

GUIDE OF BEST PRACTICES

Agence

EUROPE

EDUCATION
FORMATION

France



Éducation et culture
Éducation et formation tout au
long de la vie
GRUNDTVIG

Introduction

This Grundtvig learning partnership “Key competences learning: different European approaches” aimed at discovering various pedagogical approaches (both concerning the pedagogical tools and the didactical aspect) in 3 European countries in order to explore the teaching of key competences toward adult learners. The partnership will focus especially on two approaches: learning to learn and communicate in your native language. During the project, staff and learners of all participating institutions involved in the project, have had the opportunity to have a deep insight to teaching approaches and other tools and furthermore to compare and contrast them.

According to the specific experience and field of work of each partner institution tools and methods were presented and published on the project web page www.k-learning.net. As a result of this partnership, this guide of best practice includes a selection of tools and methods presented during these two years. This first step in broadening knowledge and competences in the field of methodology and teaching practices to enrich the key competences of “knowledge in mother tongue” and “learning to learn” widens and will widen the European perspective for each participating institutions as well as for organizations and institutions working in this field.

Within this project an analysis grid was developed to show the diversity of training practices through tools, materials, pedagogical methods and means used in each partner institution. The parts 3 and 4 of this booklet dealing with the key competences “communicating in the mother tongue” and “learning to learn” give a focus on the tools identified in each partner country in their training practices and give an idea of how institutions and organizations in Europe could get familiar with the concept of this key competences through a selection of examples.

The analysis grid

This experience allowed us to identify different practices in the partner countries due to educational systems, national policies, economic contexts and structure of the population.

With this grid, partners found a way to give a complete description of practices from the different organizations' point of view and practical experience. The items are: targets, resources, training path, learning methods & material, which correspond with the set of tools collected by each partner.

INSTITUTION	GIP AGEVIF FORMATION France	LINK CONSULTING SRL Italy	ERIFO Italy	INMAD Austria
AIMS	<p>To prepare the sustainable integration of persons with difficulties in the labor market</p> <p>To assure the professional pathways of salaried employees with a lower level of qualification</p> <p>To helps the persons to become autonomous</p>	<p>to improve Learning to Learn competence in Adult Education using a tool in order to assess the starting point on how they organize their learning, how they manage time and information, and how they motivate themselves</p>	<p>It aims to develop the know-how in the European compass, making it accessible to everyone. Furthermore, it will bring a more knowledge-based Europe, available to all its citizens, particularly to adults.</p>	<p>To support persons in increasing labor market opportunities by achieving professional (further) qualifications. The strengthening of the key-competences "learning to Learn" and "knowledge in mother tongue" are the basis for this.</p>

PARTICULARITIES	<p>Persons with a lower level of qualification (French levels V and before V) Person with no or a less degree of autonomy regarding the learning process Sometimes in situation of illiteracy Some of them are salaried employees</p>	<p>Migrants / travellers / ethnic or other minorities; Other economically or socially disadvantage groups, unemployed persons, persons in prison; Young adults (15-25 age range) at risk of social marginalization</p>	<p>E.Ri.Fo enhances the value of accessibility. By exercising rights and duties in training, guidance and research, everyone can take advantage of the ongoing worldwide changes without being victims.</p>	<p>Older Persons, low qualified persons gaining basic qualification as well as migrants supported to increase their key competences as bases for further education</p>
HUMAN RESOURCES	<p>Specialized trainers for welcoming, guiding, supporting the persons with difficulties, supervising their training Work in very little groups A permanent supervisor of activities at the resource center</p>	<p>Trainers, tutors</p>	<p>Teachers and trainers, psychologists, sociologists and counselors and ICT technicians.</p>	<p>Trainers with a specific train-the-trainer education in applying "learning to learn" and/or training a language as mother tongue</p>
EQUIPMENTS / ROOM FACILITIES	<p>Rooms dedicated to the training A resource center available with various learning tools (DVD, PC, internet access, CD, books, exercises....) Buildings located as near as possible from the home or the workplace of the learners</p>	<p>Rooms dedicated to training equipped with various learning tools (DVD, PC, Internet access)</p>	<p>E.Ri.Fo has a large headquarter, with a conference room for 80 persons, an operative office, a secretariat and an equipped room for up to 10 learners with laptops, wireless, software for the creation of e-learning courses and other tools like camera, video camera, projector, screens and blackboards.</p>	<p>"Learning to Learn": A training environment that allows the experience of learning to learn also in small groups ore single settings "Knowledge in mother tongue": Group setting for 10 persons with additional technical equipment (CD player, beamer, IT Access etc.)</p>

