
C-KIT

“Development and recognitions of key competences in disadvantaged groups”

Grundtvig Learning Partnership
2010-1-IT2-GRU06-138641

Partners:

Eduforma Srl (Italy)

Stephansstift Zentrum

für Erwachsenenbildung (Germany)

Lithuanian Association of Adult Education
(Lithuania)

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“Where do I have to go in order to go where I have to go?”

(Totò, Italian actor, 1898-1967)

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Introduction

This C-Kit (where C stands for Competence) is one of the results of the Grundtvig Learning Partnership Project “Development and recognition of the key competences in disadvantaged groups” promoted by 4 organisations: Eduforma srl (Italy), Stephansstift Zentrum für Erwachsenenbildung (Germany) Lithuanian Association of Adult Education (Lithuania), Zihinsel Özürlüler Federasyonu (Turkey).

We consider the key competence as a backpack that every human beings should have in order to face and positively deal with the challenges of life. Very often people who belong to disadvantaged groups have a lighter backpack since they have less learning chances.

When we wrote the project, we thought it is very important to share practices, methodologies, theories with the educator community in order to have more tools to offer to our learners.

This is the aim and that is what is included in this C-Kit. So, here you can find some general information about the concept of the key competences, the projects and the organizations involved, the activities realized, the methodologies we used, the impact it had on the promoters, some outcomes and some reflections. The material included is the results of our practice and it might be very different from yours. The data we present are also an evaluation built on our professional experiences and they are not a result of a scientific research, but we strongly believe that they are an important point of view and they can be a starting point for further reflections and analyses.

We really hope you enjoy the reading and you can find some interesting input!

Giulia Mastropirro
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Coordinating organisation of the project

The Project

Nowadays it is becoming more and more important to facilitate the process of integration of minorities (ethnic, religion, gender issue) and disadvantaged groups (people with disabilities, immigrants, drop out, people coming from difficult economical and social backgrounds, unemployed over 45 years old) into society. In order to get this goal, it is necessary that these groups improve their key competences; consequently this project has foreseen the implementation of laboratories and workshops in each country related to key competences, targeted to adults belonging to the groups described above. The general aims was to provide them with the needful knowledge and skills to fully live and be active in the society.

The socio economic crisis has immerse Europe in a complete wave of changes that always affects deeply those people who are at the lowest levels of society.

Unemployment is one of the most relevant challenges in contemporary Europe. The last decades could be characterized by a strong technological change, increasing inter-dependencies among countries all over the world and an ever-changing labor-market with strong demands. The crisis has wiped out years of economic and social progress and exposed structural weaknesses in Europe's economy. In the meantime, the world is moving fast and long-term challenges – globalisation, pressure on resources, ageing – intensify.

23 million people - or 10% of our active population - are now unemployed. Only two-thirds of our working age population is currently employed, compared to over 70% in the US and Japan. The employment rate of women and older workers are particularly low. Young people have been severely hit by the crisis, with an unemployment rate over 21%. There is a strong risk that people away or poorly attached to the world of work lose ground from the labor market. About 80 million people have low or basic skills; by 2020, 16 million more jobs will require high qualifications, while the demand for low skills will drop by 12 million jobs.

Participation in adult education remains highly unequal. Those most in need participate least. Finding new ways to motivate and involve excluded groups is a high priority for policy, research and funding. This requires a shift from supply- to demand-driven policy, a focus on diversity of provision to meet different individuals' and group needs, and more support for locally determined adult learning opportunities.

Adult education has an essential contribution to make in building social capital, fostering social inclusion and combating both direct and less obvious costs of social exclusion.

In these context, the weakest categories of workers like over 45, immigrants, disabled, low qualified, are the ones who risk more to loose the job and that will have many difficulties in finding another one. The Commission Communication "Driving European Recovery" outlined a number of elements to implement appropriate and effectiveness employment policies, defining in specific 3 key priorities: creating jobs and promoting mobilities; upgrading skills and matching labour market needs; increasing access to employment.

