BEST PRACTICES ON DISADVANTAGED ADULTS' GUIDANCE/EMPOWERMENT FOR RE.MI.D.A.

RE.M.I.D.A.» project

Erasmus+ KA2 Strategic Partnership (2019-1-IT02-KA204-063171)

Renewed Models for the Inclusion of Disadvantaged Adults

Authors: All RE.M.I.D.A. partners

Date: July 2020

Result no.: R4b

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1. INTRODUCTION ON THE RE.MI.D.A. PROJECT

The project R.E.M.I.D.A. aims to tackle the problem of socio-occupational exclusion of disadvantaged adults over 45. Neither young nor old, often without parental support or the possibility of early retirement, trapped on the fringes of the labor market in a condition of chronic "inactivity". They are the "older" unemployed, those who have lost their jobs after crossing the 45-year threshold.

The project "RE.M.I.D.A. – Renewed Models for the Inclusion of Disadvantaged Adults" was designed with the aim of supporting the social and working inclusion of adults 45+ at risk of exclusion by defining and testing an innovative model of intervention, aimed at achieving personal empowerment and enhancing the informal and non-formal skills of this target group.

The target group of RE.MI.DA. is composed of operators working for the social inclusion of disadvantaged adults; adults 45+ at risk of social-work exclusion; managers of adult education, training, assessment and guidance organizations; experts / researchers in adult education methodologies; and representatives of the Public Administrations.

Main expected results of RE.MI.D.A. are:

- Definition of an innovative model of intervention for the personal empowerment of 45+ adults at risk of socio-professional exclusion. This model comes from adaptation of the Lego Serious Play® principles to the adult 45+ target and its alignment with consolidated methodologies for adult education, training assessment and orientation.
- Upskilling of operators of adult education centers, engaged in activities in favor of adults 45+ at risk of social exclusion.
- Support to European processes for enhancing informal and non-formal skills of this target group.

2. BEST PRACTICES FOR DISADVANTAGED GROUPS

Hellenic Open University has studied extensively best practices for disadvantages groups such as emigrants, refugees and disadvantaged adults in general.

Numerous practices have been studies and some of them qualify as best practices. Various definitions of the term "Good Practice" exist. According to SDC Knowledge Management Toolkit (2009)[1] a Good Practice "is one that has been proven to work well and produce good results, and is therefore recommended as a model. The essence of identifying and sharing good practices is to learn from others and to re-use knowledge. The biggest benefit consists in well-developed processes based on accumulated experience."

Good practices could be identified by availing of different types of sources such as:

- Journal Articles Scientific Papers and Conference Papers
- Books
- Websites
- YouTube videos
- Case studies

In RE.M.I.D.A. project the main focus is on empowerment best practices. Since empowerment as a term has many definitions in our case, we seek for best practices for increasing "the degree of autonomy and self-determination in people and in communities in order to enable them to represent their interests in a responsible and self-determined way, acting on their own authority" (https://en.wikipedia.org/wiki/Empowerment).

According to Mandal (2013) empowerment has five different forms:

- Social Empowerment refers to the enabling force that strengthens person's social relations and their position in social structures.
- Educational Empowerment since education is an instrument of personal development and it helps in growing an individual's intellectual horizons, wellbeing and potential for empowerment.
- Economic Empowerment that is the ability of the person to support financially the needs of his/her life and be self-sustainable.
- Political Empowerment which is the participation in the political field and in various decision-making bodies.
- Psychological empowerment for transgressing the traditional taboos and social obligations and enable them to transform themselves.

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[1] Swiss Agency for Development and Cooperation

A practice for qualifying as best practice has to qualify a number of criteria such as:

- A clear definition of objectives and/or activities
- Participation of multiple Stakeholders: the involvement/ participation/collaboration of different stakeholders and institutions
- Transferability: this is one important criterion for RE.M.I.D.A. since the proposed best practices should be able to be used in RE.M.I.D.A. project.
- Impact and Effectiveness: the good practice should address real world problems effectively.
- Sustainability: the good practice should be financially and socially sustainable.
- Adherence to the values of democracy, human rights, social cohesion and tolerance.

