Innovative Curriculum for Adult Learners on soft skills

HANDBOOK
Guide for adult education professionals

SEF – Regional Service of Employment and Training
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1. INTRODUCTION

There is an emerging need to train adults with low-medium qualifications in a series of transversal skills that improve their employability and (re) integration in the labour market, and to reduce the risk of social exclusion as a result of the economic crisis.

As the workplace changes and new and versatile professions emerge, companies increasingly demand characteristics and attributes that promote flexibility and multiplicity of responses according to the diversity of contexts. Interviews are done, but it is the soft skills that make you get a job.

The hard skills are those based on the knowledge acquired, developed and learned throughout the years of training both academically and at work. However, it has been shown that a person who possesses a lot of technical knowledge does not always know how to develop it as a team or simply does not communicate it to make decisions in a project.

These skills or attributes are called soft skills and are articulated around four areas of competence:

1. Social and civic competences.
2. Digital competences.
3. Initiative and entrepreneurship.

We can place the Adult Permanent Education within the framework of the implementation of educational methodologies aimed at activating, improving and efficiently managing these competences. Permanent adult education focuses on lifelong learning to improve skills in the social, civic and work areas. On the other hand, people, as well as companies, are in continuous processes of change, some of them more focused than others, and some more aware than others. It is in these processes, if the person fails to transit in a positive way, where blockages occur, which makes it difficult for changes to be completed and prevents
adaptability to new contexts, causing imbalances and risk of social exclusion due to lack of resources.

Therefore, the ICARO Project has developed a methodology to improve these soft skills through a Curriculum and a training course called "From Home to Work", with the ultimate goal of facilitating the reintegration into the labor market of unemployed people with low qualifications.

The reason for this Guide is to offer future users basic skills in the training designed in this project, to obtain the best possible results. At the same time, the purpose of this document is to disseminate and give real value to social skills. Therefore, the Guide is not a theoretical document in which educational theories or training processes are developed, but a tool for the use and application of the ICARO system of development and recognition of soft skills.

2. DESCRIPTION OF ICARO PROJECT

The EU Labor Force Survey (EU LFS) indicates that around 25% of adults (25-64) in Europe have not completed at least upper secondary education. The OECD Survey on Adult Skills 2013, as part of its program for the International Assessment of Competencies for Adults (PIAAC), presents seven key findings, of which two are related to the task at hand:

- Education and skills increase employability, and
- Maintaining skills brings important positive economic and social results.

ÍCARO will design a personalized training route adapted to the needs of each participant to obtain (re) integration in the labor market and will work with long-term unemployed adults, people with low qualifications and people with difficulties to access the labor market.

On the other hand, ICARO will improve the training of adult educators / technical employment personnel working with adults and long-term unemployed people and will allow the
consolidation of new social and cultural ties and a social network that facilitates and encourages active participation in the community.

In this project is the key role of the adult educator / employment technical staff to offer alternatives for intellectual, attitudinal and ethical-moral training to face and adapt to new social realities, looking for critical positions and support networks that allow uniting and configuring new personal achievements in the search for employment.

2.1 Objectives of the project

In a brief analysis, the project has the following objectives:

a) Improve the employability and social inclusion of unemployed adults through the design and development of a holistic methodology that includes an innovative online curriculum based on Soft Skills (SS).

- ÍCARO designs a "personalized itinerary" adapted to the needs of each participant to achieve their (re) integration in the labor market.

- ÍCARO will work with long-term unemployed people, with low qualifications and difficulties in accessing the labor market.

- ÍCARO will promote the acquisition of SS in the target group through an online website.

- ÍCARO will explore ways for recognition of acquired competences (SS) by adult students.

b) Improve the learning of adult educators (AE) and employment counselors (EC) who work with long-term unemployed people.

- ÍCARO designs a methodology of tutoring and teaching to support the acquisition of SS in unemployed adults

- ÍCARO organises a transnational practical application of this methodology.
• ÍCARO organises different events to give value and spread the project to those in the different partner countries.

2.2. Development tools (Intellectual Outputs)

IO1. - Transnational report on tools / accredited programs on social skills for adult students.

The conclusions are similar in all partner countries: training in soft skills and accreditation is necessary. There is a greater awareness of the importance of these competences.

IO2. - Soft Skills Assessment Toolkit - Personalized customized service strategy.

The IO2 is an assessment tool to help adult counselors and educators in an assessment of the level of knowledge or disposition of Soft Skills.

