

Newsletter

June 2011

VIP

Conference 13. 05. 2011

Documentation of the Conference

revealed



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Overview

Introduction

Workgroups Part 1 – Evaluation

Workgroups Part 2 – SWOT Analysis

REVEAL Services

Next steps

Do you remember? - Impressions

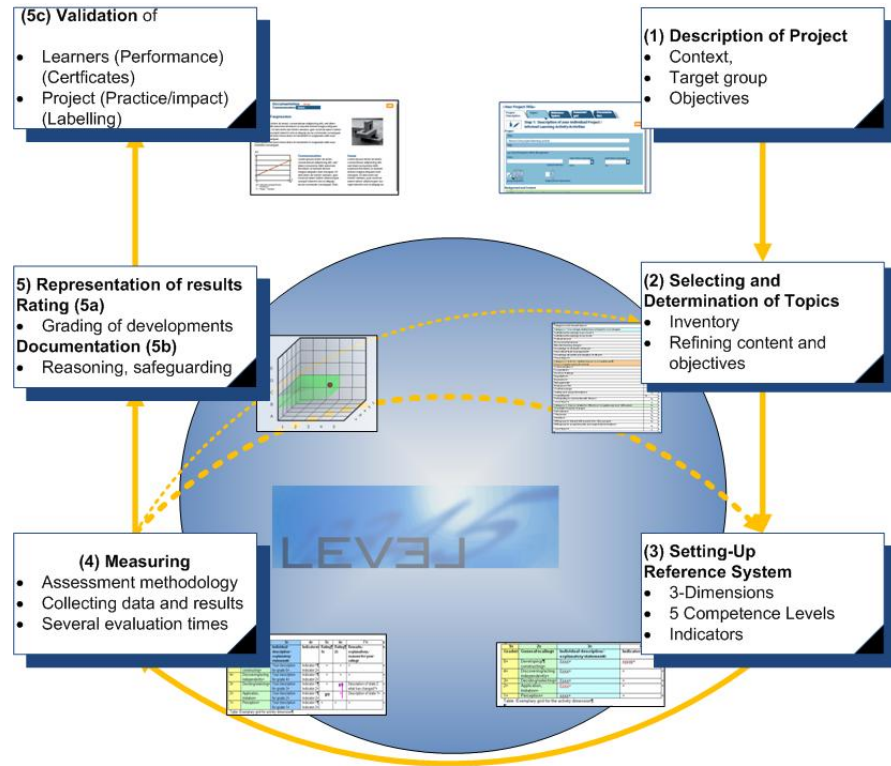
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Introduction to LEVEL 5



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Workgroups Part 1 – Evaluation

IAE

What is to be evaluated in your context?

competences outside formal qualifications:

- ↳ soft skills: e.g. self esteem, team work, personal development
 - ↳ individual learners, volunteers, work placement learners, ^{systems} employers,
- ↳ professional development of employees, GRU course participants, employees working in projects (GIVCO)
- ↳ group learning: to evidence the role of every participant → group result
- ↳ impact of the learning process on the learner's environment: family, community → "cascade"

Evaluate - what for?

^{evidence}

- to highlight the learning outcomes + process
- ↳ for the purpose of awareness of one's own competences
- ↳ for stakeholders, decision makers, sponsors
- ↳ for the provider of the learning offer → plan + evaluation, etc.
 - ↳ to adapt the learning offer to the \neq needs of the learners

GROUP Adult Education

Innovative potential of LEVEL 5 in your context

- the learning process is highlighted
- the transfer of the learning outcomes to 'society' can be taken into account
- valuable feedback ↔ regular ev. tools
 - project ind.
 - ↳ ↑ awareness of informal learning spaces
- suitable for \neq learning settings, e.g. F+IF
 - \neq eval. methods, e.g. self - internal - external
 - + contexts: GRU courses, training offers, projects, mobility, HR, ...
- flexible: adaptable to your own needs

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Workgroups Part 1 – Evaluation

