



# Guide for quality provision and recognition through micro-credentials

*PRISCILA: Fostering Personal, Intercultural, Social and Citizenship Competences for Lifelong Learning to Empower Migrant Adult Learners.*



Co-funded by  
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## Guide for quality provision and recognition through micro-credentials

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Year of publication: 2024

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This guide has been developed in the context of *“PRISCILA – Fostering Personal, Intercultural, Social and Citizenship Competences for Lifelong Learning to Empower Migrant Adult Learners”* Project num: 2023-1-ES01-KA220-ADU-000165731.

Funded by the European Union.

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## About Priscila

*“PRISCILA: Fostering Personal, Intercultural, Social and Citizenship Competences for Lifelong Learning to Empower Migrant Adult Learners”* is an Erasmus+ project in the field of adult education, involving 6 partners in 4 different countries and one international organization. La Xixa (coordinator) and ACATHI from Spain, Hasat form Turkiye, the Department of Education Studies of the University of Bologna and APS Cantieri Meticci from Italy, Volkshochschule – Cham from Germany and the European Association for the Education of Adults, based in Brussels.

The PRISCILA method, based on non-formal learning methodologies such a Theatre of the Oppressed, Deep Democracy, Spatial Assemblage and Critical Incident, seeks to empower migrant adult learners by fostering and recognising three key competences:

- Personal, social and learning-to-learn competence,
- Cultural awareness competence
- Citizenship Competence

The Priscila Project will issue European micro-credential certificates based on the Priscila Method for these three key competences belonging to the [European Framework of Key Competences for Lifelong Learning](#).

The aim of the PRISCILA Project is to test, verify, and develop a valid and quality-assured certification tool and guide for non-formal learning professionals who work with adult learners with fewer opportunities.

## Priscila partners



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## Inclusive Language within the PRISCILA Guide for Quality Provision and Recognition through Micro-credentials

This document adopts an inclusive and critical perspective on gender and power relations reflected in language construction. We acknowledge that gender is a social construct shaped by cultural, historical, and individual experiences. The terms and representations used aim to respect and reflect diverse identities beyond the binary framework.

We recognise that language and societal norms evolve over time and our goal is to foster a space for discussion, reflection, and understanding. Any references to gender categories are made with the awareness that they may not encompass the full spectrum of human diversity.

Also, we recognise that the structures and categories we use are often the reproduction of the dominant narrative, excluding the voices and knowledge systems that have been historically marginalized, like migrant communities.

Nevertheless, in the actual state of the English language, there is no official formalisation of a gender-neutral grammar, and some formulations can involve mirroring the power dynamics of western societies according to gender, race, age, nationalities. Please, note that we are aware of this situation and work-in-process, and we constantly work on re-constructing a more inclusive language.

### Acronyms

- **3KCLL**: Three Key Competences for Lifelong Learning
- **TO**: Theatre of the Oppressed
- **SA**: Spatial Assemblage
- **DD**: Deep Democracy
- **CI**: Critical Incident
- **PSLL**: Personal, social, Learning-to-learn competence
- **Ctz**: Citizenship competence
- **Cult.Aw**: Cultural Awareness
- **LLL**: Lifelong Learning
- **EU**: European Union/European



# Chapter 1

# Introduction

## Chapter 1

## Introduction

### 1.1 Overview of the PRISCILA Project

The **PRISCILA** project, officially titled *“Fostering Personal, Intercultural, Social, and Citizenship Competences for Lifelong Learning to Empower Adult Migrant Learners”* is an Erasmus+ funded project aimed at addressing the complex challenges faced by adult migrants, refugees and asylum seekers to facilitate their inclusion into host societies and labour markets.

The project brings together six partner organisations from four countries: **La Xixa** (coordinator) and **ACATHI** from Spain, **Hasat** from Türkiye, the **Department of Education Studies at the University of Bologna** and **APS Cantieri Meticci** from Italy, the **Volkshochschule Cham** from Germany, and the **European Association for the Education of Adults**, based in Brussels. By focusing on three key competences (**3KCLL**) – **Personal, Social, and Learning-to-Learn Competence (PSLL)**; **Cultural Awareness Competence (Cult. Aw.)**; and **Citizenship Competence (Ctz)** – PRISCILA seeks to foster individual agency, adaptability, and participation in various social contexts (European Commission, 2020).

Aligned with the European Union’s broader goal of fostering social cohesion by upskilling and reskilling its population in response to the rapidly evolving labour market (European Commission, 2022), the PRISCILA project advocates for inclusive educational practices for adult migrants, refugees, and asylum seekers, whose educational rights are mainly disrespected, although the EU emphasises the critical role of Lifelong Learning (LLL) in supporting the educational needs of vulnerable groups. (European Commission, 2020). Moreover, these rights are further diminished due to the exhausting tasks imposed by immigration systems, such as administrative procedures and other bureaucratic hurdles. PRISCILA answers this call by creating educational pathways that enhance employability, promote active citizenship, and foster social inclusion through personalised, learner-centred approaches.





To achieve these objectives, PRISCILA employs innovative, learner-centred methodologies in the field of non-formal education. Methods such as Theatre of the Oppressed (TO), Spatial Assemblage (SA), Deep Democracy (DD), and Critical Incident (CI) play a central role in PRISCILA's training programs. These methodologies are particularly well-suited for migrant learners due to their flexible, experiential, and participatory nature (Almeida & Morais, 2024), stimulating creativity and self-expression and structuring environments that emphasise mutual understanding, problem solving, critical thinking, and emotional resilience. According to research, these constitute essential elements for individuals needing to engage with unknown society and unexperienced life conditions (Butterwick & Roy, 2018). In fact, by focusing on the already existing skills and fostering competences that contribute to social and professional inclusion, PRISCILA aims to connect adult learners' past experiences and their future aspirations.

Disseminating this approach through specific training programs, PRISCILA wants to contribute to the empowerment of adult migrant educators and support trainers, making them able to meet the real needs of their target group, weakening the existing systemic barriers and facilitating their transitions into Lifelong Learning and labour market. In doing so, PRISCILA aims to train them by incorporating the need of bridging the gap between the disrupted lives of migrants and their aspirations for a dignified and self-sufficient one in the new country. By prioritising these adaptable and inclusive strategies, PRISCILA tries to overcome linguistic barriers and the sense of disharmony or conflict experienced by adult migrants, refugees, and asylum seekers in the midst of change in their cultural environment. Beyond the need to counteract limited or arduously recognised prior educational experiences, what PRISCILA considers as its main aim is to contribute to a supportive foundation for personal growth and societal inclusion.



## 1.2 Purpose and scope of the PRISCILA Guide for Quality Provision and Recognition through Micro-credentials

In the context of the PRISCILA project, the purpose of this document is to offer organisations and their practitioners theoretical frameworks, **guidance on non-formal methodologies' adaptation to formal assessment processes** and concrete examples of tools and outlines to develop the first training programme of the PRISCILA initiative, dedicated to adult learners with migrant backgrounds.

In broader terms, this Guide is an useful instrument for organisations designing and delivering non-formal learning activities for adult learners, in particular focusing on transversal skills and basic literacies, also in non educational contexts, such as social services, cultural initiatives, community centres etc.



The **Guide** is composed of four main sections. The second chapter provides in-depth information on the four core methodologies of the **PRISCILA Approach (DD, TO, CI, SA methodology)**, as well as the process for concrete activities development and testing with these methods. The third chapter is dedicated to methods and tools for the Self-assessment of the competences that learners have acquired participating in the training, including the competences frameworks of reference, methods and Self-assessment tools specifically developed for this project. The fourth chapter is then dedicated to credentialing processes and tools and, in particular, to define the PRISCILA approach to design and issue digital credential for learners following the overall European model for micro-credentials. Finally, the last chapter focuses on feedback from the implementation of the training in the four partners' countries (Germany, Italy, Spain and Türkiye), including an analysis of the main challenges, benefits and final recommendations for future work and for adapting and re-using the PRISCILA Method.

## 1.3 Migrants Inclusion

In the frame of the ongoing global crises, migrants, refugees, and asylum seekers are faced with a multitude of systemic challenges upon arriving in host countries, including limited access to education, language barriers, and difficulties in navigating labour markets and social structures (Andersson & Guo, 2009; Diedrich et al., 2011). These challenges are often exacerbated by the traumatic experiences of either conflict-induced or disaster-induced displacement, and negative stereotypes perpetuated by agenda-driven media sources in host countries and politicians that pave the way to their exclusion and marginalisation.

Learning experiences increase social cohesion and active inclusion in our societies. Moreover, it is a vital tool in fighting prejudice, stereotypes and discrimination. However, formal education systems are unable to address the fragmented and diverse educational backgrounds of adult migrants, thereby increasing the risk of social exclusion. Starting from this assumption, PRISCILA



addresses these barriers by offering targeted, learner-centred interventions tailored to the personal, relational, and contextual needs of its participants. To this aim, it offers a holistic training method in the framework of non-formal education: from the provision of flexible learning opportunities to their recognition through micro-credentials.

By engaging migrants in flexible training programs, PRISCILA aims to foster the self-confidence, motivation, and agency that adult migrants, refugees, and asylum seekers need to actively participate in both civic life and the labour market. Creativity-based methodologies are central to PRISCILA's inclusive strategy as they offer adult learners valuable opportunities to rethink their personal experiences, challenge societal stereotypes, and build emotional resilience (Butterwick & Roy, 2018). Moreover, as they foster both personal expression and collective understanding, they help bridge cultural divides and facilitate connections between migrants and their host community, promoting in this way a more cohesive society.

In sum, from an operational perspective, PRISCILA implements a Lifelong Learning approach that appreciates diversity and promotes inclusivity. In line with Morrice (2021), we believe that Lifelong Learning could be a powerful tool for supporting social and professional inclusion only when it adopts an emancipatory perspective. Therefore, the approach adopted in PRISCILA aims to equip adult educators to address the specific needs of migrant learners with tools and an attitude of reflectivity. In line with the purpose of the project, the PRISCILA training Method aims to become a practice-oriented and user-friendly tool to be disseminated among adult migrant educators and education providers and policy makers at the European level to support adult migrants, refugees, and asylum seekers' inclusion.





## Chapter 2

# The Learning Process

## Chapter 2

### The Learning Process

The PRISCILA project's learning process is rooted in a unique blend of methodologies: **Deep Democracy (DD)**, **Theatre of the Oppressed (TO)**, **Spatial Assemblage (SA)**, and **Critical Incident (CI)**. On these solid foundations, the project creates an original framework designed to empower migrant adult learners by fostering three key competences (3KCLL): Personal, Social, Learning-to-Learn Competence (PSLL), Cultural Awareness Competence (Cult. Aw.), and Citizenship Competence (Ctz).

### 2.1 The PRISCILA method

#### 2.1.1 The Method

The PRISCILA Method aims to support learners in developing personal and professional empowering strategies. It also provides a platform to foster community among adult migrant learners, integrating creative, participatory, and reflective techniques to address this group's challenges. This Method combines structured Self-assessment tools, hands-on activities, tailored facilitation, and quality assurance mechanisms to create a holistic learning experience that prioritises inclusion, empowerment, and competence development. By constructing the Method to develop and attain the 3KCLL, the PRISCILA Method falls within a shared framework for learning processes and recognition of competences for Lifelong Learning (LL).

The ultimate goal of the PRISCILA learning process is to empower migrant adult learners by providing them with the skills, knowledge, and confidence needed to thrive in their personal and social environments (Almeida & Morais, 2024). The learning process also contributes to trainers' growth, who adapt and refine the Method, based on participant feedback and observations. This collaborative dynamic ensures the continuous improvement and sustainability of the PRISCILA Method, making it adaptable to diverse contexts and learner's communities. By combining participatory methods, creative expression, and reflective practice built around the 3KCLL, the PRISCILA learning process offers a comprehensive and impactful approach to emphasise active participation and inclusivity, ensuring learners from diverse cultural and educational backgrounds feel engaged and supported. Activities are designed to create a safe and respectful environment, encouraging learners to explore their personal experiences, emotions, and values, and share them within the group and their respective communities. This participatory approach empowers learners to take ownership of their learning journey, promoting self-awareness and confidence.

## 2.1.2. Integration of methodologies

The PRISCILA Method aims to support learners in developing personal and professional. Each methodology of the PRISCILA Method is based on confers distinct elements to the learning process:

### DEEP DEMOCRACY (DD)

**Deep Democracy (DD)** is an approach to conflict transformation and group decision-making, developed by Arnold Mindell (1992) and further expanded by Myrna Lewis and Gr Lewis. Rooted in Process Work, a therapeutic methodology Mindell created in the 1970s, DD emphasises the inclusion of all voices and perspectives, particularly marginalised ones, to create a more holistic decision-making process. The core principle is that every experience, even if disruptive or uncomfortable, has value and can lead to deeper insights and solutions within groups and societies.

Arnold Mindell, a Jungian psychologist and systems theorist, drew from his work in diverse cultural settings and his interest in integrating the unconscious and collective dynamics in conflict resolution. Myrna Lewis, alongside Michael Lewis, helped to expand and apply the principles of DD more widely, particularly in organisational development and community building. Their work focused on helping groups navigate conflict by engaging with tensions and oppositions, allowing space for all perspectives to be heard, and transforming discord into productive outcomes.

DD has been used in various contexts, from international diplomacy and peacebuilding to community organising, education, and organisational leadership. In particular, Myrna Lewis's contributions have emphasised its application in multicultural and cross-cultural settings, where differing values and power dynamics often complicate communication. The approach is particularly effective in situations where there are multiple stakeholders, as it fosters understanding, promotes inclusivity, and strengthens collaborative efforts. It's been widely applied in corporate settings, conflict zones, and social justice movements, creating more resilient, empathic, and effective communities and organisations. In DD, a wide range of perspectives are explored; power dynamics are addressed; interpersonal relations are strengthened, and emotional resilience is built.



