ARES

PORTFOLIO

Identify, recognise and validate the competences achieved through non-formal learning experiences using LGBT ACMs

Introduction

Introduction

Scope and main objectives

ARES is a Grundtvig "Learning Partnership" project running from 1 August 2013 to 31 July 2015. The focus is on the exchange of information about LGBT[1] ACM[2] and identification and development of ACM non-formal learning materials and content.

The following Portfolio collects the most significant elements and strategies identified by the partners to describe the key steps in identifying, recognising and validating the competences achieved through non-formal learning experiences using LGBT ACMs. The ARES Portfolio drafted by RINOVA (UK) can be considered as a flexible tool which establishes and describes procedures and mechanisms for the identification, validation and recognition of competences based on the feedback received during the non-formal learning sessions (workshops, seminars, meetings, etc…) delivered in each Country using LGBT ACMs. In addition, it has been drafted on the main results shared by the partners and experts during the partnership meetings arranged. This Portfolio has to be considered as a tool "in theory" to adapt and further develop through subsequent non-formal experiences beyond the small-scale EU experience developed by ARES project; it can be also integrated into the mainstream learning activities delivered by ARES Consortium in own Country.

Education policies increasingly focus on outcomes and take a lifelong learning perspective. Recognition of competencies that people have acquired through non-formal learning activities focuses directly on learning outcomes and provides a stepping-stone to further formal education or qualifications. Recognition can play an important role by providing validation of competences to facilitate entry to further formal learning. This approach can let people complete formal education more quickly, efficiently and cheaply by not having to enrol in courses for which they have already mastered the content. Allowing people to fast track through formal education by making the most of their non-formal learning can also create a virtuous circle by making it more attractive for people to engage in self-directed learning. Although learning often takes place within formal settings and learning

---

[1] LGBT = Lesbian, Gay, Bi-sexual and Transgender
[2] Artistic & Cultural Media

environments, a great deal of valuable learning also takes place either deliberately or non-formally in everyday life. ARES Consortium has developed some approaches to provide recognition of non-formal learning activities and this Portfolio reviews partners' experiences with strategies and practices for such recognition. During the two years of non-formal activities, ARES partners have become increasingly aware that in many cases these can represent a rich source of human capital. Partners have realised that through a non-formal learning process there can be some people who are not fully aware of their own stock of human capital or its potential value. There can also be some individuals who are unable to put all the learning they have acquired to full use because they are cannot easily prove their capabilities to others. Recognition of non-formal learning outcomes does not, in itself, create human capital. But recognition can make the stock of human capital more visible and more valuable to society at large. Partners argue that, also considering their own national context, in many cases, recognition processes remain marginal, small-scale and even precarious, although a number of countries are trying to move towards more integrated systems. The challenges are to find ways to raise the profile of recognition, simplify recognition processes, give them greater validity, and find the right balance between benefits and costs. Recognition policies can play a significant role in a coherent lifelong learning framework and there is clearly scope to improve present practices to allow recognition to realise its full potential for making visible the human capital people already have.

ARES Portfolio although is addressed to the use of ACMs, it could be adapted and delivered even through other non-formal learning contents.

Through the ARES Portfolio, partners intend to provide:

o   Educational benefits. Recognition helps to underpin lifelong learning by helping people learn about themselves and develop their training/professional profile within a lifelong learning framework.
o   Social benefits. Recognition provides a way to improve equity and strengthen access to further education for disadvantaged minority groups, who did not have many opportunities for formal learning when they were younger.
o   *Lastly*, recognition can provide a psychological boost to individuals by making them aware of their capabilities as well as offering external validation of their worth.

