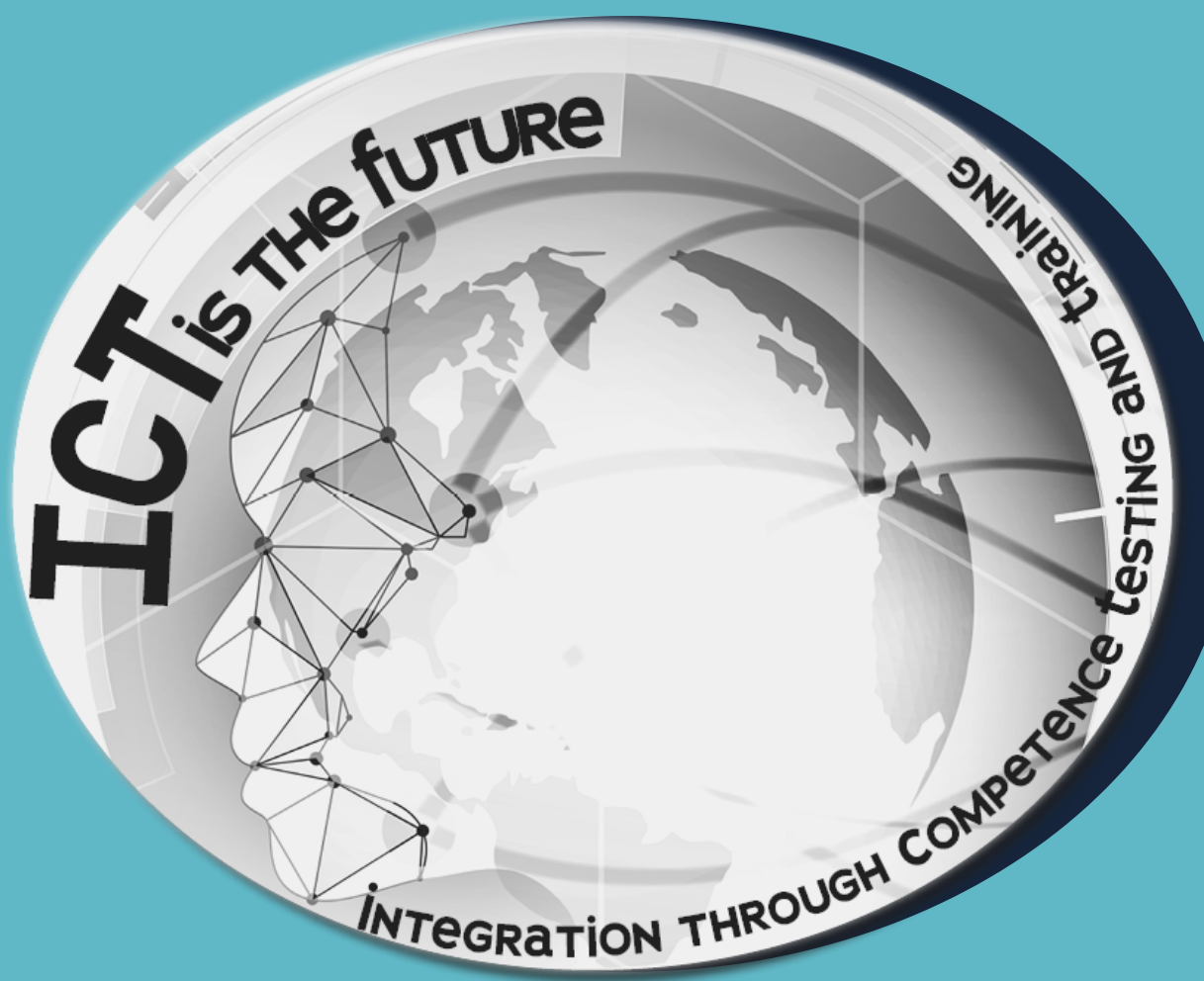


Criteria Catalogue for Identifying and Evaluating Good Practices



Project Partners



Associazione Italiana Cultura Sport is a NGO active in promotion of sport and culture, focusing on social cohesion of migrants.



Centros Escolares de Ensino Profissional is a VET school for youngsters with an adult education centre for qualification and certification.



Zentrum Arbeit und Umwelt Giessen gGmbH is a vocational training institution with priority on vocational qualification and labour market integration.

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Inspired by the Erasmus+ project GoodVET – Indicators for Good VET practice for refugees (2017-2019), the consortium of ICT is the Future – Integration through Competence Testing and Training that consists of partners from Italy (AiCS), Portugal (CEPROF) and Germany (ZAUG), also decided to base their collection of indicators for good practices in the field of ICT training and social inclusion in the framework of the Input-Process-Output (I/P/O) model developed by Dubs.