### THEATRE OF THE OPPRESSED (TO)

**Theatre of the Oppressed (TO)** is a theatrical form developed by Brazilian director and activist Augusto Boal in the 1960s as a means to empower marginalised communities and promote social change. Rooted in Boal's experiences working with underprivileged communities in Brazil, the method emphasises participatory theatre, encouraging audiences to become "spect-actors and spectact-resses" who actively engage in the performance to explore and address societal injustices. The practice draws on a variety of techniques, such as forum theatre, image theatre, and invisible theatre, to create dialogue around oppression and propose solutions through collective action.

Boal's work was deeply influenced by the political and social context of Brazil under a military dictatorship, where censorship and repression were rampant. His approach was inspired by Paulo Freire's *Pedagogy of the Oppressed*, which emphasised education as a tool for liberation. The *Theatre of the Oppressed* has been widely used in diverse contexts, including education, community organising, and activism, to confront issues like inequality, human rights abuses, and discrimination. Today, it continues to be a global tool for social transformation, allowing people to use theatre as a means of both personal and collective empowerment.

The fundamentals of Augusto Boal's theatrical method are outlined in his seminal work, *Theatre of the Oppressed* (Boal, 1975), where he explores its origins, development, and key theoretical principles. Building on this foundational approach—designed to empower both communities and individuals—Boal later turned to a more psychoanalytical and individually focused exploration, which became the focus of *The Rainbow of Desire: The Boal Method of Theatre and Therapy* (Boal, 1990). Finally, to give his method a practical dimension and make it accessible to all he published *Games for Actors and Non-Actors* (Boal, 2002), a collection of exercises he documented throughout his life, providing valuable tools for applying *Theatre of the Oppressed* in workshops.







One real-world example of the TO being used by migrants is a project called “Migrants’ Theatre” in Europe, particularly in Italy and France, where many migrants face social exclusion, discrimination, and language barriers. In these communities, organisations like *Teatro dei Bordi* (Theatre of the Margins) have used Boal’s methods to empower migrant populations by giving them a platform to express their struggles and create dialogue around issues like racism, legal status, and economic hardship.

In these workshops, migrants and refugees participate in *Forum Theatre* by acting out scenes that depict their daily challenges – such as interactions with the police, finding employment, or dealing with xenophobic attitudes. The audience is invited to step into the roles of characters within the performance, offering solutions and alternatives to the scenes presented. This participatory form of theatre not only fosters empathy and understanding among different community members but also helps migrants feel a sense of agency by allowing them to actively challenge oppressive structures in their lives.

Such applications also provide opportunities for cross-cultural exchange, where migrant communities can collaborate with locals, breaking down barriers and building solidarity. This approach has been used by NGOs, cultural centres, and even in schools to raise awareness of migrant issues and to promote social inclusion.

Through role-playing and dramatisation, TO can help learners navigate social challenges, develop empathy, and practice collaborative problem-solving skills.

## SPATIAL ASSEMBLAGE (SA)

**Spatial Assemblage (SA)** engages learners in creative, hands-on activities that help them visualize abstract concepts like community, identity, and diversity, fostering collaboration and cultural acceptance. The method guides participants in creating texts and objects through participatory techniques, allowing them to shape and express their thoughts and experiences in relation to a meaningful theme of active citizenship. Through assemblage, heterogeneous ideas, texts, objects, and images are interwoven, enabling a collective construction of meaning. This process turns assemblage into a tool for experimenting with a shared world, where diverse life visions and experiences come together without losing their uniqueness. Rooted in twenty years of experience by Cantieri Meticci, this methodology has been developed through fieldwork in peripheral areas, reception centers, public spaces, and border regions, working directly with migrants and diverse communities. It emerges from a dual process: on one side, it is grounded in practices tested through direct engagement with local contexts; on the other, it has been refined through continuous dialogue with various theories, including métissage, collage, and assemblage (both in artistic and political senses), bricolage, mythopoiesis, and reflections on the potential of objects and play as tools for constructing meaning. The strategic space is the artisan workshop where devices are created that, it should be emphasized, aim to facilitate artistic expression even for non-artists from diverse cultural backgrounds. A key element in this methodology is the dynamic of play, which becomes crucial for the creation of “frames” (Bateson, 1972; Goffman, 1974) that structure the space within which creative practices unfold. In participatory art workshops, installations are built that create a space through a “system of frames” (Foucault, 1967) that isolates it from the surrounding environment. The significance of crossing a “frame” becomes fundamental, as it marks a passage into another realm, one where different rules apply. This concept connects with Bateson’s (1955) view that play allows participants to step outside their ordinary life contexts, experimenting with alternative rules and shifting paradigms. This practice of play opens up interstitial spaces (Gasparini, 2002), where the negotiation of power relations between marginalized and dominant groups, especially in contexts like that of Cantieri Meticci – formed by the intersection of Italian and migrant communities – becomes possible. This is where Homi Bhabha’s third space (1994) theory comes into play, offering a site for renegotiating societal relations and boundaries.

The methodology is applied in a variety of contexts, from public spaces to shared living environments such as reception centers, public libraries, urban gardens, and community hubs. In these settings, the encounter between differences becomes a foundational element of the creative and participatory process, fostering new ways of engaging with collective narratives and shared imaginaries. The playful dynamics introduced by these frames enhance the enthusiasm and involvement of participants, transforming complex tasks – such as interpreting texts, images, or creating new forms of communication – into engaging, collaborative experiences, which would otherwise be perceived as more serious or distant activities.

The methodology employed in these workshops follows a distinctive approach to transformation through creative processes, which is deeply rooted in philosophical, social, and artistic theories. Drawing from Ernst Bloch’s concept of “possibility” as a latent potential inherent in all matter, we view discarded objects not as waste but as raw material

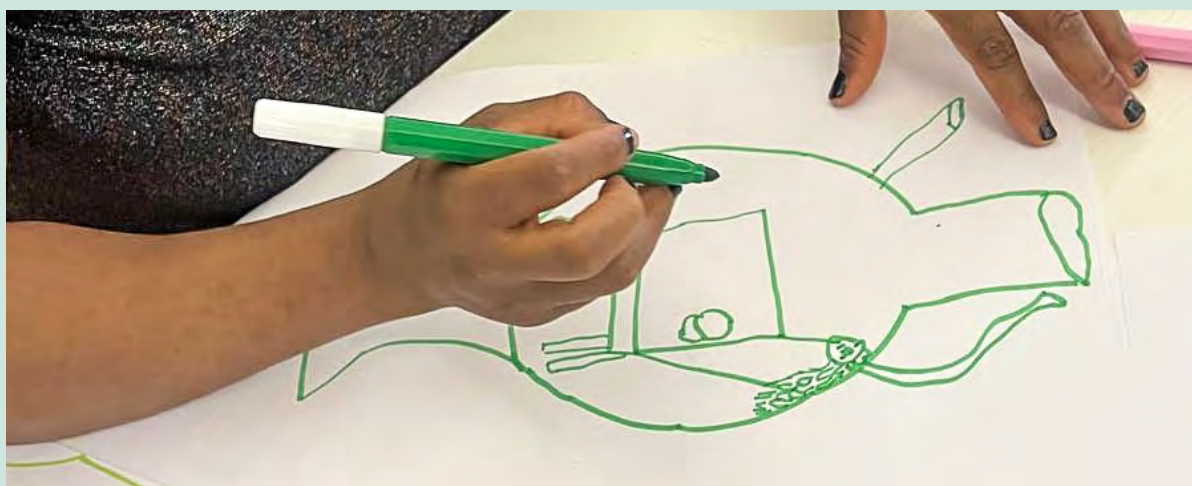


for creation. As Bloch (1994) notes, matter is pregnant with future potential, which reflects the very nature of the artistic process: an ongoing, transformative engagement with what is discarded.

This idea is further explored through the metaphor of “in-visioning” – where, as François Jullien (2017) suggests, we don’t just look at objects or situations, but begin to see their potentialities through a kind of “filtered” perspective, allowing for new connections and meanings to emerge.

Key to the process is the practice of “imagining”, where, according to Etienne Wenger (1996), imagination functions as a tool for connecting personal identities and broader collective narratives. Through collective engagement, participants are encouraged to imagine the multiple meanings of the materials they work with, often transforming them into objects of communal significance. This process is also informed by the cross-disciplinary connections described by Didi-Huberman (2011), who views imagination as a means to discover relationships not immediately obvious, but deeply embedded in the material itself. The workspace becomes a site where diverse individuals come together to establish connections between disparate elements, aligning them through collective acts of creation.

This methodological approach fosters a strong “poetics of relationship”, as described by Laplantine and Nouss (1997), where the assemblage becomes both a creative act and a social bond. Through artistic processes such as collage and spatial assemblages, the materials—and the people working with them—are reassembled, forging new forms of connection and understanding. In line with the insights of Johan Huizinga (2002 [1938]), the incorporation of play into the cultural and artistic sphere serves as a critical tool for creative expression and transformative interaction. This playful dynamic extends to Cantieri Meticci’s approach, where discarded materials and objects, perceived as obsolete or “non-functional,” are reimagined and repurposed. In a society where objects – and increasingly, individuals – are discarded based on their perceived lack of utility (Bauman, 2003; Mbembe, 2013), these practices create a counter-narrative that values the discarded, the marginalized, and the “non-functional”. Through this lens, the methodology not only serves as a means of artistic expression but as a form of social resistance, allowing participants to reframe their identities and relationships with the world.



### CRITICAL INCIDENT (CI)

Critical Incident (CI) is a qualitative research method used to collect and analyse significant events or experiences that people consider pivotal in shaping their attitudes, behaviours, or outcomes in a given context. It involves gathering detailed descriptions of specific incidents, often through interviews or personal narratives, and analysing these events to uncover underlying patterns, themes, or insights. CI is valuable because it focuses on real-life, impactful experiences, providing deep, context-rich data for understanding human behaviour and decision-making.

The method was first developed by American psychologist Flanagan (1954) as a way to study human performance in various professional settings. Flanagan’s goal was to develop a tool that could capture critical moments in individuals’ experiences, especially those related to job performance, in order to improve training and operational effectiveness. Over time, the methodology was adapted for use in diverse fields, including education, healthcare, social work, and organisational research. It has been particularly useful in understanding complex, high-stakes situations, such as crisis management, leadership challenges, or interpersonal dynamics. Margalit Cohen-Emerique further developed the methodology, defining the culture shocks as “an interaction with a person or an object from a different culture, located in a specific spacetime, which can provoke positive or negative cognitive-affective reactions, a feeling of loss of landmarks, or create a negative representation of oneself and a feeling of lack of approval that can lead to discomfort or anger” (Cohen-Emerique, 1999).

CI methodology is widely used in applied settings, particularly in education and training, where understanding pivotal moments can inform curriculum design, professional development, and interventions. It has also been employed in healthcare to improve patient care by analysing moments of high stress or decision-making in clinical environments. The method’s adaptability makes it valuable in organisational settings, social science research, and any domain where understanding the nuances and diversity of human experience and the impact of specific events is critical for improvement or innovation.

In the CI, participants are enabled to think critically about real-life scenarios, as well as develop practical solutions by analyzing cultural and social interactions critically and reflecting on them.

## 2.2 The selection of activities and the learning outcomes

### 2.2.1 The Selection of activities

The development and co-construction of the PRISCILA Method followed a precise methodology involving all partners, guided by HASAT, expert in Deep Democracy, Cantieri Meticci, expert in Spatial Assemblage, and La Xixa, expert in Theatre of the Oppressed, Critical Incident and Deep Democracy. The selection and creation of activities to be tested in the PRISCILA pilot were made bringing together the main objectives of the PRISCILA project, materialised in the PRISCILA Method:



### 2.2.1.1 Co-construction of an optimal coaction of base-methodologies, key competences, target groups and trainers' needs

To achieve these main objectives, the first step was to systematise the methodologies and create the activities that the partners would use in the workshop. Each methodological expert partner was asked to write down the description and related indicators for each activity, allowing for methodological transfer, transparency and portability within the consortium. To this aim, an activity grid was created and made available, allowing for coherence and relevance of the PRISCILA Method.

Table 1: Rationale behind the construction of the activity grid of the PRISCILA Method

Name of the activity	Each activity was named after its content or, allowing for a better readability.
Based-on Methodology	As the PRISCILA Method is based on the alliance of four methodologies, it was important to make these roots visible for trainers who will implement the activity and the Method.
Competence / Indicators	This item is crucial for trainers to effectively select the activities, and construct a learning path addressing and working on all three competences and possibly all indicators.
Objectives	The summary of the main learning objectives for each activity allows the trainers to address topics or processes meeting the aims of their own workshops and the needs of their group.
Number of participants	The indicated number of participants for an optimal experience of the activity is essential for the further adaptation and use of the activity grid.
Where does the activity take place within the process (beginning, middle, end)	The place of an activity in the learning process affects directly the learning outcomes and environment. This indication permits the best selection based on feedback from trainers and participants.
Duration	A workshop always depends on the time scheduled for -or by- the trainer. This practical information is decisive when constructing the learning programme.
Material needed	Some activities require specific material, for example when it involves playing music, or working on visual arts.
Preparation	As the case may be, some activities can request a big space for participants to move freely, a disposition of furniture, distribution of material among the group...
Step by step description	This is the core of the description of the activity, like a recipe, allowing trainers to replicate and adapt the content to their participants and workshop's aims.



