these contacts have been very fruitful because allowed FORMA.Azione to involve in the MASTER Plan testing users with different characteristics, and also to maintain a constant exchange with the PES practitioners about the relevance of acquiring or reinforcing PSL for low-skilled adults, of the methodologies for favoring the acquisition of this competence and of the systematization of the cooperation among public and private organizations.

FORMA.Azione works with Public National and EU funds, such as ESF - European Social Fund, ERASMUS + Programme, REC - Rights, Equality and Citizenship Programme, AMIF - Asylum, Migration, Integration Fund, and Interprofessional funds for workers re-skilling and up-skilling. Since 2002 it is ISO 9001 Certified, for designing and provision of Vocational Training and Adult Learning services. It has developed strong relations with local and national public authorities, private companies, schools and other VET providers, Trade unions and CSOs, by designing and providing training pathways and integrated projects aimed at Human development and the educational domains growth, and their quality improvement.

FORMA.Azione mission is to create concrete opportunities for the professional and social development of the target groups, to improve access to training, in particular for low skilled adults and workers, elderly people and women, to support career and individual guidance and the related validation mechanisms, to encourage self-consciousness in managing careers and active ageing, to promote women's access to and participation in all levels of the labour market also by combating gender stereotypes in vocational training, career selection and professions.

The specific expertise that FORMA.Azione brings in the adult education sector:

- the pluriannual work developed in training activities targeting adults, with more than 15 years of ESF funded project;
- the complementary work on the validation transversal competence, started in 2021 in the framework of TRANSVAL-EU, ERASMUS+ project which intends to share lessons learned and good practices which may be adopted by diverse validation

centres, in different regions and countries;

- the robust competences developed on the European Peer Review methodology, at both National and Transnational level from 2011 ahead, having coordinated the LLL programme project PRISDOQ and then in 2014 the project "PRALINE" (n. 2014-1-IT02-KA204-003626), just acknowledged in 2019 as ERASMUS + Good Practice. PRALINE aimed at implementing strategies, methods and tools to enhance quality in Formal and Non-Formal Adult Learning by adapting the Quality Assurance methodology of Peer Review to the Adult Learning sector, in which never has been experimented or implemented.

- Guidance and Validation skills acquired through specific training activities attended by 4 members of the staff and applied in the management of the PROFIL- VNFIL Erasmus+ KA2 project, in which FORMA.Azione is partner. The project aims at supporting validation of informal and non-formal learning, so as to enable individuals to increase the visibility and value of their knowledge, skills and competencies acquired outside formal E&T.

1.2 THE MODULES

FORMA.Azione tested two MASTER Plan modules:

1. COMMUNICATION (referring it to "Effective Communication and Public Speaking")

The module was aimed at making users able to:

- use the relevant communication strategies, domain-specific codes and tools, depending on the context and content;
- understand the need for a variety of communication strategies, language registers, and tools that are adapted to context and content;
- understand and manage interactions and conversations in different socio-cultural contexts and domain-specific situations;
- listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts.

Contents

- The communication process: meaning, elements, feedback
- Pragmatic Communication
- Axioms of Communication
- Verbal, non-verbal and paraverbal communication
- Communication styles
- Public speaking techniques
- Preparation of a public speaking
- Stress and emotion management
- The relationship with the audience

Methodologies

- Preliminary individual session to explain/propose/select the courses according to the self-assessment results or for doing the self-assessment – engaging learners
- Flexible setting according to the users' needs - small groups (from 3 to 10 learners)
- Welcoming practices to make the user feel at ease and including a clear explanation of what to expect with reference to course activities and outcomes – reducing anxiety and sharing needs
- Active learning methodologies as questionnaire, public speaking practices in front of the camera and subsequent collective analysis of the performance, so to allow participants to internalise learning outcomes by putting into practice what they have learned
- Viewing film clips about public speaking and non-verbal communication

Didactic tools

- Slides
- Questionnaires
- Mentimeter
- Film clips
- PC and camera

Training activities

3 blended courses including 4 / 5 sessions each, addressed to different groups of users

Number of users – 18 totally

Group 1 – 10 users

Group 2 – 5 users

Group 3 – 3 users

2. SETTING MOTIVATION AND GOALS FOR GROWTH (referring it to “Personal growth and professional development”)

The module was aimed at making users able to:

- develop a growth mindset, based on the belief in one’s own and others’ potential to continuously learn and progress;
- potentiate the awareness of and confidence in one’s own and others’ abilities to learn, improve and achieve with work and dedication;
- reflect on other people’s feedback as well as on successful and unsuccessful experiences to continue developing one’s potential;
- plan, organise, monitor and review one’s own learning.

Contents

- Formal, non-formal and informal learning
- Personal, social and Learning to Learn competences
- Self-perception /awareness of transversal competences
- Analysis of different areas of activity, related to both work and private life, to reflect on what individuals have learnt from their experiences
- Setting goals and actions for achieving them

Methodologies

- Preliminary individual session to explain/propose/select the courses according to the self-assessment results or for doing the self-assessment – engaging learners
- Flexible setting according to the users’ needs - small groups (from 3 to 10 learners)
- Welcoming practices to make the user feel at ease and including a clear explanation of what to expect with reference to course activities and outcomes – reducing anxiety and sharing needs
- Active learning methodologies as questionnaire, narration - writing – sharing - analysis of life experiences and acquired competences, so to allow participants to internalise learning outcomes by putting into practice what they have learned.

Didactic tools

- Slides
- Questionnaire about the perception of one’s own competences and beliefs (QPCC)
- Profilpass
- Mentimeter

Training activities

2 courses (1 in presence, 1 online) including 4 / 5 sessions each, addressed to different groups of users

2 workshops (1 in presence, 1 online) for different groups of users

Number of users – 44 totally

Group 4 – 5 users (course)

Group 5 – 13 users (course)

Group 6 – 14 users (workshop)

Group 7 – 12 users (workshop)

1.3 BENEFICIARIES

Group 1 – 10 users

8 women, 1 man between 24 and 48 years

Low-skilled, long-term unemployed, some of them with special educational needs (vulnerable background at social / economical level)

Difficulties in managing stress/being effective while publicly speaking

Group 2 – 5 users

4 men, 1 woman between 20 and 44 years

Low-skilled, long-term unemployed, with special educational needs (disabilities, social / economic disadvantage)

Difficulties in managing stress while publicly speaking

Group 3 – 3 users

2 men, 1 woman between 21 and 55 years

Low-skilled, long-term unemployed, with special educational needs (disabilities, social / economic disadvantage)

Difficulties in managing stress/being effective while publicly speaking

Group 4 – 5 users

4 women, 1 man between 24 and 48 years

Low-skilled, long-term unemployed, some of them with special educational needs (vulnerable background at social / economical level)

Difficulties in defining personal and professional goals/low self-esteem and awareness of their PSL competence

Group 5 – 13 users

12 men, 1 woman participating in ESF qualification course

Low-skilled, long-term unemployed, some of them with special educational needs (vulnerable background at social / economical level)

Difficulties in defining personal and professional goals/low self-esteem and awareness of their PSL competence

Group 6 – 14 users

9 men, 5 women participating in ESF qualification course

Unemployed or, some of them with special educational needs (vulnerable background at social / economical level)

Difficulties in analysing their PSL competence and in defining personal and professional goals

Group 7 – 12 users

9 women, 3 men participating in ESF qualification course

Unemployed or long-term unemployed, some of them with special educational needs (vulnerable background at social / economical level)

Difficulties in analysing their PSL competence and in defining personal and professional goals.

