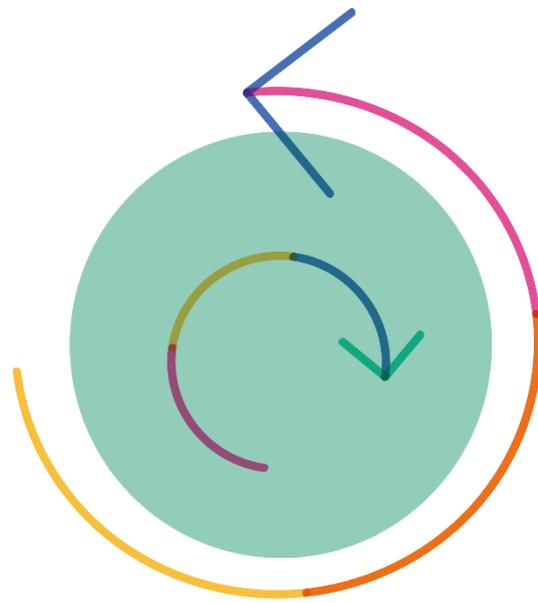


UPSKILLING BY CREATING
INDIVIDUALIZED LEARNING
PATHWAYS (2020-1-ES01-KA204-082734)



PATHWAYS

IO3. Pathways Course
Trainers Handbook

Co-funded by the
Erasmus+ Programme
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Partnership



Gabinete de Recolocación Industrial (GRI)
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EUROTraining
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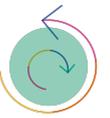
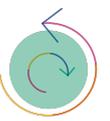
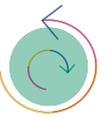


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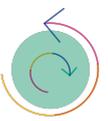
FOREWORD

“Pathways” is a European project funded by the Erasmus+ programme with the main objective of creating a methodology and a set of tools for adult education and career practitioners through which they will be able to guide low-skilled adults to get their basic competencies -acquired through non-formal or informal learning - recognized. It focuses on capacity building of such professionals to ensure that they are able not only to apply the methodology and use the tools, but also to engage and motivate the final beneficiaries to make learning choices that will help them improve their employability potential, based on their previous experience (if any), choices and preferences.

The following partners were involved in the development of this project:

GRI (Spain): is a Human Resources and Management Consultancy specialized in Employment, Training and Outplacement with more than 15 years of experience. Since our beginning in 2001, the team of professionals conforming GRI has a main objective: contributing to the economic and social development of the country by connecting individual talent with the organizations that demand it. GRI count more than 10 offices throughout the whole Spanish territory so it has wide influence regarding projects and initiatives dissemination and development.

Education Centre Geoss Ltd. is a successor of the People’s University of Litija with 60 years of experience in the field of education and regional development in Municipality of Litija and wider in the region of Central Slovenia. Education Centre GEOSS offers a comprehensive range of educational programmes: SECONDARY VET SCHOOL (11 formal secondary VET programmes), SHORT CYCLE HIGHER VOCATIONAL COLLEGE (6 tertiary education programmes), UNIT FOR NONFORMAL EDUCATION, NATIONAL PROJECTS AND INTERNATIONAL COOPERATION and ELEMENTARY SCHOOL FOR ADULTS. At our work we follow the local, regional and wider national and European needs. Activities of IC Geoss are carried out by 12 employees with master’s degree level of education, pedagogical-andragogical studies or specializations and more than 100 contractual associates. In IC Geoss, approximately 1000 adult learners per year are involved in various educational programs.

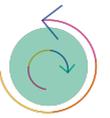


EUROTraining Educational Organisation (Greece): is an Educational Organization of national scope, specialising in the sectors of New Technologies and ICT, Entrepreneurship, Financial Management, Tourism, Arts and Culture, Energy, Agriculture and Aquaculture. EUROTraining aims to satisfy the needs of enterprises, bodies & organizations both in the public and the private sector. EUROTraining implements many actions and offers training sessions focusing on vulnerable groups. EUROTraining addresses the labor potential of the market that wants to upgrade its qualifications and abilities. These are unemployed people, incoming employed people in the labor market, new entrepreneurs, employees, disabled people, enterprises officers, graduates of high schools and Universities.

Novel Group (Luxembourg): Novel Group Sarl is a Vocational Training Centre as well as a Consulting Company based in Luxembourg. Novel Group is specialized in the field of work based Vocational Education & Training VET and also Consulting services. VET Business activity Novel Group provides an integrated package of vocational training services, promotion to the employment and development of entrepreneurship to European, National and local bodies, as well as to private enterprises and organizations. Indicative sectors are: Finance and Management, Informatics, Tourism, Arts and Cultural Studies, Creative Economy and Agricultural professions.

EACG (Cyprus): It is founded in 2010, EACG was a deliverable of the European Funded Project CAREER-EU shop. The purposes of the Association are: to enable information and experience exchange by career guidance counsellors and HR practitioners, to circulate provisions of the Europe 2020 Strategy and its updates in academic and professional circles, to support the process of raising education and professional standards and quality in the territory of the European Union, to support and contribute to the European Employment and Vocational Education and Training Policies, to organize training and train-the-trainer courses for the promotion of Life-Long Learning (LLL), to organize seminars and conferences, which will enable direct communication among the Association members and beyond and for the definition of new areas of the Association activities.

CENTRO PER LO SVILUPPO CREATIVO "DANILO DOLCI" is a non-profit organization located in Palermo, born in 1958 from the experience and work of Danilo Dolci, a social activist, sociologist, pacifist and educator. It is a non-profit organization that involves young people and adults and has successfully operated for more than ten



years mainly on the educational sector in collaboration with schools, universities, institutions, associations and social groups both at local and at international level.

OBJECTIVES OF THE “PATHWAYS” PROJECT

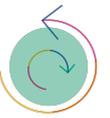
Some of the main objectives of the project are:

- To equip adult educators with a toolbox that will provide information related to RPL, together with motivational techniques to engage low-skilled adults in continuing their learning journey, as a means for competence enhancement and personal development.
- The corresponding training course and its didactic manual will aim to develop the capacities of the above-mentioned professionals in the use of the Pathways methodology;
- Recognition by low-skilled adults of their basic competences previously acquired through informal or non-formal learning. And to be able to understand their professional aspirations but also their inclinations/talents.
- To propose a set of lifelong learning alternatives for the improvement of the professional and personal potential of low-skilled adults.

OUTPUTS OF THE “PATHWAYS” PROJECT

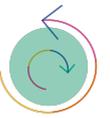
IO2 The Toolkit: The aim of this output is to develop a toolkit for adult educators/trainers as well as for vocational counsellors, through which they will be able to recognize the basic competencies that adults in need of upskilling have acquired through informal or non-formal learning, identify their potential, propose learning pathways for upskilling and employability, to help them in their integration into the labor market. The beneficiary of this toolkit is a person who has acquired relevant competencies through work experience or non-formal/informal learning, but does not have a related qualification/certificate.

IO3 The Training Course: This output is the training course for adult education teachers/trainers and career counsellors/advisors on how to apply the Pathways toolkit



to final beneficiaries. The Pathways' training course is innovative as it combines elements related to the RPL process and its benefits, especially for low-skilled adults, who have acquired additional skills through informal or non-formal settings, as a means to enhance their employability potential, with elements of motivation and engagement techniques to actively promote lifelong learning.

IO4 The Platform: It serves to facilitate the training process for all adult teachers/trainers and career counsellors/advisors. The platform includes all training content, handouts, reference material, further reading, case studies and evaluation tools, which can be downloaded free of charge. To access the content all members of the target group have to register on the Pathways platform. The platform will be available in the following languages: English, Greek, Spanish, Italian, French and Slovenian.



ABOUT THIS HANDBOOK

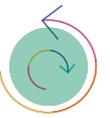
The present PATHWAYS Trainers Handbook was developed within intellectual output 3: Pathways Course Development, as additional material to the developed training course, consisting of six modules as described in the following chapters. The training course is also available on the PATHWAYS eLearning platform as an online course, while this Handbook was developed as an alternative form to be used also in face-to-face sessions.

The Handbook is addressed primarily to adult education teachers/trainers and career counselors/advisors who work with the final beneficiaries (low-skilled unemployed adults). It is suitable for any adult educator, counselor or trainer who is working with low-skilled adults in need for upskilling their professional and personal pathways.

The aim of this Handbook is to offer practical guidance to help trainers find their way through and understand how to use the PATHWAYS Toolkit and the modules and develop their own training session. It enables the trainers to have flexibility when preparing and implementing their training session according to their preferences (available time, form of implementation – online, face to face or blended, venue, content to be taught to their trainees, desired learning objectives etc.) and the needs of their participants.

The Handbook is following the PATHWAYS Toolkit, which is a basic document providing important theoretical background information and some practical tools on upskilling pathways for low-skilled adults. It includes information on Recognition of prior learning, Actors and beneficiaries, Adult educators and counselors' role, Motivation techniques, Techniques to identify adults' backgrounds, Techniques to identify adults' objectives and perspectives, Exercises to motivate, Exercises to identify adults' potential and Exercises to identify adults' future options. The Handbook facilitates the use of the Toolkit and its realization in a form of the training sessions.

The trainers can go systematically through all the modules in their trainings or use only a specific module to include in their own existing trainings – this means that the



modules are not necessarily interlinked but can be used as individual sessions.



DEFINITION OF TERMS & ABBREVIATIONS

GLOSSARY

The authors of this handbook deem necessary to include a **short glossary of defined key terms** with the most commonly used terms in the Modules, according to the European education and training policy.

The definitions are available in the online glossary: [“Terminology of European education and training - a selection of 130 key terms”](#), published by the European Centre for the Development of Vocational Training CEDEFOP.



Accreditation of an education or training programme a process of quality assurance through which a programme of education or training is officially recognized and approved by the relevant legislative or professional authorities

Adaptability capacity to adapt to new technologies, new market conditions and new work patterns

Adult education general or vocational education provided for adults after initial education and training for professional and/or personal purposes, and which aims to:

- provide general education
- provide compensatory learning in basic skills
- give access to qualifications
- acquire, improve or update knowledge, skills or competencies in a specific field

Apprenticeship systematic, long-term training alternating periods at the workplace and in an educational institution or training center.

Competence ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).
or



ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

Non-formal learning learning embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). non-formal learning is intentional from the learner's point of view.

Comments:

- non-formal learning outcomes may be validated and may lead to certification;
- non-formal learning is sometimes described as semi-structured learning.

Formal learning learning that occurs in an organized and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). formal learning is intentional from the learner's point of view. it typically leads to certification.

Digital competence / digital literacy Ability to use information and communication technology (ICT)

Informal learning learning resulting from daily activities related to work, family or leisure. it is not organized or structured in terms of objectives, time or learning support. informal learning is in most cases unintentional from the learner's perspective.

Comments:

- informal learning outcomes may be validated and certified;
- informal learning is also referred to as experiential or incidental/random learning.

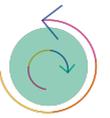
Education or training pathway Set of related education or training programmes provided by training centers, or VET providers, which eases the progression of individuals within or between activity sectors.

Employability Combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during their careers

Learning content Topics and activities which make up what is learned during a learning process

Low-skilled person Individual whose level of educational attainment is lower than a predetermined standard

Recognition of learning outcomes formal recognition: process of granting official status to knowledge, skills and competences either through: • validation of non-formal and informal learning; • grant of equivalence, credit units or waivers; • award of qualifications (certificates, diploma or titles).



and/or

Social recognition: acknowledgement of value of knowledge, skills and/or competences by economic and social stakeholders.

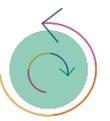
Validation of learning outcomes confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.

or

Process of confirmation by an authorized body that an individual has acquired learning outcomes measured against a relevant standard.

Validation consists of four distinct phases:

- identification through dialogue of particular experiences of an individual;
- documentation to make visible the individual's experiences;
- formal assessment of these experiences; and
- certification of the results of the assessment which may lead to a partial or full qualification.



MODULE 1. INTRODUCTION TO THE TRAINING COURSE

The **PATHWAYS COURSE**, is based on the results of the **PATHWAYS toolkit** for adult education, so the structure of the course follows the logic of the toolkit.

Therefore, the course is structured in six modules that aim to introduce the target group to the toolkit developed and familiarize them with methodology for its implementation.

Module 1: Introduction to the Training Course

Module 2: Approaches to RPL implementation methodologies

Module 3: Designing the RPL Assessment

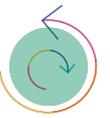
Module 4: Implementing strategies for increased motivation and engagement in the life

Module 5: Useful Resources for the practitioners

Module 6: Methodologies for Identification of Talent and Upskilling

Each of the 2 -6 module consists of:

- ✓ **A lesson plan** – to assist teachers/trainers and career counselors/advisors in structuring a session related to the module topic and toolkit suggestions
- ✓ **Group exercises and activities** –which may lead to the development of the required skills
- ✓ **A quiz** as a tool to assess knowledge gained and understanding of the topic and context covered, upon completion of each module.



The main objective of the training course is to teach adult education teachers/trainers and career counselors/advisors on how to implement the Pathways toolkit to the final beneficiaries.

In addition, motivation and engagement techniques are provided to increase the interest of the final beneficiaries (low-skilled unemployed adults) for lifelong learning and the promotion of personal development, apart from the professional one.

The emphasis of the course is therefore focused on familiarizing the RPL process and its benefits, especially to adults in need for upskilling, who have acquired additional skills through informal or non-formal environments, as a means of improving their employability.

At the end of the course, learners will have acquired the necessary knowledge to motivate and engage the adult learners in life-long learning for personal and professional development. Besides, they will develop the ability to foster employability skills, as well as become familiar with RPL methodologies for identifying knowledge acquired through informal or non-formal learning.



MODULE 2. APPROACHES TO RPL IMPLEMENTATION – METHODOLOGIES OVERVIEW AND FRAMEWORK

INTRODUCTION

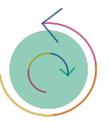
Identification, evaluation, and acknowledgment of non-formal and informal learning are the three primary phases of the validation process, according to 'Making Learning Visible' (Cedefop, 2000). Even if validation leads in a formal certificate or certification, the identification and assessment steps that precede formal recognition are crucial to the whole process. How the initial identification and assessment of the – often tacit – learning is handled has a big impact on the quality of the validation process. Non-standardised learning occurs outside of official education and training institutions and is typically based on complicated, personally tailored learning experiences and paths. Ensuring the validity, reliability, and credibility of identification and assessment processes necessitates careful examination of the methods and approaches designed to manage the identification and assessment stages.

The gradual implementation of validation in European countries has coincided with the recognition that each of the preceding steps can be dealt independently. While we talk about a comprehensive process that leads to a formal certificate or qualification in certain circumstances, in others, **learning identity** is considered as a goal in and of itself, unrelated to any formal certification procedure. Validation aspects are referred to in a variety of ways and under a variety of names, such as "competence measurement," "competence evaluation," "knowledge diagnostic," "skills testing," and so on.

This module is mostly based on research data from the European inventory on non-formal and informal learning validation, which has been developed by the European Commission and Cedefop since 2002. The procedures and instruments used

AIMS & LEARNING OBJECTIVES

, **framework** and **methodologies**



that support certification systems. This relationship also, is the subject of the current Module.

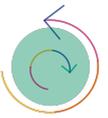
The aim of the present module is the **familiarization with RPL methodologies** for recognition of knowledge acquired through informal or non-formal learning. More specifically, the module aims at the **comprehension of the theoretical and practical approaches** to RPL implementation, along with an **understanding of the framework in which it functions**. The module also aims to enrich the teachers/trainers' and career counselors/advisors' knowledge on what **formative and summative assessment** mean, and the **contrast** in their relationship.

The module attempts to offer an understanding of the following learning objectives:

- definition of formative and summative assessment
- the relationship between these types of assessment
- the steps of the validation procedure
- how formal and informal systems interact
- how standards and methods support certification systems
- types of prior learning recognition with the use of practical examples

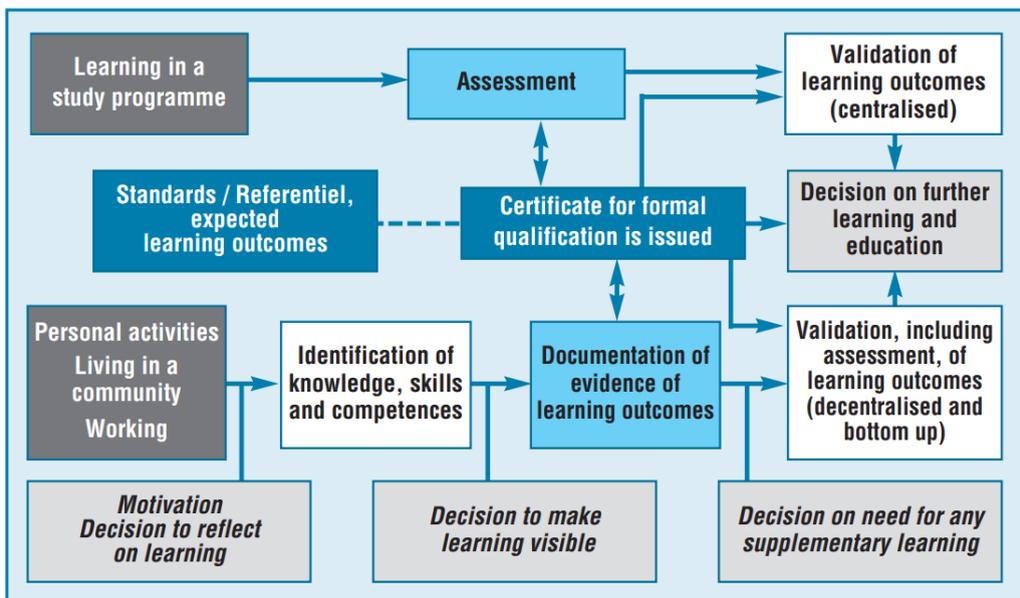
The relationship between formative and summative assessment

The contrast between formative and summative approaches to validation is typically used to describe the distinction between identification, assessment, and recognition. Summative assessments' main goal is to provide a conclusive statement about what has been learned so far, and they are clearly about formalizing and certifying learning outcomes. As a result, they are linked to and integrated into organizations and authorities that are authorized to give credentials. The main goal of formative

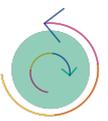


assessment is to help learners widen and deepen their understanding. Formative evaluation provides feedback to the learning process or career, identifying strengths and weaknesses and laying the groundwork for personal or organizational progress. Formative evaluations play a significant role in a variety of situations, ranging from guidance and counseling to enterprise human resource management. While the distinction between formative and summative assessment is useful for analytical purposes, it should be approached with caution. In fact, most validation procedures will include both parts at the same time.

While the formative method is significant, policies on validation have been tied to and motivated by a desire to open up certifications and qualifications systems to learning outcomes gained outside of formal systems in the majority of cases. It is vital to observe how validation is linked and aligned to the formal system in order to completely comprehend it. Figure 1 below depicts the many steps of validation and how formal and informal systems interact in general terms. Individuals in both systems have choices about how they learn and how they make it public. Validation processes outside of the formal stream, in general, offer many more options since they are more complicated, and learning professions are no exception. The learning and validation environment of a formal system is likely to be simple.



Source: created by Jens Bjørnåvold and Mike Coles.

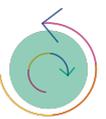


Individual validation and the validation procedure

The first European concept for non formal and informal learning validation places the individual at the center of the process. It argues that making the whole range of an individual's knowledge, abilities, and experiences visible is a voluntary activity, and that the validation findings remain the individual's property. There is a right of appeal against decisions, and the individual is later protected from conflicts of interest among individuals performing the validation.

Figure 1 depicted the several stages of validation and the decisions that must be made at each crossroad. Table 1 provides a more in-depth look at the options available to people.

Validation stage	Choices and options	Comments
Pre-initiation	Whether or whether to start thinking about earlier learning more carefully.	It's crucial to be motivated to start the procedure. Personal reasons can include enhancing one's self-esteem, as well as financial motives such as finding a new career or going through the application process for a formal schooling program. Changes in work practices and the presentation of new prospects that demand confirmation of skills might sometimes prompt companies to consider validation.
Initiation	To write out the knowledge and abilities that were taught in an outline.	The expectations for a formal certification or a job serve as a starting point for identification.



<p>Pre-documentation</p>	<p>How to figure out the documentation process's requirements.</p> <p>Whether or not to move forward with the documentation.</p>	<p>The decision to proceed with the documentation process requires accurate, timely, and accessible information, counsel, and guidance. It is also crucial in deciding whether or not to pursue any additional education.</p>
<p>Documentation</p>	<p>How to collect and map evidence in the most efficient way possible. In terms of evidence, how much is enough? What to do about situations where there isn't enough evidence.</p> <p>If you want to submit something for validation, you can do so.</p>	<p>This is the most important component of the validation process from the standpoint of the individual. Expert counselors (on subject content and documentation process) should be consulted about any issues that arise during the process. These talks will be used to make decisions about the sufficiency of evidence.</p> <p>During the documentation process, the necessity for extra learning will become obvious. Advice will be requested here as well.</p>
<p>Submission for validation</p>	<p>Is the evidence up to snuff in terms of validity?</p> <p>How to prepare for interview questions the best way possible.</p>	<p>Independent advice on the sufficiency of the evidentiary base and how to best back it orally is required.</p>
<p>Validation</p>	<p>What is the greatest way to ensure a happy outcome?</p>	<p>The outcomes are credit, partial qualification, or full qualification.</p>



Certification	Whether or not to pursue certification.	There is a need for guidance on the additional value of certification.
Further qualification	Making the decision to take the next step	It is common knowledge that learning and qualification can lead to a desire for even more learning and qualification.

Source: European Commission – DG Education and Culture and Cedefop, 2007.

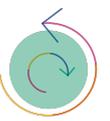
Validation standards and methods

The procedures and instruments used for validation are inextricably linked to the standards and references that support certification systems. This relationship is the subject of the following pages in this chapter.

A **common reference point** is required to open up qualifications to a wider range of learning processes and situations. The way this reference point – **standard** – is set and perceived determines the validity of non-formal and informal learning. An excessively restrictive standard may collide with non-standardized, but often highly important, learning that occurs outside of schools. While validation procedures have received a lot of attention, standards and how they affect the process's ultimate results have received less attention. Qualifications – including the validation of non-formal and informal learning – are often divided into two categories: occupational and education-training standards. These two groups, which are referred to be employment and teaching/learning specifications, work on different logics, reflecting different priorities, objectives, and goals.

Occupational standards are classifications and definitions of people's primary jobs. These standards follow the logic of employment, focusing on what people need to do, how they will do it, and how well they will do it.

As a result, occupational standards must be written as skills and expressed in terms of results. They exist in all European countries, although each country's derivation and presentation of the standards is unique. Occupational standards serve as a link



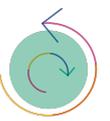
between the labor market and education since they can be used to construct educational standards (syllabi and pedagogies).

Following the logic of education and training, education-training standards concentrate on what individuals need to learn, how they will acquire it, and how the quality and substance of learning will be measured. As a result, the primary concern is expressed in terms of input (subject, syllabus, teaching methods, process and assessment). Teaching specifications and qualification requirements are common forms of educational standards. To be a skilled plumber, for example, you must study these courses for this amount of time at this type of institution and utilize this text book or manual. Occupational standards expressed as competencies are pushing a shift in the way educational standards are written — as learning outcomes, or declarations of what a person understands and can do in the workplace.

Validation must operate according to the same standards as the formal system if it is to become an important part of qualifications systems (and frameworks). This is problematic because most validation procedures for non-formal and informal learning are based on the second type of standards, those created expressly for the education and training system. The key question is whether these standards are set by identifying teaching input or results, and whether they reflect a competence-oriented approach. While the competence-based approach appears to be used to a large extent in vocational education and training (due to the fact that the link to occupational standards is usually stronger), existing standards in general and higher education are not always well suited for validation of non-formally and informally acquired learning outcomes. The way standards develop and the extent to which they are specified and characterized through learning outcomes or skills are crucial factors in the successful implementation of validation across Europe.

Methods

The European inventory of 2005 provided an overview of the many methods and approaches to identification, documentation, and assessment used in the countries investigated, as well as defining a method typology (Colardyn and Bjornavold, 2004; Cedefop, Colardyn, and Bjornavold, 2005). The following is a breakdown of the approaches listed in the 2005 inventory:

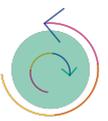


- Tests and examinations: in the formal system, tests and examinations are used to identify and validate informal and non-formal learning.

