

Result N° 4

Guidelines

Guide Lines

Best Practices Selection Guide Lines

There are a lot of VET projects in refugees field. To select the some of them, there are features that could be considered essential to identify a BEST PRACTICE:

- Valorize the ability for the trainer/training designer to think as an user (to assume **user's perspective**);
- Focus the following competences (that need to be appropriately weighted):
 - communication and intercultural relationships
 - listening skills
 - intercultural conflict management
 - cross culture mediation
 - problem solving
 - negotiation
 - networking
 - grow and enhance users' autonomy and empowerment
 - prediction and prevention of discomfort of individuals and groups
 - use all the five senses
- Employ **innovative methodological approaches** and tools (*innovative approach*), such us:
 - workshop
 - project work
 - role playing
 - case study
 - simulations
 - focus group
 - peer to peer
 - individual and collaborative distance learning;
- Empower the **evaluation dimension**, including
 - the longitudinal dimension
 - an evaluation framework focused not only the training goals themselves but also the short term and long term impact on trainers, final users/refugees/integration systems
 - employ following evaluation methods: self-assessment of individual and group; peer review; evaluation of the interaction and communication network by a tutor;
- Employ a **systemic vision** allowing to
 - support the dialogue between institutions and within institutions, sharing goals and updating officials and information
 - have flexible approaches to policy issues; "creativity in reinterpreting policies to encourage the active participation"

- integrate diverse viewpoints on issues of inclusion (actors, drivers, targets, and so on)
 - conceive, plan and design locally with a transnational perspective (using European funds)
 - support access, integration and permanence within the job market, valorise the competences evaluation and recognition;
- **Address trainers needs, competences and motivations**, trainers systems and community empowerment; trainers competences modelling and development, also in term of validation/transparency processes;
 - Take into account **technology enhanced learning** (also as open source) potentiality to support final users training and networking as well as trainers training and networking and institutions networking;
 - **Be reproduced** in similar contexts (*reproducibility*), to solve similar problems or to satisfy the same needs;
 - **Sustained** when the external funding end (*sustainability*);
 - **Involvement** of structures, actors, operating in the field of the project actions (*mainstreaming*).

PROJECTS SELECTED

The most interesting projects, between the experiences collected (knowledge transfer documents), are the following:

- Formatori_7 – progetto **Biscari** (prov. di Ragusa, cooperativa “Il dono”)
- Formatori_8 – progetto **COMU.NET**. COMunity NETwork
- Formatori_9_10 – progetto **Aul@**, I e II fase (regione Marche, GUS)
- Formatori_12 – progetto **L’italiano senza frontiere** (Clirap)
- Formatori_16_17 – progetto **Ahead** (Confartigianato) e progetto **Inclusion Refugees Network** (Centro di solidarietà orizzonte di Parma)
- Rifugiati_2 progetto **Lalera** (Cies)
- Rifugiati_6 progetto **Tirocini Migranti** (associazione medici volontari stranieri Tolbà)
- Rifugiati_9 progetto **Koinè**, comune di Palagiano
- Rifugiati_26 progetto **Ermias** (comune di Santa Elisabetta – AG)