While Dubs (1998) used this model to describe the central quality indicators for schools, and taking into account both internal and external factors, the GoodVET project complemented the IPO model with additional dimensions. They identified institutions (management level), teachers and trainers (instruction level), learners (reception level) and interactions with the environment (context) as four dimensions that represent the general organisational structures and roles of VET institutions influencing in this case the success of a specific target group in certain vocational training.

The ICT is the Future project consortium also considered this matrix very helpful for defining quality indicators for their Good Practice examples of (learning) offers and training, mainly in the field of ICT and social inclusion practices, primarily for the target group refugees and migrants but also for other - in the context of (digital) education and social integration - disadvantaged groups.

The project partners hence developed a criteria catalogue using the modified IPO model that, however, is based on the individual evaluation of the partner organisations in this project. It is not based on scientific studies, nor does it take into account literary data. The definition of quality indicators is the result of experience and expertise of three diverse organisations from Germany, Italy and Portugal with very different scopes of action but a mutual aim: Integration through competence testing and training.

This criteria catalogue does not claim to be exhaustive nor to be a profound basis for a distinct evaluation or comparison of any good practices in (digital) educational offers or social inclusion practices. Rather, it is intended to be used as a guide for institutions or organisations to identify good practices based on criteria that the consortium identified to be quality indicators for successful practices that contribute to sustainable integration through competence testing and training. Therefore, the criteria catalogue is designed to be a helpful tool for practitioners to optimise the planning and implementing of educational activities that support social inclusion of underprivileged target groups.



Quality Criteria for Good Practices in the ICT is the Future Project

Based on the dimensions of the IPO model and the additional four dimensions, the 3x4-matrix model of the GoodVET project was used as a framework for the 18 quality indicators the consortium of the ICT is the Future project collected:

Good Practice – Quality Indicators	Institutions	Teachers/ Trainers	Learners	Interactions with the Environment
Input	<ul style="list-style-type: none"> objectives/ learning goals contents/ flexibility of approach 	<ul style="list-style-type: none"> expertise of trainer/teacher special training/ preparation (course contents, intercultural competences, language-sensitivity) 	<ul style="list-style-type: none"> access and participation requirements (formal/informal) 	<ul style="list-style-type: none"> sustainable demand for program degree of transferability to other target groups, contexts or countries
Process	<ul style="list-style-type: none"> availability of resources 	<ul style="list-style-type: none"> method/ pedagogical approach 	<ul style="list-style-type: none"> competence assessment/ assessment of learning progress target group (degree of diversity: gender, age, educational and social background) 	<ul style="list-style-type: none"> cooperations degree of meeting regional, local and national labour market/ community needs dissemination/ involvement of the community
Output			<ul style="list-style-type: none"> involvement in community strengthened key competences employability 	<ul style="list-style-type: none"> certification and recognition in labor market



Objectives / learning goals (Institutions)

The objectives/learning goals of a good practice should be clear and well defined. The competences that are conveyed or strengthened with the practice are well defined and comprehensible. These should be relatable to any of the general objectives of improving social cohesion among the community, improvement of labour market opportunities, strengthening of key competences and social integration of the target group(s). The objectives are appropriate for the target group. The learning content is specified and the teaching method (if applicable) explained. The contents and teaching method or pedagogical/didactic approach can be dynamic and flexible, taking into account varying social and economic requirements and trends in (vocational) training and labour market needs. However, the practice should set a framework (e.g., suggested curriculum or activities) to achieve the objectives/learning goals.

Expertise of teacher / trainer (Teachers / Trainers)

A good practice is expected to be implemented by a teacher/trainer who gathers the needed know-how for effective delivery, whether it includes training or not. Depending on the complexity of the contents of the good practice and its formality, the level of expertise expected from the teacher/trainer may vary. For instance, in a course aiming to improve digital skills of the participants, the trainer might be certified or require a degree in order to teach all the expected content successfully, as well as answer questions or give useful tips, among other things. On the other hand, if the good practice is not formal, it can be taught on a voluntary basis and might not require certification of any kind.

Contents / flexibility of approach (Institutions)

A good practice should have a good degree of flexibility that allows the teaching strategies adopted to be adjusted, according to both the needs of the target groups and to context.

When a practice can be implemented in a flexible way, it means that it could be exported in different contexts and to different target groups without depending on a specific framework, such as specific institution, classroom setting etc. Moreover, flexibility also concerns the ability of the practice to be transferred or implemented with other contents. In a good practice, activities and contents can be changed, and this adaptation does not affect the effectiveness of its objectives and strategies that enable the practice to adapt itself to different needs and contexts.