ARES Portfolio is divided in 4 parts, as follows:

o PART 1 – *(Curriculum Vitae)*. It collects the main data and info about the education, training and work experiences of the learner. It also describes the non-formal learning experiences carried out/attended by the learner.

o PART 2 – *(Skills-Competences Self-Assessment on LGBT ACMs)*. The self-assessment questionnaire aims to help the learner manages his/her own learning and development by allowing her/him to reflect on which thematic areas around ACMs need further development and to engage him/her in self-directed learning. The self-assessment is divided in the 2 thematic areas, as described in the Operational Matrix. Each area has a list of statements. Learner is requested to choose/tick a rating that reflects how frequently it applies to him/her.

o PART 3 – *(Competences achieved during formal and non-formal learning/training experiences)*. It represents the recognition section where the learner has to describe the competences achieved through formal and non-formal experiences highlighting the different contexts and the type of competences acquired. Learner is requested to provide any document as evidence of his/her acquired capabilities.

o PART4 – (Follow Up). It collect the description of what

ARES Portfolio's beneficiaries:

o Portfolio is addressed to those people interested to have identified, recognised and validated the non-formal competences achieved through non-formal learning experiences. The tool presented in this document is mainly focused on competences and skills achieved by learner attending non-formal learning activities using LGBT ACMs. We have to consider that if this Portfolio is adapted and addressed to validate "other" non-formal learning experiences, this can be particularly useful for those who might later take up "second chance" education, reinforcing its place as part of a coherent and comprehensive lifelong learning strategy.

How to use the ARES Portfolio:

o   In filling in the Portfolio by the learner, it is requested the support of experts, external evaluator or learning/training facilitators working in Organisations authorised to this process. This may also require putting in place quite rigorous quality assurance procedures.

■   **Project summary**

ARES brings together 5 partners from European countries:

o   ENFAP Toscana - Italy
o   Stichting Global Alliance for LGBT Education (GALE) - Netherlands
o   Rinova – United Kingdom
o   Mittetulundusühing Seksuaalvähemuste Kaitse Ühing (SEKI) - Estonia
o   Szczecińskie Centrum Edukacyjne Sp. z o.o. (SCE) – Poland

The five partners will cooperate to strengthen their capacities in network building across socially excluded groups; to facilitate the development of innovative practices in youth / adult education and their transfer from a participating country to others; in improving the competencies of the participating young LGBT adults to enable them to take effective actions to change anti-LGBT sentiment in their local areas and to share learning, awareness training and argumentation skills against homophobia and sexual discrimination. ARES aims to

encourage trainers and learners to work together practically by using ACM as a vehicle to enhance their knowledge about gender and sexual orientation, resulting in an increased confidence and self-esteem enabling contribution towards greater societal tolerance.

The Project has 2 concrete objectives:

1) To demonstrate that artistic education using ACM will help LGTB learning, and also how artistic education can benefit young LGBT adults socially and culturally;
2) To promote a dialogue between local government, adult education providers, cultural associations, experts with LGBT associations, concerning public policies to tackle homophobia and transphobia using ACM as a vehicle.

Delivered by *(name of the Organisation authorised)*

_____

Name – Surname *("learner")*

_____

Country/Region

_____

Date of the first delivering

_____

Date of the last updating

_____

▪ Interventions: phases, duration e instruments

Recognition of non-formal learning outcomes involves a succession of steps. ARES Consortium have identified four main steps, as follows:

1. <u>Welcome</u>. The first step is addressed to receive the learner, explaining him/her the value of the Portfolio, its main goals and hot to fill in
2. <u>Analysis</u>. The second step is establishing what someone knows or can do. This may be a personal stage of self-description and self-evaluation or, where there is significant formalisation, it could involve reliance on an external evaluator.
3. <u>Evidence</u>. The third step is identification and documentation – identifying what someone knows or can do, and typically recording it. This is a personal stage, possibly with guidance.
4. <u>Validation</u>. The fourth step is establishing that what someone knows or can do satisfies certain requirements, points of reference or standards. In this stage, a level of performance can be set and required the involvement of a third party. It should further develop the "official certification" by an authorised authority and the last social recognition, through the acceptance by society of the signs of what someone knows or can do.
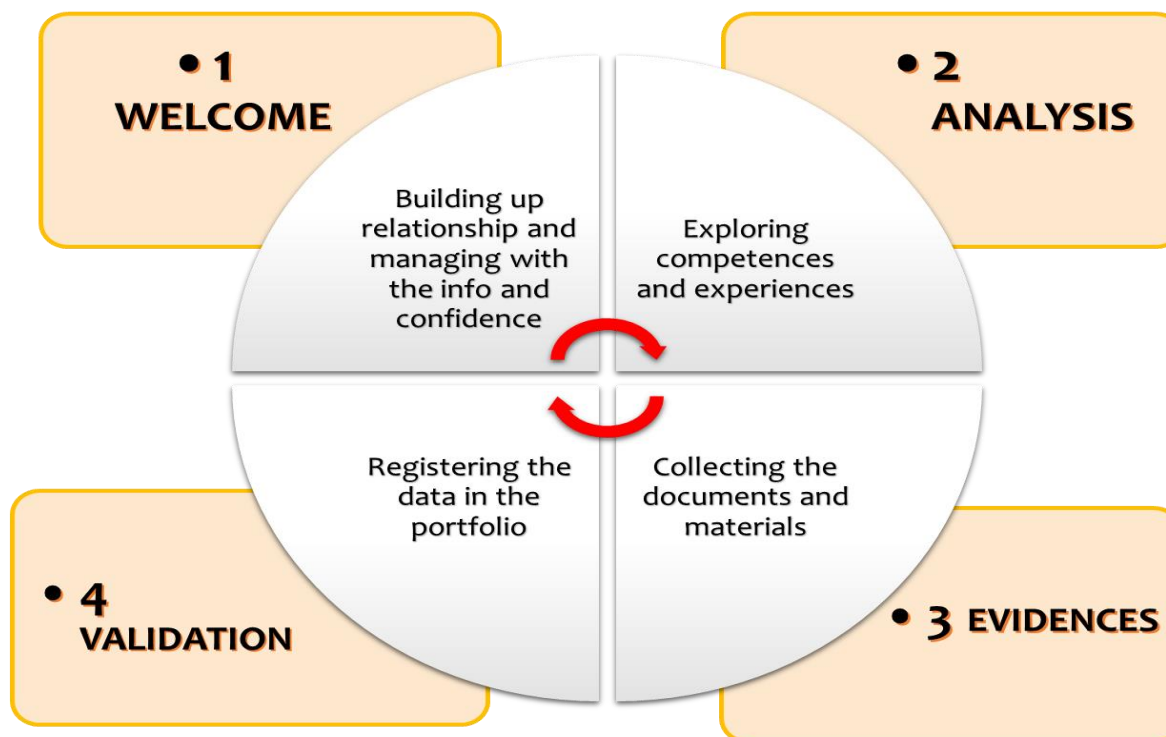
(Fig.1 - Phases, duration e instruments)

PART 1

Curriculum Vitae

1. PERSONAL INFORMATION

- **Name:**
- **Surname:**
- **Sex:**
- **Birthday:**
- **Birth place [Municipality (Extra EU Country)]:**
- **Country:**
- **Region/Province/County:**
- **Nationality:**
- **Address:**
- **Town:**
- **ZIP Code:**
- **Mobile/Tel.:**
- **E-mail:**

2. WORK EXPERIENCES*

- **Job Contract/Employment**

_____

- **Start Date: ___/____/____**
- **End Date: ___/____/____**

- **Occupation or position held:**_____
- **Type of Business or Sector:**_____
- **Main Activities and Responsabilities:**_____

  _____
- **Name and Address of Employer:**_____

3. EDUCATION EXPERIENCES*

- **Educational Qualification**

_____

- **Date (year)**

_____

- **Name and type of organisation providing education**

_____

- **Vote**

_____

- **Principal subjects covered**

_____

- **Date (year) if it is underway**

_____

- **Last year, in case of dropping out**

_____

4. TRAINING EXPERIENCES*

- **Training Qualification/Experience**

_____

- **Job contract type**

_____

- **Name and type of organisation providing training**

_____

- **Date (year)**

_____

- **Duration (year/month/days/hours)**

_____

- **Principal occupational skills covered**

_____

- ▪ **If Apprenticeship, please specify the type**

_____

And the "hosting organisation/enterprise" (Name; Address; Economic Sector)