1.4 PRACTITIONERS

The testing of the MASTER Plan involved directly 4 practitioners from FORMA.Azione, acting both as trainers and tutors in the different learning experiences, and 5 professionals from the **Public Employment Services in Gubbio and Spoleto**, who acted as tutors.

The practitioners from FORMA.Azione bring all a specific expertise in Education and Training sector, and are permanently employed in the organization: 2 professionals, who worked as tutors in MASTER - **Valentina Boschi, Luana Donati** - are mainly experienced in the management and tutoring of public-funded guidance and learning activities in Vocational and Adult Education; one professional, who worked as trainers - **Chiara Marchetta** - is then experienced in Communication, Guidance and the design and management of EU-funded projects in Adult Education, with specific reference to people at risk of social exclusion; the last professional, acting as trainer, **Sylvia Liuti**, has almost 30 years of experience in designing and managing of vocational training and adult learning services. She is experienced in communication and public speaking, and she's also certified as "Dossier counsellor - Function of Accompanying and supporting the identification and transparency of competences" and "Assessment responsibility" - Function of planning and implementation of assessment activities".

The work of FORMA.Azione practitioners has been then supported by the professionals working in the other Public Employment Services (Gubbio, Spoleto, Gualdo Tadino). They maintained the contacts with specific groups of users and participated in all the sessions foreseen. Their presence has been very important for the users, especially the most vulnerable ones, to build trust and to make them feeling at their ease during the courses, especially when they had to perform as public speakers or to share their life experience.

1.5 ARTICULATION OF THE MASTER PLAN FIRST IMPLEMENTATION

1. Training activities for COMMUNICATION module

Phases and performed activities

- a. Preliminary individual session to explain/propose/select the courses according to the self-assessment results or for doing the self-assessment
- b. First session for setting learning goals and introducing the course contents
- c. Interactive sessions calling for the users' active participation and allowing the reflection on the learning experience
- d. Qualitative evaluation of the training activities

Duration

12 to 16 hours

Training methodologies

- Flexible setting according to the users' needs - small groups (from 3 to 10 learners)
- Welcoming practices to make the user feel at ease and including a clear explanation of what to expect with reference to course activities and outcomes - reducing anxiety and sharing needs
- Active learning methodologies as questionnaire, public speaking practices in front of the camera and subsequent collective analysis of the performance, so to allow participants to internalise learning outcomes by putting into

practice what they have learned

- Viewing film clips about public speaking and non-verbal communication

Role of the practitioners

Sylvia Liuti - trainer

Chiara Marchetta – tutor and trainer

Public Employment Services professionals – tutors (5)

Task entrusted to the learners

Communication exercises

Preparing and performing public speaking on specific themes

Evaluation and follow-up methods

Group questionnaire and analysis, reflection on learning experience, online questionnaires

2. Training activities for SETTING MOTIVATION AND GOALS FOR GROWTH module

Phases and performed activities

- e. Preliminary individual session to explain/propose/select the courses according to the self-assessment results or for doing the self-assessment
- f. First session for setting learning goals and introducing the course contents
- g. Interactive sessions calling for the users' active participation and allowing the reflection on the learning experience
- h. Qualitative evaluation of the training activities

Duration

12 to 20 hours (course)

4 hours (workshop)

Training methodologies

- Flexible setting according to the users' needs - small groups (from 3 to 10 learners)
- Welcoming practices to make the user feel at ease and including a clear explanation of what to expect with reference to course activities and outcomes – reducing anxiety and sharing needs
- Active learning methodologies as questionnaire, narration - writing – sharing - analysis of life experiences and acquired competences, so to allow participants to internalise learning outcomes by putting into practice what they have learned.

Role of the practitioners

Chiara Marchetta –trainer

Valentina Boschi – tutor

Luana Donati - tutor

Task entrusted to the learners

Online questionnaires

Narration - writing – sharing - analysis of life experiences and acquired competences

Evaluation and follow-up methods

Group questionnaire and analysis, reflection on learning experience, online questionnaires

2. TRAINING EVALUATION: THE LEARNERS' POINT OF VIEW

For the most (91%), the users were satisfied with the training contents and they felt encouraged to participate for the whole duration of the course. For the 95,5% they felt supported by the trainers during the activities and were at ease in the training environment. For the 90% they considered relevant the training contents for their personal and professional growth and their expectations were satisfied from the courses/workshops. For the 95,5% they would recommend to attend the course to a friend.

At the end of the course the 95,5% considered their PSL improved while only the 90% considered to know how to use it. All participants would like to work more on their PSL competence, while 90% of them answered that the MASTER experience will support them in finding a job or in accessing a further learning.

They will put in practice the competences as follows:

- I have more self-esteem.
- I would like to attend more training courses so that I can find a job that suits my skills as soon as possible.
- Hopefully I will find a job and improve on what I have learnt.
- What I have learnt on the course will be put into practice by looking for customers for the business I will open soon.
- I have understood my strengths but I still don't know how to spend them in finding a new job
- I put what I learnt into practice every day in my working relationships, I am available for further courses.
- I will make use of all the newly acquired knowledge

3. TRAINING EVALUATION: THE TEAM'S POINT OF VIEW

The team who implemented the MASTER Plan testing had the opportunity to design and delivery ad hoc training courses/workshops addressing low-skilled adults with vulnerable backgrounds, adapting teaching methodologies and tools to their needs with the aim to reinforce self-awareness, self-esteem and PSL competence. The team evaluate the testing experience as very successful, both in terms of impact on learners and of professional growth of the practitioners involved.

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4. CONCLUSIONS

4.1 THE MASTER PLAN AND THE EXPERIMENTATION PROTOCOL TO IMPLEMENT IT

The testing experience showed that the MASTER Plan and the reference experimentation protocol are a relevant guideline to design and delivery training experiences aimed at acquiring / reinforcing PSL competence.

The main lesson learnt thanks to their testing in Italy are the following:

- relevance of creating a context within learners feel safe and at ease in expressing themselves, reflecting about their competences and getting involved;
- usefulness of practical exercises or role plays/real scenarios;
- importance of working with heterogeneous learners' groups – this characteristic represents an added value instead of an obstacle for learning, favouring the understanding of diversity as well as mutual learning;
- Importance of continuously asking learners for feedback;
- need for the trainers to be flexible and to adapt sessions / training materials and tools to users' emerging needs;
- importance of giving value to adult people previous experience and competences, favouring the expression of needs and self-narratives. In this view, both the implemented modules supported this objective and so represent an experience to be modelled.

