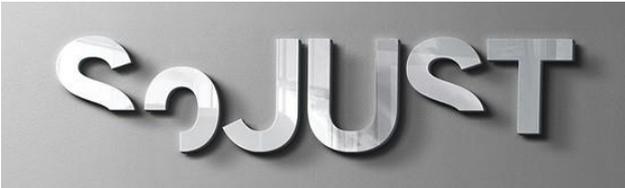


The Newsletter



(SOCIAL JUSTICE SERVICES FOR LOW-EDUCATED ADULT MIGRANTS)

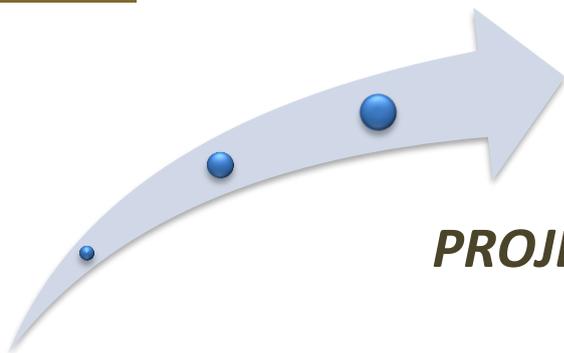


THE PROJECT

The SoJust (Social Justice Services for Low-Educated Adult Migrants) project has been funded under the Erasmus+ programme and is a KA2 - Strategic Partnerships Supporting Innovation (Adult education field). It will have a total duration of 33 months, starting in December 2020.

The project is supported by a rather large partnership with solid experience in social and support policies in the adult education field. The project has been funded by the Italian National Agency and is coordinated by the partner *ilmiofuturo*, which is responsible for the management and supervision of all project activities.





PROJECT MAIN ACTIVITIES

BUILDING THE PROFILE OF THE SOCIAL JUSTICE-FOCUSED EDUCATOR IN THE GUIDANCE OF LOW-EDUCATED MIGRANT ADULTS

This activity foresees the development of the profile of a counselor/educator that allows a shared definition of orientation based on social justice and provides a common framework of competences of the specialized educator/counselor in guidance tasks to a disadvantaged adult target. In order to design the profile, the partners started an exploratory research aimed at educators/guidance counsellors to get to know their beliefs on social justice skills; difficulties and opportunities in guidance practices based on social justice; behaviors/actions and related impacts.

Then the partners organized focus groups with migrants and territorial networks for lifelong learning. Furthermore, a comparative analysis of international literature, on the topics as effective lifelong guidance addressing disadvantaged people and social justice practices/principles was carried on to add value to the development of the competence profile which includes skills progression standards/references (identifying the thresholds of progress and related evidence / descriptors / indicators).

PILOT LEARNING CURRICULUM DEVELOPMENT FOR GUIDANCE INTERVENTION SOCIAL JUSTICE-FOCUSED

The objective of this activity is to define a pilot learning program for educators of adult migrants based on the Competence. On the basis of the areas of competence and the progression references defined in the profile spotted in the activity n.1, the project partners develop and design the learning program, based on the areas of competence and the progression references defined in the Profile.

The learning program includes training material addressed to educators. Training material includes selflearning material; material for guided learning experiences (also in digital environments: video lessons); training material for experiential training. Moreover, the partners develop guidelines to facilitate the implementation and widespread adoption of the pilot training curriculum.

PILOT TEST

The third activity is based on testing the outputs developed in the previous phases of the project. The testing activity is carried on in every Project Partner country for a period of 11 months and it includes theoretical learning, self-learning and guided learning. Migrant adults, Educators / guidance counselors of the project staff; other educators / guidance counselors from all project partners and territorial leaders of migrants.

DEVELOPMENT OF THE HANDBOOK OF LIFELONG GUIDANCE SOCIAL JUSTICE FOCUSED PRACTICES

The last activity of the project includes the definitions of a set of processes and practices in order to facilitate the implementation of lifelong guidance interventions based on social justice for migrant adults.

It's a repertoire resulting from the educators experiential training planned in previous activities of the project; provided to other adult education institutions with a tool to align the usual guidance practices with the social justice approach.

The Final development of a Handbook is the result of Research-Action-Training (RAF) path planning, Development tools in order to carry out the RAF and Carrying out Research-Action-Training Laboratories (LabRAF).

STATE OF THE ART



So far the eight project partners have concluded intellectual output n.1 (IO1) aimed at defining the profile (competences) of a specialized figure of educator/guidance counselor able to design and implement interventions to embrace social justice in guidance practices aimed at specific target group, and they are currently working on the intellectual output n.2 (IO2) which will be developed throughout 2022.