This project responds to the nowadays needs underlined by the Commission since it focuses on the increasing of competences of disadvantaged groups (upgrading skills) and to assess and certificate that

competences, that is a fundamental step to promote a mobility process and to respond to the needs of the labour market.

The objectives of the project were:

- ✓ the development of the key competences in disadvantaged groups;
- ✓ the assessment of their competences and the identification of the gap between the “starting competences” and the competences they should have to be integrated in society;
- ✓ the creation of an individual learning path for the learners to accompany them in the best way through this learning process;
- ✓ the realization of a european C-Kit for the improvement of the key competences in disadvantaged groups;
- ✓ providing our target with learning opportunities through non formal education and experiential learning;
- ✓ increasing the skills of teachers and trainers about the assessment and recognition of competences, the pedagogical approaches to work with disadvantaged groups and the valorization of the competences acquired in a non formal and informal context.

In order to reach the mentioned objectives, the main activities realized were:

- activities of studies and research about EU policy for recognition and validation of competences;
- assessment of the "entry" competences and creation of individual learning pathway for the learners;
- the laboratories and workshops realized according to the learners' needs;
- three mobilities for learner, dealing with the topics of interculturality, learning to learn, communicating in foreign language, digital and social competences, paying specific attention to the communication among learners belonging to different backgrounds;
- the C-Kit, an handbook to gather the results of the project, focusing on methodologies for the competence development;
- seminars for dissemination of the results to teachers and trainers;
- a final conference in every country.

The Partners

[Eduforma srl \(Italy\) – www.eduforma.it](http://www.eduforma.it)

Eduforma was created in 2003 by experts coming from human resources and organisation management areas. They regularly implement and realize training courses, guidance, coaching to company and to individuals. They are accredited by the Regione Veneto for the permanent education. Their mission is the development of the human being in his complexity and globality, respecting the personal attitudes and offering a facilitation of the learning process. Their services are offered to a wide range of target: they organize coaching for companies and managers as well as professional courses for unemployed people. They have been developing several project together financed by the European Social Fund both as promoter and as partner; they have good connections with companies, training centers, schools and local municipalities since they believe that being in a network increases the quality of the services.

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[Stephansstift Zentrum für Erwachsenenbildung \(Germany\) - www.zeb.stephansstift.de](http://www.zeb.stephansstift.de)

The "Zentrum fuer Erwachsenenbildung Stephansstift eGmbH " (Centre for Adult Education) is a provider for general adult education in Hannover, Northern Germany with a national scope. Around 14 000 participants per year come to a big variety of non-formal courses or to continuing education and training, mainly in the field of social services / social work and Diakonie. A big number of course participants are multipliers, social workers and educators working with disatvantaged groups for social integration and employability. With the "Berufsbildungszentrum gemeinnützige GmbH" Stephansstift is doing Rehabilitation and VET programs for about 140 young adults in our sister department.

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[Lithuanian Association of Adult Education \(Lithuania\) - www.lssa.smm.lt](http://www.lssa.smm.lt)

Lithuanian Association of Adult Education, in cooperation with Lithuanian and foreign adult educators and institutions, are calling get together individuals and representatives of various organizations for the purpose to promote an approach of lifelong learning within the society and the development of opportunities for continuing education. The aims of the Association are:

- To invite adult educators and the institutions, discussing adult education issues, for joint work;
- To develop adults capacities for active participation in their professional and community life;
- To develop adults need for continuous education;
- To represent Lithuanian adult educators in the country and abroad.

Pursuing those aims LAE implements national and international projects, organizes seminars, conferences, internships and other activities for its members and other adult educators. Currently LAE has 122 individual members and 41 legal members –from different areas of formal and non-formal education. Since its establishment in 1992 LAE has been developing adult education network in Lithuania, participating in creation of the main policy documents and legal acts on education. LAE is the member of European Adult Education Association.

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ZİHİNSEL ENGELLİLER FEDERASYONU - Federation of intellectual disabilities (Turkey)
www.zihinselozurluler.org

Turkey Federation of Mentally Disabled People is founded in 1985, as an NGO striving for the rights, benefits and social inclusion of mentally disabled people in all respects ,together with its 45 sub-institutions located in different regions and cities of Turkey.