STEPS OF THE TRAINING	<ol style="list-style-type: none"> 1) Feasibility study of the project 2) Evaluation of the situation of each learner in order to define his acquired knowledge and to identify his needs : definition of a training pathway 3) Training 4) Evaluations 5) Support for the necessary changes/regulations of the pathways during the training process 	<ol style="list-style-type: none"> 1) Training 2) Evaluations 3) Support for the necessary changes/regulations of the pathways during the training process 	<ol style="list-style-type: none"> 1. Analysis of learners needs through the organization of focus groups; 2. Development of learning objects; 3. Validation of learning objects through brainstorming process; 4. Publication of the course; 5. Assistance to the fruition of the course thanks to tutors in room (if learners take the course in the ERIFO headquarter) or online tutors (if learners take the course using E.Ri.Fo online platform) 	<p>"Learning to Learn": The training is a combination of theoretical input and practical experience based on the needs of the learners. Best results are achieved by a path of introduction-applied usage-results-reflections in small group settings or single coaching</p> <p>"Knowledge in mother tongue": Group setting for 10 persons (less is difficult in group exercises) with a balanced training of all for language competences: reading, writing, speaking, listening</p>
DURATION / RYTHMS	<ol style="list-style-type: none"> 1) 30 minutes maximum 2) From 2 to 4 hours 3) Variation 4) 1 hour 5) 10 to 20 minutes 	<p>It depends on the exercise</p>	<p>It depends on the learner and his/her learning times.</p>	<p>"Learning to Learn": Workshops in the mode of introduction-applied usage-results-reflections on weekly and later in monthly basis</p> <p>"Knowledge in mother tongue": weekly with 2 hour sessions, intensive training daily with 3-hour sessions</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">"LEARNING TO LEARN"</p>	<p>Presentation of the resource center and of its working in order to define the learning environment</p> <p>Work on the idea "knowing on my own learning profile"</p> <p>Work on the working methodology (ordering the information, identification of the main elements, key words of a written document, understanding of instructions, rephrasing)</p> <p>Cognitive support (help for the logical reasoning, time and space representation ...)</p> <p>Time management</p> <p>Work to facilitate the memorization</p> <p>Training exercises for the assimilation and fixing of the acquired knowledge</p>	<ol style="list-style-type: none"> 1) Analysis of learning styles 2) Elaboration of activities linked to the strategies of learning styles 3) Set of activities linked to learning to learn ability after the identification of 4 sub competences (or dimensions within the competence) and a list of descriptors: Time management, Organization of the information; Team work; Motivation and self-esteem 	<p>The toolkit is free and addressed to adult trainers. It presents the Learning to learn online course targeted to senior people. European Trainers can freely use these tools adapting them to their own exigencies. 'Learning to learn' is the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in groups. The online course includes four modules: 1. A Lifelong Learning Society, 2. Learning everyway and anyway by my own style, 3. A Learner? Yes, it's me; 4. My learning based life.</p>	<p>Here different "Learning to learn" tools are presented and experienced in workshops to increase the learning capacity based on the specific personal competences and skills and the predominant abilities (e.g: auditiv, kinestestic, etc). The workshops are accompanied by single coaching to have a more personalized set of tools reflected.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">"COMMUNICATE IN THE MOTHER TONGUE"</p>	<p>Presentation of the resource center and of its working in order to define the learning environment Work on the working methodology (identification of the main elements, key words of a written document, understanding of instructions, rephrasing, reordering the information) Individualized or mini-group written exercises Group training for oral communication (virtual interview and public speech workshop) Role-playing, real-life working conditions experiments Self-training to facilitate the memorization Training exercises for the assimilation and fixing of the acquired knowledge</p>			<p>Here the teachers have to use a variety of methods in teaching as a) there is no common language as bridge to explain and overcome misunderstandings b) to train all 4 competences of the learners (reading, writing, listening, speaking) in many ways. A lot of practice is necessary also with different persons than with the lead trainer. Speaking with and listening to co-trainer (tandem - training) or other native speakers (Skype, cd, video conferences, keynote speakers etc) increase the "knowledge in mother tongue" rapidly. The usage of specific topics is mandatory to widen the knowledge of vocabulary (chemistry, economics, biology, history etc)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">AUDIO / VIDEO</p>	<p>CD rom and DVD</p>	<p>PC and CD</p>	<p>Audio / video e-learning Platform</p>	<p>CD, DVD, Skype</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DISTANCE LEARNING</p>	<p>"E greta" learning platform (learning exercises and assessment on-line) Websites with teaching sessions and exercises on line</p>		<p>ERIFO's platform Docebo and Laptops.</p>	<p>not to be recommended; for learn to learn the reflections are possible as Skype sessions</p>