This tool would be applicable to unemployed people who participate in the project and will serve to design personalized strategies.

IO3. - Soft skills training curriculum for adult unemployed students

This curriculum is the main phase of the ICARO methodology to improve the employability of the target groups.

The curriculum contains: conceptual definitions, general learning objectives, duration of training, description of learning outcomes (in terms of knowledge, skills and competences), teaching approaches, list of materials and support resources, evaluation and criteria for evaluation and procedures.

IO4. - Guide for adult educators. HANDBOOK

This IO4 is the manual that will be used by adult educators who should direct, accompany, supervise, etc. to the people who follow the course "From Home to Work" and will facilitate the sustainability of the long-term results of the project.

IO5. - Combined learning program - "From Home to Work" (Training program)

This is properly the training program aimed at unemployed adults with low qualifications.
Structured into modules based on the curriculum designed in IO3, the learning program should be part of a personalized itinerary.

**IO6. - Accreditation**

A combination of different options for the recognition of non-formal experience in the area of Soft Skills will be needed: a certified instrument, designed by an accredited organisation.

**IO7. - Case studies**

They will target a wide variety of target groups, including adult students, educators, and labour counsellors.

They will emphasize the impact and effect of the "From Home to Work" learning program and will be proof of the need to strengthen initiatives for adult education and consolidate learning about soft skills in adult students in a multicultural society.

2.3 The ÍCARO project is funded by the European Social Fund through the Erasmus + program.

ÍCARO is based on the experience of past and current initiatives in which the partners have participated and highlights the commitment of the partner institutions and the approach to unemployment in the community in general, especially with disadvantaged groups.

<table>
<thead>
<tr>
<th>Position</th>
<th>Organization</th>
<th>Services adapted to different target groups with special difficulties to access the labor market</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader. PP1</td>
<td>Servicio Regional de Empleo y Formación</td>
<td>An experienced provider of training in professional development and professional training and offers courses on entrepreneurship, development of social skills, grouping and financing of networks, etc</td>
</tr>
<tr>
<td>Partner PP2</td>
<td>Kek Tehnikes Sholes Epimelitirioi Irakleiou</td>
<td>DCU offers the BSc in Education and Training that provides accredited training of tutors for the further education and training (FET) sector in Ireland. DCU also houses the Further Education Training Research Centre (FETRC) which works with stakeholders in the adult, community and vocational training sector</td>
</tr>
<tr>
<td>Partner PP3</td>
<td>Dublin City University</td>
<td>SIF has coordinated European and national projects aimed at integrating people at risk of</td>
</tr>
<tr>
<td>Partner PP5</td>
<td>Hamburger Volkshochschule</td>
<td>HVNS has extensive experience in the design and implementation of balance-of-competency procedures, such as &quot;profile analysis&quot; and also developed a &quot;portfolio&quot; that is used especially with people with learning difficulties.</td>
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<tr>
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</tr>
<tr>
<td>Partner PP6</td>
<td>EfVET (European forum of Technical and Vocational Education and Training)</td>
<td>EfVET is a unique professional association at European level that has been created by and for education and technical and professional training providers in all European countries.</td>
</tr>
</tbody>
</table>
3. THE HANDBOOK

This manual is designed to inform and help in the most significant aspects of the training process through the course "From Home to Work", but it is important to emphasize that, prior to the completion of the course, the application of the tools (SSA) developed by the ICARO project must have been made by qualified professionals:

- Soft skills self-assessment tool and
- Individual Goal mapping

The realization of these two actions within the ICARO training process in soft skills will place the level of awareness of the person who demands the completion of the course in relation to the soft skills at a specific starting point.

3.1 Handbook potential users

a) Adult education professionals / Trainers

Adult educators / trainers in the areas of formal or non-formal education and occupational training are the ideal group to facilitate spaces and processes to acquire these skills, since they work with people who meet the profile of the target group: adults in processes of training with the aim of improving their skills, employability and social and labor integration.

These can provide a cross-cutting perspective that can be improved through the topics and formal contents with which, generally, they work.

Adult educators / trainers perform their function under the premise of continuing education and, for this reason; soft skills are extraordinary allies to work those skills in these adult learning contexts.

b) Organizations that work with adult education and training

Other objective areas in which to implement and increase awareness of the importance of developing soft skills for employability and social and labor integration are:
• Public / private adult education institutions

• Institutions and public / private organizations of occupational training for employment

• Public employment services

All of them work to achieve the same objective and it is necessary that they take into account in their programs, curricula and itineraries, this methodology to obtain greater success among their users and students in the achievement of their purposes.