3. BEST PRACTICES

3.1 INTERNATIONAL WOMEN'S BREAKFASTS, IRELAND

International Women's Breakfasts, Ireland	
Owner	**Southside Partnership's Women's Programme**
Partnership	**women4women Network**
Target group	Migrant women
Level of Application (local, regional, national, international)	Local
Detail description	The objectives of the "Breakfasts" are to provide a space where all women can explore commonalities and diversity through respectful dialogue and to promote intercultural respect and mutual understanding. The "Breakfasts "create a space for women from different walks of society and social backgrounds to network, learn about other cultures and listen to the challenges facing women (particularly migrant women) living in Ireland, in a non-threatening informal environment. Further, specific topics and themes can be addressed in the breakfasts through workshops.
Description of activities	The "Breakfasts" are held at least six times a year in various locations. This is a drop in event that runs over the course of a morning on a weekday, usually a specific day of the week. The event brings together women from across a wide spectrum of society: migrant women from all countries outside Ireland; Irish women (including Irish Traveler women); staff from organizations from the non-profit and voluntary sector; staff from State bodies and Community police. Information provision is an important component of the "Breakfasts". A key cultural aspect is the sharing of food and

women prepare and bring dishes from their home countries to share with each other. The breakfasts usually run for 3 hours from 10am to 1pm.

The "Breakfasts" can be divided into three moments:

The **first moment** is the opening, which begins with welcomes and introductions of the people who will be involved in leading the activities.

A **second moment** is the development of the activity for the day. In some instances, this can be in the form of a workshop, in which case, the theme of the day is presented and participants break into groups to work on the theme. After a period of time the groups finish and feed back to the whole for reflection and comment.

In these Breakfasts, the themes can range from the personal to the social and communal and also cover societal and governmental issues.

Some examples of the themes covered to date are:

- Planning for job searching or SMEs creation

- How we benefit from each collaboration

- Arts and crafts

- Etc.

In the **final moment**, time and space is given to sharing food and dialogue. Participants move to the tables where the food is laid out and then share food and conversation with others.

Resources	The financial resources needed for the Breakfasts are small. Each participant brings food so only a small budget is required to cover the costs of tea, coffee, cutlery, tableware and stationery.

	A budget might be needed to cover room rental but many times the organizers of the Breakfasts work in conjunction with a local community group, cultural center or municipal body who provide a venue for free.
	It is important to have a development worker or someone to promote the breakfasts, organize the events and facilitate the activities on the day. On the day, volunteers are needed to help with registration, setting up and ensuring the event runs smoothly.
Parameters to be considered (social, economic, technical, political)	The following elements should be taken into account: Welcoming and solidarity atmosphere Lack of formality Enough time to develop activities.
Potential for transfer	There is potential for the "Breakfasts" to be developed in other countries and in other contexts. As the resources required are few, this could be operated relatively easily.
Related documents or/and links	*http://women4women.ie/about/previous_publications/* *https://www.facebook.com/women4womenDLR/*
Contact data **(Website, contact person)**	women4women.ie

Table 1: description of "Breakfasts" in Ireland

3.2 ECONOMIC EMPOWERMENT: MICROFINANCE – SAVING GROUPS

Economic empowerment: Microfinance – saving groups	
Owner	This a practice that has been applied by many different financial organizations
Partnership	

Target group	This practice can be applied to different target groups: unemployed, women, etc.
Level of Application (local, regional, national, international)	International
Detail description	Microfinance, also called microcredit, is a financial service provided to unemployed or low-income individuals or groups who otherwise would have no other access to financial services. It is provided by support institutions or it is organized as a crowdfunding activity named as "saving group". This form of microfinance involving small groups of approximately 20 members that have a trustful relationship, allowing members to make basic rules about saving and borrowing and operating in transparent and democratic ways. In the case, where institutions are participating, they provide lending—microloans. These microloans can range from €100 to €20,000 or more. If banks are involved then additional services are offered such as checking and savings accounts as well as micro-insurance products, and some even provide financial and business education. The goal of microfinance is to ultimately give impoverished people an opportunity to become self-sufficient.
Description of activities	● Microfinance is a financial service provided to unemployed or low-income individuals or groups who otherwise would have no other access to financial services. ● it allows people to take on reasonable small business loans safely, and in a manner that is consistent with ethical lending practices.

