WHY	Background of this handbook	
FOR WHOM	Two main target groups	
WHAT WHEN WHERE	What, when and where to use its parameters and practices	
WHX	XYZ	

BRIEF SUMMARY

Improving Guidance and Counselling in Adult Learning (IGCAL) is a project founded by European Commission Erasmus+ Program, KA204 – Strategic Partnership for adult education. **Project goal** was to increase the quality of adult education with an emphasis on counselling in the process of lifelong learning. **The aim was** to develop a pedagogical tool to map background learning parameters of adult learners , to expand and develop the skills of counsellors (as tutor/teachers/trainers/educators/social work technicians, psychologists, among others, depending on the context) who support these adult learners and, therefore, break new ground of lifelong guidance and counselling.

PARTNERS

The project was a cooperation between four adult education institutions:

- Työväen Akatemia
- AFEdemy
- Cáritas Diocesana de Coimbra
- Public institution for adult education Celje

METHODOLOGY .

The pedagogical tool will have elements and practices to map adult learners´ background learning

parameters such as:

- Recognition of prior learning
- Self-awareness as a learner
- Ability to make independent choices and evaluations
- Adult learners´ self-esteem, self-respect, and self-efficacy
- Metacognitive skills
- Motivation
- Social economic background

Guidance and counselling in adult learning (REFERENCES ARE MISSING)

According to the Eurostat glossary (2019) , **adult learning** means "the participation of adults in lifelong learning", usually after the end of initial education. Lifelong learning refers to *all learning activities undertaken throughout life with the aim of improving knowledge, skills and competences, within personal, civic, social or employment-related perspectives.*

According to the EU Resolution of the Council of 21st November 2008 , guidance "is an ongoing process that enables citizens of all ages and throughout their lives to identify their skills, competences and interests, to make education, training and employment decisions and manage their life course in education, training, work and other contexts." In fact, guidance and counselling in adult education has several functions (Krasovec, 2011) :

- Learn about personal characteristics, interests, and capabilities
- Learn new habits and motivations
- Inform about education offers
- Help to achieve objectives linked to education as well as personal and professional path
- Orientation to overcome various obstacles that appear during the education process
- Support in learning and educational technologies and development of methods and techniques for efficient learning
- Recognition of prior learning

FOR WHOM Two main target groups

TARGET GROUPS

It is necessary to know the characteristics of specific groups of adult learners, such as their cultural and socioeconomic situation and prior learning, along with other background learning parameters, to plan and implement appropriate educational opportunities for them.
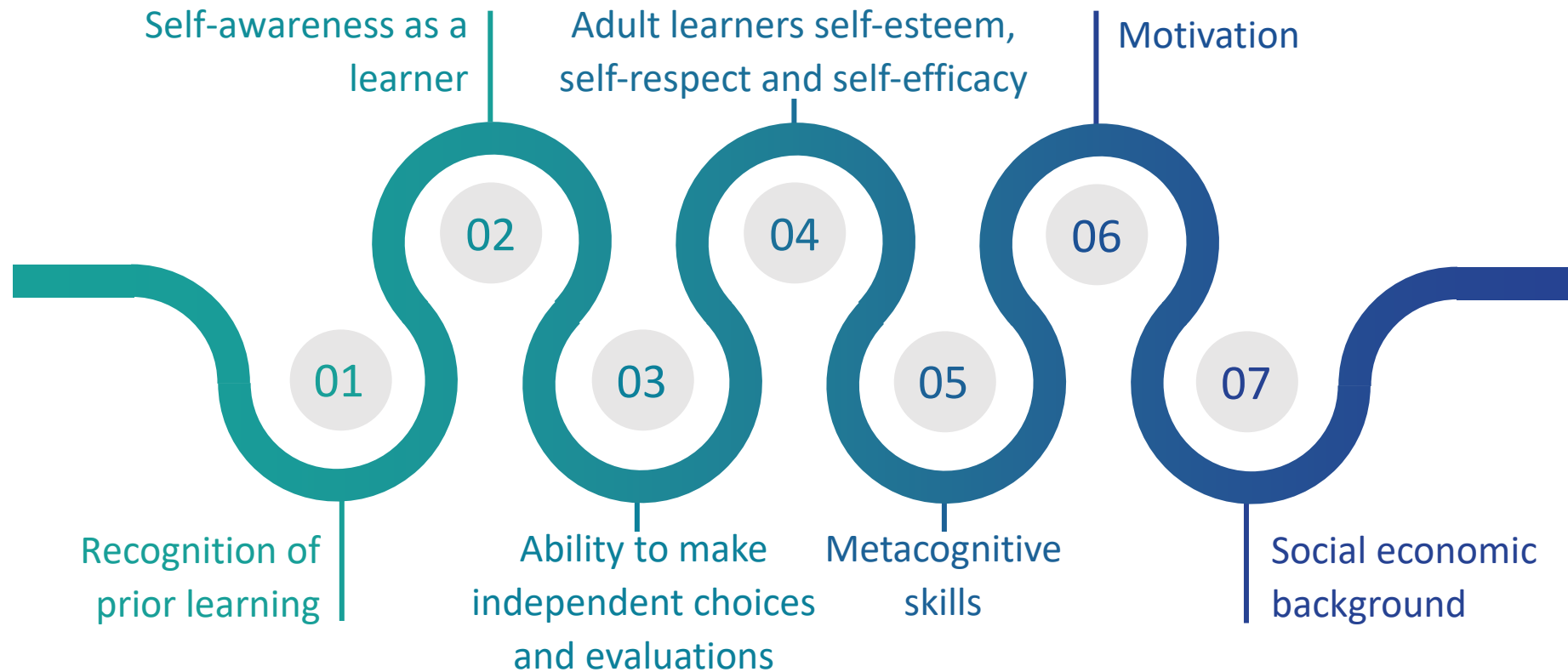
The pedagogical tool can be use for different target groups:

- **Young adults (20-25 years)** are, according to Loevinger's theory of development, at the so-called stage of self-awareness, which includes development as an individual and the acceptance of differences; this manifests itself as, amongst other things, the renunciation of traditional roles and protection mechanisms. Self-reliance is built through interaction with peers of the same age.

- **Adults (over 25 years)** retain all the diversity they bring from their childhood and adolescence into adulthood, but the diversity is still increasing or changing, just as the roles and tasks of adults in different periods of life. All this influences and determines the needs of adults for further education and learning, as well as their possibilities, abilities and concrete paths of education and learning.

- **Adults (over 50 years old) :** older people are usually more committed to their education, have lifelong experiences that they can share with others, and generally, they are intensively involved in the educational process.;

- **Younger older adults (65-79):** Looking at the general sketch of older adults, lifelong learning at older age (65+) could contain the following elements:
  1. Digital skills development, to remain connected to others
  2. Catch up or second chance education: learning a new language or other fields of interest, such as history, philosophy, political science. To compensate what has been missed in earlier life and can be caught up after retirement.
  3. Hobbies training and after retirement training: what to do with empty days and empty nests. Flower arranging, mindfulness, yoga, painting, and biography writing are some examples.
  4. Old-age learning: how to deal with losses (spouse or wife, friends, but also loss of mental or physical strength), how to deal with illnesses.

- **Very old aults (80+)** many of them suffer from chronic diseases (3/4 has multiple chronic diseases, such as heart or lung diseases, diabetes, dementia) or incidentally face mobility issues.

- **The vulnerable groups** such as migrants, the long-term unemployed, former prisoners, those in preparations of release, and people with special needs. The problems of these groups are reflected in unemployment, low education, homelessness and, consequently, further exclusion from society. Vulnerability can stem from physical characteristics, it can stem from social, economic, political, and cultural factors, from current conflicts, and so on.

WHAT WHEN WHERE | What, when and where to use its parameters and practices
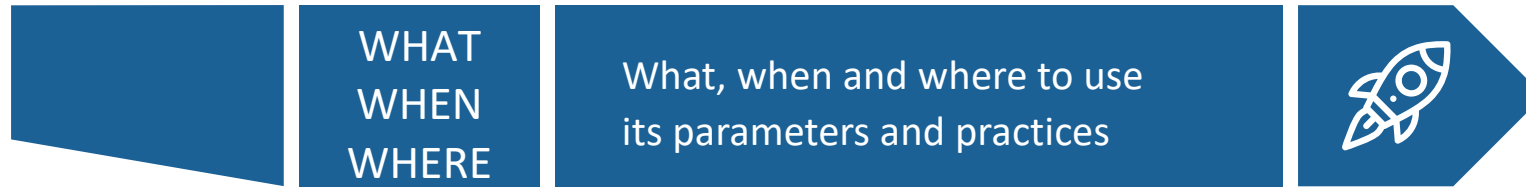
These are the parameters to background learning:

Figure 1: Parameters to map background learning

Self-awareness as a learner

Adult learners self-esteem, self-respect and self-efficacy

Motivation

02

04

06

01

03

05

07

Recognition of prior learning

Ability to make independent choices and evaluations

Metacognitive skills

Social economic background

The practices are divided into two categories: suitable practices for individual guidance and counselling and suitable practices for working in small groups. In some cases, there are practices that are suitable for both individual and small group activities.

01 — Recognition of prior learning (RPL)

Recognition of prior learning is even more important to adult learners than to other students; the adult learner has gained both formal and non-formal education from prior education and other experiences. The recognition of prior learning (RPL) describes a process used to evaluate skills and knowledge gained through life outside of formal education and training, for the purpose of recognising life achievements against a given set of standards or learning outcomes . All the knowledge, skills and behaviours set out in the standard should be considered in reviewing the prior learning of the learner and RPL should be a part of the learner eligibility assessment (GOV.UK, 2019) . In recognising prior learning, the following should be considered:

- Work experience;
- Prior education, training or associated qualification(s) in a related sector/subject/area;
- Any previous apprenticeship undertaken.

INDIVIDUAL

Suitable practices for individual guidance & counselling

SMALL GROUP

Suitable practices for working in small groups

- **Questionnaire**

Recognition of prior learning through a personal education plan
Identify the highest level of education you obtained, as well as the establishment where you completed it
Other completed education
Incomplete education (education that was started, but left unfinished)
Working experience in a field of your current education
Based on your curriculum, mention the professional functions performed, as well as the learning acquired in the different experiences
Informally acquired knowledge (knowledge acquired outside of the formal education – through hobbies, working with a computer, household work etc.)

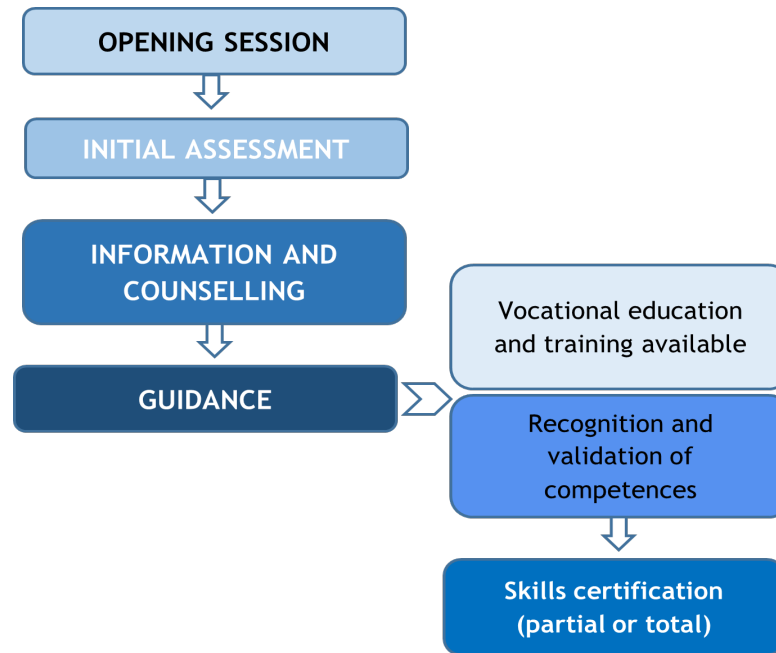| Recognition of prior learning |
|---|
| Academic path:

• Identify the last level of education you obtained, as well as the establishment where you obtained it |
| Training courses path:

• Please indicate the training actions you have attended so far |
| Professional path:

• If you have worked, please indicate your professional experience
• Based on your experience, refer the functions performed as well as the learning acquired in the different experiences |

01 Recognition of prior learning (RPL)

The construction of the **portfolio**[1] is an important resource and it should begin with the collection of official evidence, for recognition of prior learning, personal data, and/or other documentation that is considered relevant for the definition of the profile of the candidate, considering the following topics:

- Sex and age
- Education level
- Current professional situation
- Reasons for enrolment
- Expectations/Interests
- Education/Training courses
- Work experience
- Skills acquired through formal, non-formal, informal learning experiences.
- Life context
- Assessment of accessibility
- Availability for learning/pursuing studies
- Availability to seek voluntary work, internships, student exchange programmes, professional mobility.