Special training / preparation (course contents, intercultural competences, language-sensitivity) (Teachers / Trainers)

Special training/preparation refers to specific training that teachers/trainers must have in order to improve the success of delivery of any good practice and engage with the target audience. Therefore, teachers/trainers (and sometimes other staff) involved might be required to improve their knowledge regarding an activity or course content. Furthermore, intercultural competences or improved linguistic skills might be needed, depending on the background of the target group. Special training is a key to dealing with cultural differences, disparities in knowledge and technical specificities of certain contents or tools, and improving the chances of meeting the objectives of selected good practices.



Access and participation requirements (formal / informal) (Learners)

A good practice should have participation requirements that are clear and make sense. All types of education need to have requirements governing the access of participants. Participants should know what requirements are requested before starting the training course or the project. When a practice is addressed to mixed target groups, where migrants and local people from different backgrounds and experiences share the same classes, a good practice should have participation requirements that do not lead to unjustified exclusion but at the same time provide a positive impact on the chance of reaching the learning goals. Formal or informal participation requirements can be level of language knowledge, skills and knowledge acquired or school attended. Dealing with migrants, formal certification could be an exclusion criterion. Hence, a good practice should focus on other requirements or provide solutions.

Sustainable demand for programme (Environment)

For every good practice there needs to be a sustainable demand among the target groups on the one hand and from the community/region, the country and/or the European Union on the other. The social inclusion aspect is a general objective of the evaluated good practices that address refugees, migrants, women, NEETS, unemployed and in general underprivileged groups. EU-wide there is a sustainable demand for programmes/educational courses that promote labour market integration and social inclusion of vulnerable groups. In addition, today's society and the labour market 4.0 demand certain skills, especially digital competences. (Vocational) educational/qualification programmes might be adaptable, given that particular industries and subjects may change across time, leading to sectors experiencing staffing problems. Therefore, good practices should generally be based on a sustainable demand, while a certain flexibility, e.g., in contents and competence fields, is beneficial with regard to market fluctuations and regional differences.

Degree of transferability to other target groups, contexts or countries (Environment)

For transferability and exploitation purposes, good practices that are selected should be fairly flexible in their implementation with regard to target groups and context, including institutional and regional framework conditions. Transferability and adaptability depend on several aspects such as regional demand, required resources, required expertise in the teaching method/pedagogical approach, availability and accessibility of know-how necessary to implement the course/offer, dependency on third parties/cooperation partners, flexibility of duration and frequency as well as flexibility of course contents and target groups involved. The good practices selected should have a high degree of flexibility in most of the aspects in order to be adapted to different framework conditions and EU-wide use.

Availability of resources (Institutions)

In order to implement a good practice successfully, human and physical resources and other tools must be check-listed. In other words, in order to guarantee all the technical, logistical and human conditions for carrying out the different activities of the good practices, it is necessary to ensure the availability of resources. The implementing organisation must pay attention to details such as physical space (and decide whether it provides the materials for proper delivery of the training, for example computer courses must guarantee access of the trainees to computers), staff (recruitment of trainees and trainers, help in implementation activities), as well as communication and dissemination tools that will help promote the good practice and reach the target audience.

Competence assessment / assessment of learning progress (Learners)

In good practices that offer training, there is usually an evaluation system to assess participants' learning progress. This happens because formal recognition of the content and skills developed and learned will generally improve labour market opportunities and social cohesion, thus requiring a form of certification to prove it. The method used to assess a participant's progress can differ depending on the type of training and on how the training is conducted: it can be through a formal exam (usually at an intermediate phase and/or in a final phase), informal assessment techniques or a follow-up evaluation process that assesses participants' progress throughout the training. Irrespective of the method, the purpose of the assessment traditionally has the same purpose: to determine to what extent the content of the implemented programme has been assimilated by the participants.

Method / pedagogical approach (Teachers / Trainers)

Effective learning is dependent on the pedagogical approach teachers/trainers adopt. Often, as it is the case in most selected good practices, there is a suggested method that has been proven to work, but can differ slightly, depending on the teacher/trainer, strategies and methodologies for effective learning. Nevertheless, for a pedagogical approach to be successful, the methodology used to teach the content should consider the difference of backgrounds of the target group, as well as their level of skills, and should therefore be able to adapt accordingly.

Target group (degree of diversity: gender, age, educational and social background) (Learners)

A good practice aimed at promoting social inclusion should address as far as possible mixed target groups composed of representatives of the community as a whole. It means that the country of origin should not be an exclusion criterion. The homogeneity of the target groups should be linked to the background of skills and knowledge at the moment of starting the training course. A training class in a specific field (e.g., mechanic or electrician) should therefore address a target group composed of people who share the same level of educational background, in terms of language level, technical skills required etc. despite their origins, gender or age. These criteria should be considered and managed in order to promote social cohesion. A good practice should address a classroom composed of local people and migrants, men and women, young and old, with a common set of skills.