A test is a technique used to determine something's quality, performance, or dependability, particularly before it is put into widespread use. An examination is a thorough examination or investigation. A formal examination of a person's knowledge or skill in a particular subject or specialty. The main distinction between a test and an examination is that they both refer to different forms of evaluations. In comparison to an examination, a test is usually a smaller and less important assessment. Test and examination are frequently misunderstood since they are used interchangeably for all purposes. However, one phrase may feel out of place at times, which should not be the case if the two concepts were actually interchangeable. This occurs due to the distinction between a test and an examination. A test and an examination are both forms of assessments that must be completed. They are both used to determine one's educational or knowledge level. (Difference between Test and Examination | Test vs Examination, 2021)

- Declarative methods: based on individuals' own identification and documentation of their competences, which is usually verified by a third party. Learning about historical events, facts, and rules. It's more important to learn "that" than "how." Declarative learning is sometimes compared to "procedural learning" or "knowing how." Declarative learning is learning that we can describe (declare) through language in humans. Declarative learning is frequently separated into two types of learning: semantic information, facts, and episodic, autobiographical events. Because declarative learning is defined and identified in terms of language, identifying declarative learning in animals is difficult. (Declarative Learning, n.d.)

- Observation: obtaining proof of competence from a person while they are conducting routine tasks at work. Professionals can use observational assessment to record and report on student demonstrations of learning. We can observe the learning process through observational assessment. Observational assessment is a formative, integrative teaching approach in which both the teacher and the learner are guided by continual assessments. It enables teachers to methodically record observations that can be used to plan future sessions, track student progress, identify individual and group learning issues, and confer with students and parents.

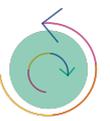


Observational assessment is equally valid and appropriate across all learning domains, including student intellectual, emotional, physical, and aesthetic growth, as well as social skill development. Observational assessment helps teachers focus on a variety of things, including knowledge acquisition and application, learning outcomes, group learning abilities, and individual learning styles.

There are two types of observational assessment: inadvertent and intentional. Inadvertent observation occurs during ongoing (intentional) teaching and learning activities, as well as interactions between teachers and students - an unanticipated opportunity arises, in the context of classroom activities, for the teacher to observe some aspect of individual student learning. Intentional observation entails the teacher arranging a time for them to observe certain learning outcomes. This scheduled opportunity could occur during regular classroom activities or as part of an assessment requirement, such as a practical or performance activity. (Literacy and numeracy for learning and life, 2021)

- Simulation and work-based evidence: Simulation is when an individual is placed in a situation that meets all of the conditions of a real-life scenario in order to assess their competences. A candidate gathers physical or conceptual evidence of learning outcomes to extract evidence from work. This could be in the context of employment, volunteer work, family, or other circumstances. This proof serves as the foundation for a third-party validation of competences.
- Portfolio method: a collection of procedures and instruments used in order to create a cohesive set of documents or work samples that demonstrate an individual's talents and competencies in a variety of ways.

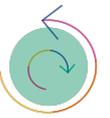
These categories must be considered in the context of the validation process depicted in Figure 1 and the various tools and methodologies employed at various stages. The distinctions between various approaches aren't always evident. As a result, some validation initiatives may include more than one of these methodologies, for example, to increase the validity or dependability of the results. It's also worth noting that these categories are rather broad, with additional distinctions possible within some of them. (Zeichner and Wray, 2000).



The portfolio is especially useful for confirming non-formal and informal learning. It allows each applicant to actively participate in the collection of evidence and provides a variety of techniques to increase the approach's overall validity. Many countries have proved this by making the portfolio a fundamental component of their certification procedures. Portfolio construction increases self-assessment and concentrates students' attention on quality standards, according to a large body of research in the portfolio literature. In general, a successful validation portfolio is easy to assess and focuses on specific linked learning outcomes, according to assessors (Peters, 2005).

Portfolio preparations typically begin with the 'documentation' stage, which comes before the assessment stage. Evidence is acquired and organized according to agreed-upon standards even at this stage. As a result, the portfolio serves as a vital tool for making learning visible, both formative and summative. The European Inventory 2007 recognized the most significant risk in portfolio preparation as when candidates prepare it alone or with little assistance from a tutor. One method of overcoming such potential restrictions is to bring together groups of claimants for the purpose of sharing experience and learning, allowing all participants to proceed with more confidence in preparing their own portfolio for validation (Cedefop, 2007). Individual tutorials can then be added to these sessions.

The use of digital portfolios is a recent trend that is becoming more popular in the public sector. While these portfolios are intriguing and fundamentally expand on the heritage of paper-based portfolios (Davies and Willis, 2001), they nevertheless run the risk of the technological novelty overshadowing their objective. Learning to use technology may obliterate the learning opportunities offered by portfolio construction, somewhat offsetting the benefits such portfolios can provide. These include the ability to combine text, audio, graphic, and video-based representations of information, as well as a greater capacity to accumulate data (Woodward and Nanlohy, 2004), which can give the audience a better understanding of the learner's accomplishments and successes (Kimeldorf, 1997) and increased learner motivation. According to Harnell-Young and Morris (1999), portfolio development should be supported rather than driven by technology.



CONCLUSIONS & REFERENCES

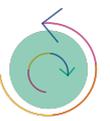
Conclusions

To conclude, resumes and interviews can only provide a specific aspect of knowledge verification when it comes to hiring, developing, or promoting workers for new jobs. Education, experience, and references all convey information about a person's knowledge and accomplishments. However, conducting a skills assessment is the greatest way to understand one's abilities and level of competency. A skills assessment is a simple examination of a person's ability to perform a given skill or group of skills. It's usually a test of skills particular to a job or role. In an ideal world, the evaluation records each participant's degree of proficiency for each skill, allowing you to see who is new to the skill and who has mastered it. Skills evaluations can take the shape of a simulation, test, questionnaire, or observation and can be done in person or online. (Team, 2021)

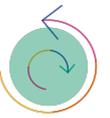
To open up qualifications to a larger range of learning processes and contexts, a common reference point is essential. The validity of non-formal and informal learning is determined by how this reference point – standard – is established and perceived. Occupational standards are classifications and definitions used to categorize and define people's major occupations. These criteria are based on the employment rationale, focused on what people must accomplish, how they will do it, and how successfully they will do it.

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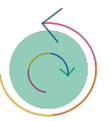
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MODULE 2: LESSON PLAN

Module: 2

Duration: 70 minutes

Topic: Skills check for learners

Number of Activities:
3 activities
(1 warm-up exercise,
1 skills-identification
exercise,
1 self-awareness exercise)

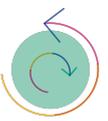
LESSON FOCUS & GOALS

Structure / Activity:

There are five components that will consist of this exemplary lesson plan: Objectives, Warm-up, Presentation, Practice, Assessment.

Objectives: The lesson plan begins with the expectations required of the trainees that will be completed by the end of the session. These vary depending on the exercise and are elaborated on the Activity sheet of each exercise for Module 2.

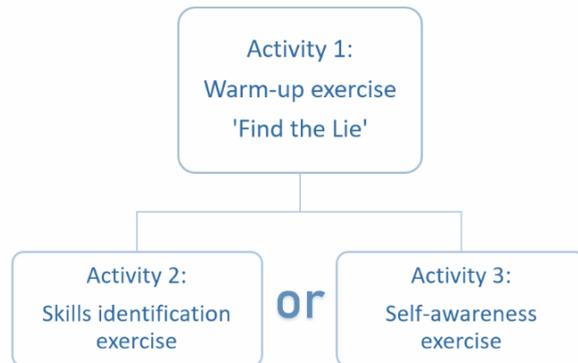
Warm-up (10 minutes): A warm-up exercise is a quick and enjoyable game that a trainer can play with the learners. In this case, since the warm-up is at the beginning of the session, the chosen exercise also functions as an ice-breaker: an icebreaker is a facilitation activity designed to assist members of a group in starting



the process of building a team. Icebreakers are frequently used as a game to "warm up" a group by assisting members in getting to know one another.

Meanwhile, the goal of a warm-up is to: motivate; wake them up (people are typically drowsy first thing in the morning and after lunch); and ready them to study by activating their thoughts and bodies. An exemplary warm-up exercise titled "Find the lie" is included in the activity sheet.

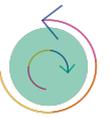
Presentation (10 to 20 minutes): The new material is presented using the most suitable technique. Two exemplary exercises are included in the activity sheet, that the trainer can choose from:



Activity 2 is titled "Skills Identification" is elaborated in the activity sheet, where each learner is encouraged to fill out their own **Skills Identification Sheet (available in the Annexes of the activity sheet)**, which functions as a self-discovery map in the topics of: Communication, Interpersonal Connections, Personal Success, Social responsibility, Community Engagement, Knowledge Acquisition and Application, Critical Thinking and Problem Solving. The trainer is expected to go through the Skills Identification Sheet and explain what each skills means, using practical examples so that all participants understand the skills mentioned in the sheet.

Activity 3 is titled "Self-awareness exercise". Learners are expected to fill out the **Self-awareness sheet (available in the Annexes of the activity sheet)**. This longer exercise can be used to enhance motivation awareness in everyday life and to measure how much of daily activity motivation is characterized by autonomy. In a nutshell, this activity aims to identify the elements that influence motivation as well as the actions that should be taken.

Practice (20 to 40 minutes): The learners are allowed to work individually or in groups, depending on the exercise.



Assessment (10 to 20 minutes): The trainer gathers the student sheets or has the group/individual present their work.

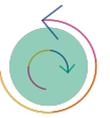
As explained in Module 2, summative assessments' main goal is to provide a conclusive statement about what has been learned so far, and they are clearly about formalizing and certifying learning outcomes. The main goal of formative assessment is to help learners widen and deepen their understanding. Formative evaluation provides feedback to the learning process or career, identifying strengths and weaknesses and laying the groundwork for personal or organizational progress. Therefore, a variety of assessment methods can be applied, depending on the nature of the material presented and practiced in the previous steps.

In this part, the learning objectives have to be cross-checked with the outcomes of the exercises, so the trainer can have a deeper understanding of whether the objectives have been achieved.

Learning objectives:

The skills identification exercise of this lesson is meant to assist the learners in identifying the abilities they already have and those they wish to develop, as well as creating a brief action plan that outlines the objectives they want to achieve. For the abilities they already have, they are encouraged to consult the steps of the validation process elaborated in Module 2: Approaches to RPL implementation methodologies – overview and framework - led by Novel Group, in order to take the correct decisions at each step. The learning objectives offer a skills summary of the 5 skills that one feels the strongest or most enjoy, and 3 skills that the trainee would most like to develop.

The self-awareness exercise is meant to assist towards the motivational orientation that leads behavior and has substantial ramifications for self-regulation and psychological well-being. This short exercise can be used to raise awareness of motivation in everyday life and to determine how much of daily activity motivation is characterized by autonomy. In a nutshell, this activity entails taking the time to notice the factors that drive motivation and the actions that should be taken. Self-awareness and lifelong learning need the ability to recognize and explain the



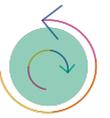
talents one has and those they need to improve. Being self-aware is an essential component of progress.

Materials Needed:

Post-it papers,

Skill identification sheet,

Self-awareness sheet.



MODULE 2: ACTIVITIES

INTRODUCTION

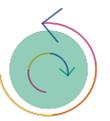
You will be able to establish a better professional target if you are aware of your information, skills, and talents. A career objective is a brief description of what a person intends to do or achieve (typically one or two sentences). It's critical to set a professional goal ahead of time so that one can concentrate the job search efforts. It's also crucial to indicate this clearly on the resume and in the appropriate sections of job applications.

Job-specific abilities are those that one can employ to complete a certain task. These abilities are frequently acquired through specialized training and education, as well as on-the-job experience. Most occupations necessitate the acquisition of specialized abilities. Volunteer work, hobbies, house management, and training can all help build job-specific abilities.

Transferable talents are skills that can be transferred from one job or career to another and are not specific to one task. Transferable talents usually entail working with people, data, or objects, and they can be categorized according to their level of difficulty. More advanced skills necessitate more initiative, inventiveness, and problem-solving. The more difficult the skill, the less competition for jobs there will be, and the higher the pay will be.

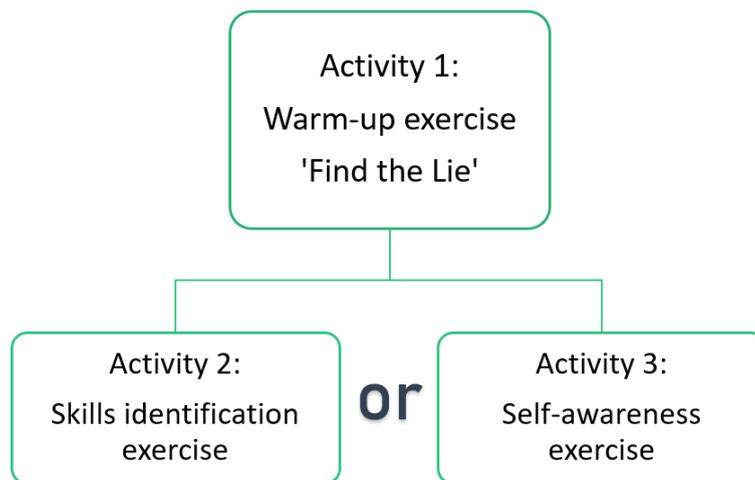
Supervising, analyzing, problem solving, and organizing are some examples of transferable skills.

One will be able to develop a job goal if they know what their knowledge, skills, and abilities are. A career objective is a brief explanation of what one intends to do (typically one or two sentences). It's crucial to specify a career goal so that one can narrow down their employment search. This activity sheet offers three exercises: a warm-up exercise, to be followed by one of the two next exercises: skills identification and self-awareness exercises.



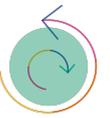
AIMS & LEARNING OBJECTIVES

This activity sheet includes three exercises: a warm-up exercise and a skills-identification exercise to be implemented in the exemplary lesson plan of Module 2.



The **first** exercise of the lesson is of course the **ice-breaker**. Warm-up exercises can function as ice-breakers as they are a fun and short game that a trainer can perform with the students. The purpose is to encourage students, wake them up (people are usually drowsy first thing in the morning and after lunch), and get them to learn a few things about each other, all by stimulating their minds and bodies.

The **second** exercise of the lesson is more elaborate, and is meant to assist the learners in **identifying the abilities** they already have and those they wish to develop, as well as creating a brief action plan that outlines the objectives they want to achieve. For the abilities they already have, they are encouraged to consult the steps of the validation process elaborated in Module 2: Approaches to RPL implementation methodologies – overview and framework - led by Novel Group, in order to take the correct decisions at each step. The learning objectives offer a skills summary of the 5 skills that one feels the strongest or most enjoy, and 3 skills that the trainee would most like to develop.



The **third** exercise of the lesson can be implemented instead of the second one. The **self-awareness** exercise is meant to assist towards the motivational orientation that leads behavior and has substantial ramifications for self-regulation and psychological well-being. This short exercise can be used to raise awareness of motivation in everyday life and to determine how much of daily activity motivation is characterized by autonomy. In a nutshell, this activity entails taking the time to notice the factors that drive motivation and the actions that should be taken. Self-awareness and lifelong learning need the ability to recognize and explain the talents one has and those they need to improve. Being self-aware is an essential component of progress.

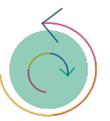
Self-awareness and lifelong learning need the ability to recognize and explain the talents one has and those they need to improve. Being self-aware is an essential component of progress.

ACTIVITIES

On the table below, write the list containing the number and title of the Activities

Activities
Activity 1.1 Warm-up exercise
Activity 1.2 Skills Identification exercise
Activity 1.3 Self-awareness exercise

Activity 1.1	
Title:	Warm-up exercise

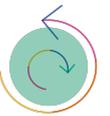


Implementation:	The Find the Lie exercise is based on the use of post-its or a digital interactive whiteboard like Google Jamboard . One post-it is expected to be handed out to each participant, who will be allowed for some time in order to write three statements about themselves (2 true and 1 false sentence), read it to the group and then have the others identify the lie. (Ideas for warm up activities, 2021)
Objective:	A warm-up exercise is a quick and enjoyable game that a trainer can play with the learners. The goal of a warm-up is to: motivate; wake them up (people are typically drowsy first thing in the morning and after lunch); and ready them to study by activating their thoughts and bodies.
Competency/ies:	Speaking to a group. Socializing. Ice-breaking.
Duration:	10 minutes

Activity Description

Presentation (2 minutes): The ice-breaker is explained to the participants. 1. Each participant will be given a small piece of paper. 2. Each of them is to write three pieces of information about them, on their own piece of paper. Two of these pieces of information must be **true**, but one of them must be **false**.

- ✓ I am vegan.
- ✓ I am a carpenter.
- ✓ I have been to Iceland.



Upskilling by Creating Individualized Learning Pathways
(2020-1-ES01-KA204-082734)



The whiteboard contains five statements in different colored boxes:

- Green box:** I am a carpenter, I live in Italy, I have 4 children
- Blue box:** I come from Italy, I work in a NGO, I speak 4 languages
- Orange box:** My favorite music is reggae, I live with my parents, I have written a novel
- Yellow box:** My name is Alicia, I have been to Australia, my favorite food is salad
- Pink box:** I have 8 brothers, I don't eat sugar, I am a professional cook

Co-funded by the Erasmus+ Programme of the European Union

Figure 1 Example of a digital whiteboard created on Jamboard

- Then the participants are to stand up one by one, holding their piece in front of them, or hold it to the camera if online.
- They will read the three statements, and see if people can guess the false statement.

Practice (1 minute): The learners are allowed 1 minute to work individually on their own post-it.

Assessment (7 minutes): Each participant is then called to read out loud their statements, one by one, while the other participants attempt to guess which one of the three statements was the false one. The trainer assesses the psychological state of the participants by observing them in their interactions, while the exercise offers a fun and quick way to learn a couple of basic things about each other.

Activity 1.2	
Title:	Skills Identification exercise



Implementation:	This skills identification exercise is based on the use of the skills identification sheet developed and included in Annex 1. The sheet is expected to be handed out to the participants, who will be allowed for some time in order to fill it out, hand it in to the trainer, and then discuss it further with them in an one-to-one consultation session.
Objective:	A skills identification exercise is a fun and effective way for participants to get in contact with their own skills. The goal is to create a brief self-discovery map in the topics of Communication, Interpersonal Connections, Personal Success, Social responsibility, Community Engagement, Knowledge Acquisition and Application, Critical Thinking and Problem Solving. (Skills Identification Exercise Career Education & Development, 2021)
Competency/ies:	Basic understanding of strengths in terms of skills. Getting in contact with personal interest. Ability to create a basic action plan to pursue an occupation.
Duration:	60 minutes

Activity Description

Presentation (20 minutes): Each learner is encouraged to fill out their own Skills Identification Sheet, which functions as a self-discovery map in the topics of: Communication, Interpersonal Connections, Personal Success, Social responsibility, Community Engagement, Knowledge Acquisition and Application, Critical Thinking and Problem Solving. The trainer is expected to go through the Skills Identification Sheet and explain what each skill means, using practical examples so that all participants understand the skills mentioned in the sheet.

Practice (20 minutes): The learners are allowed to work individually on their skills identification sheet in a brief journey of self-discovery.

Assessment (20 minutes): The trainer gathers the skills identification sheets and meets one-to-one with individuals to discuss their sheet and practical ways to pursue the participants' interest in the local context.

Activity 1.3	
Title:	Self-awareness exercise



Implementation:	The self-awareness exercise is intended to aid in the motivational orientation that drives action, and it has significant implications for self-control and psychological well-being.
Objective:	This exercise can be used to enhance motivation awareness in everyday life and to measure how much of daily activity motivation is characterized by autonomy. In a nutshell, this activity aims to identify the elements that influence motivation as well as the actions that should be taken. (21 Self-Determination Skills and Activities to Utilize Today, 2021)
Competency/ies:	Mindful identification of talents and preferences. Getting in contact with personal goals and priorities. Ability to assess how to put ideas into action towards self-realization.
Duration:	60 minutes

Activity Description

Presentation (10 minutes): Each learner is encouraged to fill out their own Self-awareness Sheet, which functions as a guide in self-understanding of the topics of talents, skills, weaknesses, priorities, insecurities, social relations, achievements. The trainer is expected to accept and answer inquiries regarding explanations on the self-awareness question sheets.

Practice (40 minutes): The learners are allowed to work individually on their sheet.

Assessment (10 minutes): The trainer gathers the self-awareness sheets and meets one-to-one with individuals to discuss their sheet and practical ways to pursue the participants' interest in the local context.



Worksheet 1: Skills Identification Exercise Sheet

Check-off any skills you feel you are proficient in.

Communication

(Sharing and exchanging ideas effectively)

- | | |
|---|--|
| <input type="checkbox"/> Writing | <input type="checkbox"/> Communicating Verbally |
| <input type="checkbox"/> Delivering Presentations | <input type="checkbox"/> Facilitating Groups |
| <input type="checkbox"/> Active Listening | <input type="checkbox"/> Asking Questions |
| <input type="checkbox"/> Influencing & Persuading | <input type="checkbox"/> Negotiating |
| <input type="checkbox"/> Diplomacy & Sensitivity | <input type="checkbox"/> Customizing Communication Style & Content |

Interpersonal Connections

(Collaborating with others)

- | | |
|---|---|
| <input type="checkbox"/> Building Rapport | <input type="checkbox"/> Building Consensus |
| <input type="checkbox"/> Liaising | <input type="checkbox"/> Collaborating |
| <input type="checkbox"/> Demonstrating Commitment to the Team | <input type="checkbox"/> Showing Empathy |
| <input type="checkbox"/> Advising/Counselling | <input type="checkbox"/> Teaching & Training |
| <input type="checkbox"/> Mediating/ Resolving Conflict | <input type="checkbox"/> Leading & Mentoring |
| <input type="checkbox"/> Networking | <input type="checkbox"/> Motivating & Inspiring |
| | <input type="checkbox"/> Delegating |

Personal Success

(Developing self-awareness and accountability)

- | | |
|--|--|
| <input type="checkbox"/> Demonstrating Integrity & Ethical Conduct | <input type="checkbox"/> Demonstrating Diligence & a Strong Work Ethic |
| <input type="checkbox"/> Demonstrating Organizational Skills | <input type="checkbox"/> Demonstrating Confidence |
| <input type="checkbox"/> Demonstrating the Ability to Follow Instructions, Policies & Procedures | <input type="checkbox"/> Demonstrating Professionalism & a Positive Attitude |
| | <input type="checkbox"/> Maintaining Confidentiality |



- Taking Ownership & Accountability
- Being Flexible & Adaptable to Change
- Being Proactive
- Maintaining Composure
- Demonstrating a Commitment to Continuous Learning
- Managing Time Effectively
- Demonstrating Perseverance & Resilience

Social Responsibility and Community Engagement

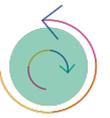
(Acknowledging respect, equity, diversity and inclusion)

- Embracing Diversity
- Challenging Unfairness or Injustice
- Demonstrating Cultural Competence
- Demonstrating a Commitment to Civic Engagement
- Demonstrating Social Consciousness
- Staying Up-to-date with Current Affairs/Issues
- Engaging in Advocacy
- Cultivating Community and Pride

Knowledge Acquisition and Application

(Learning and applying knowledge and information)

- Interpreting and Applying Specific Legislation, Policies & Best Practices
- Staying Current
- Demonstrating Information or Communication Technology Proficiency
- Using Specific Techniques & Technology
- Demonstrating Numerical Literacy
- Reading, Understanding & Evaluating Information
- Processing Information
- Demonstrating Document Use Proficiency
- Interpreting and Applying Specific Theories & Frameworks



Skills Summary

Based on the skills you checked off above what are the top 5 skills that you feel strongest in or most enjoy using?

1. _____
2. _____
3. _____
4. _____
5. _____

From the skills you DIDN'T check, choose 3 skills you would most like to develop:

1. _____
2. _____
3. _____

My Action Plan

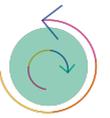
My Goals: Three goals I would like to set that will help me build my skills and bring my vision to reality are:

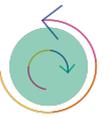
1.

2.

3.

From the above list, what immediate steps will I take to jump-start my Action Plan?





Worksheet 2: Self-Awareness

This Self-Awareness worksheet focuses on discovering “Who am I?” Spend some time contemplating the following.

What are your greatest talents or skills?

Which of your talents or skills gives you the greatest sense of pride or satisfaction?

What talents or skills do you admire most in others?

What talent or skill do you wish to develop for yourself?

What are your five greatest strengths?

What do you feel are your two biggest weaknesses?

What are your best qualities/characteristics?

What behaviors, traits, or qualities do you want other people to admire in you?

What are the three most important things to you?

Do you spend as much time as you would like to on/with these things? Why or why not?

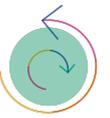
What makes it hard to be yourself with others?

How are you trying to please others with the way you live your life?

Who are the people with whom you feel ‘yourself’?

What three things are you most proud of in your life to date?

What do you hope to achieve in life?



CONCLUSIONS & REFERENCES

It is critical that one can recognize and value the skills, abilities, and personal qualities that they believe they possess. Only then will they be able to boldly demonstrate these skills on a CV and effectively communicate with potential employers. Using the aforementioned exercises, a trainer will be able to assist participants to detect their talents, priorities, deficiencies and, as a result, prepare to enhance and upgrade them as a result of assessing themselves. It is critical for successful job hunting to be able to express relative work experience and skills to an employer while also matching their needs. It will be easier for a participant to match and exhibit their abilities to the needs of recruiters if they take the time and effort to examine themselves.

