



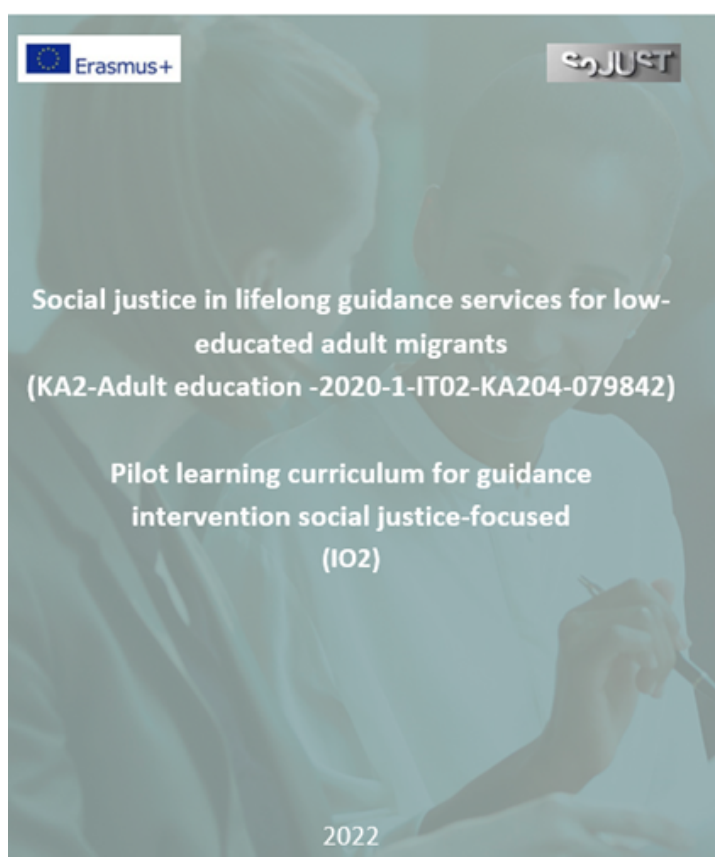
The Newsletter



(SOCIAL JUSTICE SERVICES FOR LOW-EDUCATED ADULT MIGRANTS)

IO2 CONCLUDED

Building on the competency profile, the partners successfully finalized IO 2 learning program.



The structure of the pilot training course is following

1. Learning Area Communication Management (60 hours)

Learning unit 1.1. Sociability (Communication) (15 hours).

Learning unit 1.2. Active listening (20 hours).

Learning unit 1.3. Conflict management and mediation (25 hours).

2. Learning Area Equality (50 hours)

Learning unit 2.1. Impartiality (25 hours).

Learning unit 2.2. Management of prejudices and stereotypes (25 hours).

3. Learning Area Equity (60 hours)

Learning unit 3.1. Equity and equality of opportunities (20 hours)

Learning unit 3.2. Intercultural understanding and relationships (20 hours).

Learning unit 3.3. Critical consciousness and critical reflexivity (20 hours).

4. Learning Area Responsibility (30 hours)

Learning unit 4.1. Advocacy (30 hours).

Background and objectives of the learning program

IO2 learning program has been developed based on the competence sets identified in the competence profile in IO1 in SOJust project. The competences were identified through:

- Exploratory research aimed at educators / guidance counsellors (in order to know their beliefs on social justice skills; difficulties and opportunities in guidance practices based on social justice; behaviors/actions and related impacts
- Focus groups with migrants and territorial networks for lifelong learning, on variables related to asymmetrical / balanced processes and dynamics in the orientation relationship
- Comparative analysis of international literature, on the topics as effective lifelong guidance addressed disadvantaged people and social justice practices/principles.

The goal of the learning program is to stimulate educators to acquire social justice competences in guidance. It is appropriate to underline the difference between multicultural orientation training, which focuses only on the social skills of the educator, and orientation training focused on social justice which is, instead, focused on the subjectively defined need by marginalized groups.

So, the primary focus of the learning activities aimed at educators is not (not only) on the cultural dimension but on the ability to recognize and overcome obstacles and tensions related to power and privilege issues that occur with vulnerable groups and that seriously undermine the effectiveness of the guidance process.

BRIEF DESCRIPTION OF THE PROGRAM

LEARNING MATERIAL



For each learning module, materials have been developed for three different types of learning:

THEORETICAL

(1) self-learning;

(2) guided learning (case studies; scenarios etc.);

PRACTICAL

(3) experiential learning to be do in two ways:

a) testing knowledge/skills achieved (after the theoretical training) within the own institutions;

b) and critical service learning

The learning material includes tools that the educators/ counselors will use in practice with the migrant adult.

Level of learning outcomes

In developing Conceptual designing of the learning program and further in developing training materials we were targeting Level 4 of learning outcomes according the EQF.




LTTA VILNIUS



The project partners participated in the very successful LTTA (Learning Teaching Training Activity) in Vilnius in May. In the LTTA we had the opportunity to test the learning material of IO 2 where each organization facilitated workshops in their respective area.



NEXT STEPS

Next steps of the project is piloting of the IO2 learning material in each country. At the stage we are preparing to start and the IO 2 pilot test implementation plan has been sent to all partners by Ilmiofuturo with the phases, roles and responsibilities, definition av target groups and tools for each parts of the piloting. We will start piloting the self-learning material, continue with the guided learning and finalize with the experiential learning.