4.2 THE ACQUISITION /REINFORCEMENT OF THE PSL COMPETENCE IN LOW-SKILLED ADULTS

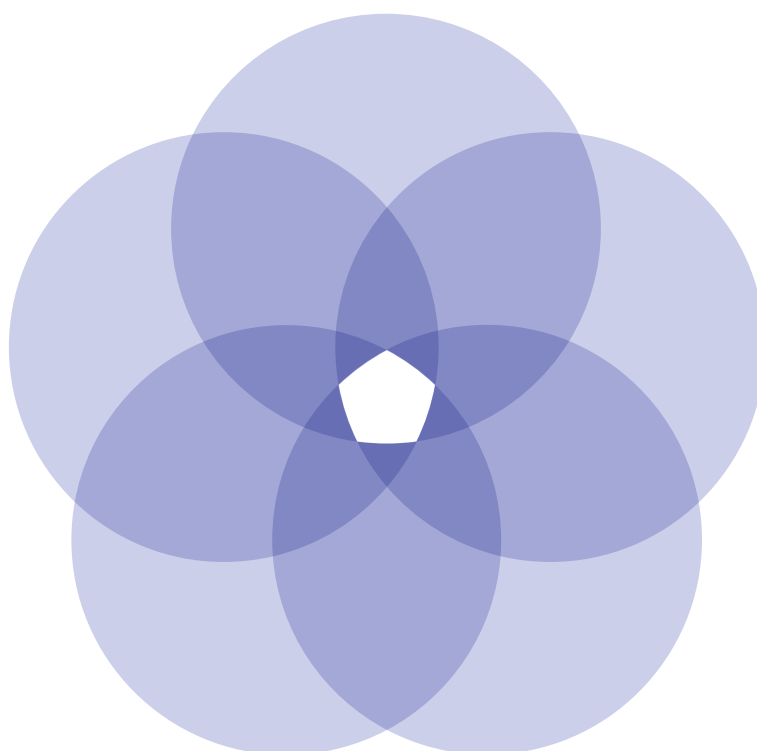
The acquisition and reinforcement of the PSL competence from adults with vulnerable backgrounds, as the low-skilled ones, is even more relevant after the emergency phase of the pandemic because it promotes self-awareness, self-esteem and motivation to learn, growth and actively participate as citizens. It's then necessary to primarily invest on the PSL competence, which, in addition, has proven to ignite the motivation and predisposition towards all the other Key Competences for lifelong learning, thus the capacity to fully beneficiate of afterwards basic skills acquisition. The 2 modules which FORMA.Azione tested, indeed, allowed the users not only to meet the reference learning outcomes but, as side effect, gave them the opportunity to enhance other key and PSL linked competences such as literacy, digital competences, conflict management, stress management, decision-making, even if they were not explicitly included as learning outcomes themselves.

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4.3 GENERAL CONCLUSIONS

The feedback that we received from the main actors and stakeholders involved or informed in the testing activities made us sure that we started a relevant path which actually respond to adult people's needs and that has to be continued by being improved, adapted and/or transferred to specific groups of users at risk of social exclusion, or in other education sectors. The established contacts and cooperation with Mrs. Arianna Sala from the Joint Research Centre, who is one of the LIFECOMP authors, will support us in continue the work started in MASTER.

The testing experience has one of its strengths in the user-centred approach, which fosters motivation, and that can be exploited also in formal education (school and vocational) to make a leap "from theory to practice", introducing PSL in VET curricula and complementing Upskilling and Reskilling initiatives. Indeed, the testing experience showed to have a strong link to current policies at national and European level and may be useful for the revision of Upskilling and Re-skilling policies.



COUNTRY: SCOTLAND (UK)

The report describes the testing activity of the MASTER Plan that was carried out within the partner organisation SWAPWEST.

1. GENERAL INFORMATION

1.1 CONTEXT OF THE MASTER PLAN FIRST IMPLEMENTATION

The MASTER Plan has been tested with learners from SWAPWest access to higher education programmes studying at the Paisley campus of West College Scotland.

West College Scotland is a further education college and one of SWAPWest's partners. The college's mission states: 'West College Scotland wants to be the very best in the sector, with a reputation for innovation, enterprise and modernity. We will pioneer new ways of doing things and bring fresh thinking and different approaches to everything we do for the benefit of our students and the communities we serve.'

Created on 1 August 2013 by the merger of Clydebank College, Reid Kerr College in Paisley and James Watt College in Greenock, West College Scotland has 21,500 students and 1,200 staff, making it one of the biggest educational institutions in the country. This large scale allows the college to provide greater choice to students, better facilities, and enhanced services. The College plays a key role in supporting local communities, providing courses in college, in school, and online. It provides training for a huge range of business partners, from small- and medium-sized local companies to some of the biggest companies in the world.

SWAPWest delivered the MASTER Plan via a series of interactive workshops, introducing students to skills and competences; assisting in the self-assessment process; and finally, facilitating activities to develop selected skills and competences. The MASTER Plan workshops were delivered by highly experienced SWAPWest staff over a few weeks in the autumn term of 2021. Due to the pandemic, all events took place on the Zoom platform. Workshops were timetabled to take place during the class's guidance time (a weekly session to assist in developing study skills). Learners undertaking Access to Humanities, Access to Science, and Access to Primary Education programmes were targeted for this experience.

Stakeholders involved at this stage were the colleges staff and their managers.

1.2 THE MODULES

SWAPWest developed and delivered the following modules:

1. SWAPWest and MASTER: Develop your Skills and Succeed in Education. Workshop no. 1
2. SWAPWest and MASTER: Develop your Skills and Succeed in Education. Workshop no. 2
3. SWAPWest and MASTER: EMPATHY
4. SWAPWest and MASTER: COLLABORATION

SWAPWest and MASTER: Develop your Skills and Succeed in Education. Workshop no. 1

introduces learners to the MASTER project and its partners. The workshop then provides an overview of the LifeComp framework to introduce the concept and importance of PSL competence in training and education. Learners are then informed of the definition and difference between skills and competences. This section is summarised by highlighting that we all have a wide range of skills and competences developed from our life experience, and that knowing your skills and competences can help you succeed in education, training, and employment. The workshop then explains the STAR technique and how it can be applied to demonstrate skills and competences. The core part of this module focusses on identifying skills and competences. The following competences are explored:

- Ability to work collaboratively
- Negotiate and create confidence
- Ability to communicate orally and in writing
- Express and understand different points of view
- Ability to learn how to use new software

After providing learners with guided questions aimed at encouraging them to articulate if/how they demonstrate each competence, learners are then divided into small groups and tasked with applying the STAR technique to discuss each competence with their peers. Each competence is summarised by explaining how it can link to other competences to motivate learners to begin building a portfolio of competences.

The session then includes a TED talk video discussing Core Values.

The final activity introduces learners to the 'My Skills and Competences Portfolio'. Via the Portfolio, learners are tasked with creating an action plan for competence development. This additional task allows learners to summarise their learning, provides an opportunity to assess their own competences against the LifeComp framework, and to decide which competence they will choose to improve and how they plan to do this.

SWAPWest and MASTER: Develop your Skills and Succeed in Education. Workshop no. 2

begins by providing an overview of the previous session, reminds learners of the LifeComp framework and categorises the skills and competences discussed previously into the Personal, Social and Learning to Learn areas of LifeComp.

The workshop then discusses the European Policy Cooperation (ET 2020 Framework) and the four common EU objectives for Lifelong Learning. Finally, the key-competences for Lifelong Learning are explained to highlight the agreed basic competences for European citizens.

Addressing each of the competences previously discussed, facilitators then request learners discuss which competence they have chosen to develop, and what they have done to achieve this.

When discussing the competence: 'ability to learn how to use new software', a video showing how easy it is to produce fake materials for online distribution is shared with the learners, along with a Digital Transformation video giving statistics for digital access. These videos are shown to highlight the importance of digital competence in the increasingly digital age.

When discussing the competence: 'express and understand different points of view', a TED talk video on building trust is shown to learners to further embed the importance of this competence in relation to the ET 2020 Framework competence 8: Cultural Consciousness and Expression.