3.2 Objective of the handbook

The main objective of this handbook is to offer adult educators and labour counsellors a guide to conduct training and support processes for unemployed people who wish to develop their life skills to improve their employability and social integration.

However, the course is open to different options of performance, according to the characteristics of the students, so the tutor can adapt the proposed activities and the periodicity of the face-to-face sessions to different learning pace.
PART II: TEACHING GUIDE

1. INTRODUCTION

Holistic thinking is a form of perception and analysis of reality that is carried out globally or comprehensively. It is a natural way of thinking and appropriate for the human being, capable of abstracting ideas, making connections and obtaining a general vision of a complex system. From some theoretical conceptions, it is opposed to linear thinking in which a system is analyzed by dismembering its parts and its operation.

"The whole is much more than the sum of the parts"

Therefore, the student must be seen in all its areas (Learning Areas), dimensions (relational dimensions) and contexts (Membership Contexts), which allow a connection of resources and are oriented towards a greater objective: adaptability and integration of the individual with the environment for their personal and professional fulfillment.

When adults are immersed in processes of change, usually face limited contexts where some blockages could hinder this process, as well as the final objective of their qualification and labour integration.

When a person experiences a change, it has an impact on the other contexts to which it belongs (family, society, cultural, etc.).

In the training of adults, accompaniment is important, not only in their qualities or professional skills, but also in the efficient management of those conflicts or personal areas of improvement that may be hindering the process of change.
2. METHODOLOGICAL PRINCIPLES

Currently, training programs in basic skills already exist in Europe, but in the case of the ICARO project, innovation is based on the design, development and implementation of a holistic methodology based on the following pillars:

- Holistic approach of long-term unemployed adult students: the ICARO project includes the principles and tools used in ‘case management’ methodology. The objective of the project is to increase the employability of the target groups and to achieve success. It is essential to take into account the personal situation of the adult students that prevent their (re) integration in the labor market.

- Special needs of the target groups: ÍCARO works with long-term unemployed adult students, including groups at risk of social exclusion, so the methodology adapts to their characteristics.

- Development of an assessment tool to evaluate the initial level of skills of the target group, enabling to design a personalised itinerary based on individual needs.

- Design of an accredited curriculum on social skills for long-term unemployed adults, since they are essential to find or keep a job. The ÍCARO target group lacks this type of skills and proposes a special methodology to teach soft skills to the specific group of long-term unemployed adult students, including groups at risk of exclusion.

- The use of an online environment for the practical application of the curriculum with the target groups will increase ICT skills in the ÍCARO target groups and will take into account the specific profile of the target groups.
• Special attention will be given to strengthening the training of adult staff / employment counselors.

• Finally, there is a possible process of accreditation of skills acquired through participation in the training program.

3. ACTIONS PRIOR TO THE BEGINNING OF THE COURSE

There are different aspects to consider before launching an edition of the "FHTW" course, such as: being clear about the profile of the participants to whom it is addressed and the professionals who will tutor the training action; as well as using evaluation tools in Soft Skills and their results.

3.1. Selection of participating people (students and tutors)

The course is aimed at unemployed adult people between 18 and 50 years of age in a job search process, being the object of this training action (and of the whole process designed by ICARO) that the participants acquire a good understanding of their competences and abilities in relation to soft skills, through a process of self-analysis or external analysis. Participants must acquire a good understanding of their existing competencies and skills.

It is very important for the success of the process, that the selection of the participants in the course is appropriate to the level of the contents. For this, professionals who participate in the selection process must have a thorough knowledge of the characteristics of the future candidates to participate: educational level, career and work, family and social context, etc. This whole process is based on a personalised itinerary for each of them. It is intended that each student complete an initial assessment of soft skills at the beginning of the course with the help of a job counsellor, to determine the strengths and areas for improvement.