This activity sheet offers three exercises: a warm-up exercise, to be followed by one of the two next exercises: skills identification and self-awareness exercises, that assist the participants in their journey of self-discovery through recognition of prior learning.

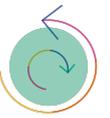
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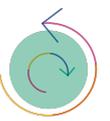


MODULE 2 ASSESSMENT (QUIZ)

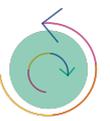
1. Identification, evaluation, and acknowledgment of non-formal and informal learning are the three primary phases of the _____ process.
 - a. Validation
 - b. Understanding
 - c. Collaboration
 - d. Progress

2. A collection of procedures and instruments used in order to create a cohesive set of documents or work samples that demonstrate an individual's talents and competencies in a variety of ways, is called their...
 - a. CV
 - b. portfolio
 - c. doctorate
 - d. hands-on experience

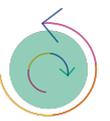
3. Obtaining proof of competence from a person while they are conducting routine tasks at work, to record and report on demonstrations of learning, is the assessment method of...
 - a. Self-assessment
 - b. Observation
 - c. Quiz



- d. Declarative evaluation
4. Which of the following terms does NOT mean “skills validation”?
 - a. competence measurement
 - b. competence evaluation
 - c. knowledge diagnostic
 - d. skills update
 5. What was the aim of the module?
 - a. To explain the standards and methods in certification systems.
 - b. To offer online resources to practitioners.
 - c. To assist practitioners to be more engaged in their sessions.
 - d. To teach alternative methods of increased motivation in refugees.
 6. Providing a conclusive statement about what has been learned so far, and formalizing and certifying learning outcomes are the goals of....
 - a. Personal achievements
 - b. Exams
 - c. Summative assessment
 - d. Tests
 7. However, providing feedback to the learning process or career, identifying strengths and weaknesses and laying the groundwork for personal or organizational progress, are the goals of....
 - a. Summative assessment



- b. Tests
 - c. Observations
 - d. Formative assessment
8. The first steps of the validation process are:
- a. Pre-initiation, initiation, pre-documentation, documentation.
 - b. Initiation, documentation, validation.
 - c. Initiation, validation, qualification.
 - d. Documentation, pre-initiation, certification, pre-documentation.
9. A reference point that is set and perceived, which determines the validity of non-formal and informal learning is called a...
- a. test
 - b. standard
 - c. exam
 - d. framework
10. Learning that we can describe through language in humans, frequently separated into two types of learning: semantic information, facts, and episodic, autobiographical events, is called:
- a. Cognitive memory
 - b. Soft skills
 - c. Declarative Learning
 - d. Experience

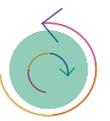


MODULE 3: DESIGNING THE RPL ASSESSMENT - FROM IDEAS INTO ACTION

INTRODUCTION

People are continually learning, no matter where they are or how long they have lived. Learning that occurs outside of the traditional education and training system, on the other hand, is frequently misunderstood and undervalued. On-the-job training, informal apprenticeships, home management, and caring for the sick and elderly relatives are all activities that provide learning outcomes but do not always come with a certificate of competency acknowledging the information, skills, and experience gained. Recognition of all forms of learning may lead to advantages in the labor market, formal education and training, as well as financial and self-esteem gains. Countries all across the globe are increasingly recognizing the significance of informal and non-formal learning, and many are putting in place procedures to recognize the skills earned via these methods. Facilitating the shift from the informal to the formal sector, as well as the increase in migrant patterns, has resulted into a greater need for help to constituents across all regions to build, analyze, and amend systems for Recognition of Prior Learning (RPL).

This learning module is based on that knowledge. It outlines the essential components of a well-functioning and inclusive RPL system and includes some examples of how different nations have addressed the task. It is intended for a diverse group of people, including employers and workers' groups, assessors, and facilitators.



AIMS & LEARNING OBJECTIVES

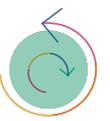
- RPL Components and Assessment Methods
- Compiling evidence of learning outcomes: Key components for assessment of RPL
- The practical process of RPL: Key stages in the RPL process
- Monitoring and Evaluation: What Information And Data Should M&E On RPL Gather
- Measuring the impact of RPL at different levels
- How to gather information about the impact of RPL system

RECOGNITION PRIOR LEARNING ASSESSMENT

According to the Recognition of Prior Learning package by the International Labor Organization (ILO, 2018) the key components for the assessment of RPL are:

- **Evidence:** Presented in a form required or regulated by the system or applicable to indicate past learning are key components for RPL evaluation. The person will have to show proof of the learning outcomes, or competences, that they have gained.
- Competent and trained counsellors and assessors to advise and guide the applicant in the **collection of evidence** (related to the capacity challenge of RPL professionals) and to provide meaningful comments to the applicant.
- **Services** (advice and counseling) that are accessible and adaptable to the different needs of applicants, particularly vulnerable populations.
- The applicant's **actual abilities**, as well as how they are documented.

Clear criteria for both applicants and assessors are required regardless of the setting or whether the application is for an occupational title, job, credit, or qualification. Similarly, an assessment's aim must be **obvious**. Assessments are based on specified learning



or performance-based outcomes, which candidates and organizations/institutions must be aware of.

In a nutshell, RPL evaluations should be: transparent, valid, and trustworthy.

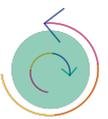
Assessment methods

According to the Recognition of Prior Learning package by the International Labor Organization (ILO, 2018) in the RPL process, various assessment methods and technologies can be used. For example, RPL for credits in higher education may require a test, whereas work observation or a specific trade examination may be required in TVET.

To maintain parity of qualifications (formal and RPL), assessment requirements for non-formal and informal learning should be the same as for formal learning. However, because proof of competencies must be established, assessment techniques can and presumably should differ. Assessment techniques and methodologies must be altered, merged, and applied in a way that reflects the non-standardized nature of non-formal and informal learning. Assessment tools must be appropriate for their intended use (CEDEFOP, 2015).¹

Not all strategies are appropriate or necessary in every situation. A **combination** of assessment methods may be used, depending on the qualification or parts thereof and the standard to be met, such as records and references from previous employers, workplace observation and an oral examination; or a written test or portfolio only; or a trade test simulation and oral examination. Each assessment tool or method has its own set of advantages and disadvantages.

¹ https://www.cedefop.europa.eu/files/3073_en.pdf

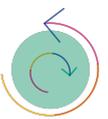


Below we can see a table by Queensland Government, that includes the nature of evidence for RPL (Aggarwal, 2015).²:

Direct evidence	Indirect evidence	Historical evidence
Workplace observation	Industry awards	Written references from past employers
Demonstration of skill	Job specifications or position descriptions	Log books and other records of performance
Samples of work	Curriculum vitae or résumé	Certificates or qualifications
The materials or tools with which the applicant works	Rosters or timesheets	Letters of support
Referees' reports	Budgets	Assignments, reports and documentation from previous courses
Videos	Visual presentations or written speeches	Past competency-based assessments
Audio files	Letters or memos from the Workplace	Record of academic results
Photos	References/letters of support	Course attendance record
Published works, such as operational manuals	Evidence of committee work	Scrapbooks
	Reading lists	Magazine or newspaper
	Workplace training records	

Methods such as requiring candidates to develop enormous portfolios, for example, may be ineffective in some situations. According to the Recognition of Prior Learning Learning package by the International Labour Organization (ILO, 2018), a better technique could be to use practical **demonstrations and/or oral questions**. While evaluation procedures must adhere to current criteria to ensure comparability and quality, they should be tailored as much as possible to the demands of each particular candidate. Innovative RPL assessment systems with the following criteria are still needed: less time-consuming, less expensive, and more straightforward, but still credible; considering the context in which each applicant's knowledge was obtained as well as their unique features (Aggarwal, 2015).

² https://www.ilo.org/public/libdoc/ilo/2015/115B09_79_engl.pdf



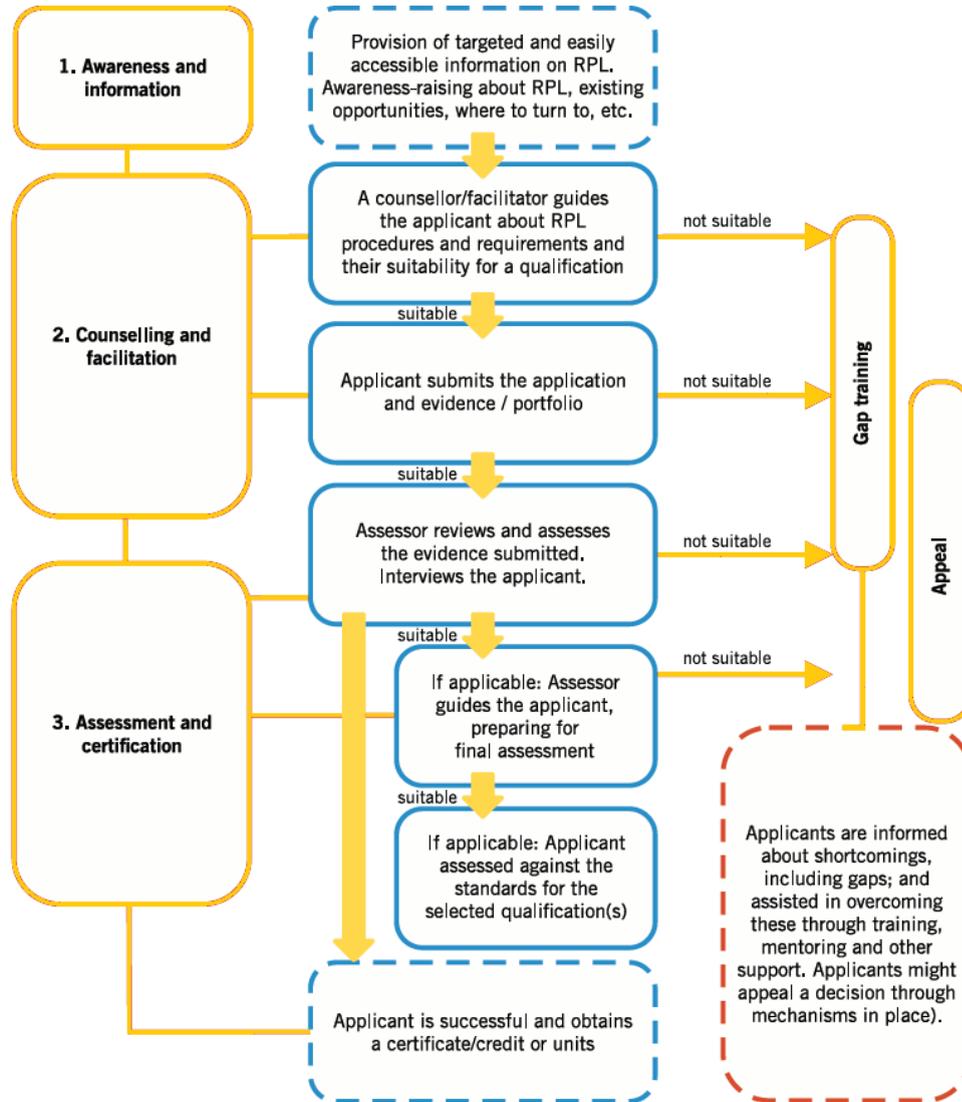
Overall, **combining strategies** can be useful because they can complement and build on each other. However, because assessment in different sectors necessitates distinct foci, a one-size-fits-all approach to the employment of assessment procedures is not practicable. For example, within a TVET trade, a practical test (trade test) may be required to demonstrate certain skills, whereas documentation of certificates and evidence may suffice for credits in higher education.

The practical process of RPL: Key stages in the RPL process

<p>Awareness and information</p>	<ul style="list-style-type: none"> • Potential applicants are aware of RPL as an opportunity • General information about the RPL system is in place, related requirements, steps to take, assistance available and where to obtain it
<p>Counselling and facilitation</p>	<ul style="list-style-type: none"> • Counselling is available to provide potential applicants with more detailed information about the RPL process • Potential applicants can obtain guidance on the specific RPL steps and their requirements • Counsellors/facilitators perform an initial assessment (pre-screening) of applicants and support them in preparing their portfolios (evidence) • Counsellors/facilitators offer guidance on skills gap training, if needed
<p>Assessment and certification</p>	<ul style="list-style-type: none"> • Assessor reviews the evidence/portfolio submitted • If applicable, the applicant might be prepared for a final assessment, test or demonstration against existing qualification standards to receive the certification/units/credits • Final assessment (e.g. test or demonstration) • Decision on the final assessment and information on shortcomings, if applicable (and potential re-skilling, mentoring etc. for another assessment) • Appeal, if legally applicable, by applicant against decision, if relevant • Award of qualification/certificate/credits/units/exemptions

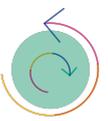


According to the Recognition of Prior Learning package by the International Labor Organization (ILO, 2018), despite the existing differences across countries and systems, a generic RPL process is portrayed in the following flowchart figure and explained further in the accompanying table above:



Examples and best practices from the world:

Scotland has the most methods in use and the widest range of methods. Traditional methods coexist with less traditional ways that show great promise. Simulation and observation of practice, mapping of learning outcomes, profiling, curriculum vitae (Europass or other types), learning portfolios, certified voluntary activity, assessment on



demand (examinations or homework), structured interviews, oral assessment, and personal projects are just a few examples.

In higher education, **Belgium** (Flemish Community) uses a two-stage procedure: an initial portfolio-based evaluation and then a real-situation assessment. The first step must be completed successfully before moving on to the second.

In addition to the portfolio, the **Netherlands** has chosen interviews, context-based observations, and 360-degree assessments, justifying its decision based on cost, desired quality, and the number of applicants to be evaluated. It is regarded as a trailblazer in terms of assessment methodology, as applicants have the option of having their learning outcomes recognized in one of four different methods. In the Netherlands, the process of recognizing non-formal and informal learning outcomes is a legitimate personal development plan.

M&E system for RPL

According to the Recognition of Prior Learning - Learning package by the International Labor Organization (ILO, 2018), monitoring is the process of **tracking and reporting** (specified) **information** concerning an intervention in a regular and routine manner. Inputs (financial, material, human resources, etc.), activities, outputs, outcomes, and impacts can all be tracked. It can also refer to new problems or outcomes, as well as the internal and external context (including potential hazards) in which the intervention takes place. Monitoring data is used to determine whether an intervention is on track and to detect and address any issues as soon as possible.

Regular evaluation should be carried out with the goal of arriving at an overall evaluative conclusion on the merit, worth, or significance of an intervention. The findings of evaluations are generally designed to inform judgments about a current intervention (or policy), but they can also be used to inform future investments and planning (Peersman et al., 2016).³

³

<https://www.betterevaluation.org/sites/default/files/impact-oriented%20monitoring%20and%20evaluation%20system.pdf>



Monitoring and evaluation are not the same thing, but they are complementary. They generate different types of data, and evaluation relies on monitoring data to derive conclusions. They establish a process that runs from monitoring through evaluation. While monitoring is continual and records progress, evaluation is a one-time assessment of the situation.

Tools and methods for M&E data collection

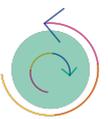
Quantitative and qualitative data collection methods are available. In most circumstances, the data will be saved in a database. According to the Recognition of Prior Learning - Learning package by the International Labor Organization (ILO, 2018), to the degree practicable, the data must be disaggregated, for example, by gender, age, industry, geographic region, and so on (with due respect to data protection principles, where applicable). Over time, all databases must be managed and maintained.

Tracer studies, which follow up on applicants' years or decades later to see how they've changed over time, are another option, and data from an earlier survey can be used. Tracer studies for impact M&E are made easier by keeping information on applicants over time. Interviews and case studies are more qualitative assessment approaches that are frequently utilized in conjunction with survey data when it is available. A problem is statistical relevance, which is difficult to achieve in most circumstances. However, similar methods can be used for both pre- and post-comparison purposes, for example, by collecting a set of information on an applicant's viewpoint, self-assessment, current wage levels, and so on prior to RPL to permit comparison later on. It's also crucial to include indirect methods of measurement, such as the need for assessment processes training and so on (Braka, 2016).⁴

Data collected on the areas could be used to determine the impact of RPL, long-term consequences, and changes at various levels of applicants, employers, training providers, and government.

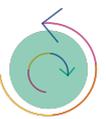
⁴

https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_541698.pdf



Measuring the impact of RPL at different levels

At the individual level:
• Productivity
• Confidence, activation and motivation
• Employment status prior to and after recognition
• Job held prior to and after recognition, its link to RPL*
• Wage/salary prior to and after recognition
• Training/education started and obtained after recognition*
• Acceptance of obtained competencies through the recognition certificate by employers
On employers:
• Changes in the share of hard-to-fill vacancies and (opinion-based) assessment of employers on influence of competencies recognition on it
• Changes in the share of accidents prior to and after recognition*
• Changes in the share of workers complying with regulations*
• Average length of the hiring process; average length of vacancy posted*
• Staff productivity*
• Staff motivation*
• Changes in establishments' spending on RPL
On education and training providers:
• Changes in number of new courses developed and marketed on the basis of RPL
• Changes in services (guidance and counselling) for RPL applicants
• Changes in numbers of participants in courses developed and marketed on the basis of RPL
• Changes in staff profiles and number of staff
• Changes in number of certificates and qualifications issued on the basis of RPL
On government priorities:
• GDP growth; company-level productivity growth; total sectoral sales and output growth; sectoral export growth; sectoral product growth
• Growth of labour mobility (occupational, sectoral, territorial)
• Decreases in unemployment rate – total and/or for specific target groups (focus: RPL)
• Increases in skills and jobs matching for specific target groups (focus: RPL)
• Changes in hard-to-fill vacancies reported by employers



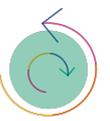
• Changes in indexes on inequality; wage difference; poverty etc.
• Comparison of migrant workers and nationals in terms of:
▶ employment status
▶ over-education/under-education
▶ level of earnings
• Increased interest and enrolment in TVET
• Increased participation in lifelong learning
• Decreased level of informality for occupations/sectors targeted by competencies recognition
• Changes in share of persons with required certifications within these occupations
• Changes in number of accidents or other issues related to these occupations

How to gather information about the impact of RPL system

Question on impact	Information on impact
Are RPL participants able to find a job quicker and easier?	Length, outcome of the job-seeking process before and after RPL Employment status prior to and after RPL
Are RPL participants able to work in positions where they can take advantage of the recognized competencies?	Occupation before and after RPL, link to RPL
Has RPL helped open up a new career or training way for the participants?	Shares of RPL participants starting new careers, getting promoted, starting new training linked to RPL



<p>Has RPL had any impact on wages? Are participants with recognized skills better rewarded?</p>	<p>Wage, salary before and after RPL</p>
<p>Has RPL helped the participants find a job or start their own business?</p>	<p>Share of RPL participants moving out or starting a new business after RPL (compare with control group).</p>
<p>For employers</p>	
<p>Has the RPL speeded up the recruitment process? Has skills-job matching improved?</p>	<p>Average length of the recruitment process Perceived effectiveness of matching</p>
<p>Has the productivity of employees increases? Does staff work more efficiently and carry out more demanding tasks?</p>	<p>Perceived productivity Morale, teamwork</p>
<p>Has RPL helped comply with safety standards and other regulations?</p>	<p>Share of workers complying with standards Share of accidents before and after</p>



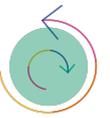
CONCLUSION & REFERENCES

Conclusion

RPL has received increasing interest in both industrialized and developing countries since the turn of the millennium. Globalization and migration have increased the demand for methods that allow qualifications to be recognized across national borders. They have also placed a greater focus on lifelong learning, as employees must continually upgrade their skill sets in order to remain relevant. The focus on the informal economy has reignited interest in RPL and its ability to aid in the formalization process. Many workers pick up skills on the job in a non-formal setting. As a result, individuals confront major obstacles in finding suitable work and continuing their studies. Competencies obtained through nonformal and informal sources are addressed by RPL systems.

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MODULE 3: LESSON PLAN

Module: 3

Duration: 2 hours

Topic: Designing the RPL
Assessment - from ideas into
action

Number of Activities: 4

Structure / Activity:

Activity 1.1 Brainstorming

From a target group viewpoint, ask participants to consider the many target groups that could benefit from RPL.

Activity 1.2 Long-term benefits

Ask participants to think on the long-term benefits of RPL in a group setting. Indicate that RPL has an impact on the systemic, societal, and personal levels, in addition to applicants.

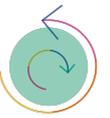
Activity 1.3 What an Applicant Would Put Into A Portfolio

Explain to the participants that you want them to consider what applicants might include in a portfolio to have their prior learning recognized in a concrete way. Assign each of the three groups a hypothetical individual with a profile.

Activity 1.4 Skills Recognition and RPL Qualifications Video

With the participants, watch the video on the advantages. RPL Myths (minutes 6:32–9:03) are debunked. As the participants watch, ask them to take notes on what they hear from the various stakeholders regarding why RPL works and what has changed

Learning objectives:



CONCLUSIONS & REFERENCES

- Understanding how RPL can be of use
- Self-observation, RPL
- Exploring Potential benefits of RPL at systemic, social and personal level
- Understand what are the key components in assessment methodologies
- How do you know if the system is working?
- M&E of Skills recognition system, why RPL works and what changed

Materials Needed:

Activity 1.1 Brainstorming – a flipchart or Powerpoint

Activity 1.2 Long-term benefits – GoogleJamboard, GoogleDocs or pen and paper

Activity 1.3 What an Applicant Would Put into A Portfolio

Activity 1.4 Skills Recognition and RPL Qualifications Video -

<https://www.youtube.com/watch?v=SZ5gNaskgv4>

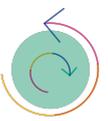


MODULE 3: ACTIVITIES

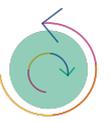
AIMS & LEARNING OBJECTIVES

Potential benefits of RPL at systemic, social and personal level

Potential benefits at the economic and educational level	
Increased employability of population for a healthier labour market	<p>Employers' ability to find new recruits and fill openings has improved.</p> <p>Unemployment and inactivity could be minimized.</p> <p>There will be less pressure on the labor market as more options for employment become available.</p> <p>Skills mismatches are less of an issue.</p> <p>Reduced qualification shortages (if used primarily in industries where qualified personnel — those with verifiable qualifications – are in high demand)</p> <p>Transition from the informal to the formal economy is made easier</p> <p>Increased labor market's ability to provide decent jobs</p>
Increased labour mobility	<p>Individuals' mobility to better employment is facilitated.</p> <p>Employed persons have a greater ability to shift jobs and employers.</p> <p>Increased opportunity for workers to travel from rural to urban locations and across national borders</p>
Improved access to formal education and training	<p>Reduced the amount of time and money required to get a qualification, making it more affordable and accessible to individuals who want to advance their education.</p> <p>Access to lifelong learning is being made more widely available.</p>
Strengthened qualifications system	<p>Reinforced qualifications system providing a bridge between the informal and formal economy</p> <p>Strengthened lifelong learning framework as RPL creates new opportunities for achieving a qualification</p>



Societal level	
ACTIVITIES	Enhanced capacity of societies to empower
Social inclusion and recognition	<p>disadvantaged groups</p> <p>Improved visibility and use of existing human capital</p> <p>Recognized value of services, such as voluntary and unpaid work</p>
More motivated labour force	<p>Empowered labour force, as opportunities for decent work and lifelong learning open up to more individuals, including groups disadvantaged in the labour market</p> <p>Increased earnings of the employed</p>
More interest in lifelong learning	Expanded opportunities for individuals to embrace lifelong learning and benefit from it in terms of labour market outcomes
Personal Level	
Psychological benefits	Strengthened self-esteem, confidence and motivation to work and learn, including among those formerly discouraged
Higher individual returns to work experience	<p>Improved opportunities to access jobs that match individuals' competencies</p> <p>Reduced costs of education, including in terms of time investment required to attain a qualification</p> <p>Increased opportunities to move from the informal to the formal economy</p>



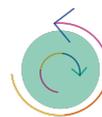
Activities
Activity 1.1 Brainstorming
Activity 1.2 Long-term benefits
Activity 1.3 What an Applicant Would Put Into A Portfolio
Activity 1.4 Skills Recognition and RPL Qualifications Video

Activity 1.1	
Title:	Brainstorming
Implementation:	<p>From a target group viewpoint, ask participants to consider the many target groups that could benefit from RPL. On a flipchart, jot down their ideas. You might also ask the participants to come up with more particular recipients.</p> <p>Divide the flipchart into two columns in this case, one with the heading "Profiles" and the other with the heading "Reasons." If key groups have not been identified by participants, add them to the list. In plenary, discuss the many needs. To recap, you can also show/hand out and explain the table above.</p>
Objective:	Understanding how RPL can be of use
Competency/ies:	Self-observation, RPL
Duration:	10 minutes



Activity 1.2	
Title:	Long-term benefits
Implementation:	<p>Ask participants to think on the long-term benefits of RPL in a group setting. Indicate that RPL has an impact on the systemic, societal, and personal levels, in addition to applicants. Assign the three categories of systemic, social, and personal to three groups. Provide each group with blank flipchart paper and markers, and instruct them to accomplish the following (by putting down the group tasks on a flipchart or a PowerPoint presentation):</p> <p>Decide on a chair (to keep the conversation on track) and a rapporteur (to document and present results).</p> <p>(ii) Talk about, agree on, and list the RPL benefits they can think of for the level they've been assigned, including short examples if necessary.</p> <p>(iii) Write out their findings on the flipchart in legible handwriting (or computer to be projected on the screen).</p> <p>Allow them 15 minutes to finish the assignment. Invite each group to come forward and give a 3- to 5-minute presentation on their findings.</p> <p>Provide some examples to emphasize the necessity of RPL for disadvantaged populations. Where applicable, provide any additional information with a quick input (e.g. using a PPT).</p> <p>If at all feasible, tie your additions to suggestions made by the audience. It's worth noting that exact benefit measurement is still difficult, owing to a lack of regular data collecting. Refer to the Module 3, which deals with challenges, and the part of it which deals with monitoring and evaluation (M&E), for more information on this topic.</p>
Objective:	Exploring Potential benefits of RPL at systemic, social and personal level
Competency/ies:	Self-observation, RPL
Duration:	10 minutes

Activity 1.3



Title:	What an Applicant Would Put into A Portfolio
Implementation:	<p>Explain to the participants that you want them to consider what applicants might include in a portfolio to have their prior learning recognized in a concrete way. Assign each of the three groups a hypothetical individual with a profile. Introduce the participants to these profiles, for example:</p> <ul style="list-style-type: none"> • Ralph, a nurse from the Philippines with six years of experience working in rehabilitation centers in Norway and Sweden, wants to pursue a physical therapist certification. • Betty, 56, who has worked as a nanny for children in kindergarten for the past 13 years and has done a few short courses in early childhood education, wants to pursue a degree. • Gene, a mechanic, has worked in a South African motor shop for ten years without obtaining any certification and is seeking RPL (or RPL for artisans, as it is known in that country) in order to advance in his career.
Objective:	Understand what are the key components in assessment methodologies
Competency/ies:	Skills recognition
Duration:	30 minutes

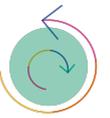
Give each group a flipchart or two, as well as markers. Request that they create a portfolio for their specific application, including a list of the kind of facts, evidence, and so on. Involve them in the process by asking them to be inventive and think outside the box. They could also feel free to mention any short courses or training the applicant has taken if necessary. Allow them 20 minutes to finish the portfolio before asking them to report their findings. Discuss with the group and add (e.g., with colored cards) where potentially essential information was overlooked or where extra information could be usefully provided. Relate back to what the expert has named in the input as much as feasible.