Finally, the workshop discusses the SWAPWest programme to remind learners of their options for the next stage in the learner journey.

SWAPWest and MASTER: EMPATHY introduces learners to the MASTER project and its partners. The workshop then provides an overview of the LifeComp framework to introduce the concept and importance of PSL competence in training and education. The workshop then explains that Empathy is included in the Social area of LifeComp.

This workshop's learning outcomes are as follows.

By the end of this workshop, you should:

- be able to describe some feelings;
- know what empathy is;
- know when empathy should be shown; and
- know how to show empathy (even if you have difficulty feeling it).

Learners are introduced to a variety of emotions, and then asked how they would respond, emotionally, in a variety of situations. Learners are then asked to define what empathy means to them and to record their responses. A definition of empathy is then provided. Learners are then asked to consider how a friend would respond to a variety of situations. The next lesson distinguishes between positive and negative emotions to link their empathetic response to feelings. The following lesson asks the learners how they show empathy in a variety of situations. The learners are then introduced to the concept of strength of empathetic response to understand appropriate and lesser appropriate responses to different situations requiring empathetic response. Learners are shown a short video on empathy. Finally, learners are encouraged to think about positive societal changes that occur when the empathy competence is developed. The workshop concludes with a reminder of the definition of empathy, and a reminder of the MASTER Project's aims.

SWAPWest and MASTER: COLLABORATION introduces learners to the MASTER project and its partners. The workshop then provides an overview of the LifeComp framework to introduce the concept and importance of PSL competence in training and education.

This workshop's learning outcomes are as follows.

By the end of this workshop, you should:

- be able to describe what collaboration is;
- know what to expect from a team; and
- know how you should behave in a team.

Learners are introduced to the definition of collaboration and are asked to respond to the concept of 'team'. The next lesson links collaboration to teamwork, before introducing some key skills for collaboration: communication; emotional intelligence; and respect. Subsequent lessons provide further information on each key skill for collaboration and how these skills are implemented in collaboration and teamwork. Under the section on communication, a video on how to read body-language is shown and includes a link to a site discussing body language. The final lesson provides an overview of the key points and key takeaways from the module, and reminds learners of the MASTER Project's aims.

In total 63 beneficiaries took part in the workshops.

1.3 BENEFICIARIES

Beneficiaries were adults returning to education who had a level of education below university entrance requirements. 63 beneficiaries took part in the MASTER Plan workshops.

SWAPWest learners come from many different backgrounds but predominantly one of low educational achievement and low skilled work and many live in areas of social disadvantage. West College Scotland's Paisley Campus is located in the Renfrewshire area in the west of Scotland. Renfrewshire has a population of 144, 299 of which 6, 710 are unemployed. 28.1% of Renfrewshire's population have no qualifications, and only 11.2% have college qualifications.

Many MASTER Plan beneficiaries had been engaged in low skilled work prior to returning to education and, in age, ranged from 19 to 45 years old. Around 40% were male and 60% female.

At the time of the MASTER Plan delivery, the beneficiaries were enrolled in access to higher education programmes in the following areas: science, humanities, and primary education. Learners from the groups tested had comparable levels of competence.

1.4 PRACTITIONERS

Two practitioners delivered the training: Dr Erica O' Neill and Helen Cormack.

They are both long-term employees of SWAPWest with vast experience in the delivery of training and education to mature learners.

Erica O'Neill has worked in education for 8 years and has developed and facilitated study skills workshops for both high school pupils and adult learners. Additionally, Erica has taught college and university curricula for the past 4 years. Erica currently teaches undergraduate students at the University of Glasgow via the online platform Zoom and is working in online teaching methods and approaches.

Helen has been employed in both the further and higher education sectors, project management and widening participation for over 35 years, delivering core curriculum and additional workshops on a variety of topics to learners and to professionals for employee development. She has delivered sessions at levels from school leaver qualification to Masters level in both the face-to-face medium and in online platforms.

1.5 ARTICULATION OF THE MASTER PLAN FIRST IMPLEMENTATION

SWAPWest carried out the testing of the first two modules across two workshop sessions. Training activities were delivered over Zoom as the restrictions in Scotland meant that no face-to-face training was permitted. Sessions lasted between two and two and a half hours with an introduction to the project and some administration in the first session, followed by more detailed explanations and some didactic teaching mixed with activities of a problem-solving nature to identify key competences and consider the learners level of expertise in these. Many of these activities were carried out in breakout rooms within the platform. Learning was interspersed with short video clips in relevant areas with group discussions on the topics followed by a plenary session.

After the first session, learners had to complete a self-assessment and action plan (My Skills and Competences Portfolio) based on the five competences addressed in the workshop. Via the portfolio, learners had to state the level they felt would best represent their current status. They then had to identify one competence to improve and to state how they would achieve this improvement.

Workshop 2 took place 2-4 weeks later when learners were reminded of the competences discussed during workshop 1. The key competences identified in LifeComp were discussed with learners, in relation to the self-assessment/action plan they had carried out. Tutors had analysed the returned portfolios and, in class, suggested how and where learners could receive assistance to improve their competences.

The facilitators employed an inquiry-based learning methodology for delivery. All modules are interactive and encourage learners to complete lessons and activities with their peers. While the introductory section of each module adopted a teacher-centred approach to explain the key concepts for the lessons, learners were then tasked with discussing specific competences in break-out rooms. Applying the STAR technique, learners were encouraged to identify and provide examples of their competences, exploring the material across a series of learner-led activities. Learners were then brought back to a plenary session to feedback their answers to the questions posed for each competence in order to embed learning. A summary was then shown to them to further link their activity to the learning. Video clips discussing various competences were shown to underpin learning.

The Empathy and Collaboration workshops were self-guided; learners worked through the modules independently in their own time. These modules adopted a self-directed learning methodology whereby learners take primary charge of planning, continuing, and evaluating their learning experiences. The self-guided online workshops were accessed via the Articulate 360 platform. The workshops were designed to be interactive with areas where learners 'click' on certain zones in the online lesson to discover answers to posed questions, or to access extra information pertaining to the subject matter. The lessons were delivered via a series of activities that learners had to complete before proceeding to subsequent lessons.

Following all sessions, learners were sent the MASTER Impact Assessment level 1 evaluation, which a high number returned, and after a period of some months, were sent the MASTER Impact Assessment level 2 evaluation. Fewer learners completed this evaluation as many had moved on to higher education, employment, etc by the date of sending.

2. TRAINING EVALUATION: THE LEARNERS' POINT OF VIEW

Almost 78% of learners agreed that the sessions included time to express and understand different points of view.

90% felt that they had competence in communicate orally and in writing, with 78% having the ability to learn new software.

78% had the ability to negotiate and create confidence with a further 89% able to work collaboratively.

79% felt that had improved their PSL competences while 88% were applying what they had learnt in their daily lives.

88% were using their competence to apply for work, education or while applying for these options.

88% felt that their experience of the MASTER project was helping them to be better at their jobs, at applying for work or be a better learner.

11% went on to further training in PSL competence with a further 55% planning to undertake some.

77% had found a job or moved to other education or training opportunities after the training programme.

66% had enrolled in further training while the remainder were planning to do so.

88% felt that the training programme had had a positive impact on their lives.

