

ICONET

3. Transnational Workshop, Évora, PT Invitation, Agenda, Minutes, List of Participants



University of Salford
A Greater Manchester University

University of Salford, Salford, UK



Pw praxis und wissenschaft projekt
GmbH, DE



Institutul de Educatie, RO



Pontydysgu, Pontypridd, UK



Consultadoria, Formação e
Investigação, PT



Institut Social Lille Vauban Université
Catholique de Lille, FR



IDEC S.A., Piraeus, GR



Chance B GmbH,



Federation of Industrial Workers' Unions,



Ministerul Justiției, Administrația

3rd Meeting of ICONET Project

Portugal-Évora

14th and 15th of May 2009

14th of May-1st Day

9:30 am to 17:30 pm

Morning

Welcome - Introduction

I - Partner's reports on their activities

- What have been done?
- Result, conclusion
- How will your organisations disseminate the products?

II- Taking in consideration the partners' contexts

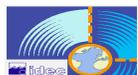
(Discussion?)

Lunch -13:00 to 14:30 pm

Afternoon

III- Listing and analyzing criteria for identification of good practices

(Groupwork?)



15th of May-2nd Day

9:30 am to 17:30 pm

Morning

IV- Following work packages

- tasks and products

V- Final report: products required...

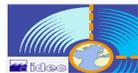
Lunch -13:00 to 14:30 pm

Afternoon

VI-Financial issues

-possibly allocation between partners?

VII- Evaluation



Minutes of ICONET Project 3rd Partner Meeting in Évora

14th of May 2009

Morning

The project coordinators –Jan- presented the agenda.

The session starts with an exercise developed by Madga Balica (RO)

Exercise: Two pieces of paper were delivered to each partner: in one the partners write questions about the project and in the other will made social and leisure activities. The piece of paper are put in two piles, each partner will take one piece of paper of the two correspondent piles: project questions and social questions and afterwards will read each questions and tries to answer them.

Graham pointed out the fact of not being experts but teachers, trainers, and practitioners.

1 Partner's reports on their activities

A short Presentation of the activities developed by each partner:

- Romanian Prison Administration and IES –Gabriela & Magda (RO):

Target group: young people prisoners.

What works, what do not works, they would like to introduce an outcome, should be insert on the prisoners file

The sociologists, psychologists that work in prison services have contacted with informal learning and it could be interesting to apply it outside the project – use the information in a different context (indirect dissemination...).

The recommendations you can find in the Activity report.

- Salford University - Cristina and Graham (UK)

To help young people developing their own skills through Digital Cartoons

Target group: young people (that attend the Salford Young people's University)

The first pilot was already developed last year and another pilot is been developed by Helen "Entrepreneur management" (getting a perspective to be a group management)

How can we get more informations? What can you withdraw from this experience?

3 sections:

- Role of the person introduce
- Needs of the student as individual
- Technology

More detailed material from facilitators/moderators –how can you provide feedback –module.

The competences required to be a moderator: ethical issues that you should think through: what are the consequences, peer assessment and feedback, reflexion-how can you get people to reflect: facilitator of skills, finding resources...

- Lille Social Institute/Lille Catholic University- Emmanuel (FR)

Target group: young people, under age offenders (minors) that left the institutions- (see the activity report)

Two target groups: young people and the social workers in the institutions who work with young people reflecting their competences. First it should be developed the competence of social worker.

The social workers only work 3 months with the young people (minors) before that attain one's majority. There are some problems to pilot the methodology. Gave advice to focus on the target group of the social workers

- Chance B – Birgit (AT)

Making photos do not help to get competencies, a training module to acquire skills and ability to communicate

Target group: young people with learning disabilities in a prevocational training.

Process: in a system of competences of peer interviews-

Questions: How do we learn – informal competences

How can you talk about...

It was observed that is not easy to discuss about competences.

- IDEC- George (EL)

Target group: Long term employed people in a specific region outside Athens (due a closing factors), after it was applied to young people that are affected by unemployment.

OBES is related with a trade Union for 500 members unemployed in the region.

Contact the people and find their competences- attract those people.

OBES invited a group which was divided in 3 groups and was given a subject/them for each group, and discuss about the subject to find out what skills, competences. Afterwards, some interviews were conducted.

The objective of these interviews is the elaboration of EUROPASS CV (it is a formal recognition of what people know), which is to be used in interviews with employers and the possibility of having a certification of it.

Graham questioned the use of EUROPASS CV, because not all employers use in practice this CV.

- Academus- Guida (PT)

Target group: immigrants

- Adaptation of the validation tool of ICOVET Project to our target group-and application of interviews to immigrants- to identify and recognise their non formal competences.
- Collaboration with the local support centre to immigrants.