	- The majority of microfinancing operations occur in developing nations, but as well in developed countries for compacting unemployment and poverty. - Institutions provide microloans usually provide training and skill development so unemployed people are able to make a fresh start to a new type of activity.
Resources	Financial resources needed are relatively small specially for large corporations, financial institutions and governmental bodies. In case of financial institutions, such programs are part of social responsibility program.
Parameters to be considered (social, economic, technical, political)	This a complex program with many different rules and constraints. However, such programs should take into account: - The special characteristics of the target group. - Access to the target group - Trust development among social partners which is a mandatory element - The amount of the loan should be such to allow numerous interventions, and at the same time to be significant in order to have an effect on the lives of the unemployed.
Potential for transfer	This is a mature, well-known practice that may be applied for unemployed risking social exclusion
Related documents or/and links	https://www.investopedia.com/terms/m/microfinance.asp https://www.eib.org/en/products/loans/microfinance/index.htm http://www.fao.org/3/Y5046E/y5046e00.htm#Contents https://plan-international.org/skills-and-work/savings-microfinance
Contact data	

(Website, contact person)	

3.3 ADULT EDUCATION GUIDANCE CENTRES

Guidance center at RIC Novo mesto	
Owner	RIC novo mesto
Partnership	Slovenia, Spain, Greece and Germany
Target group	Vulnerable groups of adults
Level of Application (local, regional, national, international)	National
Detail description	Between 2000 and 2005 the Slovenian Institute for Adult Education (SIAE) developed a network of 14 regional adult education guidance centers and a network of their dislocated units which operates alongside to the original network. Guidance activities in these centers have two primary objectives: ● provide all adults with quality, professional and wholesome information and guidance as a support for their education and learning, ● connect as many adult education and guidance providers on the local level into a network and thus guarantee quality, wholesome, and harmonized activities of all the subjects in informing and guidance in adult education. Guidance centers provide adults with: free, impartial, confidential, wholesome, and quality information and guidance at their education and learning, ● informing and guidance before the enrolment in an education programme (choosing an appropriate programme and organization that carries it out, familiarizing oneself with enrolment requirements, the educational process, etc.), during the process

	(how to organize one's learning, how to overcome study problems, etc.), and at the end of the education process (evaluate what one has achieved and what other educational opportunities are still ahead, etc.),
	● accessibility of information and guidance in different ways: guidance centers provide personal guidance, information and guidance by telephone, written guidance – by ordinary and electronic mail, and via information materials; if agreed, group consultations and counselling outside the guidance center are also possible.
	Description of the counselling process:
	We reach the target groups by being contacted by themselves (calling or visiting us), and more often (because they are vulnerable adult groups) finding them on the ground (outreach) through organizations, or where they live (e.g., Roma, in their settlements).
	Two forms of counselling:
	● information (for some clients, just the right information is enough to act independently on their way to their destination), in this case it is mostly just a call or one personal meeting
	● in-depth counselling (step by step process and several individual personal meetings, including them in group counselling).
	Meeting (getting to know the customer, breaking the ice, talking about problems, desires, discovering interests, goals, arranging for the next meeting and obligations for the second meeting)
	2, 3, 4. Meeting (talk about arrangements from the first meeting, if necessary to be included in the process of identifying and evaluating non-formally acquired knowledge, setting goals and an action plan)
	5. Meeting and follow-up - monitoring of the implementation of the action plan and, if necessary, adjusting the plan (this phase is necessary to craft the client's motivation)
Description of activities	Before deciding on furthering education, we:
	● Help decide on a profession based on the client's interest and abilities
	● We present educational opportunities in our environment (a series of educational programs of elementary school axes to

undergraduate and postgraduate studies, courses, various workshops …).