Comments included:

I am a lot more confident

I learnt a lot about the skills I have and have been able to expand and improve them as a result of the training programme

It gave me more confidence and allowed me to follow through on my plans to attend university. I am now looking forward to what changes will come in my life as a result of what I have already achieved and what is to come

I feel more confident in my academic abilities

I am able to have confidence in myself. When carrying out academic work, I use aspects of the training programme when approaching it (the academic work).

3. TRAINING EVALUATION: THE TEAM'S POINT OF VIEW

The interactive workshops were successful in encouraging the learners to discuss and develop their skills and competences in a supportive peer environment. Applying this methodology, learners were able to learn from each other, and facilitators were able to gauge the learner's development on both individual and group level.

The self-guided sessions were developed after recognising that our inhouse skills development module (Preparation for Higher Education) does not address Empathy and Collaboration competences. All other competences identified in LifeComp are addressed in Preparation for Higher Education. While we were unable to assess, in person, the success of the workshops (as they are self-guided), the self-directed learning methodology applied encouraged learners to take better responsibility for their own learning and competence development.

Applying the 'My Skills and Competences Portfolio' allowed learners to further reflect on the lessons, and to develop an action plan for competence development. This tool's strength was in its capability to give an outcome relatively quickly with a clear analysis of each learner's level as a baseline for further work.

Our main issue was that we had to deliver the workshop sessions on-line when we would have preferred face-to-face delivery. This would have allowed for a better experience for the learners and more immediacy of feedback as we would not have had the intervention of typing queries. It would also be more suitable where learners did not have basic digital ability or connectivity issues.

4. CONCLUSIONS

4.1 THE MASTER PLAN AND THE EXPERIMENTATION PROTOCOL TO IMPLEMENT IT

We were extremely fortunate in having an established relationship with the tutors and course leaders for the group of adult learners we planned to work with, and their cooperation was paramount in accessing the groups at times when they would have been in a learning situation with a member of staff.

We were initially faced with an issue due to the COVID-19 restrictions that were operational at a time when we would like to access the learners. Delivery on-line is not ideal with low-skilled adults, but we overcame basic problems using mobile phones in some cases.

We did not have any of the target group with additional learning needs to the extent that we had to make major adaptations to the learning tools, but we were aware of the need for accessible text and font sizes in our presentations, including for those with dyslexia and dyspraxia.

The Plan allowed us to follow a clear pathway for the target group with the essential competences for their learning identified through their self-assessment exercises.

We learnt that the groups we were working with had a low opinion of their own levels of competence, but we feel that we increased their confidence in such a way that there was a realisation that they possessed skills and competences which were of value both in progressing their learning and in the workplace.

Our consideration of the initial teacher-led workshop sessions enabled us to address what competences are not enhanced by the SWAPWest programme, leading us to develop two further self-study workshops on Empathy and Collaboration which can be offer to the target group to further enhance their learning.

We also learnt to be forgiving when the technology failed us and to cope with unstable connections, video which refused to show, sound issues and much more to deliver a learning experience which was of value to our target groups.

4.2 THE ACQUISITION /REINFORCEMENT OF THE PSL COMPETENCE IN LOW-SKILLED ADULTS

Adults lack confidence in their own abilities and competences and much of what we need to offer them is in building up their confidence and ensuring that they appreciate their own prior learning.

4.3 GENERAL CONCLUSIONS

The feedback we have had through the learner evaluations, the staff comments, the stakeholders' commitment, and the reception which the MASTER project's aims and objectives have received, lead us to believe that there is great value to our target group in the work we have done.

The meta-skills agenda is at the forefront of development across education policy in Scotland and the MASTER project adds an additional dimension to the work that is currently being done in the country. The dissemination activities we have undertaken have led to many new relationships in the sector and to the activities and tools of MASTER being considered by other organisations as a frontrunner for changes which will come in the next one to two years.

COUNTRY: PORTUGAL

The report describes the testing activity of the MASTER Plan that was carried out within the partner organisation KERIGMA.

1. GENERAL INFORMATION

1.1 CONTEXT OF THE MASTER PLAN FIRST IMPLEMENTATION

The first implementation of the Master Plan took place in Kerigma and was applied to thirty people with low qualifications, who were participating in the process of Recognition, Validation and Certification of skills developed by this entity.

Name: Kerigma, Institute for Innovation and Social Development

Place: Barcelos, Portugal

Mission: To promote the integrated development of individuals, organizations and communities, creating innovative services and products that contribute to a more active citizenship, solidarity and social cohesion.

Departments: International Projects; Professional Training Office, Office for Equality, Qualifica Center, Office for Professional Insertion and Entrepreneurship Agency.

Kerigma is a local development association, with a wide experience in the field of adult education and training, validation of prior learning, international cooperation, gender equality issues, entrepreneurship and employability projects for the community and community support through various projects.

Kerigma is a national contact point of ECWT - European Centre for Women and Technology and is also an associate member of EAEA - European Association for the Education of Adults.

More specifically: Kerigma has been the promoter of a Center for Qualification and Vocational Training (CQVT) since 1996. The CQVT is based on vocational/vocational guidance and support to youth and adults; recognition and validation of prior learning; anticipation of demand and supply of skills; bridging the gap between educational stakeholders and companies and reducing skills mismatches. In this service we receive, every year, about 800 applications.

Through its Training Department, Kerigma has the VET experience of more than 20 years of promotion and training: 100,000 training hours; 10,000 trainees; 800 training courses; about 200 trainers; and integrated training processes with career guidance.

Since 2003, it has been working in the field of promoting human rights and gender equality, and is working closely with other networks in supporting victims of domestic violence, in preventing violence from an early age, by raising awareness in schools or other cultural/social establishments. Kerigma runs an Office for Gender Equality (GIO) since 2003, whose mission is to promote Equal Opportunities between Men and Women in particular, developing actions aimed at: support and counseling, information and awareness on Equal Opportunities, development of new methodologies for training organizations on human rights and gender equality, research and development of psycho-educational and technical resources on the subject of Gender Equality, and support for female entrepreneurship, prevention of all types of violence, support for direct or indirect victims of violence.

1.2 THE MODULES

The adults were presented with five training modules: Flexibility, Communication, Collaboration, Growth mindset and Managing learning. Of the five modules presented, three were selected: Communication, Collaboration and Managing learning, according to the following:

1st module provided: S2 Communication

Area: Social

Definition: The use of relevant communication strategies, codes and domain-specific tools depending on context and content

Selected descriptor: S2.1 Awareness of the need for a variety of communication strategies, language registers and tools adapted to context and content

KNOWLEDGE

- The communication process
- Communication strategies (verbal, non-verbal, visual or mixed)
- Communication records
- Active listening

SKILLS

- Identify different communication strategies and registers to be used in different situations
- Identify the characteristics and needs of the audience
- Understand the context in which the communication takes place
- Define the objective of the communication
- Identify the tools that convey the message

SKILLS / EXPECTED RESULTS

Be able to modulate messages, taking into account the audience, the type of relationship with the speaker, the context in which the communication takes place, its purpose, and the tools that will convey the message.