GROUP Schools 1

What is to be evaluated
in your context? SCHOOLS

- EU project CLIMES "Climate friendly management in European Schools"
target group: Students / pupils
age 14-19
- "good citizens" (democratic values and behaviours)
- organisations in schools (counselling & school development issues)
- impact of courses for repatriates (organisation for youngsters)
- impact of e-learning on personal development (traditional methods compared to computer based methods)
- bilingual schools: teachers
their attitudes towards the country & Europe
(active citizenship)
- extracurricular activities
give value to those activities (eg. projects at home)
means of communications between parents and teachers
- school exchanges: cross cultural com / learning

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Workgroups Part 1 – Evaluation

GROUP Schools 2

Evaluate - what for?

- give incentives
- give value / add value
- make sure goals are achieved
- changes perspective on learning
focus on processes and developments
(not only on outcomes)
- make students feel seen
- show usefulness (of a course/project)
for the provider

Innovative potential of LEVEL 5 in your context

- give recognition (to informal learning)
- can be adapted to many contexts
and target groups
= flexible system
- raise selfawareness (learning processes
+ learning at all)
- students (learners) can take part
(they are somehow involved)
- changes perception of learning

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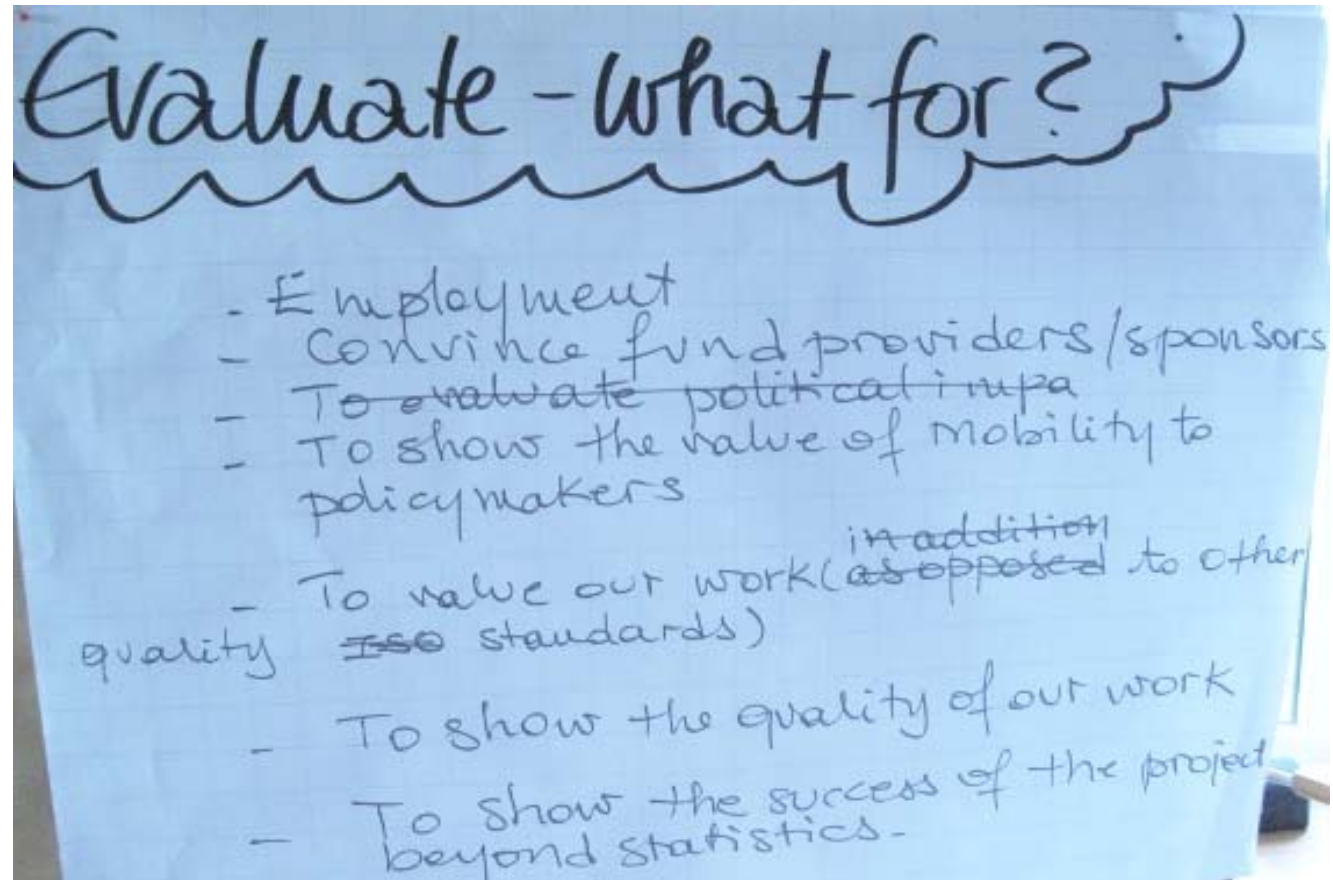
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Workgroups Part 1 – Evaluation