- We inform about the enrolment requirements, the subject of a particular educational program or the content of courses and contact of the contractors.

- We discuss the financial conditions for a particular education (scholarships and various current calls).

- We help fill out the various enrolment forms.

- We help overcome learning disabilities and other educational disabilities:

- We help learn about different effective learning techniques on a case-by-case basis (individually or collectively in the form of workshops on learning).

- We define learning disabilities and learning styles.

- With the client, we plan lessons based on time, space, resources, substance and finances available.

- We familiarize the client with the methods of relaxation and concentration.

- We help with various organized forms of teaching aid, tutoring and various forms of assistance in solving personal problems.

- We assist in the preparation of the individual education plan and in the ongoing evaluation of educational progress.

- Together we fill out different forms (income tax, scholarships etc.).

- After education

- We talk and advise on options for going ahead and transitioning based on a personal interest.

- We provide various forms of job search assistance (assistance with job application writing, CVs, preparation for interview, information on sources of job search).

- We supply information on self-employment and help with the process

Resources	SIAE (Slovenian Institute for Adult Education) – professional leader and developer of Guidance centers.
	Activities cofounded by Ministry of education.
Parameters to be considered (social, economic, technical, political)	The following elements should be taken into account:
	● Welcoming and solidarity atmosphere
	● Lack of formality
	● Enough time to develop activities
	● Allowing each participant for his or her voice to be heard
	● No derogatory attitudes or comments are allowed.
Potential for transfer	Because the net of guidance center in Slovenia based on high quality standards and leaded by NA organization for adult education has also very high potential for transfer this system in other countries.
	Each standard has its own indicators and criteria.
	Quality indicators direct us to look into important aspects of quality, which determine the studied area, in more detail, while the criteria present the tool to »measure« the defined standard of quality.
	Depending on the nature of the standard of quality, the criteria can be either numerical or descriptive.
Related documents or/and links	*https://www.youtube.com/watch?v=BHR2glsMXV8*
	(Turn on English subtitles)
	https://arhiv.acs.si/publikacije/Model_presojanja_in_razvijanja_kakovosti_v_svetovalnih_srediscih_za_izobrazevanje_odraslih.pdf (from page 131, description of model in English)
	https://isio.acs.si/
	http://www.ric-nm.si/si/dejavnosti/svetovalno-sredisce/
Contact data	RIC Novo mesto, Tina Strnad
	www.ric-nm.si

(Website, contact person)	e.: tina.strnad@ric-nm.si

3.4 SCIENTIFIC LITERACY FOR ALL

Scientific literacy for all	
Owner	RIC novo mesto
Partnership	Slovenia, Spain, Greece and Germany
Target group	Lower education adults with emphasis on women above 45 years of age
Level of Application (local, regional, national, international)	International
Detail description	The objectives of activities in the procedure, especially Scientific cafes, is to empower lower educated adults (not exclusively) with confidence in sciences acquired through their lifetime, boost their confidence in job applications, public speaking, debating and objective critical thinking.
Description of activities	Scientific cafes are held sporadically under the availability of venues and speakers, as well as interests and attendees. However, they are supported by the National Institute for adult education under another project and are often led by well-known scientific figures in our space. They are held in the following sequence of events: Before the actual event is held interested parties are sent the material about the subject to be debated. These are usually highly scientific texts and subjects, so the participants are given a chance to get prepared. **On the day of the Café:** 1 – Opening address of our company's representative with the introduction of the speaker from the field of sciences. 2- Short lecture on the agreed-upon subject and the texts were given to participants.