2nd module provided: S3 Collaboration - Working in a team environment

Area: Social

Definition: Engagement in group activity and teamwork acknowledging and respecting others

Selected descriptor: S3.1 Intention to contribute to the common good and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances

KNOWLEDGE

- Concepts of group, position, role
- Individual and collective behaviours
- Group dynamics
- Organizational climate
- Conflict management

SKILLS

- Encouraging and facilitating each other's contributions
- Exchanging resources and processing information
- Providing each other with feedback to improve performance in tasks and responsibilities
- Challenging each other's conclusions and reasoning in order to promote greater insight into the problems
- Being motivated to strive for mutual benefit

COMPETENCES / EXPECTED RESULTS

To be able to collaborate and create synergies by coping with and taking advantage from diversity.

3rd module provided: L3 Managing learning

Area: Learning to learn

Definition: The planning, organising, monitoring and reviewing of one's own learning

Selected descriptor: L3.1 Awareness of one's own learning interests, processes and preferred strategies, including learning needs and required support

KNOWLEDGE

- Strategies and tools for self-assessment and needs analysis (i.e. self-assessment tools)
- The learning process
- Individual learning strategies

SKILLS

- Identifying one's own learning needs and interests, as well as learning goals
- Identifying and analyse one's own learning processes and preferred strategies

COMPETENCES / EXPECTED RESULTS

To be able to plan one's own learning.

1.3 BENEFICIARIES

The beneficiaries involved in the master plan testing activity, were thirty adults in total, divided into two groups of fifteen elements each, with the following characteristics:

- 63.3% female and 36.7% male;
- with low qualifications
- aged between 25 and 62 years, being the most predominant age group between 36 and 45 years.
- 83.3% of these adults are employed and the remaining 16.7% are unemployed.
- At the time, attending a process of Recognition, Validation and Certification of Skills, with the aim of increasing their qualifications.

1.4 PRACTITIONERS

In the first implementation of the Master Plan, 4 professionals were involved, 2 from Kerigma and 2 external but who have been providing services as trainers for this entity for several years.

The two professionals from Kerigma were:

Ana Bela Silva - With a degree in Public Administration, she is currently responsible for the Kerigma Qualifica Center. She has more than ten years experience in the area of Adult Education, also as a trainer and referral technician and experience as a Technician for Guidance, Recognition and Validation of Adult Skills. This trainer, besides participating in the implementation of the Master Plan, was in charge and accompanying the 30 adults participating in the process of Recognition, Validation and Certification of Competences (RVCC).

Luísa Santos - With a degree in Human Resources and a Training of Trainers course, she has been working for more than ten years in the area of adult education, as a Recognition, Validation and Certification of Competences Technician, a Guidance Technician, a Recognition and Validation of Competences Technician, a Secondary Adult Education Course Mediator, among other functions related to the area of Adult Education. Responsible for planning, organizing and following up the Master Plan activity.

Raquel Araújo - Graduated in Humanities (teaching of), she is a regular classroom teacher in the areas of Portuguese and related subjects since 2005. She has been working in the area of Adult Education since 2006, namely as a Mediator for Adult Education and Training courses, Coordinator of learning courses, Pedagogical Manager of a learning course and mainly as a Trainer both in Kerigma and other training entities. At this time, I was also accompanying these adults in the RVCC process they were attending, so it made perfect sense to join the team in implementing the Master Plan.

Isabel Barros - Degree in Textile Engineering, specialized in Gender Equality and has been a trainer in the area of Adult Education since 2007 in several areas, including: Information Technology, Safety and Hygiene at Work, Interpersonal Relationships, Communication Techniques, Management of Professional Stress, among several others. This experience was acquired through Kerigma and several other entities for which this trainer provides services. Like the previous ones, she was also integrating and accompanying adults in the RVCC process, having followed and participated actively as a Trainer, also in this activity.

1.5 ARTICULATION OF THE MASTER PLAN FIRST IMPLEMENTATION

Kerigma applied the Master Plan in presence, in the months of October to December 2021, to 30 adults, divided in 2 groups of 15, men and women, with low qualifications, employed and unemployed, who are attending a training to increase their educational level.

Two internal Kerigma collaborators, Luísa Santos and Ana Bela Silva introduced the activity, guided and accompanied the group during the whole activity, being present in all the sessions. In addition to these two professionals, trainers Isabel Barros and Raquel Araújo were present in the 2nd, 3rd and 4th sessions, corresponding to the approach to the selected themes, for a more personalized and individualized follow-up.

The Master Plan was applied to these same two groups of 15 people each and over 5 sessions. The activities and dynamics developed were the same in both groups.

In the 1st session of the Master Plan (preliminary session) 5 training modules were presented. The modules presented correspond to learning areas related to Flexibility, Communication, Collaboration, Mental growth and Learning management. Based on the individual Self-Assessment results, each adult, with the help of the trainer, selected the 2 or 3 most appropriate courses to achieve their goals. To facilitate this activity, the group was divided into 2 (groups of 7 and 8 members each). There were also activities to reflect on skills and experiences acquired throughout life, in order to contribute to reflection and awareness of the skills acquired. In this session, the whole activity was contextualized and the objectives of the following sessions were addressed so that the adults knew what awaited them, and at the same time involved them in the whole activity.

After the 1st preliminary session, the modules selected by the trainees with the help of the trainers, were presented and delivered in the following order: 2nd session - Communication Module; 3rd session - Collaboration Module; 4th session - Learning Management Module; and 5th session - Reflection and Evaluation of the Impact of the training.

The Master Plan lasted 15 hours for each group (30 hours were spent in total) in 5 sessions lasting 3 hours each.

The 3 sessions, where the selected modules were presented, were divided into 3 parts: introduction, development and conclusion.

In the first part, an introduction to the theme was made by the trainer responsible for the module, using the expositive method through an audiovisual presentation and then the interrogative method was used to try to understand the degree of knowledge of the trainees on the theme to be addressed and thus be able to make an initial evaluation. Next, the objectives of the session were presented.

In the second part, which corresponds to the development phase of the session, the content was presented through an audiovisual presentation and then an activity and/or group dynamic was developed about it (respective activities presented below).

In the 3rd and last part of each session, a final reflection is made together.

In the 2nd session of the Master Plan implementation, the theme of Communication was addressed. An exercise was performed in groups of 2 called "Origami". Trainer Isabel presents the exercise, and distributes a paper outline of the exercise, with the image of an origami, and the order of folding until the final shape is reached, to a member of the group,

who gives instructions to his colleague, through verbal language, so that he reproduces the desired origami. The different groups can use any of the forms available in the room whenever necessary, so that there can be a greater proximity between trainers and trainees and a greater accompaniment. At the end of the exercise, each group will tell everyone about their difficulties and how they overcame them, thus contributing to a general analysis of the theme and a clearer perception of what the communication difficulties are and their results.

In the module on Collaboration - Working in a team environment (3rd session), a brainstorming session was held to stimulate the generation of creative and innovative ideas.

Here, trainer Isabel Barros then presented this dynamic to the trainees, posing them a problem so that they, together, find the best solution to solve it. During the course of the activity, the trainer will record the ideas that arise spontaneously, with no room for criticism. There was great participation from everyone here, and in the end they managed, with the help and moderation of the trainers, to reach a consensus on the best common solution to this problem.

Managing Learning, was the theme addressed in the 4th session - Learning to learn, which was taught by trainer Raquel Araújo, with the collaboration of the other three trainers involved in this first activity of the Master Plan. Here the self-assessment tool was applied, with specific reference to PSL competence, to understand which competences have been acquired thanks to formal, non-formal and informal learning experiences, as well as the need for improvement. Everyone participated with enthusiasm in this activity, both in one group and in another, as they already knew this tool and understood its importance in identifying competencies acquired or to be acquired. The trainers were divided among the trainees, helping and accompanying them in this task. At the end of the session, trainer Raquel Araújo summarized and concluded the session.