The aims of the Federation are:

1. To prevent any kind of discrimination against people with mental disabilities
2. To convert the mentally challenged into visible contributors of the society
3. To increase public awareness and understanding of mental disability issues
4. To protect social, educational, cultural, legal, economical, sportive and vocational rights of mentally disabled children, young and adults;
5. to reintroduce them to the society, to take care of their interests and to protect their rights in accordance with the applicable legislation and the constitution; to assist them for self-improvement and in solving their problems as well.
6. To maintain and improve cooperation and coordination amongst its sub-institutions

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The concept of the 8 key competences¹

The background

In March 2000, the Lisbon European Council set a new strategic goal for the European Union: to become ‘the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion’. To achieve this, Europe’s education and training systems need to adapt to the demands of the knowledge society and to the need for an improved level and quality of employment. One of the main components of this approach is the promotion of new basic skills: more concretely, the Lisbon European Council called upon the Member States, the Council and the Commission to establish a European framework defining ‘the new basic skills’ to be provided **through lifelong learning**. A year later, the Stockholm European Council adopted the report ‘*The concrete future objectives of education and training systems*’. This document identifies three strategic objectives (quality, access and openness of the education and training systems), broken down into 13 associated objectives. The Barcelona European Council (February 2002) then adopted a detailed work programme³ for achieving these common goals and objectives by 2010. Moreover, it was considered essential to promote the **European dimension** in education and to integrate it into pupils’ basic skills by 2004.

Following the adoption of the detailed work programme, the Commission has established expert groups to work on one or more of the thirteen objective areas. These groups consist of experts from Member States, EFTA/EEA countries, associated countries and European-level associations. The working group on **key competences** started its work in 2001. The main objectives of the working group are to identify and define *what the new skills are and how these skills could be better integrated into curricula, maintained and learned through life*. There is a particular focus on *less advantaged groups, those with special needs, school dropouts and adult learners*.

In its first progress report (February 2002), the working group introduced a **framework for eight key competences** with the corresponding knowledge, skills and attitudes that relate to these domains. Responding to the call for the **European dimension** Barcelona European Council the working group has revised the framework to add elements of a this dimension into appropriate domains of key competences. The 2004 joint interim report also calls for *applying common European references and principles* that can usefully support national policies. Although they do not create obligations for Member States, they contribute to developing mutual trust between the key players and encouraging reform with regard to the various aspects of lifelong learning. One such reference is suggested for **key competences that everyone should be able to acquire and on which any successful outcome of any further learning depends**.

Some important principles underlying the concept of the key competences

The framework is the first European-level attempt to provide a comprehensive and well-balanced list of the **key competences that are needed for personal fulfilment, social inclusion and employment in a knowledge society**. It aims to serve as a “**reference tool**” for policy-makers and for those responsible for creating learning opportunities for people at all stages of lifelong learning, allowing them to adapt the framework as appropriate to learners’ needs and contexts.

¹ The contents of this session are mainly based on the following documents “Implementation of Education and Training Programme 2010 Work Programme”, Working Group B, Key competence for a lifelong learning, A European Reference Framework, November 2004 ab - and on Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].

The terms **‘competence’** and **‘key competence’** are preferred to **‘basic skills’**, which was considered too restrictive as it was generally taken to refer to basic literacy and numeracy and to what are known variously as ‘survival’ or ‘life’ skills. ‘Competence’ is considered to refer to **a combination of skills, knowledge, aptitudes and attitudes**, and to include the disposition to learn in addition to know-how. A ‘key competence’ is one crucial for three aspects of life:

- a. **personal fulfilment and development throughout life (cultural capital)**: key competences must enable people to pursue individual objectives in life, driven by personal interests, aspirations and the desire to continue learning throughout life;
- b. **active citizenship and inclusion (social capital)**: key competences should allow everybody to participate as an active citizen in society;
- c. **employability (human capital)**: the capacity of each and every person to obtain a decent job in the labour market.