These are the main questions that were answered while developing IO1...

- What are the characteristics of the social justice-focused educator in the guidance of migrant adults?
- What are the evidences that help to identify and evaluate the different thresholds of a social justice focused guidance?
- How do we ensure that the references identified are consistent with our peers at local and European level? In order to find the most suitable answers each partner **carried out:**

Exploratory research aimed at educators, guidance and councillors, using the Critical Incident Technique (CIT) method that has three objectives:

- 1) to investigate beliefs/conceptions of social justice in guidance practices;
- 2) to understand what attitudes, skills and knowledge educators/guidance counsellors use to cope with the barriers that migrant experience in accessing guidance resources and making effective use of them;
- 3) to identify the skills that practitioners think they need to developed/to strengthen their ability to provide guidance based on social justice.

After identifying the educators to be interviewed working in the different territories, mainly involved in adult education projects, the partners sent the interviews that had been previously prepared, to the identified target people via mail. Once received and collected the answers were translated into English and sent them to the responsible partner.

Afterwards, Focus Groups were organized in each partner's country involving two types of participants:

- 1) migrants from the AE centers of the PP and their community leaders;
- 2) actors of territorial networks for learning.

A selection of relevant free online bibliography of international literature, carried out on quantitative and qualitative secondary data, **mainly taken from scientific international journals. The analysis of the collected literature was used by the responsible partner for the final version of the comparative analysis. The comparative analysis of international literature is aimed at the individuation relevant dimensions related to the interrelationships between lifelong guidance addressed to adults/disadvantaged groups and social justice.**

Project partners are currently working on IO2 which develops a Pilot Learning Curriculum for social justice focused guidance.

After setting a general profile of adult education centres educators starting from data obtained from the interviews, focus groups and comparative analysis of international literature carried out in IO1 It will describe the organized complex of learning experiences, in order to achieve those formative and transformative goals linked to a change of self-perceived and played role.



WHAT'S NEXT

So Just project will run throughout 2022 and 2023 when it will be concluded. The coming up activities are the conclusion of IO2 and IO3 Handbook of guidance practices social justice-focused.

The goal of IO2 is to stimulate educators to acquire social justice competences in guidance, focused on the subjectively defined need by marginalized groups. So, the primary focus of the learning activity is on the ability to recognize and overcome obstacles and tensions that occur with migrant adults and that can hinder the effectiveness of the guidance process.

IO2 consists of:

1. Learning program on social justice competences in guidance;
2. Learning material (training materials and tools);
3. Guidelines.

The Learning program will be made of a tot. of 200 hours and it will follow the structure of IO1:

- For each competence set of IO1 some learning areas will be identified;
- Each learning area will be organized in learning units/modules;
- Each learning unit will have to define: expected learning outcomes; learning activities; assessment criteria, and respective ECTS credits.

The learning material will also include Tools that the educators/ counselors will use in practice with the migrant adult. The Guidelines will be functional to facilitate the implementation and transferability of IO2.

They will also allow other organizations of the Adult Education field to start the learning path addressed to the staff.

IO3 develops a Handbook of guidance practices social justice-focused which is meant to be a practical reference that will allow other organization of the adult education system to benefit from developed outputs and resources by SO_JUST partnership in order to apply social justice focused guidance practices into concrete contexts.

IO3 aims to answer to the following questions:

- Which characteristics do guidance practices have that can actually be defined as being social justice-focused? What are the methodological steps? And what tools to be used?
- How can educators/counsellors influence the adult education organization where they work and the internal professional network (other educators, management, etc. of the AE center), in order to obtain legitimate support for roles and guidance interventions based on social justice?
- How can educators /counsellors contribute to create a territorial network contexts that implement social justice-focused guidance actions?

IO3 has three macro-objectives:

1. Guiding those involved in AE guidance to translate theory into practice and make social-justice guidance operational;
2. Facilitating the recognition and transparency of focused social justice practices;
3. Supporting that process of change, strongly suggested by EU research and documents, aimed at expanding the traditional role models of educators.

IO3 is a complex innovation made by:

1. Practices and tools for implementation in the context of social justice-focused guidance towards low-skilled migrant adults;
2. Indications and action strategies to create the conditions so that attention to social justice in guidance practices is legitimized and adopted even beyond the single educator;
3. Guiding criteria for the recognition of social justice-focused guidance interventions within the Adult Education organizations.