On the other hand, the selection of the professionals that will accompany the entire process must be adequate to the final objective: to develop the awareness of the need to promote this type of skills, favouring employability.
As stated in the ICARO project, the appropriate profile for tutoring and monitoring during the process is that of professionals with experience in Adult Education, Labour Counselling who have experience in the field of employment and assistance to groups potentially at risk of social exclusion. In addition, they must have training and knowledge of the tools developed by the Icaro project, which will be used for this diagnosis and for monitoring the entire process. That means that Adult Educators and Labour Counsellors themselves need to have the skills and competences in order to support these people and to find and use tools to make competences visible and possibly certifiable. The project defines a series of requirements that the “future tutors” of the course must possess.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Competences</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification appropriate for this task, either by university degree or long-term experience.</td>
<td>Skills or self-reflection</td>
<td>Goal oriented</td>
<td>Convinced that everyone can learn</td>
</tr>
<tr>
<td>Knowledge about the target group, their social and economic background, their educational needs</td>
<td>Ability to structure a process, to encourage and summarize, to go forward and come to an end</td>
<td>Empathy</td>
<td>Convinced that everyone has skills</td>
</tr>
<tr>
<td>Knowledge about the job market and the requirements of certain professions</td>
<td>Methodological skills</td>
<td>Competence of steering the process in a productive way</td>
<td>Seeing participants on eye-to-eye level</td>
</tr>
<tr>
<td>Knowledge about the changes in the society and especially in the demand of work force</td>
<td>Active listening Communication skills</td>
<td>Ability to show appreciation</td>
<td>Thriving to learn and inspire others to learn</td>
</tr>
<tr>
<td>Knowledge about financing and funding training or job entry</td>
<td>Digital skills</td>
<td>Ability to share the responsibility for a process</td>
<td>Tolerance acceptance</td>
</tr>
<tr>
<td>Knowledge about tools for SSA and GM</td>
<td>Counselling skills</td>
<td>Ability to restrain oneself</td>
<td>Oriented towards diversity</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Skills</td>
<td>Competences</td>
<td>Attitude</td>
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<td>------------------------------------------------</td>
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<td>------------</td>
</tr>
<tr>
<td>Knowledge about methods for reflection, process orientation, and communication</td>
<td>Skill to seek information via different media: network, internet etc.</td>
<td>Ability to know one's own borders</td>
<td></td>
</tr>
<tr>
<td>....Others</td>
<td>....Others</td>
<td>....Others</td>
<td>...Others</td>
</tr>
</tbody>
</table>

The tools are available in the Annex of this handbook, and they are explained in the following subsection. It is important that the trainers administering the SSA tools are acquainted with them so they know what can be expected and what has to be explained. Thus disappointments can be evaded.

3.2. Assessment tools:

a) ICARO Level questionnaire

This tool will provide a visual representation or diagram of the strengths and needs for additional training. However, the tool is open to be adaptable to change at a national level (without violating the criteria) and to be complemented with other important elements that are necessary in the process of acquiring a job in a certain country (e.g. language skills with level description or experience in a foreign country etc.).

The tool is based on the findings of the IO 1 (using the most important descriptors for the sub items of Soft Skills). It will offer an online and an offline version with “self and other” assessment that is driven by evidence and includes the opportunity to use it in a narrative setting, either as a person-to-person setting or a group.

It can be used as a tool for assessing Soft Skills in one sitting, or as a measure to stimulate debate and exchange. Then it will be used in a narrative way. The tool can be used including short written reports that are prepared in advance, and then introduced in the meetings. The outline of this tool you will find in the annex.
b) Custom itinerary design / Goal mapping

As a complement to Soft Skills Assessment Tools, the Goal Mapping is a structured process of realising one’s own aims, using strengths and support measures. Furthermore, it is a process undertaken in a certain amount of time, therefore any tool to be considered useful must work with a step-by-step approach.

The steps to be taken in this process are described in Annex.
4. THE COURSE “FROM HOME TO WORK”

The course "From home to work" is organized on the basis of the four categories of Soft Skills established by the ICARO project in its IO1:

- Digital Competences
- Initiative and Entrepreneurship
- Social and civic competences
- Cultural Awareness

The access to the course will be made as a result of the detection of the capacity of each user attended, as well as of his personal analysis of the needs of access or re-entry to the labor market.

Therefore, the basis of the project lies in the application of evaluation and self-evaluation tools incorporated in the ICARO project; as well as the design of an individualised itinerary (see tools, etc.).

4.1. Course contents

The curriculum has been based on the Council Resolution on a Renewed European Agenda for Adult Learning and has been designed in accordance with the EU document "Key Competences for Lifelong Learning" (2018), taking as objective to provide information, knowledge and skills to increase their ability and opportunity to get a job. At the end of the course, you will have created a portfolio of resources and skills that will inform your ability to find and keep a job.