<b>Closing up</b>	<i>All activities indicate how to close the exercise, with feedback from participants on their learning process and their impressions, which introduces already to the self-reflection process formalised in the PRISCILA Self-assessment Tool.</i>
<b>Comments / hints for facilitators</b>	<i>This part is dedicated to the recommendations from trainers to trainers, based on prior experiences and feedbacks from participants, reinforcing the participant-centred approach, and experience-based results, and at the same time accrediting the PRISCILA Method based on different methodologies systematised in activities, at their turn systematised in activities' grids.</i>
<b>Resources</b>	<i>In this part, trainers and partners can add some references, online and offline content to consult to deepen the topics and processes experienced in this activity.</i>

Each partner filled activity grids, putting a special attention to the “Competence/Indicators” item. This process permitted partners to enter into the assessment part of the PRISCILA Method through familiar content, related to experienced professional practices, and linked to their own expertise and knowledge. Furthermore, the self-reflection induced by this process, this time for PRISCILA trainers on their own professional practices, resulted to be empowering for them as they saw their practices objectivised into recognised and valid competences from the EU Framework for Lifelong Learning.

At the same time, the systematisation and creation of activities for the PRISCILA Method supported the methodological transfer and exchange of knowledge between partners, empowering them in the use of methodologies they were less familiar with. It created the conditions for further development and dissemination of the PRISCILA Method in later steps of the project, and in particular in the implementation of workshops with professionals and the publication of the Handbook for Trainers expected for 2025.

This first systematisation of the PRISCILA Method, before implementation of the workshop, resulted to be at the same time empowering and challenging. Empowering because of the recognition of their expertise and because of the first concretisation of the PRISCILA Method and reality; and challenging as it involved a full comprehension of the competences and the co-constructed indicators. This strategy effectively endorsed the adequation between activities, base-methodologies, and the competences assessed and recognised through Micro-credentials. The detail and description of the selected and tested activities for the PRISCILA Method, following the framework of the activities grid presented above, will be made available in the Handbook for Trainers in 2025.

Co-construction of the PRISCILA Method and learning experience

Following this first process, a precise table was developed for trainers to have an optimal overview on selected activities for the design of their local workshop. This table, available below with some examples, organises activities according to the corresponding competences and base-methodology used.

NO.	6	5	16	24
<b>Activity name</b>	<b>Forum Theatre Play</b>	<b>Work on Critical Incident</b>	<b>Listening to Desires, Important Theme, and Craft Skills</b>	<b>Tree of life</b>
<b>Personal, social, and Learning-to-Learn competence</b>	yes	yes	yes	yes
<b>Cultural Awareness Competence</b>	yes	yes	yes	
<b>Citizenship Competence</b>	yes	yes		
<b>Deep democracy</b>				yes
<b>Theatre of the oppressed</b>	yes			
<b>Critical Incident</b>		yes		
<b>Spatial Assemblages</b>			yes	

This table, continuously revised after the four pilot experiences, is essential to choose the activities developing the 3KCLL, and linked to each activity grid, resulting in a hands-on methodological tool for trainers. This enabled trainers and organisations to learn from other methodologies and experiences, as well as choose the more relevant activities for their context and participants, allowing, once again, to develop a participant-centred learning environment and content. Both the content of the activity grids and the “PRISCILA Method summary table” were adapted and revised after the pilots based on the feedback and experience of participants, trainers and organisations. A final sharing between partners allowed to reflect collectively on strengths and challenges of the PRISCILA Method, and to propose common recommendations and guidelines for further implementation of the Method.



### 2.2.2 The Learning Outcomes

In an increasingly interconnected world, the ability to reflect on oneself, engage with diverse perspectives, and actively participate in society is essential for both personal growth and collective well-being. Rooted in the European framework of Key competences for Lifelong Learning (European Commission, 2019), these competences encourage individuals to develop problem-solving skills, effective communication, and a proactive mindset towards continuous learning. Personal, Social, and Learning-to-Learn Competence focuses on self-awareness, emotional resilience, and adaptability. Cultural Awareness Competence allows individuals to appreciate and express their identities while engaging across cultural boundaries. Through storytelling, visual arts, and performance, participants strengthen their ability to communicate across differences, fostering mutual understanding and social cohesion. Recognising and discussing diverse perspectives enhances group dynamics and decision-making, reinforcing inclusivity. Citizenship Competence equips individuals with the skills needed for active civic participation. By engaging in democratic dialogue, critical reflection, and collaborative decision-making, participants gain a deeper understanding of their rights and responsibilities in society.

The PRISCILA Method highlights the importance of recognising multiple realities and co-creating solutions, empowering individuals to take an active role in their communities. Learners engage in reflective exercises and collaborative activities to develop problem-solving skills and teamwork, at the same time than building confidence to navigate diverse social and professional contexts. As a result of the activities, individuals enhance their emotional resilience and acquire the confidence to tackle challenges.

The development of these 3KCLL, emphasises adaptability, intercultural understanding, and active civic engagement. The pilot experiences demonstrated that participatory and creative methodologies enhance learners' ability to engage with diverse perspectives and contribute meaningfully to society. By embedding these competences in LLL initiatives, individuals are better equipped to uphold equity on values, share cultural diversity, and actively shape inclusive communities.

*"They helped me recognise myself so that I could recognise other realities different from my own and make room for them, too." (Participants From Spanish Pilot)*

The process strengthens mutual understanding and promotes respect for different perspectives. The quotes below emphasise the importance of cultural awareness, collaborative action, and participatory decision-making-core aspects of PSLL and CULT competence.

*"Differences are valuable. Bringing them to the surface and making them talkable is critical. The techniques we learned allowed us to notice the group and develop a more qualified decision-making process. There is no need to perceive what happened individually." (Participant from Türkiye's pilot)*

*"I see this technique as a great tool for social cohesion. The new relationships created over the sessions." (Participant from Spanish Pilot)*

Citizenship Competence equips learners with the skills needed for active civic participation. During discussions, role-playing, and group decision-making activities, participants gain an appreciation for rights, responsibilities, and democratic processes. By engaging in problem-solving related to social and political issues, they develop critical thinking and agency within their communities.



*"Bringing 'deep democracy' to facilitation (in life as well). Synergies of realities, joint creation. Embodiment is powerful." (Participant from Spanish Pilot)*

*"I felt like I was seen, heard, and had a presence as an individual. It could be a continuous workshop." (Participant from Türkiye's pilot)*

In conclusion, the development of PSLL, Cult. Aw., and Ctz Competence is essential in facilitating individuals who are not only self-aware and resilient but also capable of navigating the complexities of their professional and personal lives. Through reflective practices, creative methodologies, and collaborative processes, the development and recognition of these competences enable individuals to engage meaningfully with diverse perspectives and contribute to the common purpose. By embedding these skills into Lifelong Learning initiatives, PRISCILA empowers individuals to shape a more cohesive and socially responsible society through equity, inclusion, and active participation, as well as recognising their role as migrant, refugee and asylum seekers adults into this process.

The detail and description of the workshops implemented as pilots to test, refine and validate the PRISCILA Method are available here: <https://www.priscilaproject.eu/results>



2.2.3 Satisfaction survey by Participants for pilots

This satisfaction survey ([Annex 1](#)) evaluates the effectiveness and understanding of the experience and tools of the workshop by gathering participants’ feedback on key aspects of their experience. It aims to assess overall satisfaction, relevance of topics, usefulness for personal and professional growth, and the extent to which the workshop contributed to knowledge development. Additionally, the survey seeks to evaluate participants’ satisfaction with the workshop’s content and duration, providing valuable insights for future improvements and ensuring that the learning experience meets attendees’ needs and expectations. Minimum number of 58 in 65 (more than 89%) highly agreed or agreed with their overall satisfaction. They found the topics interesting, benefited from personal and professional development, and increased their knowledge.

Table 3: Participant Satisfaction Survey Results for Pilot Sessions

Participant Feedback Survey	Kind of Question and Response	Results
The workshop was satisfactory.	Closed-ended question (Highly Agree, Agree, Neutral, Disagree, Highly Disagree)	35 Highly Agree 26 Agree 4 Neutral
The topics of the workshop were interesting.	Closed-ended question	35 Highly Agree 29 Agree 1 Neutral
The workshop was useful for my personal or professional needs.	Closed-ended question	33 Highly Agree 23 Agree 9 Neutral
The workshop helped increase my knowledge.	Closed-ended question	32 Highly Agree 32 Agree 1 Neutral
I am satisfied with the contents of the workshop.	Closed-ended question	32 Highly Agree 28 Agree 4 Neutral 1 Disagree
I am satisfied with the duration of the workshop.	Closed-ended question	36 Highly Agree 32 Agree 5 Neutral 2 Disagree
Were there any specific aspects of the workshop that you particularly liked or disliked? Please share your thoughts.	Closed-ended question	
Do you have specific comments and/or suggestions to improve this workshop?	Closed-ended question	



What is your takeaway from this workshop?	Closed-ended question
How would you describe your experience? What emotions have you experienced?	Open-ended question

Participants expressed high satisfaction with the workshop, praising the interactive format, knowledgeable facilitators, and the balance between theory and practice. The inclusive and diverse environment fostered a positive learning experience, with many participants noting they felt seen and heard. The workshop’s topics were engaging and relevant, offering practical tools for personal and professional growth, particularly in communication and critical thinking. The content was well-received for its depth, with participants appreciating the opportunity to explore methodologies like DD and TO. While the duration was generally considered sufficient, some participants suggested extending the workshop in one competence to allow for deeper exploration of the topics. Others valued the concise format, which kept the sessions focused and engaging.

PRISCILA fosters continuous feedback through informal evaluations and real-time participant reflections in addition to structured surveys. During and after sessions, trainers actively collect insights, ensuring that activities are adapted to the needs of diverse learners. Feedback loops allow facilitators to enhance engagement, refine methodologies, and foster inclusion. PRISCILA combines structured surveys and informal reflections to create a dynamic and responsive learning environment that empowers learners while staying true to its core principles of participation, adaptability, and learner-centredness.

The PRISCILA Method is a dynamic, adaptive, and participatory framework that prioritises learner engagement, competence development, and social inclusion. Integrating innovative methodologies and structured Self-assessment, it equips adult migrant learners with the skills and insights needed to actively participate in the process. To ensure the ongoing relevance of the tool, trainers and facilitators play a vital role in refining and improving the method by receiving feedback from participants. Ultimately, the PRISCILA approach fosters an inclusive, reflective, and empowering learning environment, supporting migrants in their journey towards personal and professional accomplishment.

# Chapter 3

# The Self-Assessment Path

## Chapter 3

### The Self-assessment Path

#### 3.1 Overall Self-assessment framework

To align with the European Union's recommendations on fostering Key Competences for Lifelong Learning (Cedefop, 2023), the PRISCILA project adopts a learner-centred perspective, emphasising Self-assessment as a preferred method for recognising and certifying Personal, Social, and Learning-to-Learn (PSLL), Cultural Awareness (Cult. Aw.), and Citizenship (Ctz) Competences. These Key Competences of Lifelong Learning (3KCLL) are inherently complex and holistic, requiring learners to integrate internal resources (knowledge, skills, motivations, values) and external resources (tools, social support, materials) to effectively tackle tasks and situations (Pellerey, 2004).

The learner-centred approach forms the foundation of the project, aligning with the principles of adult education, which prioritise tailoring educational experiences to learners' intellectual, emotional, social, and behavioural characteristics (Młynarczuk-Sokołowska, 2022). Moreover, PRISCILA operates within the framework of non-formal education, which departs from traditional models by placing less emphasis on cognitive performance and more on the emotional, social, and behavioural dimensions of learning. This focus aligns with the demands of contemporary adult education, where fostering personal and professional growth requires addressing these often-overlooked dimensions (Madjar & Cohen-Malayev, 2013). Non-formal education's flexibility allows for methods like Self-assessment to be used, as these approaches empower learners to take ownership of their development, reflecting on their progress and identifying areas for improvement (Brookfield, 2013).

As highlighted by Knowles (1980), adults learn best when they actively engage in their educational journey and when prior experiences are recognised and valued. This approach aligns with the concepts of agency – the capacity to make autonomous choices – and empowerment, which equips individuals with the tools needed to achieve self-determination and control over their lives (Klemencic, 2017). For adult people, curiosity, self-awareness and awareness of the importance of competences are crucial for professional development in education (Ahonen et al., 2023). To promote these dimensions, the Self-assessment process emerges as a valuable tool: it plays a pivotal role in fostering critical reflection, allowing learners to identify strengths and areas for improvement and to design future learning journeys aligned with their personal and professional aspirations (Bacigalupo et al., 2016). This process not only enhances self-efficacy – one's belief in their ability to overcome challenges – but also nurtures a deeper self-awareness and appreciation of personal resources. Such self-awareness is particularly significant for migrants, refugees, and asylum seekers, who often face linguistic, cultural, and institutional barriers, which hinder the full recognition of their skills and full involvement in the professional and social life of the host country.

For migrants and individuals with migratory backgrounds, empowerment through Self-assessment extends beyond merely certifying prior competences. It serves as a form of recognition for the intrinsic value of their life and work experiences, often acquired in non-formal, informal or unrecognised settings, thus not recognised in host countries. To this end, official recognition



is fundamental for building concrete opportunities for growth and inclusion, to guarantee each individual the ability to act intentionally and shape their own future (Cedefop, 2023).

Freire (1970) emphasises that educational empowerment is a tool for emancipation, enabling individuals to critically engage with reality and acquire the tools to transform it. In migratory contexts, this perspective becomes even more salient: Self-assessment is not only a mechanism for mapping technical and professional skills but also an avenue to recognise resilience, adaptability, and problem-solving abilities developed in transitional contexts (Campanini & Santori, 2022).

These qualities are particularly relevant for fostering self-efficacy, which, as Bandura (1997) notes, is a key motivator for individuals to tackle new challenges and achieve meaningful goals.

The importance of these dynamics is underscored by the LifeComp Framework (European Commission, 2020), which identifies PSLL Competence as essential for navigating complex and dynamic environments. For adult migrants, these competences are not merely educational assets but practical tools for achieving social and professional inclusion, essential to live. Similarly, Ctz and Cult. Aw. Competences involve multiple domains of an individual's life, emerging as key skills for full personal fulfilment (European Commission, 2019).