OTHER	<p>Books, dictionaries, Binders with learning materials, Original documents used in the real daily and professional life (social insurance formulars, payslips, holiday timetables, report, procedures sheets...) Things used in the daily life (watches, maps, clocks, money, cards, measure instruments...) Kits of games</p>	<p>Notebook for Educator and Portfolio for Learner</p>	<p>EBook and training course available in: English, Italian, Romanian, Turkish and Spanish.</p>	<p>Scripts, books, working copies for exercises, internet research Skype, web2.0 applications</p>
TOOLS	<p>Curriculum descriptions, Evaluations, Concrete cases of situations where you have to solve a problem, collaborative work spaces</p>		<p>The course aimed at providing low skilled older people with innovative and alternative opportunities to access adult education.</p>	<p>"Learning to learn": Peer groups sharing experiences "Knowledge in mother tongue" exchange with persons from outside the group (e-mail, internet, Skype..)</p>

Today's challenge is to adapt and to refine these approaches and tools so as to make them more adapted to the professional work context of individual learners. Two areas are particularly targeted:

- communicating in your native language, a skill for which new educational tools need to be created
- learning to learn strategies, which raise numerous didactic questions.



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Tools for “communicating in mother tongue”

GRETA NETWORK

The way of learning his/her mother tongue for an illiterate adult presupposes a support phase for this person in order for him/her to concentrate on the training and to adapt to the content of the training. This support begins with the competence “learning to learn” and continue with the concerned trainer within each competence.

In the frame of the “communication in the mother tongue”, the trainer has to adapt the content of the training to the already acquired competences of the learner, if necessary to reinforce and/or to deepen them. The tools used were found in several books, websites (the resources are always precised) or made by the trainer himself (lessons sheets, specific exercises).

French Tool



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Tools for “learning to learn”

GRETA NETWORK

The aim is to support the learner in the awareness and affirmation of his/her own competences and abilities in the learning process. To think about what do learning means, to work with the learner on the different learning situations he had met: situations which can be considered as success or failure (in this case of failure the situation is analysed with the learner). The characteristics of the tools presented are the following: relating to game, with immediate results. The learner realises and understands what he is able to done until the exercise is finished.

French Tool

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INMAD

Working with scientific literature is an important task during university studies as well as later on during one's professional career. Because one generally finds oneself working under pressure in these situations, it becomes necessary to fundamentally change known working and reading techniques. The following recommends a method that is typically applied when studying literature. The basic principle of the so-called 'five-step-method' is the active analysis of the text in question.

SET OF TOOLS

Name of the tool	Five-Step-Method Specialist Literature
Purpose – what is it good for?	Working with scientific or specialist literature is an important task during university studies as well as later on during one's professional career. Because one generally finds oneself working under pressure in these situations, it becomes necessary to fundamentally change known working and reading techniques. This tool recommends a method that is typically applied when studying specialist literature.
Target group	People who are required to read and analyse scientific or specialist literature in their studies or in their professional career.
Duration of the exercise	3-5 hours
Materials needed	Learning material of learners
Preparation time	1 hour
Description of the tool	The basic principle of the so-called 'five-step-method' is the active analysis of the text in question. Besides understanding the contents, the aim is also to gain knowledge, i.e. to learn. The five steps are: <ul style="list-style-type: none"> • Step 1: Gaining an overview • Step 2: Raising questions related to the text • Step 3: Reading • Step 4: Recapitulation and answering of questions • Step 5: Review and final check
Comments about usage and experience	For details concerning application see the attached document 'Five-step-Method' This and similar concepts can be summarised under the term 'meta-cognitive learning strategies'. A comparable three-step concept can be found in Wild & Klein-Allermann's 1992 taxonomy 'Meta-cognitive Learning Strategies'.
This tool helps to improve the following key competencies:	<input type="checkbox"/> Communication in the mother tongue <input type="checkbox"/> Communication in foreign languages <input type="checkbox"/> Competences in maths, science and technology <input type="checkbox"/> Digital competence <input checked="" type="checkbox"/> Learning to learn <input type="checkbox"/> Interpersonal, intercultural & social competences, and civic competence <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Cultural expression
Tool contributed by	Partner Country
	INMAD Austria
For further information, please contact us :	office@inmad.org