In the last session of these two groups of 15 trainees each (5th session), the same two trainers were present as in the first session. Here, trainer Ana Bela Silva summarizes what was covered in the different sessions, and presents the activity to be performed. Here, the participants are asked individually, and based on the self-assessment they made in the previous session, and with the help of the trainers, to start defining the next steps to develop and/or acquire skills that will help them achieve their goals more easily. Here, the trainers present solutions/ proposals of available training offers and the most appropriate to the needs and objectives of each one.

The evaluation of the modules was continuous and based on observation, participation, and the results of the individual and group work, with everyone doing well.

In this last session an impact evaluation was also done.

2. TRAINING EVALUATION: THE LEARNERS' POINT OF VIEW

Through the results of the impact evaluation, the trainees report that they felt the training program was well explained to them and it was clear to them that they understood the objectives of the program.

Throughout all the sessions, the trainees always showed motivation and enthusiasm from session to session. They realized the importance of being aware of their competences, so that they could more easily achieve their goals in the future, in various areas of their lives, which is reflected in the results of the impact evaluation and the observation of adults throughout the sessions. According to the trainees, there were no difficulties in following the content and that it met their needs. Through the impact evaluation, they also reported that they feel more confident in applying what they learned in the training to their daily lives, and that they know how to do it.

Through the results of the impact evaluation, conducted 2 months after the end of the training, it can be seen that the vast majority report that they have improved their personal, social, and learning (PSL) skills by participating in the Master Plan. All Master Plan participants who responded to the impact evaluation questionnaires report that they are applying the knowledge gained either in their personal life, at work, in finding a new job, or in continuing their education and training. The vast majority of respondents feel that they are applying their knowledge and that the training has had a positive impact on their life in all areas, including: increased confidence in doing their job, job interviews, active job searching, contact with others and communicating more effectively with others.

2. TRAINING EVALUATION: THE TEAMS' POINT OF VIEW

The application of the Master Plan, according to the results of the Impact Evaluation was successful. The structure, coordination and all the development and monitoring of the sessions by the trainers was carried out according to plan, but always with openness to small readjustments according to individual and group needs, as they arose. In general, the team felt motivated and enthusiastic about this Plan because they believe that it meets the needs of adults with low qualifications and offers a tailored training response, and their evolution can be seen almost immediately. The team considers itself ready to continue with the Master Plan.

4. CONCLUSIONS

4.1 THE MASTER PLAN AND THE EXPERIMENTATION PROTOCOL TO IMPLEMENT IT

The program created meets the needs of this target audience, adults with low qualifications.

It should be noted that the approach to the concept of PSL competence was not difficult to understand for adults who attend the process of Recognition, Validation and Certification of Competences (RVCC) to increase their schooling based on their experience and skills (social, personal and professional) acquired throughout life, through reflection of these experiences and transcription so that somehow they “become conscious”. In this RVCC process, and in order for the adult to complete the level of schooling he/she wants, he/she may also have to acquire or deepen his/her knowledge and skills by attending training in some area in which a gap has been identified, by the trainer or even by the adult. This training may be attended at the same time as the RVCC process that he/she is attending, or the process may be interrupted to attend the same training, depending on each case.

In this sense, and because there are many similarities to the RVCC process that they attend, there was openness and interest in participating in the Master Plan that would further strengthen their work and awareness of their skills and facilitate the definition of goals and path to follow in the future.

In the case of applying the Master Plan to adults who have never attended the RVCC process, I think they will have more difficulty understanding the concepts of competencies covered. Here, it is suggested that, in the self-assessment phase of the competencies, a deeper approach and introduction is made in order to make the self-assessment more accessible to them.

In the case of the audience attending the Master Plan not having attended the RVCC process, I think

It is felt that perhaps this activity could be adapted at the stage of self-assessment of competencies, spending more time on explaining and deepening the concepts of the PSL Competency, for those who have never attended or do not attend the process of Recognition of Competencies, which was not the case in this experience.

4.2 THE ACQUISITION /REINFORCEMENT OF THE PSL COMPETENCE IN LOW-SKILLED ADULTS

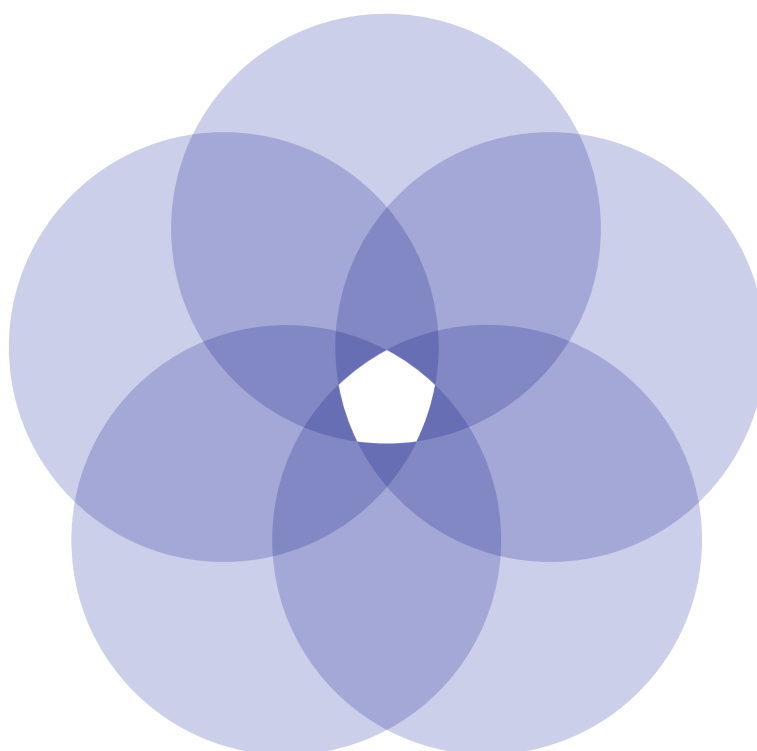
We learned to trust that the learners had a good understanding of their own competence levels in key areas, also, as already mentioned, by their attendance at the RVCC process, where they already address these concepts, and which facilitated the selection of the modules and general understanding, acceptance and motivation for the Master Project.

We also learned that it was much easier to manage the training sessions with several trainers present, thus being able to give a more individual follow-up according to the needs that may arise and also by the different contributions of each trainer according to their skills. For all this, this sharing and collaboration of more than one professional in these sessions is an added value.

4.3 GENERAL CONCLUSIONS

The Master Plan as a development and/or reinforcement of the PSL competence proved to be an added value for adults with low qualifications since they are transversal skills across jobs and sectors and facilitate self-awareness of their skills and the definition of training paths and/or new job opportunities. These are increasingly fundamental and required skills for the labor market.

In this sense, and after the first implementation of the Master Plan, one can conclude that we should support low-skilled adults continuously and throughout their lives, in the assessment and development of their competencies. The results achieved after this first experience were very positive, both from trainees and trainers. It was emphasized here the importance for this continuous accompaniment of the adult, in an individual way, being considered as an added value, making them citizens with the ability to think, decide and act more effectively.



COUNTRY: CYPRUS

The report describes the testing activity of the MASTER Plan that was carried out within the partner organisation DOREA.