The literature also emphasises that, for competences like those targeted by PRISCILA project, the assessment approach must transcend mere certification. As Segers, Dochy, and Cascallar (2003) argue, assessment should be an integral part of the knowledge construction process, fostering interaction between learning and practice. This is particularly critical for competences that are challenging to observe in isolation, such as personal and social skills, intercultural awareness and active citizenship, which often require holistic and context-sensitive evaluation (Luppi et al., 2024).

The PRISCILA project builds on these premises by developing specific tools to ensure that the assessment process is both effective and accessible (in terms of time, user-friendliness, repeatability, autonomy of use). Instruments such as Self-assessment Tool and Guideline for Trainers (explained in the next paragraphs) provide structured support, reducing the risk of learners feeling overwhelmed or demotivated (Grant & Nadin, 2007). Particularly, these tools are designed to preserve learners' autonomy, striking a balance between pedagogical guidance (provided by trainer's support) and personal responsibility.

As an educational practice, Self-assessment lies at the intersection of learning, competence recognition, and social engagement (Boud & Falchikov, 2006). By integrating theoretical principles and practical tools, the framework developed offers a replicable model for promoting Lifelong Learning and active participation in complex and dynamic contexts.

### 3.1.1 Self-assessment PRISCILA Framework: methodological aspects

In order to develop the necessary tools for competence assessment, a methodological process was adopted that included the following steps:

1. **Analysis of the state of the art and relevant literature to map:**
  - The framework related to the 3KCLL addressed by the project: PSLL, Cult. Aw. and Ctz Competence (European Commission, 2019).
  - The educational/training approaches and methods for these three competences in the context of personal and professional growth, as well as the available indicators and assessment tools at the European level. This was identified through a review of European projects, policies, programs, and literature on Key Competences for Lifelong Learning.
2. **Development of a preliminary framework and methodological proposal** for competence assessment, with a particular focus on the labour market context, relevant for project objectives. The analysis of the state of the art was systematically discussed with project partners through group discussions during monthly meetings and scheduled Learning, Teaching, Training Activities.
3. **Creation of an exploration tool (Observation Grid) to assess the relevance of the choices made.** The goal was to evaluate the alignment between the tool structure, the competences addressed in the project, the selected indicators – from LifeComp (European Commission, 2020) and EntreComp frameworks (Bacigalupo et al., 2016), and the activities designed based on the four base-methodologies of the PRISCILA Method (TO, DD, SA, CI). The pre-pilot phase specifically sought to determine whether the monitoring and evaluation tool (which would later inform the development of the Self-assessment Tool) effectively captured the competences promoted through the activities of the PRISCILA Method. To gather this information, the following resources were provided to partners: an Observation Grid, a Guideline for using the Grid, and a Table for Restitution to collect partners' insights on the tool's effectiveness, relevance, and quality.
4. **Implementation and testing of the Self-assessment Tool.** After gathering feedback on the validity of the Observation Grid, the Self-assessment Tool was developed and tested by participants during training experiences that served as pilot tests for both the PRISCILA Method and the framework for competence evaluation and certification. Participants used the Self-assessment Tool at two points: before and after the training, in order to collect the starting and the ending level of competences for each learner. Overall, the evaluation process was based on Self-assessment, supported by trainers and standardised tools.
5. **Evaluation of the effectiveness and quality of the tool.** Both trainers and participants were asked to complete a Table for Restitution, whose results were analysed to identify the strengths and weaknesses of the tools and assessment process, as well as gather valuable feedback for future organisations wishing to implement the PRISCILA Method. Guidelines and recommendations for using the method and its tools were then developed.
6. **Development of the final version of the evaluation framework** consisting of an assessment Guide, with accompanying instructions for use and support materials for participants, trainers and organisations.

### 3.2 Observation Grid: Identification of competences to be observed during the pilot

The Observation Grid ([Annex 2](#)) serves as a dynamic and structured tool for trainers, enabling them to monitor and document participants’ behaviours and competences throughout the training activities. This process takes on even greater importance within a consortium like PRISCILA, where partners bring diverse languages, methodological approaches, and educational backgrounds. Its design ensures systematic and unbiased observations, directly aligned with the core competences prioritised in the PRISCILA project. Grounded in educational theories like Vygotsky’s Zone of Proximal Development (Vygotsky, 1978), the Observation Grid underscores the value of tracking learners’ actions within collaborative and guided settings, making it a cornerstone of effective training.

The primary objective of this tool is to assess the practical application of essential competences in real-time scenarios. In particular, it was designed to:

- Guide trainers in observing and assessing the development of competences among participants
- Provide the foundation for constructing Self-assessment Tool that ensure consistency between evaluation processes, training methodologies, and educational objectives.

Operationally, the grid serves as a starting point for identifying and evaluating the aspects of the 3KCLL central to the initiative:

1. **Personal, Social, and Learning-to-Learn (PSLL):** This section emphasises emotional intelligence, self-regulation, and adaptive learning strategies. It encourages participants to develop a deeper understanding of themselves and their interactions within a group setting.
2. **Citizenship (Ctz):** Focusing on active participation, collaborative problem-solving, and ethical decision-making, this section promotes the importance of civic engagement and responsibility.
3. **Cultural Awareness (Cult.Aw.):** Highlighting the significance of understanding and appreciating cultural diversity, this section aims to foster respect and openness in multicultural environments.



#### 3.2.1 Structure and Composition

In order to develop the necessary tools for competence assessment, a methodological process was adopted that included the following steps:

Competence	Indicators	Basic Level: foundation relying on support from others	Intermediate Level: building independence	Advanced Level: taking responsibility
Area of competence	Indicator 1	Learning outcome	Learning outcome	Learning outcome
	Indicator 2	Learning outcome	Learning outcome	Learning outcome
	Indicator 3	Learning outcome	Learning outcome	Learning outcome
	Indicator 4	Learning outcome	Learning outcome	Learning outcome

The instrument is structured into three sections, each corresponding to one of the Key Competences for Lifelong Learning. Each section includes a competence area (first column) and four specific indicators (second column) that serve to operationalise the competence by breaking it down into practical, observable dimensions. To provide a clear framework for evaluation, each indicator is further associated with three learning outcomes (latest columns) that trainers can use as benchmarks to assess progress. This structured approach ensures that the evaluation grid offers precise and actionable insights into participants’ development.

For instance, within Ctz Competence, the indicators include the ability to collaborate effectively in groups, propose creative solutions, and contribute to setting common objectives.

These indicators and learning outcomes were drawn from established European frameworks, such as EntreComp (Bacigalupo et al., 2016) and LifeComp (European Commission, 2020), and refined through a participatory process involving all project partners. The indicators were paraphrased into straightforward and accessible language to ensure flexibility and adaptability to the PRISCILA Method. Recognising the potential challenges faced by the project’s target groups – migrants, refugees and asylum seekers – special attention was paid to reducing barriers to understanding and involvement. Drawing on insights from the relevant literature and the extensive experience of project partners working in intercultural contexts, simplifications and preventive solutions were considered. These measures aimed to minimise the difficulties participants might encounter by ensuring that the indicators were as clear and inclusive as possible, while maintaining their evaluative rigour.



### 3.2.2 Progression Model

To support dynamic and individualised evaluation, each indicator is associated with three progression levels corresponding to learning outcomes columns:

- Basic: the learner relies on external support.
- Intermediate: the learner demonstrates growing independence.
- Advanced: the learner takes responsibility and engages in increasingly complex tasks.

This progression model allows trainers to track participants' development over time, assessing their initial competences and observing their growth. By focusing on behaviours that are observable and measurable, the grid ensures clarity and objectivity in the evaluation process.

The importance of a flexible perspective was emphasised to the trainers: not all participants start at a basic level and that learners may exhibit varying levels of competence within the same domain. For instance, a participant might achieve an advanced level in certain indicators of Cult. Aw. Competence while remaining at a basic or intermediate level in others.

### 3.2.3 Guidelines and Adaptability

Guidelines for the use of the Observation Grid were developed to assist trainers in applying the tool systematically and effectively. Trainers were instructed to use one grid per participant whenever feasible, ensuring detailed documentation of all observed behaviours.

The primary purpose of the grid was to verify whether the selected indicators and learning outcomes were truly observable during the training sessions. Since the grid served as a prototype for the Self-assessment Tool that learners would later use independently, it was critical to ensure that the chosen indicators and learning outcomes were not only aligned with the competences but also corresponded to the dimensions developed through the proposed activities and to the reality of the trainers and the learners, ensuring easy access for all. Additionally, the grid provided trainers with insights into whether the characteristics of the activities had been accurately identified, offering valuable feedback for refining both the tool and the training design.

To assess the effectiveness of the tool in capturing learners' progress between the initial and final phases of the training, specific guidelines were provided ([Annex 2](#)).

Moreover, a Table for Restitution ([Annex 3](#)) was shared with project partners to collect feedback on the grid's relevance, clarity, and effectiveness. Partners and learners were asked to evaluate key aspects of the grid through a structured set of questions, which included:

- How relevant are the indicators compared to the competence observed in the activity you have carried out?
- How much correspondence is there between the descriptor and the observed behaviour for each competence area?
- How comprehensive are the descriptors regarding the skills and attitudes you have observed in the participants?
- How accurately do the descriptors reflect the basic-intermediate-advanced progression levels?

Each question required partners/learners to assign a score on a scale from 1 to 6, ranging from "Not Satisfactory" to "Excellent." Additionally, an open field was provided for them to elaborate on

their ratings by offering explanations and suggestions for improvements. This detailed feedback informed subsequent revisions to simplify descriptors and enhance their alignment with the observed behaviours during training, ensuring a more robust and user-friendly tool.

The structure of the **Table for Restitution** appeared as follows:

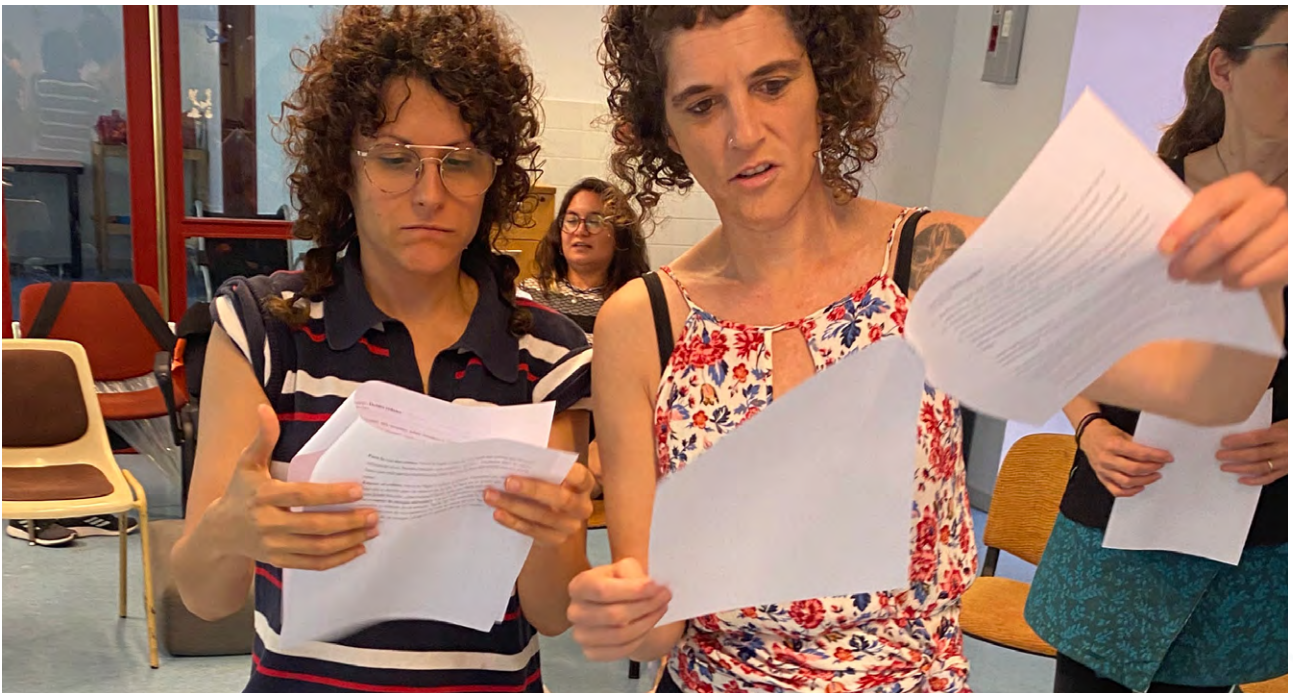
1. Question

Not Satisfactory [1] [2] [3] [4] [5] [6] Excellent

Please provide your explanations and suggestions for improvements:

The initial revision phase highlighted the need to further simplify the language used to describe learning outcomes, ensuring greater accessibility from a linguistic perspective. To promote ease of use and autonomy for the learners, it is decided to adopt descriptions that are as practical and specific as possible, focusing on observable and measurable behaviours.

Additionally, it was recommended to avoid using the terms "basic," "intermediate," and "advanced" to label the different competence levels. These terms could potentially influence learners' choices, as they might be inclined to select a higher level than they actually possessed to present themselves more favourably. To guarantee the instrument's transparency while minimising the risk of bias in the Self-assessment process, the labels were replaced with neutral letters: A, B, and C, corresponding to the basic, intermediate, and advanced levels, respectively.



### 3.2.4 Functions and Strengths

The Observation Grid served as a strategic tool for internally testing the rationale and methodology that later shaped the Self-assessment Tool. This shared process enabled initial refinements, ensuring the tool's alignment with project objectives and enhancing its precision and usability before being shared with pilot participants. Specifically, it was useful for:

- **Systematic observation:** it provided a structured tool for recording and analysing participant behaviours, facilitating the identification of acquired competences and areas requiring further development.
- **Dynamic competence tracking:** the three-level progression model ensured personalised and adaptive evaluation, recognising the unique starting points and growth trajectories of each participant.
- **Alignment with PRISCILA methodologies:** the grid integrated with the project's innovative training methods, such as TO, CI, SA, and DD, ensuring consistency between observed competences and training activities.
- **Validation through feedback:** the participatory review process involving the consortium partners ensured that the grid was culturally sensitive, contextually relevant, and accessible to both trainers and learners.