	3- Questions to the lecturer
	4- Debate on the subject with emphasis on public speaking, civilized exchange of opinions under supervision to ensure everyone gets a chance to express their own opinion and display the knowledge acquired. These debates are held among participants sited around a table with a paper cloth so they can write their contributions.
	Finally – summarization of acquired knowledge and discussion on possibilities of application in everyday life (such as including the themes in CV or job searches).
Resources	The National Institute for Adult education as well as RIC Novo mesto supply funds for the venue and the needed requisites. The texts that are chosen are copies and delivered by RIC Novo mesto. Food and drinks are supplied partly by RIC Novo mesto and partly by participants themselves.
Parameters to be considered (social, economic, technical, political)	The following elements should be taken into account: ● Welcoming and solidarity atmosphere ● Lack of formality ● Enough time to develop activities ● Allowing each participant for his or her voice to be heard ● No derogatory attitudes or comments are allowed.
Potential for transfer	Our Cafes are already applied in partner organizations as well as England, based on one of our outputs.
Related documents or/and links	http://www.ric-nm.si/si/projekti/mednarodni/sciencelit/ http://www.ric-nm.si/si/splosni-programi/studijski-krozki/
Contact data	RIC Novo mesto, Tina Strnad

(Website, contact person)	www.ric-nm.si
	e.: tina.strnad@ric-nm.si

Table 4: description of activities, target group resources and parameters

3.5 SOCIAL AND PERSONAL COMPETENCE TRAINING

Social and personal competence training - for the acquisition of competencies in the field of: assertiveness, social roles, coping with stress and self-esteem.	
Owner	CKU
Partnership	
Target group	people at risk of social exclusion, people with disabilities
Level of Application (local, regional, national, international)	Local, regional
Detail description	Social and personal competence training - for the acquisition of competencies in the field of: assertiveness, social roles, coping with stress and self-esteem.
Description of activities	General objectives based on the following model: The awareness of my strengths and weaknesses Every person has a certain potential, understood as a resource of abilities, powers and skills. Brian Tracy - a success and management trainer from Canada, during one of his seminars, gave a model for human potential and described its individual components. IT + AC+ A = YPP where: IT - innate traits, abilities, AC - acquired characteristics (education, books, etc.), A- attitude, YPP - Your Personal Potential.

Tracy's attitude is defined as expectations, which are based on personal values and beliefs about reality. Beliefs form a self-concept, i.e., a personal set of ideas and feelings, where everything that a person has taken for granted throughout his or her life is located. This self-concept determines the effectiveness (the result of actions taken, determined by the ratio of the achieved results to the effort put in) and the effectiveness (achieving the desired results) of everything you do.

Self-concept is self-awareness, self-esteem, self-acceptance.

Goals:

1) strengthening self-esteem

2. developing awareness of the resources, strengths

3. developing self-assessment

4) increasing self-acceptance

5. developing the ability to seek and use support in the environment.

The duration and organization of training:

The workshop lasts 40 hours and is organized according to a programme developed by the training provider.

Methods and forms of work:

The Model of Learning by Experience

EXPERIENCE

REFLECTION:
what happened?

APPLICATION:
what to change?

CONCEPTUALIZATION:

what does it mean?

EXPERIENCE (GET INTO IT)

As a trainer you can start a learning cycle in two ways: offer participants to take part in an exercise (e.g., a simulation, a game or a role-playing game) or recall their experiences they went through outside the room (e.g.: remember how recently you were in a situation where...).

OBSERVATION (SHARE YOUR IMPRESSIONS)

The next phase is to share observations. The coach asks:

How was it?

What were your impressions?

What did you observe?

How did you feel?

What did you like, what did you not like?

CONCLUDING (PUT IT TOGETHER)

In the next phase, a question is asked:

How can these impressions be brought together and summarized?

What does that mean?

What conclusions can be drawn from all these observations?

How do you understand this?

What can be concluded from this?

We base our observations on those that were collected (and recorded) in the previous stage and try to group them, go beyond them and put them together, creating something like a theory.

EXPERIMENTATION (PLAN TO APPLY)

The next group of questions is:

How can we apply what we have arrived at?

How can we put it into practice?