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[1] ANQEP - AGÊNCIA NACIONAL PARA A QUALIFICAÇÃO E O ENSINO PROFISSIONAL (2017). *Lifelong Guidance at the Qualifica Centres: Methodological Guide.* [Online] Available from: https://anqep.gov.pt/np4/file/339/Ori_Longo_Vida_GM.pdf [Accessed: 15th January 2020]

- **Stages of intervention in the orientation process**

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│      OPENING  SESSION       │
└─────────────────────────────┘
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┌─────────────────────────────┐
│     INITIAL  ASSESSMENT     │
└─────────────────────────────┘
                ⇓
┌─────────────────────────────┐
│     INFORMATION  AND        │
│       COUNSELLING           │
└─────────────────────────────┘
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│         GUIDANCE            │  ▷      │  Vocational education       │
└─────────────────────────────┘        │  and training available     │
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                                        │  competences                │
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                                        ┌────────────────────────────┐
                                        │  Skills certification       │
                                        │  (partial or total)         │
                                        └────────────────────────────┘
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- **Go back to *Figure 1***

02 Self-awareness as a learner

Self-awareness as a learner

Suitable practices for individual guidance & counselling

Self-awareness

Suitable practices for working in small groups

02 | Self-awareness as a learner

- **Institutional questionnaires for analysis/evaluation of the previous and current educational path, professional experience, motivation, skills and interest and the individual career project**
- **Supporting activity (learning aid/guidance – face-to-face)**

- **Go back to *Figure 1***

- **SWOT-analysis (One´s own Strengths, Weaknesses, Opportunities and Threats)**
- **Factors of self-awareness:**

- **Go back to *Figure 1***

03 Ability to make independent choices and evaluations

INDIVIDUAL

Suitable practices for individual guidance & counselling

SMALL GROUP

Suitable practices for working in small groups

- **Go back to *Figure 1***

- **Profile survey (completed by the candidate) to collect information about the training/formation path, professional experience, motivation, skills and interest and the individual career project Practices suitable for working in small group**
- **Group activities where students can choose news and/or topics to develop in a debate with the class or in short opinion texts**

- **Go back to *Figure 1***

04 Adult learners self-esteem, self-respect and self-efficacy

INDIVIDUAL

Suitable practices for individual guidance & counselling

SMALL GROUP

Suitable practices for working in small groups

- **Profile survey (completed by the candidate) to collect information about the training/formation path, professional experience, motivation, skills and interest and the individual career project**

- **Go back to *Figure 1***

- **Workshops about self-efficacy, learning strategies and study methods. First theoretical background and then discussions in pairs or small groups about these topics.**

- **Go back to *Figure 1***

05 Metacoanitive skills

INDIVIDUAL

Suitable practices for individual guidance & counselling

SMALL GROUP

Suitable practices for working in small groups

- **Question form**

- **Go back to** *Figure 1*

- **Prepare a summary of certain part of the study material. The summaries will be presented and shared with the rest of the group according the timetable provided by the teacher.**
- **Portfolio. The portfolio is an assessment tool that provides an overview of what the students can do with what they know and at the same time detailed on the student's learning process**
- **Survey**

- **Go back to *Figure 1***

06 > Motivation

INDIVIDUAL

Suitable practices for individual guidance & counselling

SMALL GROUP

Suitable practices for working in small groups

06 Motivation

- **Question form**
- **Remember the goals**

- **Go back to** *Figure 1*

06   Motivation

- **Autoscopy**

- **Go back to *Figure 1***

07   Social economic background

INDIVIDUAL

Suitable practices for individual guidance & counselling

SMALL GROUP

Suitable practices for working in small groups

07 Social economic background

- **"Diagnosis" form**
- **Questionnaire**

- **Go back to** *Figure 1*

- **Icebreakers techniques, as effective way of starting a training session, team-building event or an orientation/guidance session and, also allows, to collect cultural and social information.**

- **Go back to *Figure 1***