### 3.2.5 Towards Self-assessment Tools

The structure and logic of the Observation Grid directly addressed the development of the Self-assessment Tool for participants. Like the grid, this tool is organised around competences, indicators, and progression levels, enabling learners to reflect on their abilities and chart their own developmental paths. This parallel design ensures continuity between trainer-led observation and participant Self-assessment, reinforcing the project's commitment to fostering autonomy and self-efficacy among its target audience.

The co-construction process of the tool was essential to ensure it was finely attuned to the needs and capacities of the trainers, while also accommodating the unique characteristics of all implementing partners. This collaborative effort not only stands out as a key added value of the project but also allowed partners to develop a deeper understanding of Self-assessment Tools, equipping them to effectively apply this knowledge during the pilot phase. Moreover, this stage served as a valuable opportunity to bridge diverse methodologies (see Chapter 2) and translate them into practical, operational processes. These processes became tools for both trainers and participants to engage in meaningful self-reflection and personal development, as Project intended.

In conclusion, the Observation Grid was not only a pivotal evaluation tool but also a bridge to creating Self-assessment instruments that are coherent, inclusive, and aligned with the educational goals of the PRISCILA project.

## 3.3 Self-assessment Tool composition

The Self-assessment Tools, developed as part of the PRISCILA project, are designed to enable learners to reflect on and assess their competences both at the start and the end of the training program. These tools build on the theoretical and methodological choices established by the Observation Grid, ensuring alignment with the project's goals by adding unique features tailored to promote learner autonomy and engagement.

### 3.3.1 Structure and Composition

The Self-assessment Tools ([Annex 4](#) and [Annex 5](#)) maintain the same structure as the Observation Grid except for some modifications inserted following the feedback from partners. They comprise three sections, each corresponding to one of the key competences for Lifelong Learning: PSLL, Cult. Aw. and, Ctz Competence. Similar to the Observation Grid, each section includes the area of competence, four indicators (named 'skills' to ensure clarity for students), which break down the macro-competence into specific, observable behaviours.

Each indicator is associated with three levels of progression, labeled A, B and C to represent increasing levels of competence. This choice was made to avoid any bias or pressure learners might feel when selecting a level, as terms such as 'basic', 'intermediate' and 'advanced' might influence their Self-assessment. The simplified labeling protects neutrality and encourages honest reflection on their actual competences.

A major distinction between the Observation Grid and the Self-assessment Tools lies in the addition of a dedicated column on the far right of the Self-assessment grid. This column is designed for each learner to record the outcome of their Self-assessment, selecting the level (A, B, or C) that most closely reflects their observed behaviour.

The inclusion of this column supports a reflective approach to learning, allowing learners to document their initial level (before training) and compare it with their progress (after training). This functionality not only encourages a deeper engagement with the learning process but also fosters greater self-awareness, enabling participants to visualise their development in a structured way.



To facilitate this reflective practice, clear and accessible guidelines are provided to learners, as exemplified in the attached figure. The example demonstrates how learners can navigate the grid by selecting the most suitable level for a given ability. For instance:

Figure 2: Example for the compilation of the Self-assessment Tool

HOW CAN YOU FILL THE GRID?

Here is a **concrete example** of the reflection process.

**I fill the CZ grid, and I choose the first Ability:** I seize the opportunity to do or say something that can be useful to myself or others.

Ability	A	B	C	Which letter corresponds to the selected behavior?
I seize the opportunity to do or say something that can be useful to myself or others	I seize the opportunity to do or say something that can be useful to myself or others. I pay attention and join activities by sharing my thoughts (speaking or not speaking)	I share helpful knowledge, experience, or skills with the group	I share my opinion and encourage others to share theirs	

**Here is an Example to Explain the Choice of the possible Learning Outcomes (LO) that you can select in correspondence of letter A, B and C.**

Example behavior/action	You listen carefully. When you have something useful to say, you speak up. Sometimes, you stay quiet but still pay attention.	You often share your skills or knowledge with the group. For example, you teach the group something you know well.	You like to share your opinion and ask others to share theirs too. You make sure everyone gets a chance to speak.	
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Pick the one that feels most like what you do and write the letter A, B, or C in the last column of the grid.

An explanatory section beneath the grid offers learners relatable examples of behaviours corresponding to each level, ensuring clarity and accessibility. For example, learners are guided to reflect on specific actions, such as whether they actively listen, share knowledge, or facilitate group discussions, and then align these actions with the appropriate progression level.

This right-hand column, therefore, transforms the Self-assessment grid from a static evaluation tool into an interactive instrument that empowers learners to track their growth tangibly. Moreover, the structured reflection it promotes feeds directly into the certification process, forming the basis for issuing micro-credentials.

3.3.2 Innovations in the Self-assessment Tool

The Self-assessment Tool includes features specifically designed to enhance its usability and the accuracy of its outcomes:

- **Dual assessment phases:** Learners are asked to complete the tool at two distinct points: before the training, to establish a baseline of existing competences, and after the training, to evaluate progress and achievements.
- **Guidelines for trainers as facilitators:** Comprehensive guidelines accompany the tool ([Annex 6](#)), outlining the trainer’s role as a facilitator to ensure that learners can navigate the Self-assessment process effectively. Trainers are encouraged to adapt the tool linguistically and culturally, provide visual aids, and create supportive group discussions to foster inclusivity and understanding.
- **Reflection on progress:** A dedicated column allows learners to document their self-assessed levels both before and after the training. This feature provides a clear visual representation of growth, reinforcing learners’ sense of achievement and helping trainers identify areas of further development.

3.3.3 Functions and Strengths

The Self-assessment Tool offers several benefits:

- **Promoting learner’s autonomy:** By involving participants directly in evaluating their competences, the tool fosters self-awareness and ownership of their learning journey, keeping the individual at the centre of the learning process.
- **Facilitating inclusive practices:** With its emphasis on clear, adaptable language and culturally sensitive examples, the tool is accessible to learners from diverse backgrounds, including migrants, refugees, and asylum seekers.
- **Ensuring coherence with project goals:** The tool integrates seamlessly with PRISCILA’s innovative training methods, maintaining consistency across evaluation and participant-centred learning processes.
- **Visualising development:** The dual-phase assessment and pre/post columns make progress tangible, providing both motivation for learners and actionable insights for trainers.
- **Certifying competences through the micro-credential system:** Upon completing the training, the tool’s outcomes are used to issue micro-credentials that certify the competences acquired. This certification, grounded in observable behaviours and learner Self-assessments, provides participants with tangible evidence of their skills, which they can leverage in professional and social contexts.

In conclusion, the Self-assessment Tool is not merely an evaluation instrument but a key component of the PRISCILA Method, empowering learners to reflect, grow, and showcase their competences through valid certifications.



### 3.4 Self-assessment experience: Pilots’ results

During the implementation phase (from June to November 2024), four pilot experiences were carried out in Spain (La Xixa and ACATHI), Italy (APS Cantieri Meticci), Germany (Volkshochschule – Cham), and Türkiye (Hasat). These pilots aimed to implement activities derived from the four methodologies underpinning the PRISCILA Method and to test the evaluation tools designed for Self-assessment. The process provided valuable insights into the effectiveness of the Method and its ability to foster 3KCLL.

Each pilot included a structured sequence of activities that emphasised:

1. **Initial Self-assessment phase:** participants completed the Self-assessment Tool to evaluate their baseline levels in the three key Lifelong Learning competences.
2. **Implementation of activities:** trainers facilitated activities based on the PRISCILA Method.
3. **Final Self-assessment phase:** at the end of the pilot, participants repeated the Self-assessment to measure progress and competency improvement.
4. **Feedback collection:** questionnaires were distributed to both trainers and learners to gather qualitative insights into the tools and methods applied.

The primary objectives of the Self-assessment process were to evaluate the capacity of the PRISCILA Method to promote the 3KCLL) and to test the ability of the Self-assessment Tool to effectively capture competence improvements.

#### 3.4.1 General results of the Self-assessment process

This paragraph analyses the data collected through Self-assessment questionnaires ([Annex 4](#) and [Annex 5](#)) administered to participants from all partner organisations involved in the training programs based on the PRISCILA Method. The aim is to evaluate the effectiveness of the Method in promoting 3KCLL. Participants self-assessed their skills on a scale from 1 (basic level, corresponding to letter A) to 3 (advanced level, corresponding to letter C) before and after the training. The analysis focuses exclusively on individuals who completed both the pre- and post-Self-assessment questionnaires and who did not exceed the maximum allowable absences for programme validation. A total of 66 results were considered, distributed as follows: 23 participants from La Xixa and ACATHI, 11 participants from Hasat, 16 participants from Cantieri Meticci, and 16 participants from VHS. The following sections present a detailed analysis of the initial data, observed improvements, statistical correlations, and conclusions.

Table 4: Results of the self-assessment process for the PSLL Competence

Personal, Social and Learning-to-Learn Competence (PSLL)		
Indicators (P1, P2, P3, P4)	Mean (pre-assessment phase)	Mean (post-assessment phase)
I am aware and express personal emotions, thoughts, values, and behaviour	1.80	2.42
I am aware of other people’s emotions, experiences, and values	1.65	2.21
I listen to others and engage in conversations with confidence, assertiveness, and reciprocity	1.76	2.11
I understand and adopt new ideas, approaches, tools, and actions in response to changing contexts	1.76	2.2

The PSLL Competence showed notable improvement in participants’ self-perceived abilities following the pilot training programme conducted across four countries. Initial Self-assessments revealed a modest baseline, with an overall pre-training average score of 1.74.

The lowest-scoring indicator was I am aware of other people’s emotions, experiences, and values, at 1.65. This baseline suggests that participants initially rated their personal and social competences at a basic level, which aligns with the complexity of self-awareness and the need for reflective and self-esteem-building practices.

The training activities contributed to significant growth across all indicators, with the overall competence area showing a 28.7% improvement. Notably:

- I am aware and express personal emotions, thoughts, values, and behaviour improved by 34.4%
- I am aware of another people’s emotions, experiences, and values increased by 33.9%.

These results highlight the positive impact of the learner-centred approach, which prioritised self-reflection, empathy, critical thinking, and interpersonal skills. The trainers reported that the structured combination of activities and their guidance fostered not only skill development but also a heightened ability to recognise and articulate personal growth.

Despite these gains, the questionnaire’s limitations prevent us from pinpointing the specific mechanisms behind this improvement. Nevertheless, qualitative insights suggest that the integration of reflective practices and learner-centred strategies helped participants internalise and apply the competences effectively. This highlighted the importance of supportive environments and targeted methodologies in fostering transformative learning experiences (see chapter 5).

Concluding, the PSLL domain emerged as one of the most improved areas, reaffirming the value of empowering individuals through tailored, reflective, and interactive learning pathways.



Table 5: Results of the self-assessment process for the Cult. Aw. Competence

Cultural Awareness Competence (Cult. Aw.)		
Indicators (P1, P2, P3, P4)	Mean (pre-assessment phase)	Mean (post-assessment phase)
I recognise differences as a positive opportunity	2.08	2.38
I know and can share my own culture to learn more about others	1.98	2.32
I can show respect for others, their background, and situations	2.15	2.47
I can participate in group dynamics for problem-solving	2.14	2.38

The Cult. Aw. Competence demonstrated moderate growth following the pilot training, with an overall improvement of 14.4% – a smaller increase compared to other competence areas, which recorded over 20% growth. Pre-training scores revealed this domain as the most developed at baseline, with three out of four indicators already above a score of 2. However, the indicator I know and can share my own culture to learn more about others stood out as the least developed, with an average pre-training score of 1.98, narrowly reaching the basic level. This lower score may be attributed to the complexity of the indicator, as it requires participants to not only possess cultural self-awareness but also articulate and share their cultural identity meaningfully. Additionally, individuals from diverse social, cultural, and educational backgrounds may interpret and operationalise this competence differently, adding layers of complexity to its Self-assessment. Despite its starting position as the least developed indicator, it showed the highest relative growth within the domain, improving by 17.2%. This progress suggests that the training activities effectively addressed the challenges of fostering cultural exchange and self-expression. Moreover, all indicators improved by the end of the training, demonstrating that learners perceived significant advancements in their ability to recognise differences as opportunities, respect others’ backgrounds, and engage in group problem-solving.

The comparatively lower overall growth might reflect the participants’ prior familiarity with intercultural contexts or the subtlety of changes in deeply ingrained attitudes and behaviours. It also underscores the need for continued emphasis on structured, reflective activities that deepen cultural self-awareness and mutual understanding. These findings highlight the value of integrating cultural competence into training programs while pointing to areas where further refinement could enhance learning outcomes.

Table 6: Results of the self-assessment process for the Ctz Competence

Cultural Awareness Competence (Cult. Aw.)		
Indicators (P1, P2, P3, P4)	Mean (pre-assessment phase)	Mean (post-assessment phase)
I seize the opportunity to do or say something that can be useful to myself or other	1.58	2.09
I can develop ideas that solve problems	1.86	2.09
I recognise the importance of sharing resources with others	1.92	2.48
I can image a desirable future	1.97	2.38

The data demonstrate that the PRISCILA Method has effectively fostered skills in the area of the Ctz Competence. Overall, participants reported a 23.5% improvement.