Activity 1.4	
Title:	Skills Recognition and RPL Qualifications Video
Implementation:	<p>With the participants, watch the film on the advantages. RPL Myths (minutes 6:32–9:03) are debunked.</p> <p>As the participants watch, ask them to take notes on what they hear from the various stakeholders regarding why RPL works and what has changed.</p> <p>Discuss whether the remarks were about outputs or outcome/impact with them.</p> <p>https://www.youtube.com/watch?v=SZ5gNaskgv4</p>
Objective:	How do you know if the system is working?
Competency/ies:	M&E of Skills recognition system, why RPL works and what changed
Duration:	30 minutes

CONCLUSIONS & REFERENCES

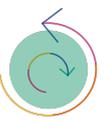
- ILO, Recognition of Prior Learning (RPL): Learning Package; International Labour Office, Skills and Employability Branch / Employment Policy Department, 2018. Retrieved from https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_626246.pdf



MODULE 3 ASSESSMENT (QUIZ)

Questions

11. The key components for the assessment of RPL are...
- a. Evidence, Competent evaluators, accessible services, actual abilities
 - b. Seeing, telling, listening
 - c. Evidence, workshops, certificates
 - d. Portfolio and experience
12. RPL evaluations should be:
- a. Real, easy, truthful
 - b. Transparent, valid, dependable
 - c. Accessible, real and subjective
 - d. Subjective and demanding
13. Why should assessment tools be altered sometimes?
- a. To keep a variety of objectives methods
 - b. To check their effectiveness
 - c. Because assessment tools must be appropriate for their intended use
 - d. To choose the easiest tools



14. CV/Resume, industry awards, and timesheets are proof that is...

- a. Direct evidence
- b. Indirect evidence
- c. Historical evidence
- d. None of the above

15. We can consider historical evidence examples of RPL such as...

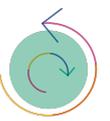
- a. Certificates or qualifications
- b. Demonstration of skill
- c. Workplace observation
- d. Photos

16. Why is combining RPL strategies useful in assessment?

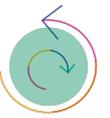
- a. Because they can complement and build on each other
- b. Because we can test their efficiency
- c. Because this way we can trap the participant
- d. Because each assessor can choose the easiest method

17. In the process of RPL, the first key stage is:

- a. Counselling and facilitation
- b. Awareness and information
- c. Certification
- d. Evaluation



18. What happens during the second step that is Counselling and facilitation?
- a. Assessor reviews the evidence/portfolio submitted
 - b. Potential applicants become aware of RPL as an opportunity
 - c. Counselling is available to provide potential applicants with more detailed information about the RPL process
 - d. General information about the RPL system is in place
19. The process of tracking and reporting (specified) information concerning an intervention in a regular and routine manner is...
- a. monitoring
 - b. suggesting
 - c. building
 - d. checking
20. In order to measure the impact of RPL at different levels, we examine the effect it had on:
- a. The individual level (Productivity, confidence, employment status)
 - b. Employers (Staff productivity, motivation, changes in the share of hard-to-fill vacancies)
 - c. On education and training providers (new courses developed, staff profiles and number of staff)
 - d. Government priorities (Growth of labour mobility, GDP growth)
 - e. All of the above



MODULE 4: IMPLEMENTING STRATEGIES FOR INCREASED MOTIVATION AND ENGAGEMENT IN THE LIFE-LONG LEARNING CONTEXT

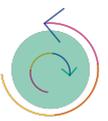
INTRODUCTION

One of the objectives to be achieved through the implementation of the Toolkit for Adult Education, is to provide the appropriate knowledge and tools to adult educators, trainers and career advisors on how they can actively help unemployed adults in need for upskilling to improve their possibilities of getting a job. This aim can surely be achieved through recognizing their basic skills previously acquired through informal or non-formal learning, understanding their professional aspirations, and proposing a set of lifelong learning alternatives for the improvement of their professional and personal potential. To succeed in this aim it is extremely important that trainers and educators are able to implement strategies for increase the adults' motivation and engagement in the life-long learning context.

As already known, a person's emotional involvement and motivation, plays a key role for a greater effectiveness in realizing personal purposes. As described in the Toolkit, the role of adult educators and counsellors, is to work towards achieving positive change by not only transferring knowledge but also urging the learners to search for knowledge themselves and keeping being motivated to do so.

Increased motivation could play a role in changing the attitude of adult learners and in helping them find internal motivation to continue learning. It is important to ensure that adult learners realize the value of learning and the impact it can have on their lives.

This module addresses the question of what can be done to motivate adults in need for upskilling to persist in their efforts to learn and focuses on how to implement strategies for increased motivation and engagement in the life-long learning context, that can be used to engage adult learners in order to let them keeping learning to achieve professional and personal development.



AIMS & LEARNING OBJECTIVES

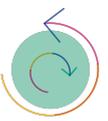
- To introduce adult education teachers/trainers and career counsellors / advisors to the role of motivation in adult learning as well as the skills and tools to increase it
- To understand the importance of lifelong learning in allowing each person to respond effectively to the new needs, changes and challenges that will arise during their personal and working life
- To implement strategies for increased motivation and engagement in the life-long learning context
- To develop the ability to help participants set realistic objectives and reflect on their strengths and weaknesses
- To develop the ability to foster positive change behavior in adult learners in order to reach their goals
- To have mastery of motivation and engagement techniques in life-long learning for personal and professional development

MOTIVATION & ENGAGEMENT STRATEGIES

Motivation is the set of reasons that induce an individual to perform a certain action by pushing the behavior towards a given goal. Motivation is the “emotion” that initiates, guides and maintains our behaviors and explains “why people do what they do” (Langley, 2018).

There are **primary motivations** that perform the function of satisfying primary needs (hunger, thirst, sleep, etc.) and **secondary motivations**, which are acquired or learned from the context and environment of life.

The **motivational impulse** occurs every time the individual feels a need, which is a state of dissatisfaction that pushes people to reach the means useful to satisfy the need. This need represents the perception of an imbalance between the present situation and the desired situation.



Motivation can also be extrinsic or intrinsic.

Extrinsic motivation is driven by external reasons: the behavior is generated by a reward or recognition. The action is performed because by reaching the set goal, you get a prize or a reward that somehow repays and motivates the effort (example: working for salary or competing to win a race).

Intrinsic motivation, is driven by reasons that start from oneself and from one's own experience or will: behavior has value in itself and the person does not act to get something from the outside but to enrich him/her self, follow an internal goal of growth, improvement, learning, etc. (de Beni, Moè, 2000).

Regarding the motivation to learn, there is a lack of motivation when a person is focused only on external factors, because the pleasure and the satisfaction of participation itself is lacking as well as intrinsic feelings, wills and motivations. The lack of motivation appears when there is no interest in the task performed, in the context, in the social environment, or the goal is perceived as not balanced, too difficult or too easy.

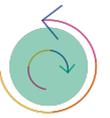
To motivate a person learning, that person has to perceive control over what s/he does and has to be actively involved.

Motivation in the life-long learning context

The lack of confidence and motivation is one of the main reasons for people failing in education and, therefore, showing support and motivating learners are important aspects of the teaching process. The scarce persistence of the adult participants is often discussed only in psychological terms, for example “not being motivated or self-regulated”, but the learner’s environment (interactions, experiences, ways of learning) also affects motivation, engagement, and goal attainment (National Research Council, 2012).

Career guidance, counselling and training/education services for adults in need for upskilling move decisively towards a lifelong and life wide process support.

The term **lifelong learning**, or **continuous/permanent learning** refers to kind of education that lasts for a lifetime, not just for school years. Especially for adults in need



for upskilling, who either exhibit low educational levels such as no completion of high school or are people who score low, there is a strong need for them to be constantly eager to get involved with life-long learning and remain motivated and consistent in their efforts (Toolkit for adult education, Pathways project, 2021).

Taking into consideration that we live in a digital era where the relevant skills in high demand constantly change, the labor market and skills needed by individuals in order to thrive and stand out of the competition is constantly changing.

Continuous learning therefore has the objective of expanding the skills and knowledge already possessed, in order to promote personal and professional growth.

Lifelong learning has numerous benefits, for example:

professional growth: continuous learning allows to increase the knowledge and increase the competitive advantage, as well as creating the opportunity for a job promotion or a salary increase. Furthermore, receiving new licenses, certificates or having the previous acquired skills recognized, stimulates the desire to learn, because recognition can be tempting for those who want to grow professionally.

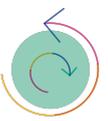
cognitive advantages: constant learning improves the mind and helps to see and appreciate new opportunities.

sociability: constant learning is useful for the development of social skills, because it stimulates sharing and offers many opportunities to socialize and expand one's knowledge (Arisci, 2020.).

Lifelong learning allows people to effectively respond to the new needs, changes and challenges that arise during the development of personal and professional life. Therefore, in order for an adult to perceive the usefulness of what is learned and to find the suitable energy to continue learning, it is necessary to guarantee:

- motivation to learn
- training tailored on the needs of the subject
- flexible learning tools

Motivation to Learn



When adults in need for upskilling are aware of the purpose of their studies and of the usefulness of a qualification issued at the end, their motivation to engage and their possibility to succeed are greater. This is why it is important in the field of adult education to implement motivation and outreach measures such as “raising awareness on the benefits of upskilling, making available information on existing guidance, support measures, upskilling opportunities and responsible bodies, and providing incentives to those least motivated to take advantage of these” (Official Journal of the European Union, 2016).

Adult learning must be considered as a process of active research, not as a passive reception of content, consequently it is necessary to use teaching methods that actively involve learners. In this process, motivation is a very important factor because in adulthood the internal motivations and will (for example, the desire for greater job satisfaction, self-esteem, quality of life, recognition and trust on the part of others, etc.) are generally stronger than external pressures (for example a better work, promotions, an higher pay).

Training Tailored on the needs of the person

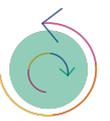
An efficient strategy to upskilling pathways is based on the concept of adaptable opportunities and learning pathways tailored to individual learner needs.

Adults in need for upskilling can progress towards individual empowerment by embarking on an upskilling journey, tailored to their own specific needs and grounded in lifelong learning (CEDEFOP, 2020).

Tailored training addresses the variety of adult in need for upskilling population recognizing their prior learning and remove obstacles facilitating the participation. In addition to being relevant to the needs of individuals it must be of high quality and delivered by well-trained and fully qualified professionals.

Flexible Learning Tools

Adult education must provide for differences in style, time, and kind of learning, in order to guarantee a flexible approach that can accommodate own preferences, motivations and goals: a flexible model of learning for adults allows them to make choices and contextualize their learning in a more appropriate manner.



For this reason, the success in using a certain learning tool is ensured by knowing how to select and use the teaching methodologies most consistent with the learning objectives - which therefore must be analyzed and defined in advance. The application of a tool certainly leads to a training aimed at the human being in his totality, considering his own history, experience, ideas, needs and beliefs, interests and motivation.

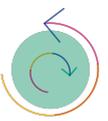
Strategies to increase adults in need for upskilling's motivation to learn

When adult learners are aiming for success, they are more likely to strive and are more motivated to perform well. **Self-efficacy** is a strong predictor of many outcomes and has been associated with success in improve own abilities or reach a goal. To give an example, if a subject has a strong self-efficacy orientation and s/he is convinced to improve his/her skills in a certain field, the performance is more likely to be very positive, while if a subject is apprehensive about what s/he is about to learn, the resultant performance is likely to be poorer.

Self-efficacy is not comparable to self-esteem. Instead, it refers to the subjects' beliefs about their abilities in a certain area, or about their ability to complete a specific task: it is possible to have high self-esteem in general while having low self-efficacy in a certain area.

A trainer, tutor, job counsellor can help increase self-efficacy and consequently motivation taking into consideration the following points (National Research Council, 2012):

- **Help learners set appropriate and valuable learning goals:** adults in need for upskilling need to clearly understand their personal objectives and goals, both at professional and personal level, in order to define their own personal path. It is important to distinguish between “goal” which refers to something abstract or related to a long-term result, and “objective” which refers to something more measurable and related to the short-term period. To set goals, it is important to know the person, what their interests and passions are. It is then necessary to ensure that these objectives belong to the learner and that they do not model on those of the teacher. A set goal need to be SMART: Specific (not too broad and not too vague, but specific and precise), Measurable (it is necessary to be able to quantify the data or indicate where we

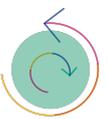


are in relation to the objective to be achieved), Achievable (take into account the limits), Realistic (accessible and relevant), Time-bound (defined over time).

- **Provide feedbacks to achieve appropriate attributions for success and failure:** receiving feedback is extremely important because overestimating or underestimating one's abilities can lead to behaviors that prevent the acquisition of new skills. The feedback provided must be clear, specific and realistic, focused on competence and experience. Feedbacks must be appropriate to the person's level of progress and develop explanations for successes and failures. People experiencing failure or difficulty are more likely to persist if they attribute the difficulty to something external or uncontrollable., while a person who experiences success will be more likely to persist if the progress is attributed to something internal and controllable.

Many adults in need of upskilling are likely to have experienced years of difficulty with basic skills, and some of them may assume their abilities are limited. Educators can help adults overcome the demotivating effects of past experiences by trying to model the attributions they might make: they need to recognize and correct negative attributions by providing feedback that highlights learning processes, such as the importance of using strategies, monitoring one's understanding and engaging in a sustained effort.

- **Help learners develop feelings of control and autonomy:** when adult learners have some control over their own learning, they are more likely to face challenges and persist with difficult tasks. The amount of autonomy each person desires, however, depends on how competent and self-effective they feel. If the task is new or challenging, an individual may require little autonomy. Giving people the ability to choose which activities to do and how to do them can increase motivation. The choices allowed can be quite limited and still have important effects on motivation. For example, trainers and educators can encourage adult learners to choose whether they want to work on a task individually or in small groups or choose the order of activities during a class session. Building a sense of autonomy and control does not mean abandoning adults to learn for themselves, it is always necessary to provide feedback, model strategies and monitor progress.



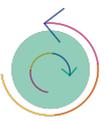
- **Help learners monitor their progress:** adults involved in an upskilling pathway who learn to control their learning progress and motivations are more likely to succeed. However, some of them may need help to recognize and appreciate their progress so that they feel motivated and persist. For this reason, the ways in which feedback on progression are presented can have important effects on motivation. For example, when an adult learner tends to compare his results with those of others, s/he can become demotivated and decrease his/her efficiency. It is possible to avoid demotivating adult learners by submitting feedback and assessments privately and encourage students to focus on effort and improvement. Motivation increases if adults feel they can improve even if at a given time the results have not been optimal.

- **Foster social relationships and interactions that affect learning:** it is important for learners to feel the belonging to the community of learners and the care of their trainers/counsellors in order to feel motivated and engaged. “Small-scale classroom interventions can make a big difference in promoting positive school-based relationships. Trainers can hold morning meetings and encourage learners to work in groups in order to foster environments in which learners feel safe and supported” (Toolkit for adult learners, Pathways project 2021)

- **Favour the participation:** it is important to set a positive environment, build an atmosphere of sharing and exchange, making reference to the experiences of the participants, make sure they act voluntarily and feel free to express themselves without fear of being judged. Adults need to feel safe within the group and actively involved in the learning process (EDEC: Rafforzare e sviluppare le competenze degli educatori di adulti, 2019).

- **Experiments to identify new approaches that motivate engagement in learning for adults in need for upskilling:** a good trainer must also be proactive in finding new approaches depending on the subject. It is important to understand that several influences (personal, familiar, institutional...) interact to affect motivation.

- **Consider learning orientation:** it is good to consider the wealth of experience and expertise of each adult and value it as a starting point for the learning



process or as a resource to be used. Adult learners are motivated to invest energy to the extent that they believe it will help them to perform tasks or to cope with the problems they encounter in their real-life situations. They learn new knowledge, skills, abilities, values, attitudes much more effectively when they can be applied to real situations.

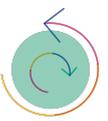
- **Develop ways of validating participants motivation and test their persistence:** the motivational orientation is composed by many factors including cognitive processes such as perception, attention, expectations and beliefs. It is therefore necessary to resort to different evaluation methodologies, from questionnaires, to cognitive tests, to interviews. It is not, however, a question of using in such a way unique one strategy, but the integration of multiple methods is more fruitful. Tests, questionnaires, interviews or observational methods individually, they may be incomplete but integrated allow to obtain a more adequate evaluation (Costabile A. 2011).

Strategies to Engage Adult Learners and motivate them towards life-long learning

To keep adult learners engaged and motivated to pursue their learning pathway, especially if they are adults in need for upskilling, it is necessary to use **active learning techniques**. There is a wide range of effective strategies that can be used, and, according to the target, it can be very effective to use techniques which allow to incorporate adult learners' life experiences as part of the learning process.

Some examples (Goddu K., 2012):

- **Self-directed Learning:** Self-direction is a technique to transfer the control of learning to the adult student to confer independence, ability to make choices, ability to articulate personal values and beliefs. As the student's knowledge of skills and resources increases, he/she ceases to be a passive receiver of information and takes responsibility for learning and outcomes, and the instructor becomes the facilitator of learning. This teaching approach allows the adult student to be self-directed and motivated.
- **Situative or Experiential Learning:** several trainers use the lecture method to approach adult learners. Unfortunately, that teacher-dominated format method does not allow the adult student to bring life experiences into the lesson.



Situative or experiential learning, provides a context that reflects how knowledge will be used in real life. For example, the use of **role-playing** or **game based activities** or simulated scenarios can help an adult learner making practical use of knowledge and applying it appropriately to solve a critical situation.

- **Narrative Learning:** Narrative and storytelling are a fundamentally human way of giving meaning; it highlights the role of narration in individual learning and helps to understand how people act in the world. This approach helps the adult learner reflect on own life experiences. Stories in the form of cases are a good engaging technique for teaching problem solving skills. Narratives are influenced by social contexts, such as race, gender and socioeconomic status, so when an adult reflects on their life story, these contexts shape the story, giving them frameworks and influencing learning often by raising new interpretations of the past.

Some practical application (Dunnick Karge et al, 2011):

- **Tell-Help-Check strategy:** this strategy offers adult learners the opportunity to review and confirm their understanding of critical information. The trainer numbers the students as 1 and 2, then asks a question to the first participant. Once the question has been answered from the first, the second help with the answer by adding information or modifying some. The interactive nature of this activity helps adult learners maintain interest and motivation towards the topics covered, furthermore it is an excellent opportunity for to assess participants' knowledge of the given topic
- **Think-Pair-Share strategy:** it is a collaborative learning strategy where learners work together to solve a problem or answer a question about an assigned task.

This strategy requires students to think individually about a topic and share ideas with their peers. The trainer poses a question and learners after reflecting on their own, they pair up with another participant and discuss their answers. They then share the result with the rest of the group. Personal interaction motivates students and engages the whole group.



- **Problem-solving strategy:** it is a strategy for letting adults solve complex and challenging problems and scenarios. This strategy requires the instructor to facilitate rather than direct, and let students take the lead in developing solutions to real-world problems, encouraged to take responsibility for their own learning. Students are provided with a real-life situation or problem and some guidelines. Students collectively decide what additional information they need to fully understand the problem and begin working out a solution. Finally, they formulate a solution and present the results.

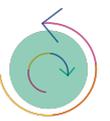
A successful method: the motivational interview

The **motivational interview** is a tool developed by William Miller and Stephen Rollnick in the context of social services and helping relations. Since it investigates psychological aspects related to the candidate's motivation, it is a very versatile tool that applies to different areas including the field of support and counselling for adults in need for upskilling. It has relevance in any situation where a person is trying to make a significant change in their life because they face the challenges and ambivalence surrounding the change process. By taking the step to continue their education and pursue a career path, adult learners are on the verge of significant personal change.

This method is a collaborative, goal-oriented communication style, with particular attention to the language of change; it is not just client-centered counseling (Miller and Rollnick, 2009).

Key concepts of the motivational interview (OARS):

- **Open Questions:** allow the learner to talk more with respect to closed questions that solicit monosyllabic or laconic answers such as “yes” or “no”
- **Affirmations:** allow the educator to highlight the person's positive characteristics, resources and skills, highlighting their strengths. It means support the person through statements of appreciation such as 'thank you for arriving on time' or 'this is a good idea' or 'you are a very insightful person'
- **Reflective listening:** it includes listening to what a person says and its meaning. Empathic and reflective listening is crucial for creation of a successful relationship that forms the basis of the motivational interview. When repeating



what the person has told in the form of a statement rather than a question, the counsellor/trainer encourages him/her to continue talking.

- **Summary reflections:** Synthetic reflections reinforce what is already said, proving that the counsellor has listened carefully and is now preparing the learner for the next step.

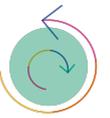
The goal of the motivational interview is not to push people to accept themselves and stay in the current situation, but instead is aimed at resolving the ambivalence by motivating people to make a positive change in behavior. The most important aim is to recognize and emphasize the **change talk**, paying particular attention to the language: the change talk represents an opportunity to induce the person to elaborate and strengthen the level of motivation and commitment. At the same time, it is good to pay attention to the **ambivalence**, emerging as **sustain talk** that slows down motivation and persistence.

Some examples of change talk:

- **Desire statement:** improving my skills would make me feel so much better about myself.
- **Ability statement:** I think with some help, I might be able to pass the course.
- **Reason statement:** I have to obtain the qualification because it is important to find a better job.
- **Need statement:** Something has to change, or my work situation will not improve.

Some examples of how change talk is hampered by sustain talk:

- I would like to learn it (Change Talk), but it's not that simple (Sustain Talk)
- Maybe I could enroll this course (Change Talk), but I don't have much time (Sustain Talk)
- I can't reach that goal (Sustain Talk) even if I want to (Change Talk).



To evoke change-oriented affirmations, it is necessary to ask **evocative questions** (Evangelista, 2014):

- What do you think you would be able to achieve?
- What do you hope can be achieved by obtaining a better qualification?
- How important is it for you to improve your skills?
- Why would you like to undertake a training course?

Useful Tools: Decisional Balance Worksheet

During a motivational Interview it can be useful to use the **decisional balance worksheet** to list in one place the benefits and costs of changing or continuing applying current behavior. **Here** it is possible to find a template.