GROUP Mobility 1



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Workgroups Part 1 – Evaluation

GROUP Mobility 2

What is to be evaluated in your context?

- Participants
- Impact of mobility
- Project mentor / counsellor
- Readiness to be mobile
- Self-confidence
- Intercultural competences
- Autonomy
- Guidance (validating a project)
- Flexibility
- Self-awareness
- Self-efficacy
- Ability to learn

Innovative potential of LEVEL 5 in your context

- To make results of mobility visible
- An alternative / supplement to traditional evaluation tools.
- Recognition of mobility learning for the beneficiary / the organisation
- To promote [awareness about] informal learning
- As a complementary tool to the Europass

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GROUP VET 1

Workgroups Part 1 – Evaluation

What is to be evaluated in your context? ^{VET}

LM - competences devel.
→ employability
↳ transversal comp.
↳ personal comp.
↳ soft skills
↳ creativity

Continuous training

- communication sk.
- leadership
- adaptability + innov.
- setting new aims
- LM mobility
- healthy lifestyle

Tr. on the job

- health care + home care
↳ hard skills
- low level induction
- internship

Internal mobility

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Workgroups Part 1 – Evaluation

GROUP VET 2

Evaluate - what for? ^{VET}

- side effects - outside curriculum
- educational providers - organisat learning
- info for employers
- info and motivation and confidence
- self-awareness
- marketing aspect (for edu provider)
- sound planning of edu processes (edu providers)

- documentation of competence for people with low level of Q.
- justification of spending (VET)
- appreciation of achievements