1. GENERAL INFORMATION

1.1 CONTEXT OF THE MASTER PLAN FIRST IMPLEMENTATION

The testing organisation: DOREA Educational Institute

Trainer: Chrisie Doluay and Viktorija Triuskaite

Testing period: DEC 2021 – JAN 2022

Testing method: 3 Online workshops (9 hours) + self-study material online (Dropbox) (approx. 18 hours)

Participants profile: Immigrants & refugees, students, and general workers from Cyprus

Topics/tools tested: The topics/tools and tools were selected with consultation with participants and trainer. At the end these topics were selected: *Teamwork, Communication and Conflict management, Motivation, Learning to Learn, Change Management.*

At first the, the training sessions were planned to take place face to face in the bicomunal venue allowing participants coming from “both sides of Cyprus” to take part. However, due to Omicron variant and the new restrictions imposed, considering the safety of staff and participants, the training sessions were eventually held online.

Workshops aimed to reinforce participants’ knowledge on personal, social and learning to learn (PSL) competencies while helping them to discover their strengths as well as areas that require improvement. During the workshops participants improved their teamwork and communication skills needed to enhance teamwork capacity, create a confident, relaxed, and constructive working environment. They also enhanced their ability to adapt to changes and motivation to continue with their self-development.

1.2 THE MODULES

There were several modules presented:

1. TEAMWORK

Tools/topics covered during workshop:

- What is a team? (discussion)
- The life cycle of the team (presentation)
- What is teamwork? (discussion)
- Benefits of teamworking (presentation + discussion)
- What is your role in the team? (Exercise)
- Different roles in team (presentation + discussion)
- The 4 colour personalities (test and results)

Material (readings, videos, etc.) uploaded online (Dropbox)

- Team development: How to build a teamwork culture (readings + videos)
- Group dynamics/improving group dynamics (readings + videos)
- Which team player are you? (survey)

2. COMMUNICATION

- Introduction to communication: verbal, non-verbal and vocal) (presentation and discussion)
- Why good communication is important at the workplace?
- Active Listening (presentation and exercises to practise active listening)
- Feedback giving: sandwich model (presentation + exercises to practise feedback giving)

Material (readings, videos, etc.) uploaded online (Dropbox)

- Workplace communication: tips and tricks (readings)
- Tips and tricks how to become active listeners (readings + videos)
- Exercises to practise to become a better listener (exercises)
- Giving and receiving feedback (readings, videos and exercises to practise)

3. CONFLICT MANAGEMENT

- IDEAL model of problem solving (presentation, small exercise)
- The types of conflicts and different ways to solve them (presentation + exercise)
- Handling conflict at work (case studies + discussion)

Material (readings, videos, etc.) uploaded online (Dropbox)

- Handling conflicts at work: tips and tricks (readings + videos)
- Handling conflicts at work case studies)
- Conflict resolution: strategies (readings)

4. MOTIVATION/ LEARNING TO LEARN

- Introduction to motivation, different types of motivation (intrinsic and extrinsic motivation) (presentation + discussion)
- Introduction to life long learning.
- Motivation: Triggers and routines (presentation + discussion + small exercise)
- What motivates me? (case studies + discussion)

Material (readings, videos, etc.) uploaded online (Dropbox)

- Extrinsic vs. Intrinsic Motivation (readings + videos)
- How to stay motivated? Techniques, strategies and tips (readings + videos +tests)
- 8 principles of motivating others (reading)
- How to stop procrastinating? Tips and tricks (readings + videos)

5. CHANGE MANAGEMENT

- Introduction to resilience (presentation + discussion)
- Understanding the stress response (fight/flight versus prolonged stress) (presentation + discussion)
- Physical, emotional, mental and behavioural symptoms of stress (presentation + discussion)
- Strategies to manage stress and change (presentation + case studies + discussion)

Material (readings, videos, etc.) uploaded online (Dropbox)

- Resilience (videos+ test)
- Relation between our thinking and stress (readings + videos)
- Effective and ineffective ways of dealing with stress (readings + videos)
- Personal stress triggers (exercise)
- Personal plan when dealing with change and stress (exercise)

1.3 BENEFICIARIES

34 people took part in MASTER plan testing activities, 4 of them are new learners.

The participants are comprised mostly from workers, unemployed people and NEETs. The majority of participants are employed people/workers (24) , NEETs (6), unemployed (2) and students (2).

When it comes to background, the majority of participants are Immigrants/asylum seekers/refugees (21), followed by "low education level" (9), long term unemployed (2) and 2 persons with disability.

The average of age of the participants is 32 years old, with the youngest being 24 and the oldest being 47 years old.

We did not specify which webinar they should attend, allowing them to choose the one/topic of interest. Also, if they could not attend the webinar, they could access the recordings of webinars.

1.4 PRACTITIONERS

There were 2 people involved in providing the help/support – Mrs Chrisie Doluay and Ms. Viktorija Triuskaite

Mrs Chrisie Doluay is an adult educator working with DOREA in organising various training courses for adults and adult educators. She specialises in soft skills namely teamwork, communication, emotional intelligence, thus she was chosen to be the trainer. She was responsible for delivering online workshops, creating the material, consulting the participants.

Ms Viktorija Triuskaite is researcher/project manager working at DOREA who supported the participants in their activities. She was also responsible for uploading material online and consulting the participants. Ms. Viktorija Triuskaite has a lot of experience in designing learning activities related to personal development such as various soft skills, personal brand development, entrepreneurship skills, etc.

1.5 ARTICULATION OF THE MASTER PLAN FIRST IMPLEMENTATION

There were 3 online webinars organised and participants have access to Dropbox with materials and exercises for self-study. If they had any questions or needed any clarification they could ask the trainers by email/arranging the small online meeting or asking during the webinars. Participants were given a chance to upload their tasks to online form if they prefer but it was not a requirement.

The structure:

- Webinar 1 (Teamwork)
- Webinar 2 (Communication and conflict management)
- Webinar 3 (Motivation and Change management)
- Self study material in dropbox

The total duration was 27 hours (9 hours of webinars and 18 hours dedicated for self-study).

Evaluation

After each webinar we had informal evaluation exercise. The evaluation of all the Master plan implementation was done using impact evaluation forms (2nd phase and 3rd phase)

2. CONCLUSIONS

2.1 THE MASTER PLAN AND THE EXPERIMENTATION PROTOCOL TO IMPLEMENT IT

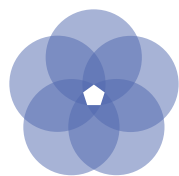
Doing the training online was easier this time as it was our second time with the group, and we knew what to expect. As in the first time, we would have preferred to do it face to face and in the future, we planned to have blended method (some classes face to face and some online), which we would think be the best option.

2.2 THE ACQUISITION /REINFORCEMENT OF THE PSL COMPETENCE IN LOW-SKILLED ADULTS

Since participants were already familiar with PSL competences it was easier to continue our work and reinforce their understanding of PSL competences – this time using more practical and relevant topics.

Focusing on certain skills and connecting them with PSL framework helped participants to understand it even better.

In the future we think it would be wise to connect this framework with not only participants needs but also labour market needs to see which specific skills are in demand and lacking in the participants. These skills should be focused on then and master plan programmes implemented based on the needs.



MASTER

**Measures for Adults to Support
Transition to further Education
and Re-skilling opportunities**



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