To give an example, let's consider the decision of an adult learner to continue studying to obtain an improvement in his/her basic skills. It is important to make him/her reflect on what are the **pros of change** (increase basic skills), the **cons of change** (having less free time), the **pros of the current situation** (being more relaxed) and the **cons of the current situation** (cannot have a better work).

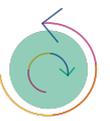
This tool can help the person be more motivated to persist towards achieving a goal. It helps the person visualize it and where he/she wants to be and elicits the talk of change. It is effective in coaching individual patients, but it is also a great exercise to do in a group as it can involve the whole group in talking about change and motivation.

Useful tools: SWOT Analysis Matrix

It is a tool used mainly in business that can help both educators and learners analyze the resources they have and reflect on how to achieve the objectives.

It is a tool that can be effectively used on a personal level to help in a process of self-awareness and allows to analyze the objectives and goals, identifying the best strategies to achieve and realize them. Consider the table below:

S: my strengths	W: my weaknesses
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	(Internal Factors)	(Internal Factors)	
CONCLUSIONS & REFERENCES	O: my opportunities	T: my threats	
	(External Factors)	(External Factors)	

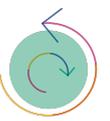
Filling in the table can be useful to better visualize the whole situation. It is important to write down what are the strengths to achieve a goal, thus focusing on one's resources and trying to overcome difficulties. The following questions can help:

- What do other people appreciate in me?
- What things do I do best?
- What resources do I have?
- What aspects can I change?
- What weaknesses do others notice?
- What opportunities do I have?
- Who can help me?
- What do I need?
- What are the difficulties?

To answer these questions, it is essential the person takes the time to think and reflect. The result of this analysis is relative to the person in that moment, so it is preferable to use it mainly to define objectives and strategies in the short or medium term.

[Here](#) it is possible to find some template for the SWOT analysis scheme.

Conclusions



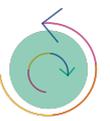
Motivation in the life-long learning process is something that from the inside activates, directs and supports adult learners in the conscious acquisition of knowledge, skills and attitudes.

What it can be done to stimulate and maintain the motivation in adult learners is tailor the training on the needs of the subject using flexible learning tools, using examples based on real life to stimulate curiosity, paying attention to attitudes, helping in define objectives, expectations and attributions, giving appropriate feedbacks on the quality and quantity of results achieved, considering perception of one's own competence, giving spaces to self-determination of the learner, monitoring the progresses and fostering the participation.

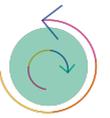
Adults with low skills need support in identifying their training needs, in understanding which type of training is most appropriate for them and on how to tackle any barrier to participation. To keep adults in need of upskilling engaged and motivated to pursue their learning pathway, it is thus necessary to use active learning techniques which allow to incorporate adult learners' life experiences as part of the learning process.

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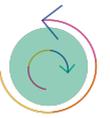
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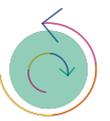
MODULE 4: LESSON PLAN

Module: 4

Duration: 2,5 HOURS

Topic: Implementing strategies for increased motivation and engagement in the life-long learning context

Number of Activities: 3 (+ one optional)



LESSON FOCUS & GOALS

Structure / Activity:

PHASE 1

Theory (15 minutes): trainer presentation; presentation of the objectives of the module; presentation of the participants

Practice (20 minutes): Activity 1 - “Quotes of Motivation”

PHASE 2

Theory (15 minutes): what motivation is; motivation in the life-long learning context; motivation to learn; training tailored on the needs of the subject; flexible learning tools

Practice (15 minutes): Activity 2 - “Money Money”

PHASE 3

Theory (15 minutes): Strategies to increase adults in need for upskilling’s motivation to learn and Strategies to Engage Adult Learners and motivate them towards life-long learning

Practice (30 minutes): Activity 3 - “Time Travel for learning” and/or Activity 4 “My best – my worst”

PHASE 4

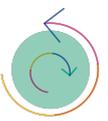
Theory (15 minutes): Successful methods and tools: motivational interview; Decisional Balance Worksheet; SWOT analysis

Practice (optional): With the templates provided in the form it is possible to try the tools provided. This is very useful in order to get to know the tools to be used by adult learners.

PHASE 5

Theory (15 minutes): Conclusions on the module and possible discussion

Practice (10 minutes): Final Quiz



Lesson Objectives

PHASE 1

Theory: introduction to the module, familiarization with the group

Practice: reflection on personal motivation

PHASE 2

Theory: Understand the importance of lifelong learning in allowing each person to respond effectively to the new needs, changes and challenges that will arise during their personal and working life

Practice: Knowing that motivation to act is internal, but sometimes external incentives can push people to action; knowing how to stress internal and external motivations in order to motivate adults to pursue their objectives

PHASE 3

Theory: Implement strategies for increased motivation and engagement in the life-long learning context; develop the ability to help participants set realistic objectives; develop the ability to help adult learners reflect on their strengths and weaknesses; develop the ability to foster positive change behavior in adult learners in order to reach their goals; have mastery of motivation and engagement techniques in life-long learning for personal and professional development

Practice: Raise awareness of the learning pathway planning dimension, factors and actors in the process; promote planning skills and goal setting; exercise motivating behaviors and experiment new solutions in the context of adult education; develop communication and motivational skills

PHASE 4

Theory: Enrich the knowledge on skills and tools that increase motivation of the adult learners

Practice: learn how to use the suggested tools

PHASE 5:

Theory: stimulate a final reflection on the module

Practice: Self-evaluation



Materials Needed:

PHASE 1

Theory: Optional PPT presentation on the topic

Practice: cards with fragments of phrases that stimulate personal motivation, space to move freely

PHASE 2

Theory: Optional PPT presentation on the topic. References to the Toolkit: Chapter 2.1 “Motivation Techniques”

Practice: Spacious room, a chair for every participant, banknotes or coins, scotch tape

PHASE 3

Theory: Optional PPT presentation on the topic. References to the Toolkit: Chapter 1.3 “Adult educators and counsellors’ role”, section “What do good Adult Educators do? – Useful Tips” and Chapter 3.1 “Exercises to Motivate”, Activity “Motivational Role Exchange”

Practice: Paper, print Grid of Future Projection, pen/pencil

PHASE 4

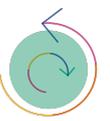
Theory: Optional PPT presentation on the topic. References to the Toolkit: Chapter 2.3 “Techniques to identify adults’ objectives and perspective” and Chapter 3.1 “Exercises to Motivate”, Activity “Goal Visualization”

Practice: Templates of the tools

PHASE 5

Theory: None

Practice: Quiz



MODULE 4: ACTIVITIES

INTRODUCTION

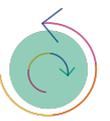
Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. It involves the biological, emotional, social, and cognitive forces that activate behavior.

The challenge in working with adults in need for upskilling, is manage to use motivation as an engine to a successful learning process that leads to improvement of the competences and skills of adult learner in order to have more possibility of success in professional but also personal life.

An adult trainer, educator or counsellor has to be able to motivate learners and choose the most appropriate tools for doing that. Of course, all the people are different, and it is difficult to motivate all of them using the same methods. One of the characteristics of the formal and non-formal education is flexibility, in fact each activity can be modified and adapted in a creative and flexible way according to the specific needs of each person involved.

The following activities can be useful for trainers, teachers, counsellors and educators to have some available methods they can use to increase motivation and engagement of adults in need for upskilling in the life-long learning context: learner engagement leads to increased motivation, which consequently contributes to an increased learner performance.

For learners, to be truly engaged, means to be active in the learning process, and the following activities will help in this goal stimulating participants to actively plan, problem solve, discuss, debate, ask / answer questions, perform, present, and interact with the trainer and with the other learners.



AIMS & LEARNING OBJECTIVES

The following activities reflect the general aims and learning objectives of the module:

- Understand the importance of motivation in adult learning
- Understand the importance of lifelong learning
- Implement strategies for increased motivation and engagement in the life-long learning context
- Develop the ability to help participants set realistic objectives
- Develop the ability to help adult learners reflect on their strengths and weaknesses
- Develop the ability to foster positive change behavior in adult learners in order to reach their goals
- Have mastery of motivation and engagement activities for personal and professional development
- Enrich the knowledge on tools that increase motivation of the adult learners
- Create relevant learning experiences based on the learners' interests

In particular, the following activities aim to:

- Be able to let participants reflect on personal motivations
- Be able to let participants understand the role of internal and external motivation
- Raise awareness of the learning pathway planning dimension, factors and actors in the process
- Exercise motivating behaviors'



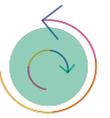
- Promote planning skills and goal setting
- Be able to let participants reflect on strength and weaknesses

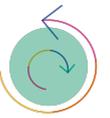
- Use of some learning techniques such as the motivational role play

ACTIVITIES

Activities
Activity 1: Quotes of Motivation
Activity 2: Money Money!
Activity 3: Time Travel
Activity 4: My best – my worst (additional)

Activity 1	
Title:	Quotes of Motivation
Implementation:	To be implemented with small or large groups of adult learners
Objective:	To reflect on personal motivations
Competency/ies:	Use motivational phrases as a tool
Duration:	20 minutes





Activity Description

To implement this activity the materials needed are:

- Cards with fragments of phrases that stimulate personal motivation. Each sentence has to be written on two cards, the first containing its start and the second containing the ending part
- Open space to move freely

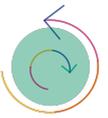
The trainer distributes the cards among the adults and asks them to find the person who has the other part of the sentence. In this way couples will be formed by matching the information participants have in their cards.

As a couple, participants reflect on the meaning of their quote and try to think on how to apply it in their personal life experience.

Subsequently, the participants will meet in groups and discuss the opinions that have emerged. The trainer will lead the reflection making questions about the feelings they have towards the quotes. The aim of the trainer should be to encourage people to persist in achieving their goals and think about how to overcome fears or obstacles that may arise for prevent abandonment.

Some examples of phrases that can be written on the cards:

- Only I can change my life. (1) No one can do it for me (2).
- Life is 10% what happens to you (1) and 90% how you react to it (2).
- It always seems impossible (1) until is done (2).
- You are never too old to (1) set another goal or to dream a new dream (2).
- The harder you work for something (1), the greater you'll feel when you achieve it (2).
- Do something today (1) that your future self will thank you for (2).



- There is only one thing that makes a dream impossible to achieve (1) and is the fear of failure (2).
- Dreams don't work (1) unless you do (2).
- Every champion was once (1) a contender that didn't give up (2).

Activity 2	
Title:	Money Money
Implementation:	To be implemented with small or large groups of adult learners
Objective:	To show that motivation to act is internal, but sometimes external incentives can push people to action
Competency/ies:	Knowing the importance of internal and external motivations and how to stress them in order to motivate adults to pursue their objectives
Duration:	15 minutes

Activity Description

To implement this activity the materials needed are:

- Spacious room
- A chair for every participant
- Banknotes or coins (it can be fake)
- Scotch tape

Before starting the activity, banknotes or coins have to be glued under each chair with the adhesive tape. Participants must not be aware that money is hidden under their chairs.

Once all the participants are seated, the instructor start talking about internal motivation which is very important giving the reason to persist in the achievement of a goal (Give brief theoretical notions).



To give a practical example the trainer asks the group: "Could you please raise your right hand?". For sure everyone will raise it, so the trainer must ask why they did that, which was the reason. The answers will be different ("because you told us", "because I wanted to", "because you said 'please'" ...).

After listening to everyone's answers the trainer must ask to do something else, not as simple as raising the hand but rather more "weird" questions, for example: "Could you please lie under the chair?" or "Could you please stand up on the chair and jump?" Surely not everyone will do it.

The trainer has to ask why and continue saying: "If I had told you that there is hidden money under your chairs, and that this money is your reward, could that motivate you for taking the action?". At this point it is necessary to show the participants that the money is there and surely someone will stand up on the chair or pass under it to get it.

The trainer should ask them some questions for their reflection, for example: "Why did you need an external reason to be motivated to do the action? What were the differences between the first and the second request? Did money motivate you? (Emphasize that money does not often act as a motivator). What is the only real way to motivate?".

It is important to accept any relevant answer, but participants must reflect on the fact that that the only way to get a person to do something is to make him/her wish it. Sometimes people do something because they want or desire it (internal motivation) other times people need an external incentive (external motivation).

A further reflection to be done in group could be conducted on how participants can apply what they have learned in their own personal lives.

Activity 3	
Title:	Time Travel for learning
Implementation:	To be implemented individually
Objective:	To raise awareness of the learning pathway planning dimension, factors and actors in the process



Competency/ies:	Planning skills through goal setting and vocational exploration
Duration:	30 minutes

Activity Description

To implement this activity the materials needed are:

- Paper
- Print Grid of Future Projection
- Pen/pencil

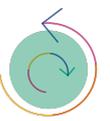
It is proposed that the adult learner to take a "trip" in time, suggesting that they see learning pathways planning as a journey that is being updated moment by moment.

First Session: adult learners will individually reflect on their answer about some questions focused on their learning pathways. Some examples:

- What were the reasons that led you to choose your current learning pathway?
- What are the reasons that push you to undertake a new learning pathway?
- Can you think of any influence that might have been important in your choice?
- Would you go back and give some advice to yourself?
- Are you satisfied with your actual situation?

At the end of the reflection, the factors that most influenced the choices can be shared (if there is a group) and discussed, reflecting on those that may or may not serve for future choice.

Second session: it is suggested that adult learners think about their future (maybe a not-too-distant future like 1 year, 3 years or 5 years) and register a set of life projects, what they would like to change in their job, level of competence in their profession, personal changes, difficulties or obstacles, etc. Their reflection has to be record on a "Grid of Future Projection" like the following one:



Objectives (Short – Medium – Long term)	Changes in your professional life	Skills and level of competence required	Activities done with pleasure	Difficulties and obstacles	Solutions or alternatives

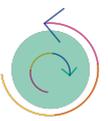
Third session: the trainer should stimulate a reflection on the results of the exercise reinforcing the importance and need to set goals and leveraging the achievement of objectives and what can motivate participants to achieve them. It is possible to group the adults randomly looking for common points. It can be motivating to see that other people have the same goals or are facing the same difficulties and together reflect on how to overcome them.

Activity 4 (additional)	
Title:	My best – my worst
Implementation:	To be implemented with small or large groups of adult learners
Objective:	Discover what motivates participants and how they can be better motivated in continuing learning
Competency/ies:	Recognize what motivates an adult learner, let him/her to motivate others
Duration:	30 minutes

Activity Description

To implement this activity the materials needed are:

- Spacious room
- Paper and pencils



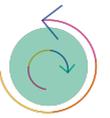
The trainer explains that the participants have to first individually reflect on what motivate them and demotivates them in the context of their upskilling pathway. They must write all the information collected on sheets of paper that will be collected at the end of the reflection. Each person has to write at least 3 things that best motivates him/her to pursue or get involved in their learning pathway and at least 3 thing that worst demotivated them (the participant's name must be written on each sheet).

Once all the pieces of paper have been collected, the trainer shuffles them and redistributes them to the participants who will find someone else's paper in their hands. Each participant will then have to read the 3 things that motivate the person who has written on the sheet of paper and reflect on the fact of being able to make them his/her own and exploit them for his/her own motivation. Each participant must also read the 3 things that demotivate the person who has written on the sheet of paper and write some methods / tools that can be used to help that person get motivated and overcome their demotivating factors.

Each sheet of paper returns to its owner at this point.

The trainer begins a discussion proposing to build together a chart emphasizing what usually motivates people and what are the main tools that they can use to motivate others and keep themselves motivated. Some useful questions to stimulate discussion:

- Was this exercise easy or difficult?
- What are the most common motivating factors?
- What are the most common demotivating factors?
- Do you feel you have identified correctly your motivating factor?
- Do you use for yourself the tools suggested for others?



CONCLUSIONS & REFERENCES

Conclusions

The general goal of the listed activities was to enhance the capacities of the educators in motivating adult learners by providing them with some suggestions.

Education support is a life-long process that covers managing learning, qualifying, work, and change in order to move towards a personal and professional evolving future. The personal decisions made within this process and the persistence in achieving the goal are influenced by different factors, among which personal motivation stands out.

Sometimes adult learners need to be motivated and the activities listed above are some examples of how a trainer or educator can do this.

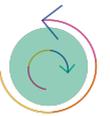
This material must be conceived as a list of tools to diversify learning and educational process, is thus possible to adapt and customize the activities based on different targets, needs and aims to be achieved.

By providing trainers and teachers a support in motivating adults in need for upskilling to pursue their objective, there will be a contribution to a better engagement of the adult population in the life-long learning context.

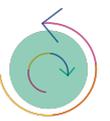
The proposed activities on one hand are useful for trainers to develop skills that help them to keep the adult learners level of engagement and motivation high (recognize what motivates an adult learner, develop communication and motivational skills, stimulate reflection on motivation); on the other hand the activities are useful for adult learners to develop skills that help them in pursuing their objectives (planning skills, goal setting skills, vocational exploration skills, problem solving skills...).

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MODULE 4 ASSESSMENT (QUIZ)

Questions

21. What is the meaning of “Intrinsic motivation”?

- a. Motivation that performs the function of satisfying primary needs
- b. Motivation acquired from the context and environment of life
- c. Motivation driven by reasons that start from oneself and from one's own experience
- d. Motivation driven by external reasons and generated by a reward or recognition

22. Which of these is NOT a feature of the lifelong learning process?

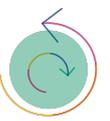
- a. Compulsory process
- b. Learner – oriented process
- c. Proactive process
- d. Voluntary process

23. For an adult to perceive the usefulness of what is learned and to find the suitable energy to continue learning, it is necessary to guarantee:

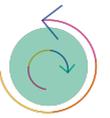
- a. Standard approach for all
- b. Flexible tools
- c. Rigidity in the teaching method
- d. Training tailored on the needs of the teacher

24. What a trainer, tutor, job counsellor should do to help adults in need for upskilling increase self-efficacy and consequently motivation?

- a. Give accurate feedbacks



- b. Underestimating successes
 - c. Overestimate failures
 - d. Give very general feedbacks
25. What a trainer, tutor, job counsellor should NOT do to help adults in need for upskilling increase self-efficacy and consequently motivation?
- a. Help learners monitor their progress
 - b. Let learners develop feelings of control and autonomy
 - c. Define goals on behalf of the person
 - d. Refer to the person's real life
26. What is an “Active Learning technique”?
- a. Method of learning where students receive information from the instructor and internalize it passively
 - b. Style of learning teacher-centered
 - c. Kind of learning generated from the teacher and absorbed by the learner
 - d. Technique focused on engaging students in their own learning
27. What is “Narrative Learning”?
- a. Technique to transfer the control of learning to the adult student to confer independence
 - b. Technique that highlights the role of narration in individual learning and helps to understand how people act in the world
 - c. Lecture method
 - d. Role-play
28. Which is the goal of Motivational Interview?
- a. Make people change their minds
 - b. Resolving the ambivalence by motivating people to make a positive change in behaviour



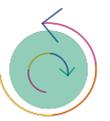
- c. Push people to accept themselves and stay in the current situation
- d. Trick people into doing what they don't want to do

29. What is a key concept of Motivational Interview?

- a. Negation
- b. Rash judgment
- c. Reflective listening
- d. Close questions

30. Which of the following sentences contains a change talk?

- a. It is not that simple to learn it
- b. It is not that simple that I can learn it
- c. I can't learn it because it is not that simple
- d. I would like to learn it, but it's not that simple



MODULE 5: USEFUL RESOURCES FOR THE PRACTITIONERS

INTRODUCTION

The role of the educator in adult education, according to the theory of Andragogy, social change and transformative learning, is to work towards achieving positive change by coordinating the learning procedure in a way that enables the learners to overcome certain false beliefs they have due to social conditioning, their working environment and the way in which they have learned. The goal of the educator is not only to transfer knowledge but also to urge the learners to search for knowledge themselves. A further goal of the educator is to encourage learners and facilitate the learning procedure. The educators' role is to guide, to encourage, to coordinate, to help in approaching the matters. They suggest, they encourage the heuristic course to knowledge, they are constantly interacting with the trainees, they offer them stimulus, they creatively cooperate with them. Also, they give the ability of free participation in solving matters by giving time, sometimes limited, for discussion, questions and doubting a response.

The role of the educators is versatile (Role model, Judge, Facilitator, Supporter, Expert Guide and Coach) and significant for the future of the trainees. Therefore, this Module will act as a helping guide for the adult educators by providing them useful resources and activities to implement when in training.

AIMS & LEARNING OBJECTIVES

This Module is aiming to provide useful resources to Adult Educators and Career guidance professionals who work with adults in need for upskilling. The basis of the Module development lays in the facilitation of the Toolkit, from which the necessary information and as well as additional resources will be gathered in this Module to



appropriately help practitioners achieve their goal of creating the paths for upskilling of the Learning adults.

The useful resources provided are reflective of the following subjects:

- Creating an appropriate learning space.
- Useful recourses for job search for learning adults
- How to create portfolios of the Learning adults

With the appropriate information tools and references Adult Educators and Career guidance professionals who work with adults in need for upskilling will be able to have a handful of useful resources in order to help the learning adults to their path for employability or giving them a better future.

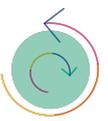
CREATING AN APPROPRIATE LEARNING SPACE

Creating the appropriate Learning space is important for the practitioner as it allows creativity and freedom of speech. Consequently, freedom of speech allows the educator to gather as much information form the participants as possible and help them individually in their employment paths

Some things to keep in mind when preparing for a course:

- Learn about your learners:
 - What do you know about them?
 - Why do they attend this course?
 - What are their main challenges?
 - What might be their expectations about this course?
 - What might be their concerns regarding this course?

- In practice it is very difficult to refrain from planning based on what we know and what we consider important. Therefore, it is a good habit to permanently question oneself during the preparation phase: Why do I want to include this topic? What will the learners gain from it? How will they be able to apply this information in their lives? Why is this method the most appropriate for delivering this content? How can I make use of the participants' experience?



- When planning the content of the course, reserve space for using information provided by the participants, e.g., instead of using previously prepared examples, create examples together with the learners during the course.
- Do not just focus on preparing the content of the course but also consider how you can take on other roles that support the participants' learning process.

How to create a Learning space:

The aim is to create an environment that fosters learning and creates positive group dynamics. Also, creating a safe space first makes the learners feel secure. Aspects related to a course's physical space are often not under the direct influence of the trainer, e.g., room temperature or design flaws in the room's layout. However, it is the trainer who will have to deal with the situation. Neither will the participants reflect too deeply about the reasons why there were problems in the teaching process – they will consciously or unconsciously hold the trainer responsible for the shortcomings. It is therefore important for the trainer to draw attention to arranging the room, check that the required equipment is available and functioning, and pay attention to other aspects that might influence the teaching.

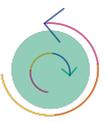
Examples for negative physical aspects are:

- The classroom lacks air or is too cold.
- Participants are tired due to overly intense teaching or a lack of breaks.
- Layout of furniture limits communication among participants.
- Use of mobile phones disturbs the flow of learning and withdraws attention.
- Participants come and go.
- The group is too large.

At the same time if the training is online there are some negative aspects that once again influence the online teaching.

Examples for negative online aspects are:

- Bad internet connection
- The trainer can not handle the online environment (mute microphones or switch off cameras when needed)



- The lesson gets dull as the trainer is the only one talking
- The platform or tool used for the meetings is not efficient
- The trainer is not able or does not have the knowledge to create interactive activities in an online environment

Getting Things Going – The Start of The Course:

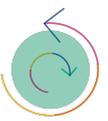
To a large extent, the starting phase with a new group will determine the atmosphere in the classroom during the whole course. In this phase the trainer should achieve the following:

- Get participants out of their "boxes" and promote communication among them.
- Balance participants' expectations and the actual content/requirements set by the trainer and the programme.
- Extract some background information about the participants that will be helpful later in the course

A good way to start the course is by applying icebreakers. This will not only help set the mood, relax the participants and create a positive atmosphere but will also be a great way to get to know your participants and their background. The more the trainer knows about their participants background, strengths and weaknesses the better image they will have in order to help them accordingly, for a better future.

Benefits of Breaking the Ice

- It is an awesome activity for introductions and new recruits, while it may be an informal way of getting to know one another it automatically brings a relaxed and no pressure vibe.
- Icebreakers make any weekly meeting more fun and inviting that help to mix up your normal agenda.
- Ice breakers relax teams and help them to get to know each other far more quickly and easily.
- Ice breaker questions energize, motivate and engage any team no matter what their background is.



Below is a selection of best ice breaker games for adults

Two truths and a lie. (Can be implemented in a face-to-face meeting or online meeting)

This game works well in any group, whether the participants are regular team members or strangers. Have everyone come up with two things about themselves that are true and one that is false but believable. Writing these down removes the pressure of remembering. Participants then try to identify the lie.