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SWOT- Weakness



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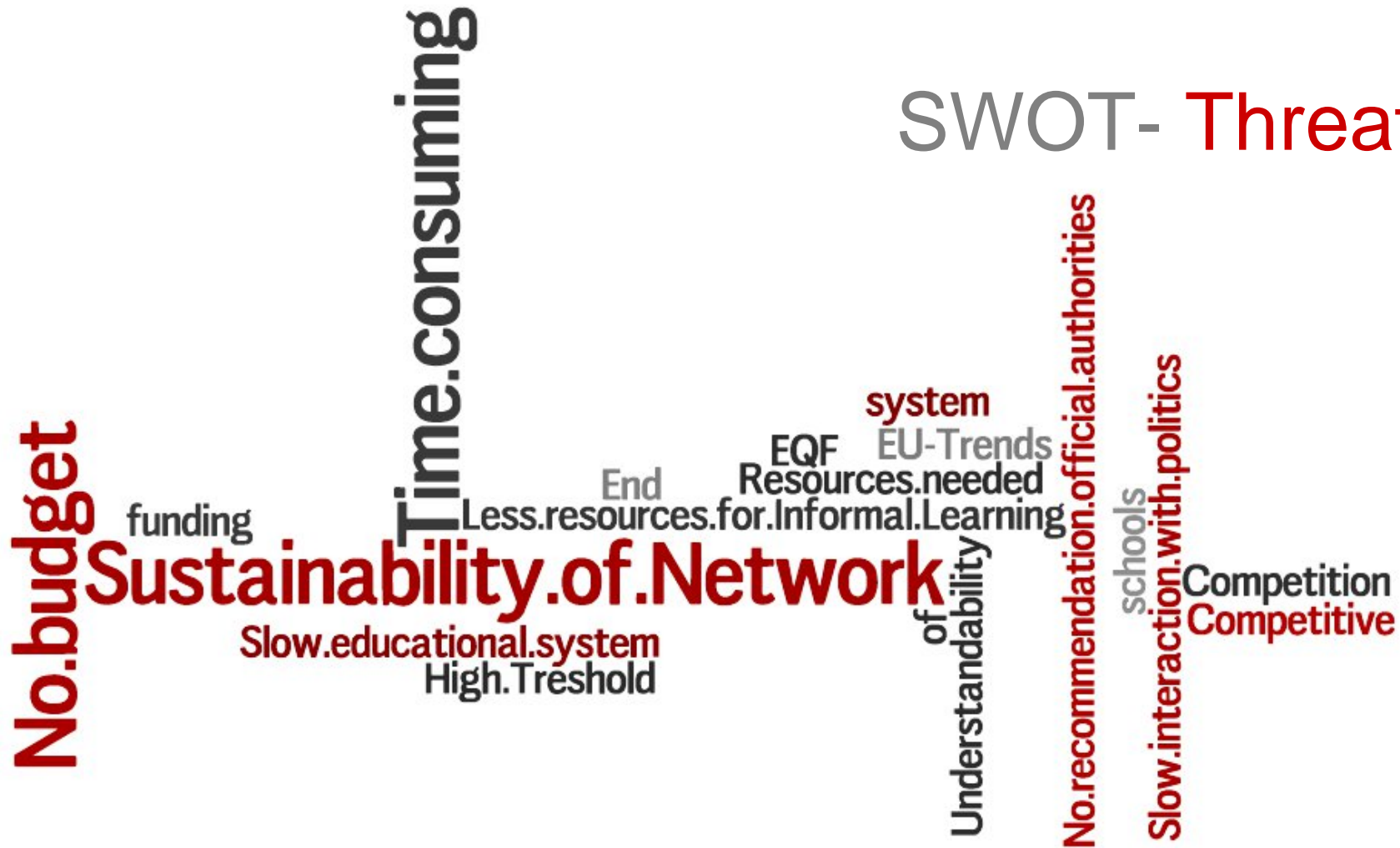
SWOT- Opportunities multipliers



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SWOT- Threats



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Presentation – Holger Bienzle

Services that can be offered by REVEAL



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Next steps

Course in Alden Biesen for potential REVEAL assessors

Day 1 10.10.2011

Introduction (course & participants)

Terms and definitions

Validation of learning outcomes

Day 2 11.10.2011

Competence development

Assessment methods

Case studies (LEVEL 5)

Day 3 12.10.2011

LEVEL 5 Software (part 1)

Quality Criteria

Self-Assessment and Rating

Day 4 13.10.2011

LEVEL 5 Software (part 2)

REVEAL Services

Inauguration of REVEAL

Transfer to Leuven

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Next steps

Conference in the Irish College in Leuven

14.10.2011

09.00-09.30 Welcome

09.30-10.00 Keynote

Validation of learning outcomes

10.00-11.00 Workshop 1

Terms and Definitions

11:30-12:00 Keynote

Learning in EU-Projects

12.00-13:00 Workshop 2

Impact of transnational project work on the personal Learning biography

13.00-14.00 Lunch Break

14:00-14:30 Keynote

The impact of European mobility on employability

14.30-15:30 Workshop 3

Evidencing learning outcomes in mobility actions

15:30-16:00 Feedbacks & Conclusion

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