Therefore, the curriculum, the individual modules and unit themes are designed to "emphasize the importance of personal and interpersonal skills, sometimes called ‘life’ ‘socio-emotional’ or ‘soft’", as they help people to respond to uncertainty and change.
The curriculum also aims to ‘highlight’ civic competence and the role of citizenship, shared values, human rights and strengthen media literacy and intercultural skills.

The course has an estimated duration of 150 hours through an online learning platform developed in Moodle, combining online learning with face-to-face sessions.

The program includes four themes, with a total of twelve units and an approximate duration of 10 hours each theme. The online program will be complemented with a series of workshops / face-to-face sessions of 40 hours for the entire course.

The units are not limited to a sequential and linear access mode. Each module is designed to be available separately, and includes a presentation of the content, activities, evaluation and tools that will be used individually and in groups, according to the access mode.

The modules are also integrated with each other to form a coherent set of competencies to provide the student with the tools and information to evaluate and present their own learning as a set of skills and abilities for the prospective employer.

The course provides a dynamic and interactive learning environment where the tutor guides students as they apply concepts and engage creatively in the subject matter and will use inclusive strategies reinforcing the idea that group work is fundamental to the success of a soft skills course. The tutor is encouraged to be creative and flexible in terms of the student's needs and preparation for learning and will adapt the methodology according to the characteristics of the students to encourage student participation as well.

Although modules and units on this curriculum may be selected and completed at the learners’ discretion and choice, it is intended that an online community of practice will be fostered and supported by counsellors, tutors and the learners themselves. The building of relationships in an online learning community enables the development of a supportive peer network and facilitates collaborative and interactive learning.

4.2. Description of the multimedia teaching material

The four themes will be accessible through the online learning platform using Moodle.
Each student and tutor will require a username and password to access Moodle. Moodle provides tutors with the ability to upload content and assessments, interactive forums, discussion and qualification tools. Moodle provides students with access to visual, written, audio and online content at an appropriate time and pace for each person, and the opportunity to present evaluations to qualify through the platform. Moodle also allows the tutor to see the activity of each student in the learning platform.

a) Module structure:

- Self-assessment exercise / Reflective activity

These activities should complement each other and allow the learner to assess their knowledge in the topic at the beginning of the unit and then check their level of knowledge at the end. It is a reflective activity that should evaluate the learner’s own perception of what they have learned and also allow them to produce a written piece of work, video or completed template to upload to an ePortfolio or Padlet.

- PowerPoint

Each thematic area contains a PowerPoint presentation, which covers the critical areas in each theme, giving participants a good overview of the core content and providing references to material for further reading. This Powerpoint may include activities for learners to pause and contemplate concepts or conduct research.

In the first theme "Digital Competences" the power point is narrated, which will allow its online viewing. However, in the other themes, it is advised that the viewing be done in the face-to-face sessions, because in them it is advisable that the tutor develops the content in an appropriate manner to the level and characteristics of the group.

- Written Article

In some units there exists articles that provides detailed background to the topic with further links and references giving opportunities for further reading.
The tutor may recommend its reading and perform some type of analysis activity on it; or, depending on the level of the student, recommend another type of reading more indicated according to the real situation of the student or group.

- Activities and extra material

A range of activities / exercises designed to be used by the learner to transform the knowledge obtained through the Powerpoint and written piece. These activities can be online tools as indicated, or videos from YouTube / TedTalks. Written materials can be provided through articles or blogs.

It may be appropriate depending on the learner and literacy levels to prioritise visual material such as video, infographics and imagery as content. The activities can be stand-alone or act as forms of assessment requiring the learner to reflect and respond to the content through a blog, video, note or exercise.

4.3. Evaluation system in Icaro project

The evaluation must be provided through a range of tools and approaches that not only allow an assessment of learning but also an evaluation for learning. The ICARO project is proposed as a process of awareness-raising towards the acquisition of soft skills, so there is no room for a traditional and formal evaluation system. This is why ICARO leaves in the hands of the tutor the type of evaluation and the activities to be carried out depending on the student who develops the course. However, there are some characteristics and elements that will favor a future accreditation of competences.

- Assessment activities

The evaluation will have a continuous component so that the students can self-evaluate when necessary and verify their own understanding and acquisition of competences.

The evaluation of the module should provide the student with a set of results that provide evidence about the knowledge, skills and attitudes of the student, generating a portfolio of
resources, knowledge and skills of applicability. Students must acquire a good understanding of their existing skills and abilities through a process of self-analysis of skills.