What kind of changes can be made to the workplace?

How can this be translated into practical, concrete actions?

What can I change on this basis?

Teaching aids:

Work cards, posters, boards, objects - attributes, emotion symbols

A teaching plan specifying the topics of the educational activities and their dimensions:

Integration classes

Interpersonal communication (effective communication methods):

- communicating one's own emotions and needs in a clear and socially acceptable way

- active listening, showing empathy

- effective self-presentation and self-development

Training to perform various social roles:

	- initiating and maintaining satisfactory private and professional ties - apt perception of other people's behavior and intentions - having the desired effect on other people Assertiveness training: - responding adequately to criticism and expressing it skillfully - assertive pursuit of their own interests - ability to interact in a team - effective negotiation of terms of cooperation Self-esteem building and self-esteem Stress management training Conflict resolution training Summary of activities **A way to check the results of the workshop:** During the workshop, the work performed by the project participants will be evaluated on an ongoing basis. After the end of the workshop, a questionnaire survey will be conducted among the participants.
Resources	The training budget includes the rental of the training room, trainer's salary as well as the cost of training materials. It is possible to obtain funding from external sources, grants, EU funding competitions. In the CKU, training is conducted by teachers as part of additional activities.
Parameters to be considered (social,	The following elements should be taken into account:

economic, technical, political)	Friendly and supportive atmosphere
	No formalities
	Enough time to develop the activities
	Trust and acceptance
	Conclusion of contract with the group.
Potential for transfer	It is possible to develop training in other countries and in other contexts. As there are few resources needed, they could be relatively easy to handle.
Related documents or/and links	
Contact data **(Website, contact person)**	Magdalena Łukasik

Table 5: description of training activities

3.6 INNOVATIVE GUIDANCE STRATEGIES

Innovative guidance strategies	
Owner	FAIRGUIDANCE
Partnership	Germania, Romania, Bulgaria
Target group	People with few professional skills, persons in unstable employment, unemployed persons, or people of low social standing, from disadvantaged areas or migrants.
Level of Application (local, regional, national, international)	National
Detail description	The objectives of the Fair Guidance are to create innovative guidance strategies to support disadvantaged persons and to integrate low-skilled persons, migrants, ethnic minorities,

long-term unemployed and other marginalized groups, into education, training and the labor market.

Fair Guidance not only facilitates the access to guidance services but also the transition to further education, training and the world of work.

The specific topics and themes addressed through the training course answer to these questions:

- How can a quality guidance service be developed for adults with a low level of education?

- How can these adults be reached?

- What are the implications of the existing policy conditions on the development of guidance services?

- What kind of knowledge and skill are needed the qualified guidance practitioners need in order to support and counsel their clients effectively?

- How must counsellors act in a way that is fair, appreciative, and sensitive to diversity and needs of their clients?

- How might counselling best be able to support clients to discover and access their potentials and, furthermore, to help them find suitable ways of accessing the job market?

Description of activities	The Fair Guidance developed a handbook for more client-oriented guidance and counselling offers that consider diversity issues and it was used as a basis for the training course.
	In the first place, the handbook it was used by staff in Vocational and Educational Training and Adult Education, such as counsellors, advisors, trainers, consultants, and it will have an impact on their professional development and qualification. Persons from disadvantaged backgrounds and

with fewer opportunities benefited from these more individualized guidance services.

The modules of the Fair Guidance handbook serve as a basis for advanced training of professional guidance practitioners of approximately one week.

The training is aimed at qualified counsellors and provides further content for their everyday work with clients, focusing on sensitivity regarding diversity and equality in order to contribute to inclusion and equal opportunities. Each module provides various practical exercises to consolidate the acquired knowledge. Furthermore, each module includes an explicit curriculum with reference to both learning and teaching methods, a list of intended learning outcomes, and a guideline for a potential assessment. The handbook can also be used by counsellors directly for self-directed learning and reflection.