SET OF TOOLS

Name of the tool	Exercise with strange interconnections
Purpose – what is it good for?	Memorising vocabulary Learning prepositions
Target group	Language learners
Duration of the exercise	20 minutes -Depends on group size
Materials needed	Slides or overhead transparencies showing pictures and text Worksheet Handout with interconnections
Preparation time	30 minutes
Description of the tool	<p>This tool serves as a memory-aid by creating unlikely connections between terms. Learners occupy themselves with the terms by taking in or creating the extraordinary connections.</p> <p>When presented with the situations, students memorise vocabulary and/or prepositions by looking at the pictures showing rather strange interconnections.</p> <p>The learning effect is enhanced by the strangeness and humorous aspects of the situations as well as the pictures that learners will not easily forget.</p>
Comments about usage and experience	<p>For reference see example attached.</p> <p>This exercise can be employed when teaching groups or when working with individuals. Learners may be asked to create the interconnections themselves and to present them before the group or they may be encouraged to use / apply the tool for any learning situation themselves at home. Alternatively the tutor provides ready worksheets and asks students to memorise the situations before doing a vocabulary check.</p>
This tool helps to improve the following key competencies:	<input checked="" type="checkbox"/> Communication in the mother tongue
	<input type="checkbox"/> Communication in foreign languages
	<input type="checkbox"/> Competences in maths, science and technology
	<input type="checkbox"/> Digital competence
	<input checked="" type="checkbox"/> Learning to learn
	<input type="checkbox"/> Interpersonal, intercultural & social competences, and civic competence
	<input type="checkbox"/> Entrepreneurship
	<input type="checkbox"/> Cultural expression
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While cognitive learning strategies serve to achieve learning progress by – individually varying – examination of new material, meta-cognitive learning strategies have the function of guaranteeing the internal checking of results of one’s own learning progress. By applying meta-cognitive learning strategies, learners take on the task of reviewing performance, which is traditionally often seen as being part of the tutor’s tasks. Meta-cognitive learning strategies can be directed at (a) the planning of learning stages, (b) reviewing the achieved learning progress through active self-monitoring activities based on set learning goals or (c) the flexible focus on one’s own learning habits based on the results of these comparisons. Ideally, all three meta-cognitive learning strategy components result in a balanced control cycle that allows students to optimize their own learning process without external support or even supervision.

SET OF TOOLS

Name of the tool	Meta-cognitive Learning Strategies
Purpose – what is it good for?	Understanding the meta-cognitive learning strategy that allows learners to optimise their own learning process as well as to review and monitor their own performance without external support or even supervision.
Target group	Advanced learners
Duration of the exercise	Depends on learners
Materials needed	none
Preparation time	20-40 minutes depending on learners
Description of the tool	<p>While cognitive learning strategies serve to achieve learning progress by – individually varying – examination of new material, meta-cognitive learning strategies have the function of guaranteeing the internal checking of results of one’s own learning progress.</p> <p>By applying meta-cognitive learning strategies, learners themselves take on the task of reviewing performance instead of leaving this to the tutor. Meta-cognitive learning strategies can be directed at</p> <ul style="list-style-type: none"> (a) planning of learning stages, (b) reviewing the achieved learning progress through active self-monitoring activities based on set learning goals or (c) the flexible focus on one’s own learning habits based on the results of these comparisons. <p>See attachment ‘Meta-cognitive Learning Strategies’ for details on the areas planning, reviewing and monitoring.</p>
Comments about usage and experience	Ideally, all three meta-cognitive learning strategy components result in a balanced control cycle that allows students to optimise their own learning process without external support or even supervision.
This tool helps to improve the following key competencies:	<input checked="" type="checkbox"/> Communication in the mother tongue <input type="checkbox"/> Communication in foreign languages <input type="checkbox"/> Competences in maths, science and technology <input type="checkbox"/> Digital competence <input checked="" type="checkbox"/> Learning to learn <input type="checkbox"/> Interpersonal, intercultural & social competences, and civic competence <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Cultural expression
Tool contributed by	Partner INMAD
	Country Austria
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ERIFO