The evaluator must design and develop assessment tasks for each learning outcome. Students must have the opportunity to show evidence of achievement of all their learning outcomes.

The formative evaluation should be provided at the end of each thematic unit of the module to ensure that the learning outcomes have been met. A tutor can design one or more assessments or activities to establish if the learning outcomes have been met. You can also use an evaluation tool, such as the presentation or creation of a video to evaluate a learning outcome. The assessments must be appropriate for the learning outcome and the educational attainment level of the student. All instructions for the student should be clearly described in the evaluation reports / descriptions.

The differentiation must take into consideration three aspects of the student’s process: the willingness to learn and their interests.

- **Eportfolio as a method of self-evaluation and evidence collection**

Students may decide to use an electronic portfolio as a tool for presenting achievements and testing competencies for potential employers. The compilation and design of an electronic portfolio can also capture the learning experience and provide a reflective space for introspection, analysis and transformation of learning.

Each theme can provide an opportunity for self-reflection at the beginning of the module and a complementary closing activity at the end. It is suggested that this activity produce evidence that can be included in the portfolio. The evidence can take the form of writing, oral, graphic, presentation, audio, video or digital or any combination of these.

Students can also use free online tools such as Europass CV to create an individual Curriculum Vita for inclusion in an electronic portfolio.
The activities and evaluations of the program must be relevant to the context and the needs of the student:

- Adults should participate in the planning of the course
- Experience (including errors) provides the basis for learning activities
- Adults are more interested in learning topics that are immediately relevant to their work or personal life
- Adult learning must be focus on solving problems instead of content

Tutors will be recommended to design and implement a wide range of teaching strategies, group work and peer learning methodologies, as well as innovative assessment tools, as appropriate.

The completion of some or all of the modules of the program will provide the student with a set of professional skills that will increase their employability. In addition, it will compile evidence of self-knowledge and self-reflection in terms of personal attitudes and aspirations regarding employment

4.4. Follow-up and tutorial support

Attention must be paid to the student’s context and individual educational experience and achievements. The tutor can incorporate a needs analysis activity in each section of the program. The tutor will establish the most appropriate form of communication and support for the student individually and the use of advanced technology learning software and online tools will also be encouraged.

The platform allows you to carry out tutorials through the platform. In this case, the tutor will accompany the student throughout the training thanks to the messaging or forums offered by this virtual classroom. And if the evaluation activities are not face-to-face practices, the platform can be used to measure the knowledge of the students through the individual and group activities carried out.
A great advantage of using Moodle for blended learning is that it integrates face-to-face and non-face-to-face training, integrating them and making the teaching-learning process more efficient.
PART III: PLATFORM GUIDE

1. THE VIRTUAL TRAINING ENVIRONMENT. Access to the platform.

The platform [http://course.ICARO-softskills.eu/](http://course.ICARO-softskills.eu/) is a virtual space based on the Moodle application that allows the development of online training processes such as the one developed and designed through the ICARO project. This platform has various resources that will allow the course to be developed, but for this it is necessary to know its operation.

**How to login and access to the course**

In your Internet browser (Chrome, Mozilla Firefox, Internet Explorer, etc.) visit the website:

[http://course.icaro-softskills.eu/](http://course.icaro-softskills.eu/)

On the top right side click the **Log in** button.

Type your credentials and you will automatically transferred to the lesson.

If for some reason you are transferred outside the lesson page, the easiest way to go back is to click the **Home menu** button and then select the lesson title.

Then, you must access the course in the language in which you want to do it. The platform has the following: English, Spanish, Greek, Lithuanian, German and French.
Once the language has been selected, the platform will ask you to enter the username and password that your tutor will have provided and that gives you access to the course "From home to work"
Each participant and tutor will require a username and password to access Moodle. Moodle provides tutors the ability to upload content and tests, interactive forums and evaluation tools.

Moodle will provide the student with access to visual, written, audio and online content at an appropriate time and pace for each person, and the opportunity to upload exams to qualify.

Moodle also allows the tutor to see the activity of each student in the learning platform.

Each course proposes an order in the development of the course with a proposal of times for each task and for each module.