The European Reference Framework

In accordance with the broader approach adopted by the working group on key competences, the overall definition of **‘key competence’** is as follows:

Key competences represent a transferable, multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfilment and development, inclusion and employment. These should have been developed by the end of compulsory schooling or training, and should act as a foundation for further learning as part of lifelong learning.

The definition stresses that key competences should be **transferable**, and therefore applicable in many situations and contexts, and **multifunctional**, in that they can be used to achieve several objectives, to solve different kinds of problems and to accomplish different kinds of tasks. Key competences are a **prerequisite** for adequate personal performance in life, work and subsequent learning.

So, what are the key competences then?

Communication in the mother tongue	Communication is the ability to express and interpret thoughts, feelings and facts in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate way in the full range of societal and cultural contexts — education and training, work, home and leisure.
Communication in a foreign language	Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal contexts — work, home, leisure, education and training — according to one’s wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. The degree of proficiency will vary between the four dimensions, between the different languages and according to the individual’s linguistic environment and heritage.
Mathematical literacy and basic	Mathematical literacy is the ability to use addition, subtraction, multiplication, division and ratios in mental and written computation to

competences in science and technology	solve a range of problems in everyday situations. The emphasis is on process rather than output, on activity rather than knowledge. Scientific literacy refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world. Competence in technology is viewed as the understanding and application of that knowledge and methodology in order to modify the natural environment in response to perceived human wants or needs.
Digital competence	Digital competence involves the confident and critical use of electronic media for work, leisure and communication. These competences are related to logical and critical thinking, to high-level information management skills, and to welldeveloped communication skills. At the most basic level, ICT skills comprise the use of multi-media technology to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in networks via the Internet.
Learning to Learn	'Learning-to-learn' comprises the disposition and ability to organise and regulate one's own learning, both individually and in groups. It includes the ability to manage one's time effectively, to solve problems, to acquire, process, evaluate and assimilate new knowledge, and to apply new knowledge and skills in a variety of contexts — at home, at work, in education and in training. In more general terms, learning-to-learn contributes strongly to managing one's own career path.
Interpersonal and civic competence	Interpersonal competences comprise all forms of behaviour that must be mastered in order for an individual to be able to participate in an efficient and constructive way in social life, and to resolve conflict where necessary. Interpersonal skills are necessary for effective interaction on a one-to-one basis or in groups, and are employed in both the public and private domains.
Entrepreneurship and sense of initiative	Entrepreneurship has an active and a passive component: it comprises both the propensity to induce changes oneself and the ability to welcome, support and adapt to innovation brought about by external factors. Entrepreneurship involves taking responsibility for one's actions, positive or negative, developing a strategic vision, setting objectives and meeting them, and being motivated to succeed.
Cultural expression	'Cultural expression' comprises an appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, corporal expression, literature and plastic arts.

The key competences in our project



“The key competences are like a backpack that includes the basic tools for our journey; they support us in facing the life challenges”

That was the main guiding principle that inspired our project. People belonging to disadvantaged groups have often less chances to experience positive learning situations, as travelling, sports, volunteering, exchanges, higher education and so on. These situations are usually experienced from the childhood and so they are an integral part of oneself development; they provide us the basic tools to cope with the life’s challenges and difficulties. What if the backpack is too light? Life can become extremely hard, above all in the modern society that is characterized by a constant requirement of updating our skills.

For this reason the project focused on the personal needs of adults belonging to disadvantaged group and tried to answer to specific requests, providing the possibility to fulfill the existing gap between the entry level and the ideal one.

The target

What is meant by “disadvantaged”? The term “disadvantaged” has been used traditionally as an adjective, as if to describe a quality inherent to the group. It is now also used as a verb, to describe a process in which mainstream society acts in a way that “disadvantages” a particular group. People see themselves as disadvantaged to the extent they are denied access to and use of the same tools found useful by the majority of society. These include autonomy, incentive, responsibility, self-

respect, community o support, health, education, information, employment, capital, and responsive support systems.