Would you rather. (Can be implemented in a face-to-face meeting or online meeting)

The educator should prepare for the session at least ten "Would You Rather..." style questions that are tough to answer. Then divide the room with a piece of tape and tell participants that they will stand on the side of their answer. In case the meeting is online then this can be done with participants just answering the questions or by online vote through Zoom.

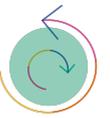
Example: The question is "Would you rather A) Eat at a fancy restaurant every night or B) Never have to do laundry again?" If a participant thinks that they'd rather eat at a fancy restaurant every night, they will stand on side A.

What is important is that the trainer does not give any other information. For example, someone may ask: "would I have to pay to eat every night at a fancy restaurant?"

The reason this game is so interesting is that this way you can also understand how each participant is thinking, in their own unique way. After their choice the trainer may ask the participants if there is a reason for their answer.

If You Could Take a Different Path (Can be implemented in a face-to-face meeting or online meeting)

Almost everyone has wished at some point that they had taken a different path in life and sometimes vocalizing this desire can be calming, inspiring, or otherwise encouraging. Perhaps this will help some participants understand that they are not the only ones feeling a certain way and they can inspire and lift each other up. Use caution when trying this activity, as the topic of life choices can be too intense for people that are made uncomfortable expressing their deep inner thoughts to near strangers.



For a more lighthearted approach, tell the group to imagine something that they think they'd like to try once or twice rather than choosing a different life path altogether—maybe someone has always wanted to drive a racecar, train a dolphin, walk a runway, or make the largest cake in the world.

First job/worst job (Can be implemented in a face-to-face meeting or online meeting)

This one can be pretty enlightening, too. Any exercise that encourages people to share stories or memories will help break down walls. In this case, the prompt specifically focuses on people's professional experiences. By asking team members to recall either their first or worst job (or both), you're encouraging them to share perspectives the rest of their teammates may not have considered.

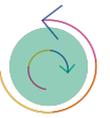
Perspective is an important component of a self-aware workplace, helping to promote diversity and inclusion, among other positive attributes. Be careful not to unintentionally force people to reveal personal or sensitive information, but encourage them to share the lessons they've learned, particularly if they were humbling, inspiring, or funny.

- <https://www.quizbreaker.com/icebreakers-for-adults>
- <https://www.quizbreaker.com/virtual-team-building-activities#top-21-most-fun-virtual-team-building-activities>
- <https://funattic.com/icebreaker-games-for-adults/>
- <https://www.thoughtco.com/classroom-ice-breaker-31410>

The Covid-19 pandemic has shown that nothing is certain. Practitioners may need to implement some meetings online. Therefore, it would be useful for adult educators to have a list of collaboration tools to use in such cases. These tools are free and available online:

Miro

Miro isn't just a free online whiteboard; it is a great tool to host online brainstorming, teaching classes, agile workflows, video chat, and so much more. Miro has a plethora of different layouts that will fit any team's needs and preferences.



USEFUL RESOURCES & TOOLS

Check-out Miro [here](#).

Google Meet

Google Meet is a video communication service developed by Google. Anyone with a Google Account can set up an online meeting with up to 100 participants and up to 60 minutes per meeting.

Check-out Google Meet [here](#).

EdApp

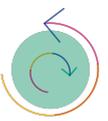
EdApp is a better mobile learning management system designed for today's digital habits, delivering more engaging and effective micro-learning directly to learners. EdApp incorporates cutting-edge aspects backed by science, such as elements of gamification and spaced repetition.

Check-out EdApp [here](#).

In light of the above section, it would be useful for practitioners to create structured Workshops. Workshops are custom-designed meetings, usually over two hours, that can be used to achieve a various of goals.

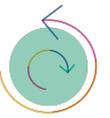
Structure of the workshop:

1. **Start with an overview:** Use ice breakers, start introductions, create a comfortable atmosphere. This will create a safe place.
2. **Determine the goal:** In these workshops the goal is to identify learning adults' knowledge, competences and background.



3. **Decide who needs to come:** The target audience are the adults in need for upskilling. These adults can be engaged through many ways like telephone communication, emails, face to face communications etc.
4. **List the tangible outcomes:** Through the actions, games, activities and conversations in the workshop the assessment to adult learners' skills and competences can be achieved and be written in a list.
5. **Decide when and where it will be:** online, physical, in the office, in a park, in a conference room, etc.
6. **Work backwards to make a plan:** Imagine the result and work to structure activities for this result.
7. **Detail the activities in each section:** Each section should include a different activity, for example the sections can be divided as: introduction, visualization, interactive activities like critical thinking test, scenario games, open conversation and conclusions.
8. **Use improv games to warm up:** A good improv game circulating collaboration can be word at a Time Story: Participants sit in a circle if the workshop is physically conducted . Then the adult educator/instructor gives them a title for a story. "The best day of my life." The story is told one word at a time around the circle or if online, around the virtual room. Participants need to be reminded that the story must make sense. They should build sentences, and not just throw in funny words to try and get a laugh. Everyone has to work together to remember where they've been and try to create a cohesive throughout.
9. **Be mindful about brainstorming:** Everyone should feel free to speak and participate without getting interrupted or discouraged in any way.
10. **Sketch out more ideas.**
11. **Share ideas.**
12. **Delegate when needed.**
13. **Make slides:** Slides often help participants to visualize better their instructions and can be more focused and engaged in the workshops.
14. **Keep track of time:** Workshops of periods longer than 2 hours tend to be tiresome and participants will lose interest.
15. **Debrief**

Interactive activities can be considered as such:



- The critical thinking test section of the questionnaire can be used as interactive exercises in engaging the critical thinking of the participants in the workshop.
- Scenario based games (as mentioned above) can also be used as to initiate the participation and interaction of the participants and access their way of thinking in such situations.

Open conversations regarding adults in need for upskilling's skills and knowledge and work experience are an effective way for participants of the workshops to feel comfortable in sharing more information. Some good rules for the workshop participants to follow in open conversations are:

- Be mindful of everyone in the room – Listen without judgment.
- Try not to interrupt - If you need to interrupt try to do it with empathy.
- If you need clarity in what someone else is saying, let them know you.
- If they are confused and ask: “Could you please give us more light on what you said?” Be as specific and clear as possible.
- Practice a 5 second pause before replying.

Indeed Worldwide

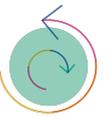
(<https://www.indeed.com/worldwide>)

Indeed, is the #1 job site in the world¹ with over 250 million unique visitors every month. Indeed, strives to put job seekers first, giving them free access to search for jobs, post resumes, and research companies. It also gives access to salary comparisons for jobs and companies across more than 60 countries around the world. Their keyword search is simple and straightforward to use, and once you've started searching, you'll receive recommended jobs that you can browse through as well.

CareerBuilder International

(<https://www.careerbuilder.com/>)

CareerBuilder International aims to provide the tools needed to not only find a job but also to build a career. Job seekers can upload their CV, details and preferences, and CareerBuilder



will send job recommendations. There are also international salary comparisons which show a side-by-side look at how different jobs are paid in different cities around the world (Canada, France, Germany, Greece, India, Sweden, UK, Vietnam)

Careerjet

(<https://www.careerjet.com/>)

It maps the huge selection of job offerings available on the internet in one extensive database by referencing job listings originating from job boards, recruitment agency websites and large specialist recruitment sites. Using a fast and straightforward interface, users can query this database and save themselves the trouble of visiting each site individually. Careerjet's job search engine network encompasses over 90 countries, featuring separate interfaces that are translated into 28 languages.

EURES

(<https://ec.europa.eu/eures/public/homepage>)

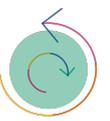
Launched in 1994, EURES is a European cooperation network of employment services, designed to facilitate the free movement of workers. The network has always worked hard to ensure that European citizens can benefit from the same opportunities, despite language barriers, cultural differences, bureaucratic challenges, diverse employment laws and a lack of recognition of educational certificates across Europe

Eurojobs.com

(<https://eurojobs.com/>)

Eurojobs.com is the largest job site catered to European job seekers and job seekers abroad looking to relocate for their European dream job. The Eurojobs.com site includes a blog full of up-to-date and relevant posts for job seekers focused on Europe, including a list of featured companies.

Areas served: UK, Europe



HOW TO CREATE PORTFOLIOS AND CV'S

How to build portfolios:

Portfolios are a great way to demonstrate the competencies you would list on a resume or talk about in an interview. During a job search, the portfolio showcases your work to potential employers. It presents evidence of your relevant skills and abilities. That is why it is crucial for adult educators to help adults in need for upskilling to build their portfolios.

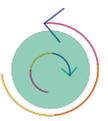
This Portfolio can be about:

- A life-long tool to help the learning adults to discover and express who they are;
- A dynamic collection of materials or artifacts which summarize, document, and highlight the best of who the learning adult is, what they have done, and what they hope to do;
- ‘Evidence’ of their potential.

Below is a table of suggested steps for the participant to create their portfolio. The trainer/educators should be able to help them in every step and be as creative with them as possible.

Self-analysis	• To make a SWOT analysis of yourself. It is a self-discovery phase that will help to define and organize future professional goals.
Goal setting	• To define where you want to go.
Research	• To identify the skills you need
Decision making	• To decide which is the best way to achieve your goals based on your needs.
Set actions	• To define specific steps required to reach your goals.
Resources needed	• To identify which resources (time, budget,...) are needed to implement each action of your plan.
Set up milestones and deadlines	• To make a timeline, identify milestones and deadlines to implement each of the actions of your plan (help stick to the plan).
Implementation	• It is the doing part. You could need some external support in this phase.
Monitoring	• To update your plan regularly, tracking your achievements. It could imply to adopt possible corrective measures.
Reward yourself	• To celebrate your progress and achievements. It will boost your motivation.

For the self-analysis step a great way to do this is through a SWOT analysis of oneself. A personal SWOT is done for an individual in pursuit of their career goals. It provides insights based on one's personality strengths and weaknesses, what challenges they see ahead, and what opportunities are present around them now and in the future.



How to conduct a SWOT analysis (step by step):



Begin by identifying your strengths. These are the traits or skills that set you apart from others. Ask yourself these questions:

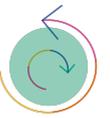
- What are you good at naturally?
- What skills have you worked to develop?
- What are your talents, or natural-born gifts?
- Something you achieved that makes you proud?

The next step is weaknesses. This part examines the areas in which you need to improve and the things that will set you back in your career. These are some questions to consider:

- What are your negative work habits and traits?
- Does any part of your education or training need improvement?
- What would other people see as your weaknesses?

For the opportunities section, look at the external factors you can take advantage of to pursue a promotion, find a new job or determine a career direction. These are some questions to ask yourself:

- What is the state of the economy?
- Is your industry growing?
- Is there new technology in your industry?



Finally, look at any threats to your career growth. This part accounts for the external factors that could hurt your chances to attain your goals. Consider these questions:

- Is your industry contracting or changing direction?
- Is there strong competition for the types of jobs for which you are best suited?
- What is the biggest external danger to your goals?

To build a strong portfolio the below resources can be used for reinforcement. These tools and resources will help give a more concise image of the participants characteristics and strong point all the while producing a profile of their skills.

EU Skills Profile Tool – PATHWAYS Adaptation

The EU Skills Profile Tool for Third Country Nationals supports early profiling of the skills of refugees, migrants and citizens of non-EU countries who are staying in the EU (Third country nationals). Services that assist citizens of non-EU countries can use it in an interview situation to produce a profile of their skills with a view to: support further assessment; form a basis for offering guidance; identify up-skilling needs; support job searching and job-matching.

The EU Skills Profile Tool is available [here](#)

Europass cv

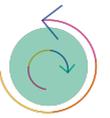
(https://cvbuilder.mobi/?utm_source=google&utm_medium=cpc&utm_campaign=11609320484&utm_content=117011370145&utm_term=europass%20cv&gclid=CjwKCAjw7--KBhAMEiwAxfpkWCE7QggOH-2_Q6OagtTklxR-f89v6mrFQHZGn49YxZxNfBGzuCVRoCVyoQAvD_BwE)

The first impression matters. Choose from a wide variety of unique and professionally designed templates and create a CV that stands out from the rest.

What is important in helping the adults in need for upskilling to create their portfolio or resume is to also include recommendation letter from previous employers, which many times gets ignored.

Skill-building: Skills Health Check

<https://nationalcareers.service.gov.uk/skills-assessment>



This will be good for the learning adults to understand what skills they currently have and to identify their strengths. All they have to do is answer a set of questions their experience and knowledge. At the end of the quiz, they will get a report that will help you and them to figure out what roles may suit them. Armed with this knowledge, they can apply for relevant positions.

WorkStyle Personality Tests

Objective: Understand the unique working styles of the people on your team

Participants: Unlimited

Duration: Takes about 60 minutes

Difficulty: Easily self-facilitated

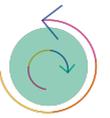
WorkStyle has created a unique team building activity that helps teams understand how to best work with one another. Each person gets a profile where they can take up to 6 different personality tests to add to their report. They can also fill in sections about their optimal working preferences and display how they work best.

Click here to check out [WorkStyle](#)

Cedefop

Cedefop is one of the EU's decentralised agencies. Founded (1) in 1975 and based in Greece since 1995, Cedefop supports development of European vocational education and training (VET) policies and contributes to their implementation. The agency is helping the European Commission, EU Member States and the social partners to develop the right European VET policies.

Click here to check out [Cedefop](#)



CONCLUSIONS & REFERENCES

References for further reading:

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<https://developingchild.harvard.edu/resources/building-adult-capabilities-to-improve-child-outcomes-a-theory-of-change/>
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<https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2016/03/Building-Core-Capabilities-for-Life.pdf>
- PATHWAYS: Toolkit for adult education
http://www.eacg.eu/assets/files/2021/PATHWAYS_IO2_Toolkit%20for%20Adult%20Education_Final%20Version.pdf
- Empowering adults through upskilling and reskilling pathways
https://www.cedefop.europa.eu/files/3082_en.pdf



MODULE 5 LESSON PLAN

Module: 5

Duration: 2 hours

Topic: Useful Resources
for the practitioners

Number of Activities: 2

LESSON FOCUS & GOALS

Structure / Activity:

The current Module titled: Useful link for practitioners provides useful resources link and activities and other information to the educators on the following subjects:

- Creating an appropriate learning space
- Useful recourses and tools for job search, skills recognition and development of learning adults
- How to create portfolios and CV's of the Learning adults

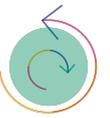
In reinforcement to the above two further activities are developed. One activity aims in identifying the objectives of the learners and transform them into employability paths. The other activity aims to motivate the learners to reach their goals for a better future.

Learning objectives:

With the resources provided the educator will know what are his main roles responsibilities and find resources to help their learners.

Materials Needed:

Pen, Paper, willingness to learn!



MODULE 5: ACTIVITIES

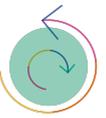
INTRODUCTION

The role of the educator in adult education, according to the theory of Andragogy, social change and transformative learning, is to work towards achieving positive change by coordinating the learning procedure in a way that enables the learners to overcome certain false beliefs they have due to social conditioning, their working environment and the way in which they have learned. The goal of the educator is not only to transfer knowledge but also to urge the learners to search for knowledge themselves. A further goal of the educator is to encourage learners and facilitate the learning procedure. The educators' role is to guide, to encourage, to coordinate, to help in approaching the matters. They suggest, they encourage the heuristic course to knowledge, they are constantly interacting with the trainees, they offer them stimulus, they creatively cooperate with them. Also, they give the ability of free participation in solving matters by giving time, sometimes limited, for discussion, questions and doubting a response.

The role of the educators is versatile (Role model, Judge, Facilitator, Supporter, Expert Guide and Coach) and significant for the future of the trainees. Therefore, the activities mentioned in this document are supportive to the Module and act as useful resources to the adult educator when dealing with learning adults and their path to employability.

AIMS & LEARNING OBJECTIVES

The aims of the activities mentioned in this document are to identify the learners' objectives goals and potential and motivate them in achieving their goals. These activities include useful links for the educator to use when implementing his lessons/workshops.



ACTIVITIES

Activities
Activity 1.1- Adult learners’ potential through a practical activity
Activity 1.2- Motivation and empowerment_ Inspirational videos

Activity 1.1	
Title:	Adult learners’ potential through a practical activity
Implementation:	<p>Step 1: First, the participants (learning adults) need to take a piece of paper and divide it into two columns. On the top left side of the column, they must write “Outcomes” and on the top right, they must write “Skills/Competences.” The outcomes side is a list of every kind of creation in the world that they admire and they would like to accomplish. Anything that they would have loved to be a part of, contribute to, do for themselves, or understand.</p> <p>Step 2: The participants must take three minutes to fill out the left side of the paper with as many outcomes as they can think of in that amount of time. They should be instructed not to filter their thoughts and just write whatever comes to their mind. If the participants get stuck and cannot think of many outcomes the educator/ practitioner should help them. e.g., Some good helping questions would be:</p> <ul style="list-style-type: none"> • Whose work do you admire? • Do you have an idol in mind? (Bill Gates, JK Rowling...) <p>What do they do for work?</p> <ul style="list-style-type: none"> • What do you like making? • What did you love doing as a kid? • Which accomplishment from the last 100 years would you like to follow? <p style="text-align: center;"> Outcomes Skills/Competences </p>



Step 3

Once the time is over (3 minutes), participants should be instructed to circle five outcomes that seem more exciting and motivating to achieve.

Step 4

After the participants circle the five to ten outcomes, the next step is to figure out their matching skills. For each circled outcome, they should list out the skills/competences related to achieving that outcome.

Some of them will only have few skills. Writing a book, for example, mainly breaks down to creativity, writing. But an outcome like “start my own business” breaks down into leadership, management, sales, finance, marketing and so on. If they are not sure about the technical term for a skill/competence, they should Just put the closest they can come up with to what sounds like a skill/competence.

When the participants add skills or competences to the “skills/competences” side of the paper, they should draw lines from each circled outcome to the matching skill(s) or competence(s).

Note: Competences are subcategorized as -Knowledge, -Skills, -Attitude

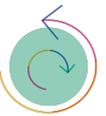
Step 5

Now from the list made, narrow down to three skills (put them in circles) based on a few criteria:

- What skills popped up more frequently?
- What skills excite you the most? Go based on what skills/competences interest you most, and what seems to be more suitable for you.
- What skills are achievable? You can still learn leadership, but you may need to focus on something tangible and more realistic in the short term.

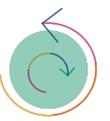
The participants should not think too hard about which three they should pick. They should pick three skills that they are achievable and will actually help them to get a job they want (outcomes).





Objective:	With this exercise/ activity the adults in need for upskilling will be able to recognize their potential skills competences and objectives in their path for employability. It will clarify for them the way they want to use their skills and potentials into the work they want to get in the near future. Then the educator/ practitioner can use the results of this activity to better help them build a portfolio and list their skills and improve their chances for employability. This activity will also provide a good base to the educator on what is the most suitable career for each participant and what they want out of the professional life.
Competency/ies:	The competencies and or potential competencies of the learning adults are to be discovered through this activity. A skill alone needs to meet a few criteria to have the potential to become a career. This exercise will exploit the learning adults' objectives as well as potentials.
Duration:	10-25 minutes

Activity 1.2	
Title:	Motivation and empowerment_ Inspirational videos
Implementation:	<p>This activity will help the adult educator to motivate their participants to do their best and not give up. Go against all odds and achieve what they truly want from life.</p> <p>The below links are inspirational speeches or testimonials for motivation. The educator can show one video per lesson.</p> <p>https://www.youtube.com/watch?v=PkHCmoahPcY https://www.youtube.com/watch?v=CWpiCOmbVuY https://www.youtube.com/watch?v=Tuw8hxrFBH8 https://www.youtube.com/watch?v=LngxdiwFpno https://www.youtube.com/watch?v=qLdf3VYsgvg https://www.youtube.com/watch?v=W5tlGJwvmCQ</p> <p>After the videos there will be a free discussion.</p>
Objective:	Many people gain strength and inspiration when hearing stories from people who were in the same or similar position and succeeded. The feeling of community and that there are people who have been in the same path as them, gives them the power to achieve their goals. Therefore, this activity requires for the educator to present these testimonials to their trainees.
Competency/ies:	N/A



10 minutes per lesson. (It would be best at the start or the end of each session)

CONCLUSIONS & REFERENCES

REFERENCES FOR FURTHER READING

These activities are a great way to create a positive atmosphere in the learning environment and build a deeper understanding of each individual. Also, these activities create relationships between the learners and the educator as well as feel the sense of community, which is a powerful motivational emotion.

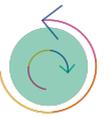
THE KEY TO
SUCCESS IS TO
 START BEFORE
 YOU ARE
READY

– Marie Forleo

FASHIONYFAB.COM

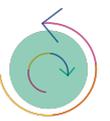
- PATHWAYS: Toolkit for adult education

http://www.eacg.eu/assets/files/2021/PATHWAYS_IO2_Toolkit%20for%20Adult%20Education_Final%20Version.pdf



- Tips to Engage and Inspire Adult Learners

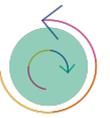
<https://elearningindustry.com/11-tips-engage-inspire-adult-learners>



MODULE 5 ASSESSMENT (QUIZ)

Questions

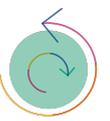
31. Using Icebreakers is important in creating a safe and secure Learning space
- a. TRUE
 - b. FALSE
32. When implementing a workshop, brainstorming sessions are allowed even if it means interrupting one another
- a. TRUE
 - b. FALSE
33. Which of the following is not a good rule for the workshop participants to follow in open conversations?
- a. Be mindful of everyone in the room – Listen without judgment
 - b. If the participants are confused and ask: “Could you please give us more details on what you said?” Ignore them and continue the workshop
 - c. Try not to interrupt – if you need to interrupt do it with empathy
 - d. If you need clarity in what someone else is saying: Let them know
34. A Portfolio can be about:
- a. A life-long tool to help the learning adults to discover and express who they are



- b. A dynamic collection of material or artifacts which summarize, document and highlight the best of who the learning adult is, what they have done and what they hope to do
- c. “Evidence” of their potential
- d. All of the Above

35. A SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis is one of the best ways to conduct a self-analysis

- a. TRUE
- b. FALSE



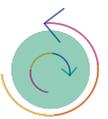
MODULE 6: METHODOLOGIES AND TECHNIQUES FOR IDENTIFICATION OF ADULTS' BACKGROUNDS AND ADULTS'

INTRODUCTION

Globalization, technological progress and demographic change are having a profound impact on the world of work. These mega-trends are affecting the number and quality of jobs that are available, how they are carried out and the skills that workers will need in the future to succeed in the labor market. Although the timing and the speed of these developments differ across countries, it is expected that skill needs will continue to change, possibly at an accelerated pace, in the coming decades affecting advanced, emerging and developing countries alike.

While these changes in the world of work affect everyone, adults with low skills are most at risk of experiencing a deterioration in their labor market prospects. The demand for their skills is decreasing, as many jobs they traditionally do are automated or off-shored in advanced economies. OECD research shows that occupations that require no specific skills and training have the highest risk of being automated. At the same time, adults with low skills often have limited opportunities to develop their skills further through education and training. Many find themselves caught in a 'low-skills trap', in low-level positions with limited opportunities for development and on-the-job learning, and experiencing frequent and sometimes prolonged spells of unemployment. Therefore, addressing the specific training barriers of low-skilled adults is imperative for them to progress in the labor market and access better jobs (OECD, 2019).

Skills are a driver for competitiveness, innovation and growth as well as for individuals' well-being and personal and professional fulfilment. This is the rationale for the first principle of the European Pillar of Social Rights, which states that "everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable people to participate fully in society and



successfully manage transitions in the labor market”. Knowledge, skills and competences are acquired throughout the life course, from “cradle to grave” starting from family learning, through early childhood education and care, compulsory education, vocational and/or higher education and training, and continuing with adult learning in all its forms.

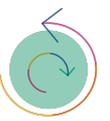
As set out in the EU Skills Agenda, skills are a pathway to employability and prosperity. With the right skills, people are equipped for good-quality jobs and can fulfil their potential as confident, active citizens. In a fast-changing global economy, skills will to a great extent determine competitiveness and the capacity to drive innovation. They are a pull factor for investment and a catalyst in the virtuous circle of job creation and growth. They are key to social cohesion (European Commission, 2019).

Module 6 is focusing on methodologies and techniques for identification of adults’ backgrounds - talents, skills and competences, as well as methodologies and techniques for identification of goals and objectives, related to their upskilling. The course follows the logic of PATHWAYS Toolkit and aims to introduce adult education teachers/trainers and career counsellors/advisors on how to implement the PATHWAYS Toolkit to the final beneficiaries – low-skilled adults in need for upskilling.

In this sense, it draws particularly from the Toolkit - chapter 2.2 Techniques to identify adults’ backgrounds and chapter 2.3 Techniques to identify adults’ objectives and perspectives as well as chapters 3.2 Exercises to identify adults’ potential and 3.3 Exercises to identify adults’ future options. It is also building on other external resources, listed in the references.