2. DESCRIPTION OF THE VIRTUAL CLASSROOM

The aspect that your screen will offer is the following:
3. HOW TO NAVIGATE THROUGH MULTIMEDIA DIDACTIC MATERIAL

To access the contents of each teaching unit, click on each of the module’s name bars (1, 2, 3 and 4)

![Diagram of multimedia content](Image)

With a click on theme’s title it will collapse and you can see the learning material

![Learning material example](Image)
4. USE THE MAIN RESOURCES OF THE VIRTUAL CLASSROOM

By clicking on each of the subsections you can perform the tasks

A new screen with the contents of the didactic unit will open (example)

All themes have an identical structure, organized by units, and sections. Each section presents the same type of material:

<table>
<thead>
<tr>
<th>The theme’s structures is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Theme 1</td>
</tr>
<tr>
<td>○ Unit 1</td>
</tr>
<tr>
<td>Pre-reflection Unidad 1</td>
</tr>
<tr>
<td>• Section 1</td>
</tr>
<tr>
<td>● Content</td>
</tr>
<tr>
<td>● Activities</td>
</tr>
<tr>
<td>● Additional Material</td>
</tr>
<tr>
<td>• Section 2</td>
</tr>
<tr>
<td>...</td>
</tr>
<tr>
<td>Post-Reflection Unidad 1</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
The different contents are identified through "icons" that are repeated in all themes/units.

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>📖</td>
<td>Presentation (power point)</td>
</tr>
<tr>
<td>📄</td>
<td>pdf</td>
</tr>
<tr>
<td>📝</td>
<td>word</td>
</tr>
<tr>
<td>☐</td>
<td>Link</td>
</tr>
<tr>
<td>🎨</td>
<td>Text</td>
</tr>
<tr>
<td>📖</td>
<td>Slides</td>
</tr>
</tbody>
</table>

In each Unit there is a "pre-reflection" exercise before the content of that unit is realized and, once the unit is finished, one of "post-reflection".

These exercises of pre and post reflection will be accessible when the tutor of your course indicates it, within the schedule of execution of each training action.

**How to deliver an activity**

Some resources such as activities require a file upload or text submission. In order to deliver the activity, follow the example:
Click on activity link

Your reflections before completing Unit 1
Preliminary Self-evaluation: Setting and meeting personal goals

Read the given questions and decide if you want to deliver your answer by text or file. Then click the Add submission button.

On the next screen you must either write the answer or upload the file.
Click **Save changes** and your answer will be delivered to your tutors.

**How to investigate my deadlines**

On the right side of the lesson you can see a calendar. All the deadlines are indicated.

**How to contact with my trainer**

You can contact your trainer by email.
4. FAQ (Frequently Asked Questions)

- **System requirements:**

  The system requirements for the Moodle user are modest. All you really need is a solid, reliable internet connection and a modern web browser.

  However, it works best in the following:

  - Firefox
  - Chrome

  Your browser should also have both cookies and JavaScript enabled. These are typically enabled by default, but if you think these settings might need enabling, check the documentation for your particular browser for how to do these.

  You should also enable pop-ups for your Moodle site.

- **What else will you need?**

  Many courses have office documents that you will need to access.

  Some courses may have documents in Adobe Acrobat format (.pdf) so you will need a PDF reader. You can download Adobe Reader for free. Remember to un-check any options that install other programs before installing Adobe Reader.

  - There are a multitude of guides to use the Moodle platform, which can be consulted on the Internet by educators / tutors in their languages. Some examples are:

    - **Spanish:** [https://download.moodle.org/docs/es/1.9.4_usuario_profesor.pdf](https://download.moodle.org/docs/es/1.9.4_usuario_profesor.pdf)

    - **English:** [https://docs.moodle.org/37/en/Moodle_manuals](https://docs.moodle.org/37/en/Moodle_manuals)

    - **French:** [https://moodle.org/course/view.php?id=20](https://moodle.org/course/view.php?id=20)
ANNEX I

A. ICARO LEVEL QUESTIONNAIRE

1. ASSESSMENT TOOL DESCRIPTION

2. HOW TO USE THE ASSESSMENT TOOL

B. PERSONAL ITINERARY-GOAL MAPPING
A. ICARO LEVEL QUESTIONNAIRE

This questionnaire is offered as a tool to assess the level of understanding and awareness of the soft skills in the following categories:

- Digital competence
- Initiative and entrepreneurship
- Social and civic competence
- Cultural awareness

1. – ASSESSMENT TOOL DESCRIPTION

In each group of questions some skills or abilities are presented and the user is asked to commentate a situation as an example where they use or have used the skills described.