_____

- ▪ **If Stage, please specify the type**

_____

And the "hosting organisation/enterprise" (Name; Address; Economic Sector)

_____

*To duplicate per each experience

5. EXTRA TRAINING EXPERIENCES AND ACTIVITIES*

(These experiences and activities have been carried out/attended through non-formal and informal context-environments)

Period	Organisation (sector)	Sector of Activity	Type of Activity
1.			
From	……………………..	………………………………………………	…………………………………..	……………………………………………………….
To	……………………..	………………………………………………	…………………………………..	……………………………………………………….
Activities implemented and roles covered:			
…….…. …………………………………………...……….. …….. …….. …….. …….. …….. …….. ……..			

PART 2

Skills-Competences Self-Assessment on LGBT ACMs

🟢 <u>Green means the statement is totally true</u>

🟡 <u>Amber means the statement is partly true</u>

🔴 <u>Red means the statement is not true at all</u>

Heteronormativity Vs. Homosexuality	Skills-Competences	🔴	🟡	🟢
Preference	I have the competences to find the different orientations (straight; homosexual) through the LGBT ACMs			
	I have the skills to use LGBT ACMs to combat homophobia			
	I have the skills to use LGBT ACMs to empower LGBT people (peer-learning)			
Role Behaviour *(gender roles)*	I am able to describe the features of the characters presented in the LGBT ACMs			
	I can compare and analyse the heterosexual – homosexual and transsexual aspects in the LGBT ACMs			
	I have the skills to analyse the LGBT ACMs to comprehend the heteronormative aspects of our society			
Openness	I am able to compare the peer-group attitudes and LGBT ACMs' contents			
	I have the skills to learn about conformist and non-conformist behaviours through the LGBT ACMs analysis			

	I can explore and highlight the LGBT ACMs' contents to describe the universal (or not) aspects of the stories featured			
Lifestyle	I am able to use ACMs to compare different lifestyle in our society			
	I have the skills to adapt the LGBT ACMs' contents to actual matters			
	I have the competences to compare sexual behaviours in straight and homosexual/transsexual relationships through ACMs			
	Total score			
	Note: 12 is the maximum score for Green			

Value Orientation	Skills-Competences	🔴	🟡	🟢
Receiving	I am able to choose/select LGBT ACMs in relation to their relevance			
	I can manage with LGBT ACMs in relation to increase the knowledge about LGBT matters			
Responding	I have the competences to analyse the LGBT ACMs and to select the main themes for discussion and peer-learning			
	I am able to confront myself with peer-learners increasing interest in LGBT ACMs (through non-formal learning activities)			

	I have the competences to trigger peer-learners in developing own opinion and values about LGBT ACMs			
Valuing	I am able to develop and describe my own opinion on ACMs' contents used			
	I am able to develop and describe my own opinion on ACMs' contents used			
Organisation	I am able to re-evaluate my whole value system through ACMs' contents learned			
	I am able to integrate the new values in my whole value system through ACMs' contents learned			
Characterisation	I am confident to act on my new integrated values coming up from LGBT ACMs			
	Total score **Note: 10 is the maximum score for Green**			

PART 3

Competences achieved during formal and non-formal learning/training experiences

Type**	Description	Context/environment where you have acquired the competences *(Describe in which context and through which path/activities you have acquired the competences indicated)*	Acquirement period *(Describe the year/s when you have acquired the competences indicated)*	Include any evidence related to the type of the competences acquired

**In case you have acquired the competences through formal learning path indicated

PART 4

Follow Up

PROFESSIONAL AIMS

EDUCATION AND LEARNING NEEDS

ASPIRATIONS AND MOTIVATIONS

Description:

………
………
………
………
………
………
………
………
………
………
………
………
………
………
………