The research by Steven E. Mayer² shows some interesting points about this huge definition:

- A major feature of “disadvantagement” is the presence of “barriers to self-sufficiency.” These barriers are the ways in which people are denied access to needed tools, and include unavailability of resources, inaccessibility to resources, the society’s regard for a group, government and corporate practices, and certain conditions of the group itself.
- A disadvantaged group is defined by the particular pattern of denied resources and barriers it faces (rather than the fact of race, or poverty, or sex).
- A disadvantaged group may face more than one barrier. Some barriers may be more easily surmounted or moved than others. Each group presents its own pattern of disadvantage and barriers to self-sufficiency; the implied solutions would vary from group to group as well.
- Overcoming disadvantage, then, means overcoming or removing barriers to self-sufficiency. This can take many forms, depending on the pattern presented, but would include enabling or empowering the group’s own efforts to develop the tools or resources needed for its own self-sufficiency.

The project started from some similar questions:

- Who are the disadvantaged groups in our countries
- What sectors they tend to be excluded from? How much?
- What are the main reasons of this exclusion?

	Labor market	Free time	Travel	Active participation	Others	Country
Disabled people	3	2	3	2	Media Educ.	IT-TK-DE
women	2	1	1	1		TK

² “What is a disadvantaged groups” – Effective Communities Project Minneapolis – Revision November 2003

senior	3	2	2	3		TK
drop out	3	2	3	3	Media Educ.	IT-LT-DE
immigrants	3	2	3	4	Media Educ.	IT-DE
unemployed	3	2	3	3		IT

Scale from 1 to 4 where 1 = few and 4 = very much

Main reasons of the exclusion

Disabled people	In some kind of disabilities, limited ability to learn; limited employability; weak academic skills; special education needs; stereotypes and prejudices; lack of accessible environment
women	Discriminatory attitudes due to religion and traditions.
senior	Lack of accessible environment; stereotypes and prejudice.
drop out	Lower secondary education; lack of flexibility to address the challenges of globalisation; lack of self-confidence and motivation; lack of guidance systems; lack of “second chances” offered by the society; possibility of working only in unskilled positions; lack of attitude in active participation; few possibilities to continue their studies.
immigrants	Specific cultural and linguistic circumstances that make the mutual understanding very hard; limited possibilities to participate to tertiary education; living in rural or isolated areas; according to different legislation, often they have not full rights being not a citizen of that country
unemployed	Low academic background; lack of tools in searching, getting and maintaining a job; few proper services for this target offered by the society; economical crises.

The initial assesement

The participants to the laboratories and workshops were selecting according to 2 main requisites: they had to belong to one of the target mentioned above and they had t be motivated. After having created the groups of adults interested in participating in this learning path, each partner has assessed their entry competence and analyzed the datas, gathering them by the disadvantaged group they belong to.

	Disabled	Women	Senior	Drop out	Immigrants	Unemployed
Communication in mother tongue	7,3	10	8	6	9	8
Communication in foreign language:	2	6	4	3	7	5
Cultural awareness and expression	3,3	5	6	4,5	6	6
Digital competence	4,3	6	3	6	3	5
Learning to Learn:	2,6	6	5	3,5	4	4
Sense of initiative and entrepreneurship	2	4	2	2	4	5
Social and civic competences:	3,3	5	2	5	5	6
Mathematical, science and technology	4	5	5	6	6	6

Scale from 1 to 10 where 1 = few and 10 = very much

Some important comments on this grid:

- The numeracy and literacy competence are very much linked to the scholastic system and they are generally low only in that people who have not attended the secondary education;
- The learning to learn competence is very low in all target. Despite being one of the most important – it is a meta-competence – it is the less known and understood. Very often it is hard for people to really understand what it is since they have never heard about it and so

it is a completely new concept; even the formal education system does not refer to it or, at least, not in a explicit way.

- The partners have also asked to each participant to self-assess his/her own level of competence and very often the result is a general over esteem. This might be very risky since not having a realistic analyses of a situation definitely leads to a wrong strategy for a further development. Thus, working on the ability of self-evaluation is very important to make learners independent.