SET OF TOOLS

Name of the tool	L3 – Innovative tools enhancing the Learning to Learn skill in low skilled senior people
Purpose – what is it good for?	It presents the Learning to learn toolkit targeted to senior people. The toolkit is aimed at increasing the volume of participation in adult learning of senior employed/unemployed people, by motivating, encouraging, enabling and supporting low skilled elder people least likely to participate in learning in all its modes, formal, non-formal and informal.
Target group	This toolkit is addressed to adult trainers, improving their capabilities to foster lifelong learning attitude in adult learners.
Duration of the exercise	120'
Materials needed	Toolkit – ready from July 2010
Preparation time	None
Description of the tool	<p>L3 training modules are aimed at making seniors motivated to participate in continuous training, through the acquisition of the so called learning to learn competence.</p> <p>"Learning to learn" is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence." (Education Council, 2006 annex, paragraph 5).</p> <p>The toolkit includes three modules:</p> <ol style="list-style-type: none"> 1. A Lifelong Learning Society 2. Learning in any place and time by my own style 3. A Learner? Yes, it's me. <p>Each module contains a set of lessons.</p> <p>1. A Lifelong Learning Society:</p> <p>Goal: acknowledgment of the need to continue and learn all life long in order to remain competitive. Learning should become and attitude! Lessons:</p> <ol style="list-style-type: none"> 1.1 Learning As a Lifelong Journey: Explaining why learning is necessary. Providing examples of how many new things people have to learn in their lifetime. 1.2 Learning Without Borders: Learning is not limited to school. Explaining with examples how learning ways and models change in time. 1.3 Learning Culture: Motivating participation and encourage adults as learners. Breaking the myths about learning. 1.4 Learning in 21st Century: The difference between traditional education and learning in knowledge based society – the growing importance of technology, flexibility and common shared knowledge. 1.5 Learning – What Do We Win? Resume of the benefits of the learning. Demonstrating with examples how learning makes things different. 1.6 Learning as an Opportunity: Learning is also a skill that can be

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SET OF TOOLS

Name of the tool	http://www.xformare.it/WPS/PORTAL/SPF/KCXML/04_SJ9S_P/DELTA/BASE64XM/L3DJ-214.HTM SPF Permanent Training System Project
Purpose – what is it good for?	Globalization has accelerated the way in which labour market has changed from a structural point of view. In this context SPF on line, in order to provide good training for trainers and in order to enable supply to meet demand, is useful to those who operate in both labour market and the world of training. The aim of the project is to create a public platform whose mission is to supply free online training services to professional figures in the education, training and vocational system in coherence with the objectives of the latest labour market reforms and thus with a view to accompanying such changes.
Target group	The SPF online target users are public and private operators involved in the integrated training-education-work system: - in training system: managers, administrators, project managers, co-ordinators, operators, tutors and assessors who work in training centres, in training agencies or in enterprises; - in education system: secondary school teachers, staff involved in students guidance, in organising apprenticeship; - in employment services: coordinators and operators
Duration of the exercise	None
Materials needed	The SPF training contents include thematic courseware such as marketing, information and communication, human resources, safety, English, Spanish and France languages.
Preparation time	2 years
Description of the tool	The main objective of the online Permanent Training System is to foster the Italian labour market and training system Reforms by supporting qualification and re-qualification of human resources involved in the following sectors: - life long learning; - employment services; - continuous training; - apprenticeship; - compulsory education; - post-diploma training and higher education. SPF online improves operators skills in the integrated training-education-work system through contents and services delivered in eLearning modality. Many organizations need a more flexible vocational training system (blended learning). The eLearning portal www.xformare.it provides a learning environment for updating and improving knowledge and skills with a wide range of courses, modules and learning units. SPF training supply is composed of a catalogue of more than two hundred courses (217 exactly) and more than seventy integrated pathways. The logical structure of training system is provided by an Italian Ministerial Decree (n. 166/2001) which establishes the skills of each

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LINKCONSULTING

One project has been SKILLS (Grundtvig 2 – Learning Partnership) which aims to improve Learning to Learn competence in Adult Education using a tool in order to assess the starting point on how they organize their learning, how they manage time and information, and how they motivate themselves. As results of this process, participants have become aware of learning to learn skills and able to self-evaluate.