- Deutsches Jugeninstitut –Ulrike (DE)

“Photo story”: Young people in vocational orientation or vocational preparation course tell stories about their practical work using photographs

Internship for two weeks, in a work placement and during their internship they take pictures – a session to summarize what they did.

Recommendations to transfer the methodology: One camera for one class, teacher can take pictures better than the students, some do not feel comfortable; Pictures can not show what they have learned.

It's a telling story that support the process of the reflexion.

II How will you disseminate the products?

Jan (coord. DJ) – Explain the dissemination issue and what the aspects that we should considered for it.

Levels / Dimensions	who	what	how	when
EU				
National				
Regional				
Local				

After a group discussion, others dimensions were introduced.

Levels / Dimensions	whom	what	how	when	Why?
EU					
National					
Regional					
Local					

Questions:

How we want to disseminate

Why should be introduce (proposes Randolph)

Why we are actually doing?

Mainstreaming strategy- how can we implement this?

The 3 dimensions: Dissemination, Mainstreaming & Policies

Ulrike informed that the DJ will participate in two conferences and will publish information about the project in a newsletter.

- Could we have a common strategy?

Afternoon

Continuing discussion about dissemination

Exercise about the dissemination: Coffee Shop Owner

Rules of the exercise: the coffee shop owner can not leave the group, the clients or the other members of the group can go to another coffee shops and exchange ideas. The coffee shop owners will collect the ideas of all members (clients)

- What kind the activities that will be undertake?
- Fill the dissemination table and choose groups...

The Coffee shop owners summarize the dissemination strategies which were developed in the workshop and give a short report on the results in written form. For the results of each work groups please see at the attachment.

Discussion after the exercise:

The dissemination should be localized in different countries.

For example, in UK is not worthwhile to go the governmental level, we should go to the intermediaries organizations or make a dissemination more localized.

Aspects pointed out:

- ✓ For dissemination within EU George suggested CEDEFOP.
- ✓ on national level: NGOs
- ✓ on local and regional level: local development organisations
- ✓ What are the objectives of dissemination?
- ✓ Should be pragmatic, we are not going to change the policies about informal competences
- ✓ Randolph point out that the strategy was already in the application.
- ✓ Graham referrers that we should pick some ideas and start from here
- ✓ The tools should be available for practitioners
- ✓ At National level we should drawn attention on the informal competences, i.e. to create awareness.

Graham and Christina will provide a guideline to fill in dissemination/mainstreaming actions for planing.

15th of May 2009

Morning

Birgit (Chance B) applied an exercise: "Competences in a card". It is given to the partners some cards, in each card is described a competence. The large group is divided in groups of two or three persons and each person choose a competence that he/she identify more or think that he/she had. Then he/she will explain to other members of the groups why choose that competence.

III Following work packages, tasks and products

After that Ulrike and Jan present the work packages and products that should fulfil until the end of ICONET.

And all partners tried to commit with the accomplishment of tasks/activities.

Discussion about the tast to provide good practice models in a database: the ICONET partners and also external partners will describe their good practice with given questions in a weblog on the website. Christina and Graham will give a model to all partners.

-> see also the attachment about the ICONET products for the final report

IV Financial issues

Randolph (p&w-DE) - Presented the Financial issues:

Staff costs:

- work contract

The work contract was one of the other the issues that caused a discussion because in most of the countries the work contract is a confidential document between employer and employee, for example the UK case, the partners should inform the NA why do not provided the work contracts.

- A calculations scheme- how the day rates are calculated

Timesheets – these caused a discussion because the NA proposed a model, where the activities are already described, but some partners do not agree with this model. So the timesheets will be made according the internal rules of institution partner, because some fulfil timesheets for their institutions, but although the Randolph will send a template.

Regarding the taxi's use, it should be justified and the other alternatives existents should be presented, if there any.

Making a simple description about the issue of the invoices, in case there were not in English or in German.

Each partner should analyze their own Budget, because it is possible to transfer money for one item to another. Every partner overviews cost allocation according to cost types: how much was spent? How much do you plan to spent?

There is a deadline (latest 3 months before the project ends) to do it and it is need to request for authorization to NA.

Afternoon

Cristina and Graham - interviewed each partner regarding the project, this interviews will be a way to disseminate the project.

V Evaluation

Afterwards, Madga (IES-RO) proceed the project evaluation among the partners. However the evaluation focused more in the Évora Meeting and the last question was in relation to our expectations until the project end.

The last activity was delivered by Cristina (Salford University) and also with Graham that explained us the function of:

<http://www.slideshare.net>

<http://twitter.com>

These two websites could be another form of disseminating the project.

NAME

JIGÄU MIHAELA
CIPRIAN FAERUSNIC

ORGANIZATION

ISE - Romania
ISE - Roumania

SIGNATURE



Meeting Evera 14 & 15 of May
List of Participants

Name Organisation

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