The learning activities realized

After the initial assessment, every partner created a learning path for the learners composed by seminars, workshops, laboratories and mobilities.

	Italy	Germany	Lithuania	Turkey
Communication in mother tongue			12 hours, 10 participants	
Communication in foreign language:	Italian for foreigners (30 hours, 8 participants) English (70 hours, 20 participants)		8 hours, 9 participants	
Cultural awareness and expression	Seminar: 3 hours, 7 participants			120 hours, 15 participants
Digital competence	Laboratory: 35 hours, 9 participants	20 hours, 20 participants	8 hours, 10 participants	80 hours, 15 participants
Learning to Learn:		20 hours, 20 participants	8 hours, 9 participants	80 hours, 20 participants
Sense of initiative and entrepreneurship				
Social and civic competences:	Workshop: 3 hours, 10 participants	20 hours, 20 participants		
Mathematical, science and				

technology				
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Thus, we realized 521 hours of laboratories and workshops, 80 different learners were involved and we dealt with six of the eight key competences. The laboratories and workshops were carried on by 22 staff.

What did work best?

From learners and staff evaluation it came out that:

- The **digital competences** are an essential need of the everyday life that has a huge impact also in the personal life. These laboratories were very appreciated since they had an immediate positive impact, providing the learners with the possibility of communicating better with their friends and being able to become part of several networks. During the mobility in Italy, the learners had to work on pictures and images they took and created, using a specific software “Paint” and thus becoming more confident in using the pc.



- The **cultural expression**: one of the laboratory carried on during the mobility was about translating the key competences in pictures and images. The work includes the ability to find a proper way to express their ideas, to find an efficient tool and to stimulate the creativity. The results are some postcards that reflect the learners’ interpretation of the key competence. The postcards are available on-line on the websites of the promoters and on http://www.eduforma.it/wp-content/uploads/postcard_01.pdf



- **Learning to learn.** It is very important to focus on how we learn: adults showed a big interest in understanding how they can improve their efficacy in learning. For example, the learners recognized their potential by filling in H. Gardner questionnaire for identification of multiple intelligence, discussing individual results and how students applied the knowledge of their intelligence type in learning activities. Another important step was the workshop about strategies of time management. The learners filled in the time protocol for one week and then they were supported in reflecting about their time protocol to find what participants would like to change in their day agenda in order to be more efficient.
- In the laboratories of **foreign languages**, we explained how memory works and how to memorize new words faster by creating an anchorage with what we already know. Thus, the learners created several cards with the new words and with a personal association on the back of those cards. The activity was evaluated as efficient, useful, funny and interesting since it can be used in many different learning situations.
- The Workshop “Fit for life” included the so-called work preparatory educational measures. The program is an attractive offer free of assessment that orientates itself by the resources of the youngsters. Communication, self-management, health care, life planning form the main focuses of this group work. In role plays, self-awareness exercises, talks and other creative methods the participants deal with these subjects.

An overview on the approach used

Mainly all the laboratories were carried on using the 4 pillars of non-formal education:

1. Learning from the group

2. Learning by doing
3. Learning to be
4. Learning to learn

Too often non-formal education is confused with spontaneous learning through experiences. This concept leads to educational programmes where the potential learning outcomes are not well planned and facilitated or where different experiences are proposed without supporting the reflection.

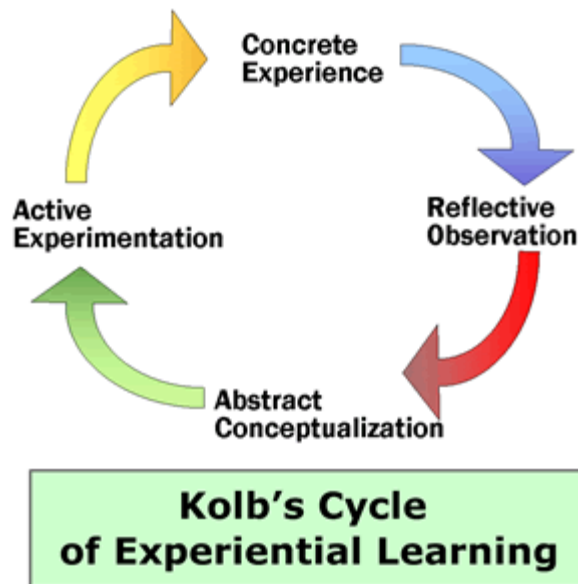


image by Karin Kirk

As Kolb's learning cycle shows, there is no learning without conceptualization. Facilitators in NFE have the role to support learners in watching from different angles, think and reflect about the experience, figure out how to integrate the new learning in their lives.

