

# European approaches to facilitate LLL

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# European projects...

- Can European project contribute to Lifelong learning:
- Policies?
- Practices?
- Knowledge sharing?
- .....
- .....
- .....

# European projects

## Lifelong learning programme 2007-2013



- The Leonardo programme was part of the European Union's Lifelong Learning Programme from 2007-2013. It supported UK vocational education and training (VET) organisations, staff and learners to work together with European partners to improve training, skills and employability.

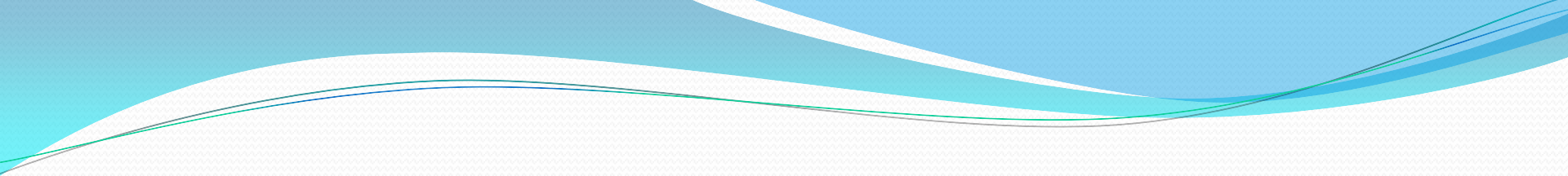
<http://eacea.ec.europa.eu/llp>

<http://www.leonardo.org.uk>

# ADAM, the projects and products portal for Leonardo da Vinci.

- Year after year, Leonardo da Vinci projects develop a multitude of innovative education and training products featuring tailored solutions for direct use in companies and at education and training institutions.

<http://www.adam-europe.eu/adam/homepageView.htm>

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- The Leonardo programme has now been replaced by [Erasmus+](#), the new European funding programme for education, training, youth and sport. New funding opportunities for vocational education and training can be found on the [Erasmus+ UK website](#).

# Youth path

- **Youthpass is a European recognition tool for non-formal and informal learning in youth work.**
- <https://www.youthpass.eu/en/youthpass/>
- <https://www.youthpass.eu/downloads/13-62-31/Youthpass%20A1.pdf>

# European context: the significance of developing specific approaches to engage disadvantaged youth...

- has been recognised in the, in particular, through a number of European projects(e.g. Leonardo da Vinci programme "Lifelong Learning")
- ‘**Inclusive modules- moving young people on**’ aimed to contribute to developing approaches to engage disadvantaged young people

## Project Partners:

- Germany
- Belgium
- Denmark
- Portugal
- Romania
  - UK



# Inclusive Modules

- brings attention to the issue of provision of support for those who work with disadvantaged young people in various contexts
- of crucial importance is engagement and motivation of those young people who are de motivated , and disengaged



# NEETs are not a single, homogenous group

- young people who are actively unemployed and searching for work;
- those who are economically inactive for a number of reasons, including long-term sickness or having caring responsibilities.
- suffering not from one type of disadvantage but from multiple disadvantages
- not participating effectively in the labour market – there may be no jobs for them.
- not participating effectively in training schemes that may help them into employment – the schemes may be unsuitable.

# Move from school to work is often proving to be a challenge...

Lost in Transition?





The project “Inclusive Modules – moving young people on” takes this fact as a starting point

- The main target of the project is the facilitating social inclusion for disadvantaged youth through the development of one specific approach – creating a support system (a tool) for practitioners who develop or design modules for disadvantaged young people in VET contexts.

# Why VET?

- VET builds bridges between education and the world of work



# Why modularisation?

- modules lead to visible success in a relatively manageable time;
  - they are certifiable separately
  - they can be summed into sets of qualifications
  - the training can be interrupted and resumed without the loss of already attained achievements.
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- This sense of achievements would motivate disadvantaged young people in order to move them on

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# Why support for practitioners?

- The construction of modules (specifically for such a diverse group as disadvantaged young people) is a very difficult task
- It requires complex integration of skills, knowledge and understanding of how to operate effectively.

# Why tool?

- The tool presents a flexible approach that would allow practitioners to reflect upon a number of relevant issues while designing and implementing modules.
- It delivers action oriented practical guidelines and didactic materials for the work with modules.
- it contains a library of examples of modules from selected European countries, examples of evaluation and assessment, examples of portfolios, etc.

# The tool

<http://92.27.192.45/modules2/index.php/tool/introduction>

includes eight different dimensions that are crucial for the work with modules in supporting disadvantaged young people:

- Integration of Target Group,
- Organisation,
- Situated Learning
- Collaboration between Stakeholders,
- Evaluating Social Competences,
- Assessment and Recognition of Skills,
- Continuous Professional's Development,
- Reflection.



# The tool considers three different levels:

- System level
- Institutional level
- Individual level

Step by step guide on how to create a module. It is closely connected with ideas presented in the dimensions

- Analysing political, economic and societal framework conditions
- Undertaking content and learner analysis
- Defining learning objectives and content
- Planning processes: social architecture and action
- Selecting, developing and enriching learning materials and environment
- Evaluating and improving

# The tool:

- could be a potentially helpful instrument to be used by those involved in the construction and improvement of modules for NEETs
- examples of good practice and possible answers could be helpful in assisting practitioners to deal with a number of issues arising while constructing modules or teaching.

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