Cooperations (Environment)

A good practice that aims at promoting social cohesion and inclusion through the promotion of skills and knowledge should establish a permanent dialogue between different people with an active role in the community where the practice itself is taking place. Shared responsibility means that everyone who lives in the community has a role and can act in order to promote values of social cohesion, embracing its background of skills and knowledge. For example, a “non-formal” training course could benefit from the skills and knowledge of ordinary local people in different kinds of field, which could be the starting point of a training course addressed to disadvantaged people. Moreover, formal and non-formal training courses could be implemented through cooperation between non-profit and business sectors or between public administration and NGOs.



Dissemination / involvement of the community (Environment)

The dissemination process is important not only to enhance the visibility of the training courses, enlarging the number of audiences intended to participate in courses, and projects, but also to promote messages of social cohesion against the narratives of xenophobia and intolerance. For these reasons, a good practice should be promoted through different media channels and in different phases. Moreover, the involvement of the target groups in the design and production of promotional messages could help the community to understand the importance of promoting ICT skills and knowledge in order to make possible the inclusion process both in the community and in the labour market.

Degree of meeting regional, local and national labour market needs / community needs (Environment)

A programme is evaluated as good practice if it meets local, regional or even (inter)national labour market needs and/or other community needs, such as integration of newly arrived migrants and promotion of social skills and social participation. The good practices are therefore designed to meet the demand(s) of the regions, communities and local labour markets in order to achieve successful integration and to overcome mismatch situations and any digital skills gap, for example. When compared with the supply and demand situation of any market, the practices evaluated are expected to offer training/ qualifications/ skills acquisition that prepare the participants (target groups) for the needs of the local labour markets and/or other demands of their communities.

Involvement in community (Learners)

When a good practice addresses actual local or regional needs, it means that the knowledge and skills developed can become a tool to be involved in the community because they are requested, and the focus shifts from personal characteristics - such as origin, religion or skin colour - to competences and CVs. Moreover, if the good practice includes the opportunity to develop theoretical competences in the field, through training or stages offered in cooperation with local businesses, the trainees can have a chance to develop the so-called “soft skills” which can help them to interact with other members of the community to be better recognised as a part of it. According to these key points, a practice is good if it helps participants to be part of the community where they live through the development of both hard and soft skills.

Output Indicators

Employability (Learners)

It is a major objective of the good practices to increase employability among the target groups (disadvantaged groups) in order to support their integration into society, as social inclusion and the feeling of belonging in a community are also heightened through successful labour market integration. Employability means increased chances of employment by gaining required key competences and enhancing the willingness to seek continuously see to strengthen the demanded social and professional skills. In the fast changing labour market of today, employability not only refers to specialised know-how, it also entails the ability to think and work on a solution-oriented basis, to be flexible and adapt to new situations, to work independently but be team-oriented. The courses/offers considered as good practice impart and enhance certain key competences that increase employability.

Strengthened key competences (Learners)

The courses/offers considered as good practices impart and enhance certain key competences (e.g., specialised knowledge, digital skills or social skills). The EU defined certain key competences for lifelong learning that are considered to be essential for active citizenship, personal fulfilment, social inclusion and employability. These competences are a reference tool to evaluate education and training as well as social integration programmes. The EU states that everyone has the right to quality and inclusive education to allow the development of these crucial skills. Good practices in vocational and digital education or social inclusion programmes convey basic skills and important professional competences that lead to better opportunities in labour market integration as well as social participation of the target groups, and thereby promote equality.

Certification and recognition in labour market (Environment)

The good practices are expected to meet their objectives by providing participants with learning and development of soft and hard skills demanded by the labour market. When successfully completed, there will be certification – that can be formal or non-formal – that will determine the skills learned during the activities/training, which will constitute an asset for employers who want them applied them in the workplace. Formal certification tends to be more recognised by the labour market, but certificates can also be non-formal, since this is still a valid and legitimate path for gathering skills and thus being recognized within the labour market. This section is crucial, as it will validate the work developed by participants during the training period or development of an activity and will enable them to use this experience in their professional lives.

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Related Project Outputs:

Criteria Catalogue for Identifying and Evaluating Good Practices (EN)
Collection of Good Practices - Transferability to Germany (EN/DE)
Collection of Good Practices - Transferability to Italy (EN/IT)
Collection of Good Practices - Transferability to Portugal (EN/PT)
Collection of Good Practices - for European-wide Transferability (EN)

All outputs can be found on the Erasmus+ Project Result Platform.



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