- The first module reviews basic counselling

knowledge, such as the structure and the different phases of a counselling session, communication tools, and essential skills of a qualified counsellor. Furthermore, it contains the basics of case management as an essential approach to working with persons from disadvantaged target groups.

Successful integration into the job market for clients who have overcome general barriers and regained ability in approaching their career paths often requires professional career guidance.

- The second module provides information

regarding, amongst other things, a (regional) job market analysis, assessment of individual competencies, and motivational training. It also provides ideas for how to develop an individual plan of action with persons from

disadvantaged target groups in order for them to find a job.

Working with people from a disadvantaged target group who oftentimes come from a precarious social background, both

human rights and diversity are important subjects to keep in mind. Moreover, self-reflection of the counsellors regarding aspects such as their own perception during the session is an essential part of the second module.

- The third module illustrates a solution-oriented

approach on how to deal with and overcome stereotypes, prejudices, and discrimination. Some job-seekers are interested in creating their own job by establishing themselves as independent workers who need information and guidance from the counsellor on how to realize their idea of self-employment.

- The fourth module provides basic considerations

regarding entrepreneurship, as well as the pros and cons of being self-employed. Further, it contains information and exercises on both business modelling and planning.

- The fifth module of the Fair Guidance introduces

the relatively new approach of outreach guidance. It elucidates the impediments of persons from disadvantaged target groups regarding the active search for educational opportunities, and how guidance practitioners can proceed appropriately. Outreach guidance describes

the work of counsellors leaving their usual work setting and seeking out persons from disadvantaged target groups directly in their communities

- The sixth module covers the important aspect of

quality standards in (educational) counselling. Because Fair Guidance focuses on supporting disadvantaged persons, the module mainly deals with transversal and process-related competences of the counsellors.

- The seventh module is the opportunity to engage

in volunteer work and the consequent possibilities and benefits that come with this sort of engagement. Essential aspects demonstrate how guidance practitioners can motivate their clients and support them while being engaged in volunteer work.

Resources	To achieve better integration of disadvantaged persons, more qualified counsellors in the field of adult education are needed and they must be aware of various kinds of disparities and sensitized and to be prepared for equity, diversity and inclusion challenges.
Parameters to be considered (social, economic, technical, political)	The challenge often is to reach disadvantaged persons in the first place and to respond as a counsellor adequately to their needs and particular circumstances.
Potential for transfer	There is a great potential for the Fair Guidance to be developed in other countries and the developed handbook and training course to be implemented by organizations which are working in adult education field.
Related documents or/and links	*http://www.fairguidance-project.eu/products.html*
Contact data (Website, contact person)	http://www.fairguidance-project.eu/

Table 6: description of innovative guidance strategy

3.7 SOCIAL AND PERSONAL COMPETENCE TRAINING

Social and personal competence training - for the acquisition of competencies in the field of: assertiveness, social roles, coping with stress and self-esteem.	
Owner	Inercia Digital
Partnership	
Target group	People at risk of social exclusion, people with disabilities, more specifically people who are inside the prison.

Level of Application (local, regional, national, international)	Local, regional
Detail description	Social and personal competence training - for the acquisition of competencies in the field of: assertiveness, social roles, coping with stress and self-esteem.
Description of activities	The prison center offers a comprehensive and adapted service to encourage motivation, guidance, advice, support, and tutoring of business projects by encouraging their consolidation in those inmates who want to participate voluntarily (without distinction of gender). This program focuses on three objectives: a) Make self-employment, individual and collective, a real alternative to access the labor market by promoting attitudes favorable to the development of business initiatives. b) Encourage entrepreneurship, working and reflecting on the most appropriate strategies to boost our skills and, especially, the necessary skills to undertake. c) Put in knowledge tools and knowledge to bet on self-employment, with its pros and cons, but above all with the right tools to be able to put it into practice. d) Initiation to business creation.
Resources	The budget for these initiatives comes from the government of the autonomous community of Andalusia, called the Junta de Andalucía.