The module contains the following parts that enable independent use by the teachers/trainers/counsellors for conducting a lesson:

- Module description (the present document)
- Lesson Plan
- Activities/exercises
- Assessment/evaluation



AIMS & LEARNING OBJECTIVES

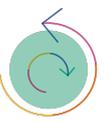
The aim of the module is to present some methodologies and techniques for identification of backgrounds and objectives for upskilling of low-skilled adults as the final beneficiaries of the PATHWAYS project that will be used by adult educators/teachers/trainers/counsellors at their work with this target group.

Learning objectives of the module are:

- To enhance the competences of teachers/trainers/counsellors in adult education for identification of backgrounds - talents, skills and competences of low-skilled adults.
- To enhance the competences of teachers/trainers/counsellors in adult education for identification of goals and objectives for upskilling of low-skilled adults.
- To provide teachers/trainers/counsellors with practical examples of activities for identification of backgrounds and objectives of low-skilled adults.
- To raise interest of teachers/trainers/counsellors as well as final beneficiaries in life-long learning.

IDENTIFICATION OF ADULTS' BACKGROUNDS AND OBJECTIVES FOR THEIR UPSKILLING

According to Cedefop (European Centre for the Development of Vocational Training) a coordinated and coherent approach to upskilling pathways is grounded in the idea of adaptable and flexible opportunities and learning pathways tailored to individual learner needs. **Skills assessment, a tailored learning offer and validation and recognition of skills and competences** are key elements. Upskilling pathways that lead to continuing higher and/or adult education and training, or other forms of learning, are generally based on the idea that all learning is valued, promoted and made visible. In consequence, low-skilled adults can progress towards individual empowerment by embarking on a sustainable upskilling journey, tailored to their own specific needs. The process may be short-term (one-off skills assessment and validation, recognition of

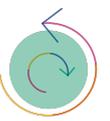


prior learning (RPL), or a work-based learning (WBL), training module), intermittent and alternate between employment and education and training, or it may involve a longer-term and continuous learning commitment leading to a qualification; but it is always built on the idea of a pathway towards individual empowerment and grounded in lifelong learning.

This journey may start with **skills assessment**. As experience demonstrates, low-skilled adults may be all but low-skilled. While adults may lack some basic skills or qualifications, they likely have acquired other important skills throughout their lifetimes, including in employment. Inactive and long-term unemployed individuals might have been involved in domestic work or voluntary activities that provided a broad or specific source of learning and competence development. Immigrants might have undocumented sets of skills valuable for host-country labor markets. Particularly for low-skilled adults, **identification of previously acquired skills and competences** will aid engagement and motivation for further learning, as well as provide pathways to meaningful employment. For some, the discovery and increased awareness of their own capabilities will be a valuable outcome of the process.

A skills assessment is a process in which an individual's learning outcomes are checked against specific reference points or standards. It can also be referred to as a 'skills audit' or 'skill profiling'. In the context of upskilling pathways, skills assessment is focused on the **identification and documentation of an individual's prior learning** in any context (formal, non-formal and informal) and of any gaps in relation to their desired level of skills. This path can lead to further targeted education and training but can also contribute to enhanced employability and progression in employment (such as promotion, transition to another position), so there are multiple pathways of opportunity. **Identification and documentation of skills** is also crucial for designing a targeted training approach based on an individual's point of departure. It may reduce the length of training and increase system efficiency, matching the learner or employee with a suitable position or career. It can also help in overcoming so-called situational obstacles such as family responsibility, conflicting time schedule, financial costs, lack of employer support or proximity concerns (Cedefop, 2020).

The PATHWAYS Toolkit is presenting some methodological approaches and techniques to identify **adults' backgrounds** (which includes talents, skills, competences and other important basic information). In the Lesson Plan and Activities



template which follow this module description, we selected and described some of the methodological approaches and techniques, while all of them are available in the Toolkit as an additional option.

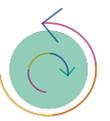
One of most commonly used techniques for identification of adult's backgrounds is a **pecially designed questionnaire** that helps to reveal the knowledge, skills and competences of the adults in need for upskilling. The questionnaire involves several areas, such as personal profile, education, study, work experience, language knowledge, staying abroad, personal characteristics, digital skills, use of online services, informal training, needed skills and competences, critical thinking test.

Other methodological approach to identify adults' backgrounds is **one-to-one interview** which is a situation where only the interviewer and the interviewee (in this case the adult educators or career guidance professionals and the adult in need for upskilling) are talking together. Through the interviews the adult educators ask questions from the mentioned questionnaire to reveal the adult learner's knowledge background and competences.

Counsellors can use also **informal learning through games/gamification**. The use of games in the learning process has a lot of benefits. Gamification leverages people's natural tendencies for competition, achievement, collaboration, and charity. The games included in this module will help engage the knowledge and critical thinking of the low skilled adults.

Another useful methodological approach is **informal learning through workshops or roundtables**. Workshops are custom-designed meetings, usually over two hours, that can be used to achieve a various of goals.

When adults in need for upskilling need to define their own personal path, they need to clearly understand their **personal objectives and goals**, both at professional and personal level. This provides information "where" they are going to and how long their educational path will be. This process of being aware about "the direction" of their own path is crucial both for them and the trainer/educator. It is a sort of compass which contributes definitely on how their journey will be like. Moreover, "to have a vision" of themselves in the labor market completes this framework, providing a "detailed map" of their desires, expectations and potential for the trainer, useful for suggestions and

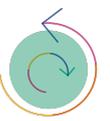


advices which will allow the expected achievement. We can use different techniques described in the Toolkit in order to support them in this process.

It is important to distinguish between objective and goal: a “goal” is seen as something which is referred to something abstract or related to a long-term result, on the other hand, the term “objective” refers to something more related to the short-term period, measurable, and to be concretely delivered.

When you work with an adult on their goals and objectives, take also into consideration the importance of some of their soft skills, such as self-awareness. Self-awareness refers mainly to be able to observe oneself and recognize a feeling as it happens (Goleman, 1998). A person who is self-aware knows in the best way own values and goals, own “selling points” and weakness. They know what to do, what they want and how they can get it. Being aware of the areas in which they are confident, their potential and where they want to go allows to easily define the path to walk.

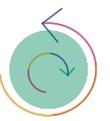
The identification of the objectives with the adults can be done through different approaches and techniques. Of course, as previously mentioned, soft skills of the teachers/trainers/counsellors are really important: key skills in this process are empathy and listening. We can use some practical approaches to allow adults in need for upskilling to develop their objectives: **setting a positive environment, teachers’ attitude and knowing a target person** – here we can use some non-formal education approaches in order to facilitate this phase, such as **mind map**. The use of a mind map is a good way and also a starting approach that can support adults to express something about them: it can be the main events of their life or of the professional experience or also their skills or competence for a potential desired career/job. Another practical approach is **understanding own confidence and skills** for the desired job and **setting, planning and monitoring the goal and the objectives**. It is important to set relevant goals and objectives within the framework of a potential upskilling pathway: the more realistic they are, the more monitored and likely successful. The adult is not the only responsible of this process, but the career advisor has got a crucial role in supporting them in the definition of their objectives.



With this module, the teachers/trainers/counsellors in adult education will gain valuable knowledge and practical tools to be able to identify low-skilled adults' backgrounds and setting the goals for their upskilling. This will facilitate their regular work with this target group as the final beneficiaries of the PATHWAYS project. They will be equipped with a lesson plan, set of activities/exercises and assessment tool which they can use independently or combined with their existing materials and tools at their work with low-skilled adults.

CONCLUSIONS & REFERENCES

- Erasmus+ project PATHWAYS (2021). PATHWAYS Toolkit for adult education
- European Commission (2019). Council Recommendation on Upskilling Pathways: New Opportunities for Adults Taking stock of implementation measures
- OECD (2019). Getting Skills Right: Engaging low-skilled adults in learning, (www.oecd.org/employment/emp/engaging-low-skilled-adults-2019.pdf)
- Cedefop (2020). Empowering adults through upskilling and reskilling pathways. Volume 2: Cedefop analytical framework for developing coordinated and coherent approaches to upskilling pathways for low-skilled adults.



MODULE 6: LESSON PLAN

Module 6: Methodologies for identification of adult’s backgrounds and objectives for their upskilling

Duration: 65 min + extra time according to selected exercise

Topic: identification of adult’s backgrounds (talents, skills, competences) and identification of objectives/goals for their upskilling

Number of Activities: 3

LESSON FOCUS & GOALS

Structure / Activity:

The trainer/counsellor should use the following documents (templates) for conducting this lesson:

1. Module 6 description template for theoretical part of the lesson – explanation and discussion (45 min)
2. Activities template for implementing three practical exercises (varying from 20 to 180 min)
3. Assessment template after lesson completion (20 min)

Total duration of Module: 65 min + extra time according to selected exercise(s)

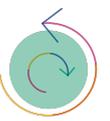


Learning objectives:

- To enhance the competences of teachers/trainers/counsellors in adult education for identification of backgrounds - talent, skills and competences of low-skilled adults.
- To enhance the competences of teachers/trainers/counsellors in adult education for identification of goals and objectives for upskilling of low-skilled adults.
- To provide teachers/trainers/counsellors with practical examples of activities for identification of backgrounds and objectives of low-skilled adults.
- To raise interest of teachers/trainers/counsellors as well as final beneficiaries in life-long learning.

Materials Needed:

- A piece of paper
- Pen or pencil
- Selection of old magazines, books or newspapers
- Scissors and glue
- Paper, cardboard or other material for sticking on
- Handout for My project exercise

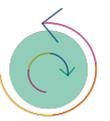


MODULE 6: ACTIVITIES

INTRODUCTION

For our Lesson Plan for Module 6 we selected three exercises for identification of low-skilled adults' backgrounds (related to "potential exercises" in IO2 Toolkit) and identification of adult's objectives and/or goals (related to "future options exercises" in IO2 Toolkit).

The first exercise will encourage group engagement as well as help to create a physical representation of participants' goals and ideas. The second one will help the participants to determine what their profession or vocation could be and offer them insight into who they really are, thereby helping them to plan their career. The third exercise is intended for individuals who want to improve their current situation. The consultant can use it to empower the participants and help them realize that they can be themselves the bringer of changes. The order of conducting the exercises may be changed, according to the teacher's/counsellor's preferences and available time.



AIMS & LEARNING OBJECTIVES

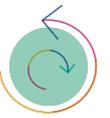
Aims and learning objectives of the proposed activities are:

- To build a physical representation of the desired goal(s)
- To help the learning adults to plan their career
- To empower the participants and help them realize that they can be themselves the bringer of changes

ACTIVITIES

Activities
Activity 1.1 Vision board collage exercise
Activity 1.2 Occupation/career map
Activity 1.3 My project

Activity 1.1	
Title:	Vision board collage exercise
Preparation/materials needed:	<ul style="list-style-type: none"> ● Selection of art materials including pens and pencils ● Selection of old magazines, books or newspapers that can be cut up ● Scissors and glue for all participants

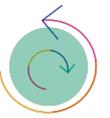


	<ul style="list-style-type: none"> • Paper, cardboard or other material for sticking on
<p>Implementation:</p>	<p>How to play:</p> <ul style="list-style-type: none"> • Step One <p>Begin by asking each participant to practice a simple visualization exercise.</p> <p>Ask them to focus on one goal they would like to achieve and build a visual idea in their mind of what achieving that goal will look and feel like for them. Focus on the mental images that come to mind, and any feelings they anticipate on success.</p> <ul style="list-style-type: none"> • Step Two <p>With these images in mind, participants can then look through the old magazines, books or newspapers to collect images, words and visual representations of what their visualization could look like. They can collect as many images as they like.</p> <ul style="list-style-type: none"> • Step Three <p>The fun part! Participants can now start creating their boards. A vision board is a very personal thing so encourage participants to create something that represents them and their goal – there is no wrong or right way to do this. The final images they chose should all make them feel and remember their visualization of their goal.</p> <p>There needs to be a strong emotional connection to the board to help remind and motivate them what they're trying to achieve. In the end, each participant can share their board with the group if they would like to.</p>
<p>Objective:</p>	



	<p>This exercise can be a lot of fun, while also encouraging group engagement. Vision boards are a great way to create a physical representation of goals and ideas.</p>
Competency/ies:	<p>This exercise is a fun way to build a physical representation of the desired goal. By starting with a visualisation activity, participants can create something they feel connected to, that will help to motivate them when they need it.</p>
Duration:	<p>2 – 3 hours</p>

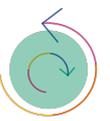
<p>Activity 1.2</p>	
Title:	<p>Occupation/career map</p>
Preparation/materials needed:	<ul style="list-style-type: none"> - A piece of A4 paper - Pen
Implementation:	<p>Step 1:</p> <p>The counsellor prepares the space and material.</p> <p>Step 2:</p> <p>Give work and material instructions to the participants.</p> <p>Step 3:</p> <p>When the participants have finished writing, the counsellor invites them to attribute points to the written activities.</p>

**Step 4:**

When participants have finished scoring, they discuss the result.

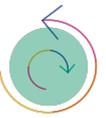
Exercise reminder:

- Provide the participants a quiet corner for individual work.
- Participants write down on a piece of paper everything they like to do, what things they really enjoy, whether it is professional or personal life, for paid work or leisure.
- Encourage them to write down on the sheet as much as possible, to try to fill it in completely - they can also continue on the other side.
- When the participants have finished writing, invite them to add points to all the activities recorded:
 - a. 3 points for what they can do in life, as much as they want,
 - b. 2 points for what they can do in life, but they would like even more if they had more time and money,
 - c. 1 point for what they are not doing enough or not at all at the moment.
- When participants have finished scoring, the career map is ready.
- Talk to the participants about what has turned out - what the participants would do if there would be no restrictions in their life. Explore how they could fulfil their vocation: whether it can be involved in any way in the work they are currently doing, or could be involved in



	education, or can they include it to a greater extent in their spare time?
Objective:	To help the participants to determine what their profession or vocation could be and offer them insight into who they really are, thereby helping them to plan their career or further education.
Competency/ies:	With this exercise the low-skilled adults will raise their awareness of the profession or the strongest areas of interest.
Duration:	20-30 min

Activity 1.3	
Title:	My project
Implementation:	<p>Step 1: The consultant prepares the material - handout and pens.</p> <p>Step 2: Present the purpose of the exercise and the method of implementation.</p> <p>Step 3: The participant makes a record of the project or vision at the handout.</p> <p>Step 4: Talk to the participant about the record or project.</p> <p>Step 5:</p>



The project or the vision is the basis for discussion at further counselling meetings.

Instructions

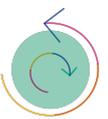
Sometimes in life we find ourselves in an awkward situation: stressed, exhausted, unemployed, dissatisfied or we are facing other difficult circumstances - or we want to start something new. We usually can imagine ourselves in a more pleasant situation. The question, however, is how to get there - that is, from the current situation to the one we want. One way is to put together a personal project or form a vision that we can realize it in individual steps.

Written work

Give the participants a handout that includes the questions below. Ask them to think carefully about the issues and then write down their thoughts.

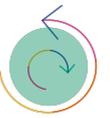
- What is so important to you that it would make sense to shape it into a project? Choose a project that is feasible in which you can really get involved.
- Imagine a project that will help you choose and define goals on the way to the desired situation in the future.
- Ask yourself:
 - a. Do I have a clear idea of what I would like to achieve and where? What is my real goal? Create a sketch, map or picture of the project.
 - b. Are you able to perform the tasks that make up the project? Is the project feasible and realistic? But do I have all the data and resources I need to carry out the project?
 - c. Have I talked about the project with anyone whose suggestions and ideas I respect and trust? Am I willing, if necessary, to put together an alternative project if the first one doesn't work out? But do I feel that this is really my project and that it has a special meaning for me?
 - d. My project implementation plan is... (write down your plan by basic steps).

Talk

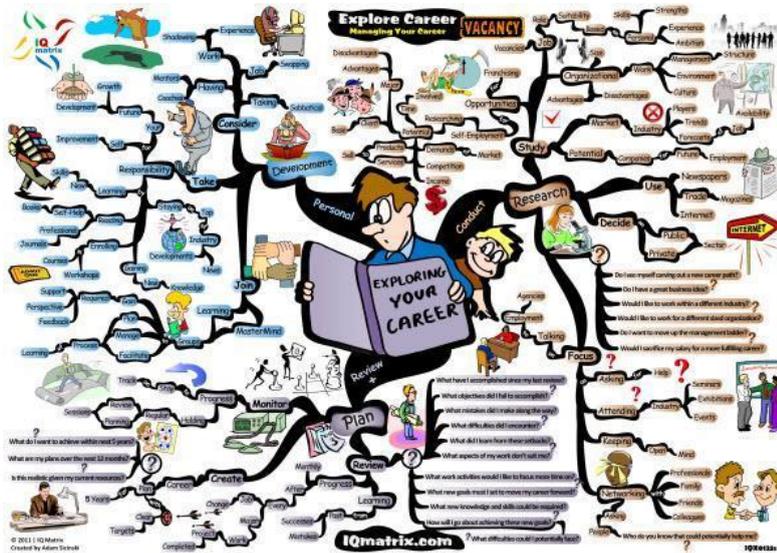


	<p>Talk to the participant about the written project. You will get to know with this gadget the participant better and support him/her in the implementation of the set project. The emphasis is on the participants' independence and their ability to change things in his/her life for the better. The project serves as a tool that provides a thematic framework for discussion in subsequent meetings with the participant.</p>
<p>Objective:</p>	<p>The exercise is intended for individuals who want to improve their current situation. The consultant can use it to empower the participants and help them realize that they can be themselves the bringer of changes. The target group are participants who are currently under stress, exhausted, unemployed, dissatisfied, may be coping with other difficult circumstances or simply want a change in life.</p>
<p>Competency/ies:</p>	<p>The participants understand that they are the central persons to improve their current situation. They set the goals that mean achieving significant positive changes in their lives, and explores paths to them. They know how to formulate a strategy to improve their current situation, exercise their project or achieving their vision.</p>
<p>Duration:</p>	<p>45 min</p>

Appendix to Activity 1-1

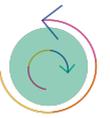


Appendix to Activity 1.2:



- <https://wguidance.wixsite.com/toolbox/blank-lne9u>

CONCLUSIONS & REFERENCES



MODULE 6 ASSESSMENT (QUIZ)

Questions (Select True or False OR select the correct answer/s OR write correct answer)

36. OECD research shows that occupations that require no specific skills and training have the lowest risk of being automated.

- a. True
- b. False

37. Skills are a driver for (multiple possible answers):

- a. Competitiveness
- b. Innovation
- c. Unemployment
- d. Personal and professional fulfilment

38. What is the first step in coordinated and coherent approach to upskilling pathways according to Cedefop:

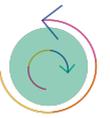
- a. Skills assessment
- b. Tailored learning offer
- c. Validation and recognition of skills and competences

39. Skills assessment is also referred to as:

- a.
- b.

40. Skills assessment is focused on the identification and documentation of an individual's prior learning in formal learning context.

- a. True



- b. False
41. Identification and documentation of skills is crucial for designing a targeted training approach.
- a. True
 - b. False
42. What is one of most commonly used techniques for identification of adult's backgrounds?
- a. Gamification
 - b. Workshops or roundtables
 - c. Special questionnaire
 - d. One-to-one interview
43. The term "objective" refers to something more related to the short-term period, measurable, and to be concretely delivered.
- a. True
 - b. False
44. For knowing a target person we can use some non-formal education approaches in order to facilitate this phase, for example:
- a.
45. The low-skilled adult is the only responsible for the process of the definition of his/her objectives.
- a. True
 - b. False



OVERALL ASSESSMENT

For the assessment of PATHWAYS course, two methods are adopted:

Formative in the form of **quizzes** at the end of each Module during the course:

They consist of 5 to 10 multiple choice question with one definite correct answer. The learner can assess their knowledge by viewing the correct and wrong answers to the questions. The quizzes help the learners to learn with practice, as they allow them to think back to the information previously learned

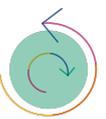
Summative in the form of an **overall exam** assessment at the end of the entire course.

The overall **exam** consists of 25 questions (5 questions for each Module 2-6), with 3 potential answers, while only one of them will be correct. Each correct answer is worth 4 points, thus summing up to

$$25 \times 4 = 100 \text{ points.}$$

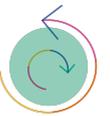
A learner can pass the course only by achieving **at least a score of 80%**, thus allowing them for only 5 wrong answers and at least 20 correct.

Module 2	Module Title: Designing the RPL Assessment	
Question 1	What is the goal of summative assessment?	
Choice A	To provide a conclusive statement about what has been learned so far	
Choice B	To provide feedback	
Choice C	To assist in understanding	
Question 2	What is the goal of formative assessment?	
Choice A	To help learners widen and deepen their understanding	



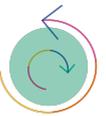
Choice B	To provide a conclusive grade	
Choice C	To assess the total sum of gained knowledge	
Question 3	How to collect and map evidence in the most efficient way possible. In terms of evidence, how much is enough. All this, is about:	
Choice A	validation	
Choice B	documentation	
Choice C	submission	
Question 4	Learning and qualification can lead to a desire for even more learning and qualification. This refers to:	
Choice A	validation	
Choice B	certification	
Choice C	Further qualification	
Question 5	When an individual is placed in a situation that meets all of the conditions of a real-life scenario in order to assess their competences, this is the:	
Choice A	Portfolio	
Choice B	Declarative method of assessment	
Choice C	Simulation and work-based evidence	

Module 3	Module Title: Designing the RPL Assessment - from ideas into action	
Question 1	The assessment tools should:	
Choice A	Always remain the same	
Choice B	Be altered to keep a variety of objective methods	
Choice C	Be altered according to intended use	
Question 2	Are RPL strategies supposed to be combined?	
Choice A	No, because they are controversial	



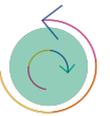
Choice B	Yes, because they complement on each other	
Choice C	Yes, so as to test their efficiency	
Question 3		
Among the key components of the assessment of RPL are:		
Choice A	Evidence and actual abilities	
Choice B	Create large portfolios	
Choice C	On size fit all approach	
Question 4		
Key stages of RPL process involves		
Choice A	Finding potential applicants	
Choice B	Inform potential applicants	
Choice C	Work based learning of potential applicants	
Question 5		
Indirect Evidence examples for RPL include:		
Choice A	Visual presentations or written speeches	
Choice B	Videos	
Choice C	Samples of work	

Module 4	Module Title: Implementing strategies for increased motivation and engagement in the life	
Question 1	How 'secondary motivation' can be defined?	
Choice A	Motivation that performs the function of satisfying primary needs	
Choice B	Motivation acquired or learned from the context and environment of life	
Choice C	Motivation driven by reasons that start from oneself and from one's own experience or will	
Question 2	Which feature has been associated with success in improve own abilities or reach a goal?	
Choice A	Self - efficacy	
Choice B	Sociability	
Choice C	Confidence	



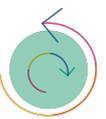
Question 3	How a trainer, tutor, job counsellor can foster learner's motivation?	
Choice A	Using a unique evaluation strategy	
Choice B	Not providing feedbacks	
Choice C	Helping learners set appropriate and valuable learning goals	
Question 4	What is NOT a kind of Experiential Learning?	
Choice A	Roleplay	
Choice B	Narration	
Choice C	Game	
Question 5	Which tool, usable during a Motivational Interview, is useful to list in one place the benefits and costs of changing or continuing applying current behavior?	
Choice A	SWOT Analysis	
Choice B	Open question	
Choice C	Decisional Balance Worksheet	

Module 5	Module Title: Useful Resources for the practitioners	
Question 1	The use of Icebreakers in trainings are important because:	
Choice A	They create a positive atmosphere	
Choice B	They are a great way to get to know your participants and their background	
Choice C	All of the above	
Question 2	Which of the following is an example that can negatively affect the Learning space (in physical form)?	
Choice A	The classroom lacks air or is too cold	
Choice B	The trainer is overly enthusiastic	
Choice C	All of the above	

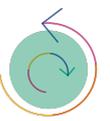


Question 3	Which of the following is part of the established rules to follow in open conversations within the group?	
Choice A	Be mindful of everyone in the room – Listen without judgment	
Choice B	Whatever happens, do not talk	
Choice C	Never interrupt, even if you did not understand something.	
Question 4	One step of the process to create a portfolio is the SWOT analysis. SWOT stand for:	
Choice A	Strengths, Warnings, Opportunities, Timing	
Choice B	Strengths, Weaknesses, Opportunities, Threats	
Choice C	Strengths, Weaknesses, Opportunities, Timing	
Question 5	A portfolio is very important for the learning adult’s employability future. It is:	
Choice A	A life-long tool to help the learning adults to discover and express who they are	
Choice B	‘Evidence’ of their weaknesses	
Choice C	None of the above	

Module 6	Module Title: Methodologies and techniques for identification of adults’ backgrounds and adults’ objectives for their upskilling	
Question 1	To be caught in a “low-skills trap” means...	
Choice A	To be in medium to high-level positions with good opportunities for development and on-the-job learning	
Choice B	To be in low-level positions with limited opportunities for development and on-the-job learning	
Choice C	To be caught in constant unemployment	
Question 2	Skills are a driver for...	
Choice A	Competitiveness, innovation and growth, individuals’ well-being, personal and professional fulfilment	
Choice B	Well-being, happiness and higher quality of life	
Choice C	Better reputation in society and higher income	



Question 3	What is the first key step in coordinated and coherent approach to upskilling pathways (according to Cedefop) besides tailored learning offer and validation & recognition of skills and competences?	
Choice A	IQ assessment	
Choice B	Skills assessment	
Choice C	Personality test	
Question 4	In the context of upskilling pathways, skills assessment is focused on the identification and documentation of an individual's prior learning in the following contexts...	
Choice A	Formal	
Choice B	Non-formal and informal	
Choice C	Formal, non-formal and informal	
Question 5	Which soft skills of the teachers/trainers/counsellors are really important for the process of identification of the low-skilled adults' objectives?	
Choice A	Negotiation and leadership	
Choice B	Networking and teamwork	
Choice C	Empathy and listening	



DESIGN & IMPLEMENT THE TRAINING

LEARNING FORMAT

Over the past two years, due to the pandemic situation that has plagued the whole world, there has been a need for more flexible pathways to access quality education and lifelong learning opportunities for all. Fortunately, the needs of today's learners are easily met thanks to technological progress, internet access and tools to be used for blended learning⁵. **Blended Learning** is therefore the methodology that has recently been used the most, which will probably be needed the most in the near future and which consequently is proposed for this training. It represents the combination of online and face-to-face contacts between teachers and students, mixing synchronous and asynchronous sessions⁶.