The sections to be completed are:

- **Tasks**: where the situation or the example is described.

- **Strategies and obstacles**: defining what problems you are facing when you carry out the situation discussed above and how to solve it.

- **Result**: how the task resolution has ended, if it has been achieved or not and to what degree of success.

- **Numerical evaluation scale from 1 to 4**: the interviewer gives a score from 1 to 4 depending on the degree of command that the user has regarding the skills or abilities described.
The scale would be:

1. **Beginner**: does not have or has very little command of the skills described.

2. **Independent**: the task can be carried out even if they have not a large command or is not completed.

3. **Advanced**: the task is developed in an appropriate way without presenting difficulties and it is finished.

4. **Creative**: he/she is able to perform the task in different ways and using different strategies.

2. – HOW TO USE THE ASSESSMENT TOOL

The use of the assessment tool may be completed autonomously or directed by professionals of employment counselling or training of adults, within other orientation or training projects.

2.1. - Autonomous use of the tool:

If you use the tool autonomously, review the entire questionnaire and answer all the questions.

1<sup>st</sup>: in the first column on the left, indicate the order of importance of the skills offered in each group of questions.

2<sup>nd</sup>: read in order each of the skills of the group and complete the columns of: "Task", "Obstacles and strategies" and "Result" with respect to an example of your own experience on the corresponding skill. Think about it and use simple and brief sentences.

3<sup>rd</sup>: after having completed the above, you must reflect with a rating between 1 and 4 the degree of comprehension of that skill.
4th: once each section is finished, you can check the results of the test and compare it with the assessment given at the beginning of the questionnaire.

This comparison, although it does not alter the result obtained, may encourage the user to work on an "improvement plan" according to their own interests and concern.

5th: finally, you can go to the bottom and click on the "Get results" button, to get a "spidergram", of the assessment of your skills, that is, a profile of competences in the 4 categories established by the ICARO project.

The results can be saved separately or printed and placed in a portfolio. After a period of time (for example, after the course "From home to work" is done) you can repeat the questionnaire and see if there are differences or improvements.

2.2. - Professional use of the tool

If you use the questionnaire in the framework of a counselling process, these instructions are for the professional who directs it.

This tool should only be used in a confidential environment, free of charge and voluntarily. The generated documentation must be available to the person who participates in the process and its application must have its prior consent.

1st: explain the purpose of the activity to the user, stressing the importance of having a prior assessment of the skills he/she has before starting the course "From home to work" (if applicable).

2nd: explain to the user the functioning of the tool and encourage him/her to think about previous experiences where he/she could have put in practice each of the skills.

3rd: transfer the information that the user provides to each of the columns, in a clear and concise way, with a simple narrative style that makes easy a later interpretation of the results. The process is the same as the one described in section A.
If problems arise, help the user to complete the questionnaire or to narrate their experience.

4th: once the tool is completed, the tutor / counsellor must analyse the results with the user and encourage him/her to work on an "improvement plan" according to their own interests and concern.

This comparison, although it does not alter the result obtained, may encourage the user to work on an "improvement plan" according to their own interests and concern.

The results can be saved separately or printed and placed in a portfolio. After a period of time (for example, after the course "From home to work" is done) you can repeat the questionnaire and see if there are differences or improvements. The assessment of the skills that the user must reinforce, can guide the tutor/counsellor to include certain training actions that improve their professional profile in this area and increase their employability.

B. PERSONAL ITINERARY- GOAL MAPPING

The Goal Mapping or personal itinerary that is included together with the soft skills evaluation tool in the ICARO Project, is a process of assignment of objectives and goals that favours the employability of long-term unemployed adults.

The starting point is an interview with the user, where relevant information is analysed and collected in their personalised itinerary, such as:

- Basic personal information.
- Areas of personal competences and interests: family, school, education, volunteering.
- Work life, training periods.
- Assessment of ICARO Soft Skills (or others)
- Objectives and next steps.
- Application documents (references, tests, cover letters, etc.)

Participation in this process requires an "Agreement between the professional and the user" that strengthens trust and indicates the commitments established between both parts.

The documentation compiled has the purpose of making visible the formal and informal competences, the improvements in the competences, the individual results of the case management process, but also the objectives and pathways chosen for the near future. Therefore, the documentation shows what competences already exist, which ones could be developed and how the objectives could be achieved. This documentation is relevant to be included in the user's portfolio for an eventual accreditation or recognition of the process followed, as well as to be shown to potential employers.