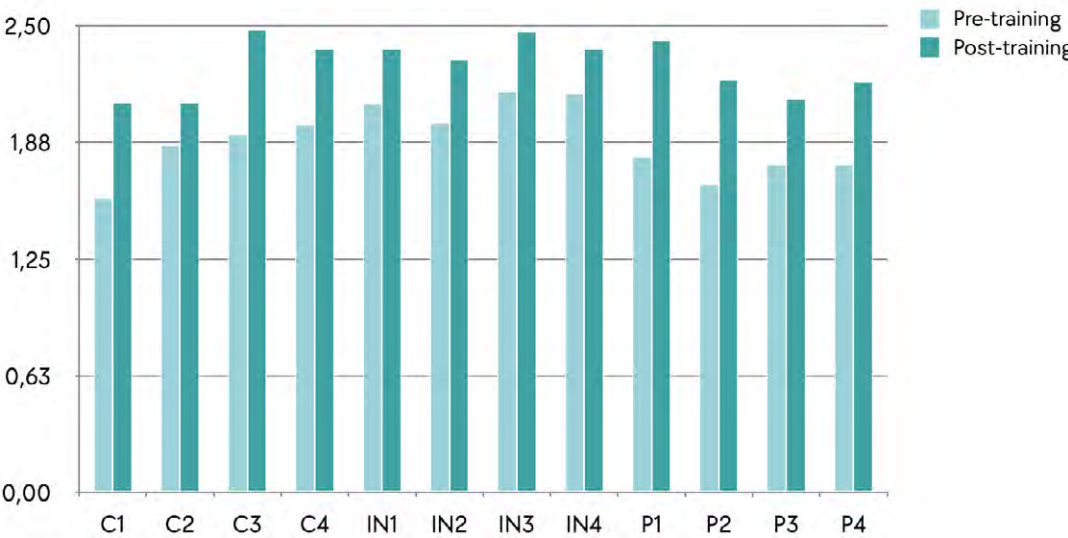
Specifically, the first indicator, I seize the opportunity to do or say something that can be useful to myself or others showed the highest perceived improvement, with participants indicating a 32.3% increase in their skills. Similarly, the third indicator, I recognise the importance of sharing resources with others, also registered a notable enhancement, with a 29.2% improvement. From these initial analyses, it appears that the indicator I can develop ideas that solve problems requires more attention in future interventions, as it showed a more modest improvement from an average score of 1.86 to 2.09 (+12.4%).

Undoubtedly, the methodologies underlying the PRISCILA Method encourage individuals to reflect on their own circumstances as well as those of others. This reflection is facilitated through activities that continuously oscillate between personal and collective dimensions, a crucial element in equipping individuals with skills that are valuable in both contexts.



The following histogram provides an overview of the improvement each area of competence has achieved through the implementation of the PRISCILA Method:

Figure 3: Comparison of Self-Assessment Results Before and After Training



As shown in the accompanying chart and supported by the data provided, it is clear that the PRISCILA project has successfully developed a method that effectively addresses the goal of fostering three of the eight key competences for LLL.

3.4.2 Results of the Self-assessment Tool satisfaction survey for Learner

Based on the surveys administered to learners and trainers, we were able to identify both strengths and weaknesses in the use of the Self-assessment Tools. The questions directed at learners focused on aspects such as the clarity of the tools, their impact on reflecting the 3KCLL, and their effectiveness in evaluating both pre-existing and newly acquired skills. The questionnaire ([Annex 7](#)) was designed with a user-friendly format: each question was followed by a Likert scale ranging from 1 to 5, where the scores corresponded to “Highly agree,” “Agree,” “Neutral,” “Disagree,” and “Highly disagree.” The design was intended to facilitate Self-assessment and encourage participants to evaluate their experience comprehensively. The tool looked like this:

Figure 4: Graphical Representation of the Likert Scale Used for Questionnaire Responses

PLEASE FILL THIS (EASY & FAST) GRID REFERRING TO YOUR LEVEL OF AGREEMENT				
Highly agree	Agree	Neutral	Disagree	Highly Disagree
😊	🙂	😐	🤔	😞

The survey was administered to all participants, and responses were considered only from the 63 individuals who completed the entire survey without missing any answers. It is important to note that while the tool itself used scores from 1 to 5 with 1 representing “Highly

agree” and 5 “Highly disagree,” the values in the table below have been inverted for clarity. Thus, in this context, 1 corresponds to low disagreement and 5 to high agreement.

Table 7: Participant Satisfaction Survey Results for Assessment Method

Survey Question for Trainers	Mean
The “Self-assessment tools” were clear to understand	3.6
The “Self-assessment tools” helped me understand the 3 KCLL (Personal, Social and Learning-to-Learn; Citizenship and Cultural Awareness)	3.7
The “Self-assessment tools” were helpful to reflect on my existing competences.	4.0
The “Self-assessment tools” were helpful to reflect on my new competences.	3.9
The “Self-assessment tools” helped me evaluate myself and my behaviour during the training.	4.0

Despite all the responses being above the mean, the lowest score was given to the clarity of the tools (3.6), whereas the usefulness of the tools in promoting self-reflection on existing and new competences emerged as the strongest aspects with scores of 4.0 and 3.9 respectively. This finding is particularly significant as it is in line with the objectives of the project and the theoretical framework of the learner-centred approach and Self-assessment methodology. These tools were deliberately designed to recognise and value both pre-existing and newly developed skills, enabling participants to better understand and appreciate their growth through the PRISCILA Method.

The emphasis on self-reflection is key to empowering learners, equipping them to make informed decisions, and fostering a deeper sense of agency (Bacigalupo et al., 2016). By helping participants critically evaluate their own competences and behaviours, the PRISCILA Method not only enhances their self-awareness but also strengthens their ability to navigate and adapt to complex learning and professional contexts. Moreover, this type of assessment learning is particularly empowering for migrants, whose lived experiences often require them to constantly prove their adaptability and competences in new and challenging environments.

3.4.3 Results of the Self-assessment Tool satisfaction survey for Trainers

The Self-assessment Tool satisfaction survey for trainers ([Annex 8](#)) consisted of closed-ended questions using a Likert scale from 1 to 6 (ranging from “totally disagree” to “highly agree”) and one open-ended question inviting additional comments. These responses revealed valuable insights into the tool’s effectiveness and areas for improvement. Notably, one partner opted to treat the questions as open-ended, providing qualitative feedback rather than numerical ratings. The survey was conducted with two trainers per pilot experience, totaling eight participants. Therefore, a comprehensive analysis was conducted, integrating both quantitative results and qualitative



observations to provide a holistic understanding of the trainers’ feedback.

Table 8: Trainers Satisfaction Survey Results for Assessment Method

Survey Question for Trainers	Kind of Question
How easy and clear did learners find the Self-assessment tool?	Closed-ended question
What did learners think about the format (language, length, clarity of the descriptions, and relevance)?	Closed-ended question
How accurately do the behaviours described reflect learners’ experiences in the training?	Closed-ended question
How clear and useful were the instructions provided for filling in the tool?	Closed-ended question
What challenges were encountered, and what suggestions were offered to improve the tool?	Closed-ended question
How was the tool administered, and what worked well or could be improved?	Closed-ended question
Do you have any other suggestions for future activities?	Open-ended question

From the trainers’ point of view, they appreciated the innovative approach of the Self-assessment Tool, which aimed to challenge traditional power dynamics in evaluation processes. However, they noted difficulties in communicating its purpose and complexity, particularly to marginalised participants such as migrants, who often struggled with abstract language and systemised evaluation practices. Key issues included the need for clearer, simplified instructions and terminology to ensure accessibility and relevance to participants’ experiences. Some trainers highlighted the importance of bridging the conceptual aspects of competences with the practical understanding of participants. The Self-assessment process empowered participants by encouraging self-reflection, although it required notable facilitation effort to adapt it to the learning context. Suggestions for improvement included focusing on specific competences for deeper analysis, simplifying the language, and incorporating opportunities for iterative Self-assessment to track progress. Overall, the potential of the tool to promote awareness and inclusivity was evident, but needed further refinement for wider impact.

As previously mentioned, the outcomes of the pilot experiences and satisfaction surveys regarding the Self-assessment process and its tool provided valuable insights into the PRISCILA Method’s implementation and impact. The results confirmed the Method’s effectiveness in fostering the three key competences central to the project, showcasing its ability to promote critical reflection, cultural awareness, and active participation among learners. At the same time, the feedback highlighted specific areas for improvement, particularly regarding the accessibility of the Self-assessment Tool, the clarity of its language, and the need to better align its content with participants’ lived experiences. Additionally, the process underscored the importance

of supporting both facilitators and participants with comprehensive guidelines and tailored methodologies to ensure successful implementation. Suggestions from trainers emphasised the need to simplify complex concepts, focus on specific competences for deeper analysis, and integrate opportunities for iterative reflection to better track individual progress.

In addition to this feedback, additional qualitative data was gathered during the pilot phase, collecting the trainers’ perspectives on the successes, challenges, and issues encountered in their collective experiences by trainers and participants. In the following section, we will highlight the most relevant aspects of this input.

By addressing the challenges and leveraging the strengths identified during the pilot phase, this collection of experiences aimed to optimise the Self-assessment process and to develop actionable guidelines and best practices that will support organisations seeking to adopt the PRISCILA Method in their contexts.

3.4.4 Results of the Report of Guidelines Template Implementations: Qualitative Feedback of the Self-assessment Method

The Self-assessment methods employed during the PRISCILA project provided a unique opportunity to explore how different organisations adapted and implemented these tools to suit their specific contexts and participant needs. To collect feedback from partners on the use of these tools, the “Report of Implementations of Assessment tools” was created.

This Report served as a tool for collecting feedback from participants and facilitators involved in the PRISCILA method pilot. The template was designed to capture the experiences, challenges, and insights gained during the implementation process. By filling out the sections, respondents provided valuable input that helped refine the PRISCILA methodology, improve its implementation, and offer better support to future training organisations. The goal was to use this feedback to continuously enhance the PRISCILA method, ensuring it met the needs of diverse participants and contexts in future iterations.

Through the feedbacks collected by the pilot experiences of partners – such as La Xixa, ACATHI, Cantieri Meticci, Hasat and VHS – several important themes have emerged, including the adaptation of tools to diverse methodologies, fostering participant empowerment, and addressing challenges related to usability and inclusivity. These insights highlight how creative, interactive, and culturally sensitive approaches can enhance the effectiveness of Self-assessment frameworks. By examining these case studies, this section delves into the challenges and solutions drawn from their collective Self-assessment experiences, setting the stage for broader reflections on the role of Self-assessment in fostering learning, inclusion, and personal growth. In particular:

### Participants and Partners Self-assessment experience

Feedback from the organisations La Xixa, ACATHI, Cantieri Meticci, VHS, and Hasat highlights the importance of intercultural and inclusive approaches to Self-assessment Tools, emphasising their transformative impact when effectively implemented.

The tools used in the Self-assessment process were adapted to better suit non-formal methodologies and participants with fewer opportunities' needs, simplifying language and translating materials into Spanish to enhance usability. It was reported:

*"Participants and trainers gave positive feedback, highlighting collective reflection and self-empowerment".*

Efforts were also made to bridge digital literacy gaps by providing personalised guidance and ensuring that undocumented migrants could access credentials while maintaining privacy. It was emphasised that:

*"Inclusivity was vital, allowing all participants to access tools regardless of their status".*

The challenges of unfamiliarity with reflective practices linked to learning processes were addressed through peer support, visual aids, and adapted tools, with the recognition:

*"Tailored materials helped participants relate to and navigate the process".*

Feedback from participants was actively integrated, and cultural sensitivity was a key component of the approach. Activities such as forum theatre and visual exercises were used, with the observation:

*"Clear communication and culturally aligned tools built trust, enabling meaningful self-reflection and growth".*

### The Role of the trainer as facilitator during all Self-assessment process

Trainers from La Xixa and ACATHI emphasised their pivotal role in creating an empowering environment through the Self-assessment process in the PRISCILA project. La Xixa shared that the process encouraged self-reflection and self-recognition, noting that both trainers and participants felt proud of their ability to identify and understand their competences:

*"Participants and Trainers gave positive feedback on the assessment process... generating self-empowerment and pride of being able to recognise and identify indicators."*

ACATHI highlighted how important it was to create a safe space for marginalised groups, like migrants and LGBTQI+ individuals, where their experiences and voices were validated.

Trainers worked on further simplifying the tools and offering additional support materials. For instance, they suggested focusing on one competence per session for a more manageable process. ACATHI also recommended preparatory sessions to improve digital literacy, such as introducing Europass profiles, to ensure participants were better equipped to engage with the tools effectively. This reflects the trainers' essential role in adapting the process to fit the needs of diverse learners, making sure it remains accessible and empowering.

### Challenges and Solutions: Towards Good Practices for Guidelines Development

Key challenges included unfamiliarity with Self-assessment methodologies, literacy and language barriers.

The main challenge reported was adapting assessment tools to participants' realities and integrating them into the training. It was noted,

*"The main challenge was to adapt the assessment tools and indicators to the reality and methodology of our training and participants, and train the facilitators to use and integrate these tools into the training itself".*

Strategies to overcome this included simplifying documents and using introductory activities to help participants familiarise themselves with the process.

Clear guidance and addressing digital inclusion were also emphasised, with the statement:

*"Tailoring guidance and creating dedicated sessions for Europass and micro-credentials were essential steps, though time constraints limited their depth".*

The use of creative methodologies, such as symbolic imagery, was highlighted to make abstract concepts more relatable. It was observed,

*"Interactive and cooperative activities helped reduce the isolation of individual Self-assessments, fostering deeper engagement".*

Cultural mediators played an important role, though their availability was limited. Also, the unfamiliarity of participants with reflective practices was pointed out, as

*"The format of the self-evaluation was unknown to most of the participants". Preparatory sessions, peer collaboration, and clear instructions were emphasised as crucial in addressing these gaps, with the addition, "Peer support was essential in helping learners navigate unfamiliar processes".*

Across all partners, the shared feedback emphasises tailoring tools to participants, fostering safe spaces, and continually refining methods to ensure inclusivity and participant empowerment.