Blended Learning has in fact several benefits⁷:

- It makes all participants in the training session collaborative
- It improves the communication thanks to the mix of models used
- It allows teachers to propose personalized paths
- It improves both autonomy and collaboration of learners

Moreover, since the Sustainable Development Goal, “Quality Education”⁸, aims to ensure inclusive and equitable quality education and lifelong learning opportunities for all, Blended Learning can be considered a valuable approach “to help promote inclusive education, including reaching those who are marginalized or in vulnerable situations”⁹.

⁵ Lim, Cher Ping and Wang, Libing, Blended Learning for quality higher education, UNESCO, 2017, <https://unesdoc.unesco.org/ark:/48223/pf0000246851>

⁶ Ispiring, Formazione blended: che significa e come usarla, 2021, <https://www.ispiring.it/blog/formazione-blended>

⁷ Ibidem

⁸ EC, Sustainable Development Goals, https://ec.europa.eu/international-partnerships/sustainable-development-goals_en

⁹ Lim, Cher Ping and Wang, Libing, Blended Learning for quality higher education, UNESCO, 2017, <https://unesdoc.unesco.org/ark:/48223/pf0000246851>



VENUE OF THE LEARNING COURSE

Using the method of Blended Learning, the training, can take place online (in this case the venue is an **online platform**) or in person (in this case the venue can be a **classroom** or a **special space**). Since each module contains both a theoretical and a practical part, it is strongly recommended to carry out the practical activities face to face in the classroom with the possibility of interacting physically, limiting online teaching to the theoretical parts. The final assessment sessions, on the other hand, can be structured at will and according to the needs of the learners either through online platforms or in the classroom.

However, it is important to choose the **learning environment that best suits learners**, considering learning needs and contexts.

TIMEFRAME OF THE LEARNING COURSE

Each module has been designed to last approximately **2 to 2 and a half hours**. An example of **Lesson Plan** which would assist teachers, trainers and career counsellors' advisors in structuring a session related to the module topic is provided -including the time schedule for carrying out the various theoretical sessions and the various activities planned- and forms part of each module.

[Module 2: link to the lesson plan](#)

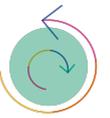
[Module 3: link to the lesson plan](#)

[Module 4: link to the lesson plan](#)

[Module 5: link to the lesson plan](#)

[Module 6: link to the lesson plan](#)

However, nothing prevents trainers from, instead of structuring a course using all the modules available, using some tools independently, for example using only the tools of a certain module to complement another training they already use: the duration of the course and its modules is therefore flexible and it is influenced by the working context, the participants' level of knowledge, their digital and linguistic skills. Also, in this case it



is useful to use the Lesson Plans related to each module as they contain the duration of all the sessions and activities, both in total and in the individual parts.

RESOURCES

To carry out the training, one **trainer / teacher** is sufficient to take care of the theoretical sessions, while it is useful, but not mandatory, to have the support of other **moderators / facilitators** during the performance of the practical activities.

These people will have the task of¹⁰:

- Create a stimulating atmosphere
- Put students at ease by giving everyone the opportunity to express themselves
- Identify issues and propose solutions
- Stimulate learner's motivation
- Provide constructive feedbacks and do not criticize in public
- Stimulate discussions and active participation
- Encourage learners
- Monitor attendance and progress
- Provide accurate information

The **Pathways Toolkit** is a fundamental resource for the theoretical session of the modules together with the **Pathways e-learning platform** and **optional PPT presentation** on the specific topics which can help explain the issues better and in a more summarized way, while the **number of participants** can vary according to the type of approach (online or face-to-face), the context, the knowledge of the students. Further information on the materials and resources needed can be found in the **Lessons Plan** previously mentioned.

Concerning the practical activities, their **description** -including duration and materials needed- is provided and forms part of each module as follows:

[Module 2: link to the activities description](#)

[Module 3: link to the activities description](#)

¹⁰ eVET2EDU, Manuale del facilitatore, 2014 https://cesie.org/media/Handbook_IT_evet2edu.pdf



[Module 4: link to the activities description](#)

[Module 5: link to the activities description](#)

[Module 6: link to the activities description](#)

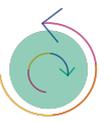
However, nothing prevents trainers from, instead of structuring a session using all the activities available, using some of them independently or adapting them considering the target groups, their level of knowledge, their propensities and interests.

It is also important to have a list of **useful online tools** to use during online sessions to make the lessons more participatory and interesting.

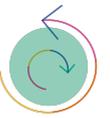
Some tools below¹¹:

Online Tools			
	Function	Free/not free	Limitations (number of users)
docs.google.com	Collaborative Writing	Free	Unlimited
yourpart.eu	Collaborative Writing	Free	Unlimited
mentimeter.com	Collecting Ideas	Free version with limited functionality	Unlimited audience
padlet.com	Collecting Ideas	Free version with limited functionality	Unlimited
tricider.com	Collecting Ideas	Free	Unlimited
jamboard.google.com	Collecting Ideas/Drawing	Free	Unlimited
kialo-edu.com	Debating	Free	Unlimited
canva.com	Infographics/ Poster/ Pamphlet	Free version with limited functionality	Unlimited
thinglink.com	Infographics/ Poster/ Pamphlet	Free version with limited functionality	Limited

¹¹ IO2 “Project-based learning Methodology: from theory to practice” from LEAP – Learning to Participate (Erasmus+ - KA2: Strategic Partnership | Youth. Project n° 2018-3-AT02-KA205-002231)



easel.ly	Poster/ Pamphlet	Free version with limited functionality	Free version limited
mindmup.com	Mindmapping and Organising	Free version with limited functionality	Free version limited
mindmeister.com	Mindmapping and Organising	Free version with limited functionality	Unlimited
miro.com	Mindmapping and Organising	Free version with limited functionality	Unlimited
bubbl.us	Mindmapping and Organising	Free version with limited functionality	Limited
timetoast.com	Mindmapping and Organising	Free	Unlimited
zeemaps.com	Mindmapping and Organising	Free version with limited functionality	Unlimited
Skype	Online meetings	Free version with limited functionality	Limited
Zoom	Online meetings	Free version with limited functionality	Limited
Big Blue Button	Online meetings	Free	Unlimited
meet.google.com	Online meetings	Free	Limited
Microsoft Teams	Online meetings	Free version with limited functionality	Limited
Kahoot.com	Quiz	Free version with limited functionality	Limited
Quizlet.com	Quiz	Free version with limited functionality	Limited
prezi.com	Presentation	Free version with limited functionality	Limited
docs.google.com/ presentation	Presentation	Free	Unlimited
h5p.org	Video/Films	Free	Unlimited

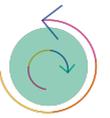


vimeo.com

Video/Films

Free version with
limited functionality

Unlimited



The course will consist of all the modules prepared by the PATHWAYS partnership to facilitate and promote the Toolkit methodology. The partnership has developed six modules for this purpose, of 2-4 hours duration each which can be adjusted for face-to face training, hybrid or online training. Each module consists of the theoretical part, the training part and the assessment part. Based on the proposed training schedule below, the whole course can be delivered in three consecutive days with half-day morning or afternoon sessions. Modules that can be offered either for face to face or for online training are also mentioned.



Proposed training schedule 1 – Morning session				
DAY ONE				
Time	Action/Activity	Aims/objectives	Working Methodology	Materials Needed
10:00 -10:20	Welcome	Welcome the participants and provide an overview of the training	Speech/Presentation (pptx)	Video projector or Flipchart, Whiteboard, markers
10:20 – 10:30	Icebreaker	To create a good atmosphere and get to know each other	The trainer can use different exercises taking into consideration the size of the group	<i>Video projector</i> or <i>Flipchart, Whiteboard, markers</i>
10:30 – 11:00	<u>Module 1:</u> Introduction to the Toolkit	To introduce the PATHWAYS project its aims and objectives, target groups etc. To provide a general Overview or the Toolkit	This module can be delivered face-to-face or Online Presentation (pptx)/ Discussion	Video projector, Zoom, Teams



11:00 – 11:30					Coffee break				
11:30 – 13:00		<p><u>Module 2:</u></p> <p>Approaches to RPL implementation methodologies – overview and framework</p>		<p>To get familiar with RPL methodologies for recognition of knowledge acquired through informal or non-formal learning</p>		<p>This module can be delivered face-to-face or Online.</p> <p><u>Phase 1</u> Warm –up</p> <p><u>Phase 2</u> Presentation (pptx)</p> <p><u>Phase 3</u> Activities</p> <p><u>Phase 4</u> Assessment</p>		<p><u>Phase 1</u> Video conferencing tool</p> <p><u>Phase 2</u> Video Conferencing tool</p> <p><u>Phase 3</u> Skills Identification sheet Self Awareness sheet Post-it paper Markers</p> <p>Or</p> <p>Digital Interactive Whiteboard Google Forms</p>	
DAY TWO									
Time (approximate!)		Action/Activity		Aims/objectives		Working Methodology		Materials Needed	
09:00 – 11:00		<p><u>Module 3:</u></p> <p>Designing the RPL Assessment - from ideas into action</p>		<p>To get familiar with the essential components of a well-functioning and inclusive RPL system</p>		<p>This module can be delivered face-to-face or Online.</p> <p><u>Phase 1</u> Brainstorming</p> <p><u>Phase 2</u> Activity: Long-term benefits</p>		<p><u>Phase 1</u> Flipchart, markers or video conferencing tool</p> <p><u>Phase 2</u> Google Jamboard,</p>	



			<p><u>Phase 3</u> Activity: What an applicant Would put into a portfolio</p> <p><u>Phase 4</u> Activity: Skills Recognition & PRL Qualifications video</p>	<p>Googledocs or pen and paper</p> <p><u>Phase 4</u> Video</p>
11:00 – 11:15	Coffee break			
11:15 – 12:15	<p><u>Module 4:</u> Implementing strategies for increased motivation and engagement in the life-long learning context</p>	<p>To introduce adult education teachers/trainers and career counsellors / advisors to the role of motivation in adult learning as well as the skills and tools to increase it</p> <p>To understand the importance of lifelong learning in allowing each person to respond effectively to the new needs, changes and challenges that will arise during their personal and working life</p> <p>To implement strategies for increased motivation and engagement in the life-long learning context</p> <p>To develop the ability to help participants set realistic objectives and reflect on their strengths and weaknesses</p> <p>To develop the ability to foster positive change behaviour in adult learners in</p>	<p>This module can be delivered face-to-face Or in hybrid form.</p> <p><u>Phase 1</u> Theory /Presentation (pptx) Practice</p> <p><u>Phase 2</u> Theory/Presentation (pptx) Practice</p>	<p><u>Phase 1</u> <i>Theory:</i> video projector, video conferencing tools (e.g. Zoom, Teams)</p> <p><i>Practice:</i> cards with fragments of phrases that stimulate personal motivation, space to move freely</p> <p><u>Phase 2</u> <i>Theory:</i> video projector, video conferencing tools (e.g. Zoom, Teams)</p> <p><i>Practice:</i> Spacious room, a chair for every participant, banknotes or coins, scotch tape</p>



		order to reach their goals To have mastery of motivation and engagement techniques in life-long learning for personal and professional development		
12:15 – 12:30	Coffee break			
12:30 – 14:00	<u>Module 4:</u> Implementing strategies for increased motivation and engagement in the life-long learning context		<p><u>Phase 3</u> Theory/Presentation (pptx) Practice</p> <p><u>Phase 4</u> Theory/Presentation (pptx) Practice</p> <p><u>Phase 5</u> Reflection Self Evaluation</p>	<p><u>Phase 3</u> Theory: Video projector, or video conferencing tools (e.g. Zoom, Teams)</p> <p>Practice: Paper, print Grid of Future Projection, pen/pencil</p> <p><u>Phase 4</u> Theory: video projector or video conferencing tools (e.g. Zoom, Teams)</p> <p>Practice: Templates of the tools</p> <p><u>Phase 5</u> Practice: Quiz</p>
DAY THREE				
Time (approximate!)	Action/Activity	Aims/objectives	Working Methodology	Materials Needed



<p>9:00 – 11:00</p>	<p><u>Module 5:</u> Useful Resources for the practitioners</p>	<p>With the resources provided the educator will know what his main roles responsibilities are and find resources to help their learners.</p>	<p>This module can be delivered face-to-face or Online.</p> <p><u>Phase 1</u> Presentation (pptx) of Resources and Tools</p> <p><u>Phase 2</u> Activity 1 & 2</p>	<p><u>Phase 1</u> Video projector Video Conferencing Tool (Google Meet, Zoom),</p> <p><u>Phase 2</u> Pen, Paper, willingness to learn!</p> <p>Or</p> <p>Miro, Mentimeter</p>
<p>11:00-11:30</p>	<p>Coffee Break</p>			
<p>11:30 – 14:00</p>	<p><u>Module 6:</u> Methodologies for Identification of Talent and Upskilling</p>	<p>To enhance the competences of teachers/trainers/counsellors in adult education for identification of backgrounds (talents, skills and competences of low-skilled adults).</p> <p>To enhance the competences of teachers/trainers/counsellors in adult education for identification of goals and objectives for upskilling of low-skilled adults.</p>	<p><i>This module can be delivered face-to-face or Online.</i></p> <p><u>Phase 1</u> Theory</p> <p><u>Phase 2</u> Practice</p>	<p><u>Phase 1</u> Video projector, Video Conferencing Tool (Google Meet, Zoom),</p> <p><u>Phase 2</u></p>



		<p>To provide teachers/trainers/counsellors with practical examples of activities for identification of backgrounds and objectives of low-skilled adults.</p> <p>To raise interest of teachers/trainers/counsellors as well as final beneficiaries in life-long learning.</p>		<p>A piece of paper</p> <p>Pen or Pencil</p> <p>Or</p> <p>Google Jamboard, Miro board A piece of paper</p>
12:45 -13:00	Coffee Break			
13:00 -14:00	<p><u>Module 6:</u></p> <p>Methodologies for Identification of Talent and Upskilling</p>		<p><u>Phase 2:</u> Practice</p> <p><u>Phase 3:</u> Assessment</p>	<p><u>Phase 2</u></p> <p>A piece of paper</p> <p>Pen or Pencil</p> <p>Handout for my project exercise</p> <p>Or</p> <p>Google Jamboard, Menti</p>



Proposed training schedule 2– Afternoon session

DAY ONE

Time (approximate!)	Action/Activity	Aims/objectives	Working Methodology	Materials Needed
15:00 – 15:20	Welcome	Welcome the participants and provide an overview of the training	Speech/Presentation (pptx)	Video projector or Flipchart, Whiteboard, markers
15:20 – 15:30	Icebreaker	To create a good atmosphere and get to know each other	The trainer can use different exercises taking into consideration the size of the group	<i>Video projector</i> or <i>Flipchart, Whiteboard, markers</i>
15:30 – 16:00	<u>Module 1:</u> Introduction to the Toolkit	To introduce the PATHWAYS project its aims and objectives, target groups etc. To provide a general Overview or	This module can be delivered face-to-face or Online Presentation (pptx)/ Discussion	Video projector, Zoom, Teams



		the Toolkit		
16:00 – 16:15	Coffee break			
16:15 – 17:45	<p><u>Module 2:</u></p> <p>Approaches to RPL implementation methodologies – overview and framework</p>	<p>To get familiar with RPL methodologies for recognition of knowledge acquired through informal or non-formal learning</p>	<p>This module can be delivered face-to-face or Online.</p> <p><u>Phase 1</u> Warm –up</p> <p><u>Phase 2</u> Presentation (pptx)</p> <p><u>Phase 3</u> Activities</p> <p><u>Phase 4</u> Assessment</p>	<p><u>Phase 1</u> Video conferencing tool</p> <p><u>Phase 2</u> Video Conferencing tool</p> <p><u>Phase 3</u> Skills Identification sheet Self Awareness sheet Post-it paper Markers</p> <p>Or</p> <p>Digital Interactive Whiteboard Google Forms</p>
DAY TWO				
Time (approximate!)	Action/Activity	Aims/objectives	Working Methodology	Materials Needed
15:00 – 17:00	<u>Module 3:</u>	To get familiar with the essential	This module can be delivered face-to-face or Online.	



	<p>Designing the RPL Assessment - from ideas into action</p>	<p>components of a well-functioning and inclusive RPL system</p>	<p><u>Phase 1</u> Brainstorming</p> <p><u>Phase 2</u> Activity: Long-term benefits</p> <p><u>Phase 3</u> Activity: What an applicant Would put into a portfolio</p> <p><u>Phase 4</u> Activity: Skills Recognition & PRL Qualifications video</p>	<p><u>Phase 1</u> Flipchart, markers or video conferencing tool</p> <p><u>Phase 2</u> Google Jamboard, Googledocs or pen and paper</p> <p><u>Phase 4</u> Video</p>
<p>17:00 – 17:15</p>	<p>Coffee break</p>			
<p>17:15 – 18:15</p>	<p><u>Module 4:</u> Implementing strategies for increased motivation and engagement in the life-long learning context</p>	<p>To introduce adult education teachers/trainers and career counsellors / advisors to the role of motivation in adult learning as well as the skills and tools to increase it</p> <p>To understand the importance of lifelong learning in allowing each person to respond effectively to the new needs, changes and challenges that will arise during their personal and working life</p> <p>To implement strategies for increased motivation and</p>	<p>This module can be delivered face-to-face Or in hybrid form.</p> <p><u>Phase 1</u> Theory /Presentation (pptx) Practice</p> <p><u>Phase 2</u> Theory/Presentation (pptx) Practice</p>	<p><u>Phase 1</u> <i>Theory:</i> video projector, video conferencing tools (e.g. Zoom, Teams)</p> <p><i>Practice:</i> cards with fragments of phrases that stimulate personal motivation, space to move freely</p> <p><u>Phase 2</u> <i>Theory:</i> video projector,</p>



		<p>engagement in the life-long learning context</p> <p>To develop the ability to help participants set realistic objectives and reflect on their strengths and weaknesses</p> <p>To develop the ability to foster positive change behaviour in adult learners in order to reach their goals</p> <p>To have mastery of motivation and engagement techniques in life-long learning for personal and professional development</p>		<p>video conferencing tools (e.g. Zoom, Teams)</p> <p><i>Practice:</i> Spacious room, a chair for every participant, banknotes or coins, scotch tape</p>
18:15– 18:30	Coffee break			
18:30– 20:00	<p><u>Module 4:</u></p> <p>Implementing strategies for increased motivation and engagement in the life-long learning context</p>		<p><u>Phase 3</u> Theory/Presentation (pptx) Practice</p> <p><u>Phase 4</u> Theory/Presentation (pptx) Practice</p> <p><u>Phase 5</u> Reflection Self Evaluation</p>	<p><u>Phase 3</u> <i>Theory:</i> Video projector, or video conferencing tools (e.g. Zoom, Teams)</p> <p><i>Practice:</i> Paper, print Grid of Future Projection, pen/pencil</p> <p><u>Phase 4</u> <i>Theory:</i> video projector or</p>



				video conferencing tools (e.g. Zoom, Teams) <i>Practice:</i> Templates of the tools <u>Phase 5</u> <i>Practice: Quiz</i>
DAY THREE				
Time (approximate!)	Action/Activity	Aims/objectives	Working Methodology	Materials Needed
15:00 – 17:00	<u>Module 5:</u> Useful Resources for the practitioners	With the resources provided the educator will know what his main roles responsibilities are and find resources to help their learners.	This module can be delivered face-to-face or Online. <u>Phase 1</u> Presentation (pptx) of Resources and Tools <u>Phase 2</u> Activity 1 & 2	<u>Phase 1</u> Video projector Video Conferencing Tool (Google Meet, Zoom), <u>Phase 2</u> Pen, Paper, willingness to learn! Or Miro, Mentimeter
17:00-17:15	Coffee Break			
17:15 – 18:30	<u>Module 6:</u>	To enhance the competences of	This module can be delivered face-to-face or Online.	



	<p>Methodologies for Identification of Talent and Upskilling</p>	<p>teachers/trainers/counsellors in adult education for identification of backgrounds (talents, skills and competences of low-skilled adults).</p> <p>To enhance the competences of teachers/trainers/counsellors in adult education for identification of goals and objectives for upskilling of low-skilled adults.</p> <p>To provide teachers/trainers/counsellors with practical examples of activities for identification of backgrounds and objectives of low-skilled adults.</p> <p>To raise interest of teachers/trainers/counsellors as well as final beneficiaries in life-long learning.</p>	<p><u>Phase 1</u> Theory</p> <p><u>Phase 2</u> Practice</p>	<p><u>Phase 1</u></p> <p>Video projector, Video Conferencing Tool (Google Meet, Zoom),</p> <p><u>Phase 2</u></p> <p>A piece of paper</p> <p>Pen or Pencil</p> <p>Or</p> <p>Google Jamboard, Miro board A piece of paper</p>
18:30- 18:45	Coffee Break			
18:45 -19:45	<p><u>Module 6:</u></p> <p>Methodologies for Identification of Talent and Upskilling</p>		<p><u>Phase 2:</u> Practice</p> <p><u>Phase 3:</u> Assessment</p>	<p><u>Phase 2</u></p> <p>A piece of paper</p> <p>Pen or Pencil</p> <p>Handout for my project</p>

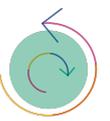


				exercise Or Google Jamboard, Menti
19:45 – 20:00	<i>Reflection</i>	To extract what the learners have gained form this training and how much they have learned with its completion.		



CHALLENGES AND HOW TO ADDRESS THEM

MODULE CHALLENGE	DESCRIPTION	HOW TO ADDRESS
5 Participants do not feel safe/ comfortable	Participants do not feel comfortable to express themselves and their opinions freely.	It is important for the trainer to draw attention to arranging the room, check that the required equipment is available and functioning, and pay attention to other aspects that might influence the teaching and create a comfortable environment for all.
5 Lack of digital skills or uncertainty about ICT tools for the online version	If the training is implemented online the participants might have questions or they are not familiar with the online tools	The instructor should send a list with the tools they will use in advance and some basic instruction how to use them. Also, during the training the instructor should be patient and provide guidance to those who face difficulties.
6 Understanding of terms for implementing activity 1	Participants do not understand what does “Outcomes” and/or “Skills/competences” mean	A trainer explains the meaning of these terms at the beginning of the exercise in simple and understandable manner
6 Lack of ideas about participants’ wishes, interests etc. in activity 2	Participants cannot remember what to write about their wishes, interests etc. in the first step of activity 2	A trainer provides some examples (for example gardening, reading, writing, puzzles, maintaining works at home, filling in forms, making plans etc.)



ANNEXES

Answers to Quizzes (Modules 2 – 6)

Question No	Module2	Module3	Module4	Module5	Module6
1	a	a	c	True	b
2	a	b	a	False	a,b,d
3	b	c	b	b	a
4	d	b	a	d	skills audit, skills profiling
5	a	a	c	True	b
6	c	a	d		a
7	d	b	b		c
8	b	c	b		a
9	b	a	c		Mind map
10	d	e	d		b

Answers to Overall Assessment

Question No	Module2	Module3	Module4	Module5	Module6
1	A	C	B	C	B
2	A	B	A	A	A
3	B	A	C	A	B
4	C	B	B	B	C
5	C	A	C	A	C