In order to reach this goal, NFE has to be structured and needs a structured approach: it requires a need analyses, SMART objectives, a defined flow of a programme, a safe environment, a step by step activities coherent with the main aims and the specific objectives, a variety of methodologies and methods.

In our laboratories, workshops and during the mobilities, the participants had the chance to suggest and explain what they needed to learn, why, how to use the learning outcomes and what resources were needed.

In a society where more and more learning is an unavoidable condition of life, one must learn to learn. In a rapidly developing world in which the creation of knowledge increases exponentially, the crucial resource in 'knowledge economies' is the ability of people to respond flexibly and creatively to demands for new knowledge, skills and dispositions in continuously changing social and economic contexts. In this context, the development of a capability to learn new things, throughout

life, becomes essential. The role of educator/trainer/facilitator is less and less connected with teaching (who really knows what it will be needed and right in 3 years time? From 2001 the world has drastically changed at least 5 time!) and more and more connected with supporting learners in becoming independent.

That was the philosophy adopted in the project proposed by the staff as main strategy to be used with their learners.

The impact on learners

Here there are some interesting comments done by the learners in their evaluation:

- I learnt how not to waste time and how to study;
- I improved my communication in everyday life;
- It is easier to communicate with my friends via social media;
- Attending the laboratories has improved my social life;
- I feel more comfortable in speaking English and now I can write it in my CV;
- It was a great chances because it is not always easy to find classes for free.

What is sure is that there was generally a terrific increase of their level of self-esteem, self-confidence and openness. This result was achieved above all through the mobilities: the meeting with other peers, having the chance to travel and being in touch with other cultures was a significant step in their learning path.

Learning in a non formal education context also supported the participants in finding the learning process attractive. This is very important since it encouraged them to keep on studying and searching for learning experiences according to their needs.

The impact on staff and organizations

From the evaluation, it come out that:

- There was a general enhancement of attractiveness and quality of the organizations involved in the project;
- The staff had new input for sustainable partnerships and networks; the same group of organizations is thinking to apply for a new partnership on the topic of learning to learn and inclusion;
- Through the meetings in the mobility, the staff had the chance to Exchange and compare different methodologies and methods and learn from each others;

- All the educators involved learnt how to use and organize individual learning path and they now believe that is very important to have an approach centered on the learners' needs;
- The staff involved is now more active involved in the work process and in the activities proposed by the organisations;
- The staff is now more encouraged and motivated in being involved in their lifelong learning.

Conclusions

The project was considered valuable by all the stakeholders involved: the promoters, the learners, the staff and the other organizations, schools and local municipalities that supported the partners in advertising and disseminating the results.

The project was written in the beginning of 2010 when we thought the crisis had reached its peak; unfortunately the economical crises is still going on and it has turned in a social crises too.

The number of unemployed people, migrants, low skilled, dropped out has drastically increased and the recession has made the disadvantaged groups become even weaker than before.

Nevertheless, a Society can define itself a civil society only if inclusion and attention to the weakest plays a central role in it.

We believe that the development of the key competences – with a specific focus on the learning to learn – is the path to be followed and the Partners agreed to continue cooperating in new projects.

The “Development and Recognition of Key Competences in Disadvantaged Groups” Team

The C-Kit is one of the outcomes of the project “Development and Recognition of Key Competences in Disadvantaged Groups”, realised within the EU Programme Grundtvig Learning Partnership, Proj. n° 2010-1-IT2-GRU06-138641



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