The results gathered from both quantitative feedback (via Survey) and qualitative insights (through the Report of Guidelines Template Implementations) were instrumental in shaping the recommendations presented in Chapter 5. These findings provide a clear roadmap for the ongoing refinement of the method and its broader application.



# Chapter 4

# PRISCILA

# Micro-

# credentials

# Framework

## Chapter 4

## PRISCILA Micro-credentials Framework

In the field of non-formal education, the European and national landscape is still very fragmented when it comes to credentials, related to their format (paper, electronic, virtual etc.), their connection to existing competences and skills frameworks (European or national/regional), their level of recognition in the national systems (or lack thereof), their connection to specific funding schema, etc.

This fragmented landscape is reducing the opportunities for mobility of people, in terms of competences, between employment and education and geographical, in particular for individuals who have not direct access to recognition of formal education and for the ones that find themselves in transit between contexts.

A clear need is identified to include non-formal learning activities and providers in the general mechanisms of recognition of competences and skills, as well as in credentials ecosystems, including, for example, the type of credentials that can be issued by non-formal providers, quality assurance processes that are feasible for such entities and access to national and European infrastructures for digital credentials, to support also technical interoperability between the credentials issued by the formal and non-formal sector.

### 4.1 What are micro-credentials?

In this view, the PRISCILA Approach was developed to include digital credentials for both learners and trainers/practitioners for the training organised under its umbrella, which was designed in the form of 'micro-credentials', following as close as possible the European micro-credential model proposed by the Council Recommendation on a European approach to micro-credentials for lifelong learning and employability (European Commission, 2022).

#### 4.1.1 Core definitions of credentials and micro-credentials

##### What is an education credential in general?

- Statement issued by an organisation to a learner, documenting their learning
- Document that certifies the level of learning achieved or the proficiency in a specific skill/competence
- Document that provides evidence or demonstrates completion of a learning activity
- Examples of credentials are diploma, transcript, certificate, badge, license etc.

##### What is a micro-credential in the European approach?

- A micro-credential is the record of the learning outcomes that a learner has acquired following a small volume of learning.
- These learning outcomes have been assessed against transparent and clearly defined standards.
- Courses leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs.

- They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

### 4.1.2 PRISCILA approach to the European model

Based on the analysis of the European model and its core principles, the more relevant aspects of the model for the PRISCILA organisations contexts were identified, which are all non-formal education providers.


The identification of the core aspects to focus on for the PRISCILA approach was done based on three criteria mainly: applicability (level and scope of our work), feasibility (within the project resources, timeline and technical/administrative capacity of involved organisations) and, finally, primary needs and gaps in the existing processes of the involved organisations (for example identifying the areas where the involved organisations have not or little processes in place).

The following principles of the model are extracted directly from the European Commission literature and the most relevant ones for the PRISCILA approach.

- **Quality** - Micro-credentials are subject to internal and external quality assurance by the system producing them.
- **Transparency** - Micro-credentials are measurable, comparable and understandable with clear information on learning outcomes, workload, content, level, and the learning offer, as relevant.
- **Relevance** - Micro-credentials should be designed as distinct, targeted learning achievements, and learning opportunities leading to them are updated as necessary, to meet identified learning needs.
- **Valid assessment** - Micro-credential learning outcomes are assessed against transparent standards.
- **Learning Pathways** - Micro-credentials are designed to support flexible learning pathways, including the possibility to stack, validate, and recognise micro-credentials from across different systems, including non-formal and informal learning.
- **Recognition** - Recognition has a clear signalling value of learning outcomes and paves the way for a wider offer of such small learning experiences in a comparable way across the EU.
- **Portability** - Micro-credentials are owned by the credential-holder, stored and shared easily, infrastructure for storing data is based on open standards and data models (interoperability and data authenticity checks).
- **Learner-centred** - Micro-credentials are designed to meet the learner needs of the target group of learners, who should be involved in the internal and external quality assurance processes.
- **Authentic** - Micro-credentials contain sufficient information to check their authenticity.
- **Information and guidance** - Information and guidance on micro-credentials should be incorporated in Lifelong Learning guidance services (European Commission, 2022).

The **quality aspect was given specific attention**, also due to the consideration that, while non-formal education providers are generally carrying out quality assurance activities, often these are not structured, or not formalised, or not tracked and reported in a - for more institutional education providers - consistent manner.

Figure 5 – Description of the quality aspect of the European model for micro-credentials (European Commission, 2021)



## Quality

Micro-credentials are subject to **internal and external quality assurance** by the system producing them (e.g. the education, training or labour market context in which the micro-credential is developed and delivered). Quality assurance processes must be **fit-for-purpose, be clearly documented, accessible, and meet the needs** of learners and stakeholders.

**External quality assurance** is based primarily on the **assessment of providers** (rather than individual courses) and the effectiveness of their internal quality assurance procedures.

External quality assurance is conducted in line with:

- **Annex IV of the European qualifications framework Recommendation**, where applicable;
- the **Standards and Guidelines for Quality Assurance in the European Higher Education Area**, where applicable;
- the **European quality assurance reference framework (the EQAVET Framework) in the field of vocational education and training**, where applicable;
- **other quality assurance instruments**, including registries and labels, to build public trust in micro-credentials, where applicable.

Providers should make sure that **internal quality assurance** covers all the following elements:

- the **overall quality of the micro-credential itself**, based on the standards referred to below
- the **quality of the course**, where applicable, leading to the micro-credential
- **learners' feedback** on the learning experience leading to the micro-credential; and
- **peers feedback**, including other providers and stakeholders, on the learning experience leading to the micro-credential

## 4.2 PRISCILA Micro-credentials core approach

Based on the above, the PRISCILA Micro-credentials Framework core approach was designed, as summarised here below.



### Relevant and learner centred

Methodology, instructional design and pilot approach is co-designed by partners and based on their learners' needs. Furthermore, assessment methods are diverse and appropriate for the users: group assessment, Self-assessment, observations.



### Valid assessment

Assessment frameworks of reference are established European frameworks (LifeComp and ENTREComp mainly), with custom design of indicators on a rubric-based approach, also considering the specific needs of the partners and their learners. The tools are released publicly.



### Quality assured

The two main methods for QA activities selected are Peer review and Learners' feedback.



### Transparent, authentic and portable

A digital credential is issued for each learner through the European Digital Credentials infrastructure. The credential data model is based on the European Learning Model. The data model is released publicly.



### 4.3 Quality assurance activities for non-formal education

The Council Recommendations (2022) indicate that providers should ensure that their internal QA procedures are also including peers and learners in the processes (European Commission, 2022). This is particularly important for non-formal education, where a specific standard for QA at European level is not available and also not yet in place in most European countries. Furthermore, the Guide to design, issue and recognise micro-credentials from ETF (European Training Foundation, 2022) indicates that relevant assessment methods (for learning outcomes and learners) and quality assurance of such methods are essential for the micro-credential process also for non-formal education activities, in particular to support potential recognition/validation of the competences acquired in the training paths.

Finally, the quality assurance approach proposed by EAEA (European Association for the Education of the Adults) was also considered, which can be summarised with the following core principles: ethical, humanistic and holistic; specific for each education level; including direct involvement of learners in QA processes; transparent in terms of QA processes; providing enabling context and infrastructure; availability of advisory system for all education providers; indicators system that considers needs and characteristics of all level of education; focus on staff development as fundamental aspects of the QA system (European Association for the Education of Adults, 2022).

Based on these considerations, within the PRISCILA Framework, the PRISCILA Quality Assurance Strategy and its activities related to designing and issuing micro-credentials focus on:

- assuring the quality of the training models (which are the base for the pilots in four countries) and of the assessment methods, for learners.
- two types of QA activities, learners’ feedback and peer review, both for the learning experience leading to the micro-credential and for the assessment methods.

The QA activities were developed and implemented at international level (consortium, cross-country, common PRISCILA models) and at national level (in context, at partner organisation or local level, with custom models).



#### 4.3.1 Initial mapping and needs analysis

As a first step in the Quality Assurance Strategy's design for PRISCILA, a mapping exercise was conducted with partners in order to identify QA activities already in place in the organisations and interest/feasibility for specifically designed PRISCILA QA activities. The results of this initial mapping are summarised below.

Table 9: Mapping of Existing Quality Assurance Activities and PRISCILA QA Interests

Country	Type of process	Participants	Format	Duration	Activit Facili- tator	Focus and content
Spain	Peer review	Facilitators/trainers of non-formal learning workshops	Short group exchan- ging meeting (5p)	1h	Manager	Assess- ment methods (Table of restitution for Trainer)
Italy	Peer review	Expert tutors from migrant centres; intercultural mediators; expert artists with migrant background	2 Short group exchan- ging meeting	1.30 h	Expert inter- cultural mediator	Assessment methods (Table of restitution for Trainer)
Spain	Peer review	Facilitators/ trainers of non- formal learning workshops	Short group exchanging meeting post- workshops	1h	Trainers	Learning model and assessment methods (Table of restitution for Trainer)
Germany	Peer review	Trainer/ language teachers in integration courses	Short group exchanging meeting	1h	Educators	Assessment method (Table of restitution for Trainer)
Spain	Learners feedback	Adult migrant learners	Online questionnaire	15'	Trainers	Assessment method (Tables of restitution for learners)



Spain	Learners feedback	Adult migrant learners	Informal evaluation with TO and DD methodologies	30'	Trainers	Evaluation of the experience
Türkiye	Learners feedback	Adult migrant learners	Online questionnaire	15'	Trainers	Assessment method (Tables of restitution for learners)
Türkiye	Learners feed-back	Adult migrant learners	Informal evaluation with TO and DD methodologies	30'	Trainers	Evaluation of the experience
Türkiye	Peer review	Facilitators/trainers of the workshops	Short group exchanging meeting post-workshops	1h	Trainers	Learning model and assessment methods (Table of restitution for Trainer)

4.3.2 Methods for quality assurance in non-formal education

After this initial mapping and based on the results, good practices and general methods were identified for the two types of activities, which served as the basis for the PRISCILA Quality Assurance approach.

**As for peer review activities**, two approaches in particular were considered for inspiration:

- European project ONE – Networks for Quality Adult Learning - European Peer Review Manual for Adult Learning (<https://www.adult-learning.eu/en/>)
- Slovenian institute for adult education (SIAE) – Quality system in Adult education (<https://kakovost.acs.si/>)

**As for learners’ feedback**, according to the approach proposed by the ETF Guide (European Training Foundation, 2022, pag. 15): “When gathering learners’ feedback on the learning experience, providers should enable learners to be involved as equal partners in the internal QA process (see also Chapter 9 of the ETF Guide). Taking the responsibility to co-own the improvement of the learning experience is essential for learners to develop collaborative skills and competences which are necessary both in the labour market and society in general”.

Considering the Kirkpatrick model for learners’ feedback and evaluation suggested by the ETF Guide, the PRISCILA method, as presented more in-depth in Chapter 3 (Evaluation framework explanation), focuses on the levels of Reaction and Learning, at least in its initial iteration.

Table 10: Kirkpatrick model of evaluation training (European Training Foundation, 2022, pag. 15)

Table 4: Kirkpatrick model of evaluating training.

Level	Evaluation Target	Evaluation Period	Evaluation Methods
1 - Reaction	Participants’ immediate reactions to the learning program – satisfaction, engagement and perceived relevance of the learning.	During the course or immediately after.	Post-learning surveys, questionnaires and informal discussions.
2 - Learning	Participants’ acquisition of the intended knowledge, skills, and attitudes from the learning program	At the end of the course.	Assessment tools including tests, quizzes, examinations, demonstrations etc. (see Chapter 6).
3 – Behaviour	Participants’ application of their newly acquired knowledge and skills in their work or daily life.	Weeks to months after the end of the course.	Interviews with students or their tutors, or employers to review performance data.
4 – Results	Overall impact of the learning programme on its intended target group or audience.	Months after course (typically 12-24).	Analysis of key performance indicators (KPIs), financial data, or other organisational metrics.

Source: Content adapted from Kirkpatrick and Kirkpatrick (2016).  
Based on the initial mapping or partners practices and needs and the exploration of some established methods, the following specific activities were designed for the PRISCILA QA approach, both for peer review and for learners’ feedback.





### 4.3.3 PRISCILA Peer review activities

Within the PRISCILA approach, peer review activities are designed for before and after the training, with two main methods: review of assessment methods (pre and post-training); review of the learning models (post-training).

While ideally this process should also include a peer review activity of the learning models before the training, this proved not to be feasible in the initial phase, due the timeline for developing the methods and implementing the first training. The methodology is therefore improved for the second part of the PRISCILA Training programme, which is a capacity-building activity addressed to trainers and practitioners. The improved methodology is included in the PRISCILA Handbook for Trainers to be published in 2025.

Table 11: Peer Review Activities in the PRISCILA Approach: Methods and Improvements

Type of process	Participants	Format	Duration	Facilitator	Content	Tools suggested
Peer review	Facilitators and trainers of non-formal learning workshops, intercultural mediators, (both PRISCILA trainers – not part of the training design team and part of the team – and external trainers)	Short group meeting (pre-workshop and post-workshop)	1-2 hours	Project trainer or mediator	Assessment methods (UNIBO)	Table of restitution for Trainers (UNIBO) and focus groups with open questions (EAEA)
Peer review	Facilitators and trainers of non-formal learning workshops, intercultural mediators (only for PRISCILA trainers who implemented the training)	Short group meeting (post-workshops)	1 hour	Project trainer or mediator	Learning models (HASAT)	Focus group with open questions (EAEA)
Peer review	Whole team of each partner organising the pilots	Short group meeting (post-workshops)	1 hour	Project Coordinator	Learning models (HASAT)	WP2 - Pilot assessment form for partners (HASAT)

#### 4.3.3.1 Peer review on assessment method

The focus of this activity is to peer review the Self-assessment methods developed by UNIBO (Self-assessment Tools for Participants, pre and post-training), both with PRISCILA trainers (who will implement the workshop with learners) and with external trainers and experts.