SET OF TOOLS

Name of the tool	SKILLS
Purpose – what is it good for?	SKILLS wants to improve Learning to learn competence in Adult Education using a tool in order to assess the adults starting point on how they organize their learning, how they manage time and information, and how they motivate themselves. Next, using a bank of descriptors for each section, they check their level of competence and they propose activities associated to the descriptors in order to improve it.
Target group	Adults, especially: <ul style="list-style-type: none"> • Migrants / travellers / ethnic or other minorities • Other economically or socially disadvantaged groups, unemployed persons, persons in prison • Young adults (15-25 age range) at risk of social marginalisation
Duration of the exercise	None
Materials needed	Skills Notebook
Preparation time	None
Description of the tool	<p>The competence object of our work in the project <i>SKILLS</i>, learning to learn, was analysed and developed, 4 sub competences, were identified:</p> <ol style="list-style-type: none"> 1. - Time management 2. - Organization of information 3. - Motivation 4. - Team work <p>For each of them, we identified a number of descriptors in positive in terms (<i>I can, I know how to, I'm able to</i>) and we designed task-based activities associated to the descriptors.</p> <p>All those materials were checked with several target groups in the field of adult education: young adults, adults, immigrants... with different basic education levels, and with their educators.</p> <p>The final output was compiled in a learning portfolio to be used by learners as strategy for self-evaluation and for the development of competences; and by educators as a guideline for evaluation, education and planning.</p>

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The other project SKILLS – Several Keys in Learning to Learn Skills (Grundtvig Multilateral Project) have been to develop key competences 5 “Learning to Learn” by means of a suitable methodology related to learning styles and strategies and to elaborate, approve and validate a useful procedure to measure a learner or a group of learner’s level of learning to learn competence. The project has designed and validated at a European level, strategies to analyse thoroughly Key Competence learning to learn, providing not only suitable examples of methodologies to tackle it either in a comprehensive way or as a basis for the rest of key competences – portfolio with descriptors, learning strategies adopted to learning styles, task-based activities – but also a useful and valid procedure to measure learning levels, both of individuals and of particular groups, with the objective of adapting the learning offer.

SET OF TOOLS

Name of the tool	SKILLS, Several Keys In Learning to Learn Skills.
Purpose – what is it good for?	The project, started a first approach to the analysis of the learning to learn competence and drafted some of the key ideas that we intend to develop in depth now, because we found out that it was necessary, not only a comprehensive description of the competence, a detailed and levelled catalogue of descriptors and a tool, validated at a transnational level, to measure the level of competence, but also to relate the key competence with the learning styles and strategies.
Target group	<ul style="list-style-type: none"> • Adults with basic levels of education wanting to improve their basic knowledge or get basic qualifications • Young adults coming from school failure who want to continue learning or must develop a basic vocational profile • Minorities learning a second language, women and men with basic or poor education levels in their country who need to learn the language of their host country • Adults with low professional profile wanting to improve it. • Educators and trainers working with those groups, who need to complete or update or improve their training to develop the learning to learn competence in the learners and need precise and innovative tools to do it. • People in charge at organizations and institutions who need to know the needs of the people in their environment to develop adequate learning offer, and who must also train educators.
Duration of the exercise	None
Materials needed	Portfolio for learner, Notebook for the Educator
Preparation time	None
Description of the tool	<p>The Portfolio of Learning to Learn competence methodology has been chosen because it promotes autonomy, personal responsibility for the learning process and motivation; it encourages self-assessment and planning of new learning.</p> <p>It is a tool for learner to record and evaluate learning to learn</p>

Conclusion

Key competences are a general concept implemented by and in Europe in order to let each country and each training institution decide the form of the implementation. The tools and practices shared within this partnership differ due to the diversity of the countries themselves. This allowed interested trainers all over Europe to improve and innovate their learning methodologies and training approaches based on the shared materials within this project. The integration of it to the national context did not only give the opportunity to compare and contrast it also enables further development of the tools to adapt to national /institutional needs and demands - an enrichment to the variety of methods and pedagogical concepts.

Within the key competence “learning to learn” especially the pedagogical approaches were more similar and so the integration quite easy to adapt to the institutional specific demand and needs of the learners.

Within the key competence “communication in the mother tongue” the needs in demand within the institutions showed a lot of differences according to the specific target groups and institution’s field of work:

- on the one hand the training e.g. of French as mother tongue in France to adults to improve their skills.
- on the other hand training native languages to migrants to increase their knowledge in mother tongue to have a better basis improving the skills in their educational language/working language.

This “Guide of Best Practice Samples” gives the opportunity to other organizations and institutions all over Europe to integrate to their training context.



<http://www.erifo.org/>



<http://www.inmad.info/>



<http://www.linkconsulting.it/>



<http://www.gip-agevif-formation.fr/>