Parameters to be considered (social, economic, technical, political)	The methodology used is participatory, active, deductive and always based on group dynamics, with support in audiovisual material and debates.
Potential for transfer	It is possible to develop training in other countries and in other contexts. As there are few resources needed, they could be relatively easy to handle.
Related documents or/and links	https://www.ahoragranada.com/noticias/impulsan-las-nuevas-tecnologias-para-el-alumnado-interno-en-centros-penitenciarios/ https://www.andaluciaemprende.es/encuentros/jornadas-fomento-cultura-emprendedora-en-el-centro-penitenciario-de-albolote/
Contact data (Website, contact person)	Junta de Andalucía

Table 7: Description of social and personal competence training

3.8 PRACTICE ON DISADVANTAGED ADULTS' GUIDANCE/EMPOWERMENT

Qualifying Centre – Recognition, Validation and Certification of Competences	
Owner	ANQEP
Partnership	
Target group	Adults over the age of 18 who have not completed their basic or secondary levels of education and operates within the lifelong learning system. The system allows knowledge and competences acquired through life experiences, in formal, non-formal or informal learning contexts, to be recognized, validated and certified.
Level of Application	

(local, regional, national, international)	National level
Detail description	The aims of this system are to improve the certification levels of adults over the age of 18 who have not completed their basic or secondary levels of education and operates within the lifelong learning system. The system allows knowledge and competences acquired through life experiences, in formal, non-formal or informal learning contexts, to be recognized, validated and certified. Certification via this pathway has equal stature to any other method of obtaining the same certification and allows the holder to continue their studies.
Description of activities	

What phases can the adult go through?	
Adult Reception	Attendance Registration Clarification on the mission and ambit of the Qualifying Centre.
Diagnostic	Analysis of the individual profile of the adult and preparation of the Vocational Development Portfolio. Apply the methodology "Lego Serious Play"
Provision of adult information and guidance	Manage information Promote active information research by providing a set of updated, organized and synthesized information. Disseminate with the adult an updated, organized and synthesized set of information. Manage change Analyze and evaluate the different educational and training paths, taking into account the consequences of the decision. Decide

		Preparation of the ICP (individual career project).
	Adult Referrals	Based on the work developed during the orientation process, the adult will be referred to: process of recognition, validation and certification of competences; Or referral to small or long education and training courses.

Resources	The budget for this initiative comes from the government.
Parameters to be considered (social, economic, technical, political)	The methodological elements which support the development of the RVCC processes are the following: life story (autobiography); skills assessment (from the French *"bilan des compétences"*), which compose the Reflexive Learning Portfolio. Recognition is oriented towards adults' personal analysis of prior learning, according to personal, social, training or professional objectives, which aim at one's enhancement. This analysis is promoted in individual and collective sessions and portrayed in an individual portfolio. Validation is related to the analysis of the portfolio by the team and consists in the comparison between the competences shown and the ones required by the referential. Whenever the competences shown by an adult in the recognition phase are insufficient, the process is stopped and he/she can attend up to 50 hours of additional training, in order to acquire or to improve competences he/she lacks. This process is concluded when the expected competences are shown, through recognition or/and additional training, and this work is presented to a certification jury (composed of an RVCC professional and a team of certified trainers). Therefore, through the analyses of the official documents acquired during the identification of the competences phase and the elaboration of the portfolio, the professionals aim at: - recognizing, validating and certifying the correlation between knowledge, skills and attitudes present in the referential for educational certification and the catalogue for professional certification, in which knowledge and skills have been acquired in formal, non-formal and informal contexts.
Potential for transfer	It´s possible to develop in other contexts. For instance, in different European Projects EPRALIMA is involved in: **www.procompetences.eu/pt/project**

	www.cclep.eu/pt/ www.adulttraining-project.eu www.facebook.com/qualifyingdifferences
Related documents or/and links	www.anqep.gov.pt
Contact data (Website, contact person)	www.epralima.pt

Table 8: Description of Practice on disadvantaged adults' guidance/empowermen

4. REFERENCES

Swiss Agency for Development and Cooperation

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