The Table of Restitution for Trainers developed by UNIBO can be administered independently. The explanation of the tool is available in Chapter 3.

In alternative or in addition, focus groups can be conducted: 1) before the PRISCILA pilot training, with both PRISCILA Trainers and external reviewers; and/or 2) after the PRISCILA pilot training, with PRISCILA Trainers (who have implemented the training).

The Self-assessment Tools are shared to the peer review participants at least 1 week before the meeting.

#### Questions for pre-workshop focus group (PRISCILA trainers and external reviewers)

- How easy do you find it to read and understand the descriptions of the competences described in the Self-assessment Tool? Do you think that the descriptions are easy and accessible for our potential learners? Please, explain why.
- How clear and useful do you find the instructions provided for filling in a Self-assessment Tool for learners? Are they easy to understand and to explain for you as a trainer? In your opinion, are they easy to understand for the potential learners of our training? Please, explain why.
- What is your feedback on the format of the Self-assessment Tool? Please, mention aspects such as language, length, clarity, etc.
- As a trainer, how much do you believe that this Self-assessment Tool can be filled out autonomously by training participants? What would be your suggested administration approach (individual assessment, group assessment, guided assessment, online questionnaire etc.)? Please, explain why.
- Do you have any other suggestions?

#### Questions for post-activity focus group (PRISCILA trainers)

- How easy and clear learners did find the Self-assessment Tool? What do they think about the format (language, length, clarity of the descriptions, relevance for them)? How accurately do the behaviours described reflect learners' experience in the training? Please, explain why.
- How clear and useful learners found the instructions provided for filling in the Self-assessment tool for learners? How did you explain the instructions to learners? Please, explain.
- Did you encounter any challenges? What are your suggestions to improve the tool and instructions for the future? Please, explain.
- How did you administer the Self-assessment Tools (individual assessment, group assessment, guided assessment, online questionnaire etc.)? Please, explain the approach and what worked well or can be improved.
- Do you have any other suggestions for future activities?

4.3.3.2 Peer review on learning models - Trainers

The focus of this activity is to peer review the PRISCILA workshops and learning models, developed by HASAT and the custom version done by each partner organisation based on their specific context. The focus groups are to be conducted after the PRISCILA pilot training, with PRISCILA Trainers, for each partner’s organisation. A joint international focus group can be also organised after all the pilot activities are concluded.

Questions for post-activity focus group (PRISCILA trainers)

- How relevant the general PRISCILA learning models were for you, your organisation and your context? How much and what did you adapt for your local workshops?
- What is your perception of the learners’ satisfaction in participating in the activities?
- What is your perception of learners’ engagement level and interaction during the activities?
- Which method/activity worked best, and which one didn’t work well? Please, explain why.
- What were the main challenges and the main benefits of the learning experience, for you as a trainer? And for the learners, in your perception?
- Do you have any other suggestions for future activities?

4.3.3.3 Peer review on learning models – Partners’ organisations

Finally, the focus of this activity is to discuss the feedback of the organisation conducting the pilot as a whole team, including the perspective of a manager, trainer, facilitator and external expert, if involved.

In addition to the independent administration of the “WP2 - Participant Feedback on Pilot Experience (HASAT)”, this activity can be developed and/or reinforced also as a short focus group, using the model developed by HASAT as outline for the questions to be discussed. The tool is available in [Annex 1](#).

After the focus group discussion, the project coordinator for each organisation fills in the form based on the results.

4.3.4 PRISCILA Learners’ feedback activities

Within the PRISCILA approach, learners’ feedback is designed for during the course or immediately after, with three main tools: learners feedback on learning experience and on Self-assessment method (satisfaction, relevance, engagement level); and Self-assessment Tool (learning outcomes).

The suggested tools/methods for learners’ feedback on learning experience and on Self-assessment method (satisfaction, relevance, engagement level) are described in the following. The Self-assessment Tools for Participants (pre and post), which relates to competences and learning outcomes, are available in [Annex 4](#) and [Annex 5](#).

Table 12: Learner Feedback and Assessment Tools in the PRISCILA Approach

Type of process	Participants	Format	Duration	Who is running the activity	Focus/ content	Tools suggested
Learners feedback	Adult migrant learners	Online questionnaire or short open discussion	15 min maximum	Trainers	Assessment method (UNIBO)	Table of restitution for Learners (UNIBO)
Learners feedback	Adult migrant learners	Informal evaluation with TO and DD methodologies	30 min	Trainers	Evaluation of the learning experience (HASAT, local partner)	Moderated group discussion based open questions from Participants feedback

4.3.4.1 Learners feedback on learning experience and assessment method

This activity is to be conducted with learners soon after the training or during the last session of the training, in the format of a moderated group discussion, following (and in case adapting as needed), the model called “Participant Feedback”, developed jointly by HASAT (Pilot experience) and UNIBO (Assessment methods). The results of these processes are explained in chapters 2 and 3 of this Guide.

The language and formulation of the questions is on purpose simple and colloquial, and it is suggested to maintain the same approach when translating it in our languages, while the questions can be reworded and adapted as needed by the organisation/local trainers. It is important also to maintain the same structure as the original questionnaires.

An effective method to run this activity is to organise a short open discussion of about 15’ face-to-face with learners in the last session of the workshops/training activities, to explain the purpose and content, and then support them in compiling their individual feedback, with possibly a guided individual or group session.

4.4 Building and issuing (digital) credentials

The PRISCILA Framework proposes also an approach to build and issue credentials that are verifiable as well as accessible and available for all learners.

In this regard, as mentioned above in this Guide, the Council Recommendation (European Commission 2022) Furthermore, the Recommendation clarifies that indicates various “requirements” for an ideal micro-credential model that are specifically related to the “credential”



format, which we recap again here below.

- **Portability** - Ability for a credential-holder to store their micro-credentials in a system of their choice, to share the credential with a party of their choice (whether national or transnational) and for all parties in the exchange to be able to understand the content and verify the authenticity of the credentials.
- **Transparency** - Micro-credentials are measurable, comparable and understandable, with clear information on learning outcomes, workload, content, level, and the learning offer, as relevant.
- **Authenticity** - Micro-credentials contain sufficient information to check the identity of the credential-holder (learner), the legal identity of the issuer, and the date and place of issuance of the micro-credential.

Furthermore, the Recommendation clarifies that “Providers of micro-credentials’ means education and training institutions and organisations, social partners (i.e. organisations representing workers and employers), employers and industry, civil society organisations, public employment services (PES) and regional and national authorities, and other types of actors designing, delivering and issuing micro-credentials for formal, non-formal and informal learning. This is without prejudice to regional and national legislation and circumstances” (Council of the European Union, 2022).

Based on this vision, various approaches and tools were analysed with all partners, through a joint needs and requirements analysis, also considering the specific nature of PRISCILA partners’ organisations, which are civil society organisations and/or non-formal adult education providers. For the complete overview of the activities carried out to co-develop the credentials-building approach, please refer to the [Annex CBP1](#), [Annex CBP2](#), [Annex CBP3](#), [Annex CBP4](#) (Capacity-building on micro-credentialing for non-formal education organisations).

#### 4.4.1 Needs and requirements analysis

The needs and requirements analysis conducted with partners’ contribution looks at three main aspects, related to the technical/infrastructure solution.

- Access for partners and learners (technical, administrative and personal requirements)
- Effort and cost for partners (feasibility within the project scope and in general)
- Long-term perspective (sustainability in terms of financial and technical capacity of partners, availability and reliability of tools)

The results of this process are summarised in the following paragraph together with the basic description and analysis of each method/tool.

For this purpose, various approaches and tools were considered, as mentioned, and analysed.

- European Digital Credential service (issuing and awarding organisations)
- Open badges solutions
- Other solutions

#### 4.4.2 European Digital Credential for Learning

The **European Digital Credentials for Learning (EDCs)** are standardised tamper-proof electronic documents describing that their owner has certain skills or has achieved certain learning outcomes through formal, non-formal or informal learning context.

The service is developed by the European Commission and offered for free to training providers

and learners through the Europass portal.

Figure 6 below displays the core information envisaged for the EDC system and the square in blue mark the relevant aspects for the PRISCILA project credential (Activities, Achievements – Learning outcomes, Assessment).

Figure 6 - Overview of EDC information (European Commission, n.d.)

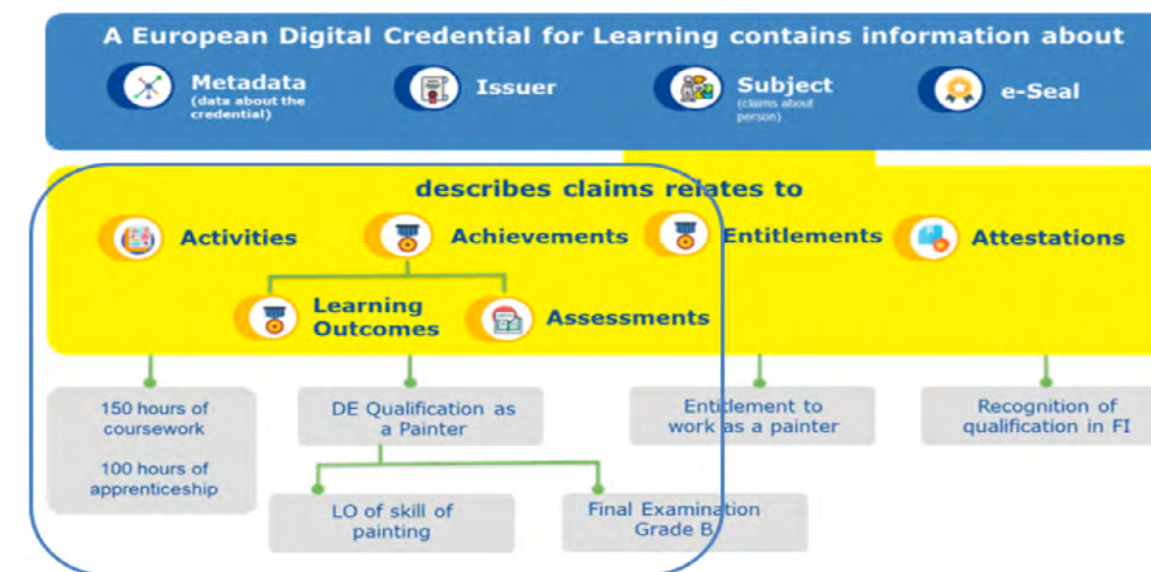


Figure 7 - Example of template for building a new credential in the system



The use of the EDC has specific access requirements for issuing organisations, which are summarised in the following (European Commission, n.d.).

- Register on the EDC service on Europass
- Obtain a qualified electronic seal > electronic seal compliant to EU Regulation No 910/2014 (eIDAS Regulation) for electronic transactions within the internal European market
- Install NexU, an open-source multi-browser multi-platform remote signature tool with a purpose to communicate with smartcards
- Create the Credential templates
- Issue the credential to each learner for each course

The results of the needs analysis among partners related to the use of the EDC tools resulted in the identification of the following challenges and benefits.

- Access to this service is not possible for partner in Türkiye.
- Cost for obtaining eSeal is relevant for small organisations (different for each country) and is to be renewed regularly.
- Effort for each partner to build their profiles and templates > require also technical and administrative capacity.
- Need to have online access also for learners through a Europass account > some learners may have administrative or personal competence or barriers in this regard.
- Free official tool from the European Union that ensures verifiable and reliable credentials as well as availability in the future.
- There is the option of adopting a solution with an issuing organisation for the whole consortium and other partners as “awarding organisations”, to overcome some of the financial, technical and administrative barriers for organisations.

### 4.4.3 Open badges systems

**Open badges systems** from private providers are available and considered as alternative solutions, for example tools like [Verified.io](https://www.verified.io/) and [Credly.com](https://www.credly.com/). The tools are commercial solutions with varied pricing options, for example with levelled use and discount for non-profit organisations or based on custom prices by the providers.

The results of the needs analysis among partners related to the use of open badges solutions resulted in the identification of the following challenges and benefits.

- Access for these tools is usually global with no restrictions by location or type of organisation.
- Access is license-based without basic administrative requirements.
- Financial resources and/or in-house technical capacity are needed, also for long-term maintenance.
- Long-term availability is not guaranteed since these are commercial services (see case of Mozilla Open badges discontinuation).
- Access for learners online is needed, although with a simple name/email registration in most cases.
- Custom templates for informal models may be limited (interoperability limitation).
- The option to have only one issuing organisation for the whole consortium is viable.

### 4.4.4 PRISCILA approach for credentials

The PRISCILA approach is to use the **European Digital Credentials** infrastructure as main credential-building and issuing method, with multiple issuing organisations (each partner delivering a specific training based on common PRISCILA Method).

Furthermore, to support inclusion and access, and to address any barrier for the use for the EDC tools (providers) and the Europass portal (learners), the approach envisages also alternative solutions.

Any organisation that has not the technical, administrative or financial capacity to access and use the EDC services directly to build and issue a credential, can have the role of “awarding organisation”, for the learning delivered in their country/context. In this case, another organisation will issue digital credentials on EDC for their learners. In the case that this option is also not responding to the organisational needs, the organisation has the right to issue the credential in another format or using another tool/infrastructure, providing that the PRISCILA credential data model is applied fully as a common standard (please, see following section).

On the learner side, any learner who cannot access and use Europass services (for individuals) has the right to access the training and to receive their credentials in another format, either a PDF by email and/or a printed copy. This may be for administrative or personal reasons, including but not exhaustively the right not to register an account in an online digital system. In this case, the learner will need to provide only their name and surname for identification when accessing the training and the assessment process.

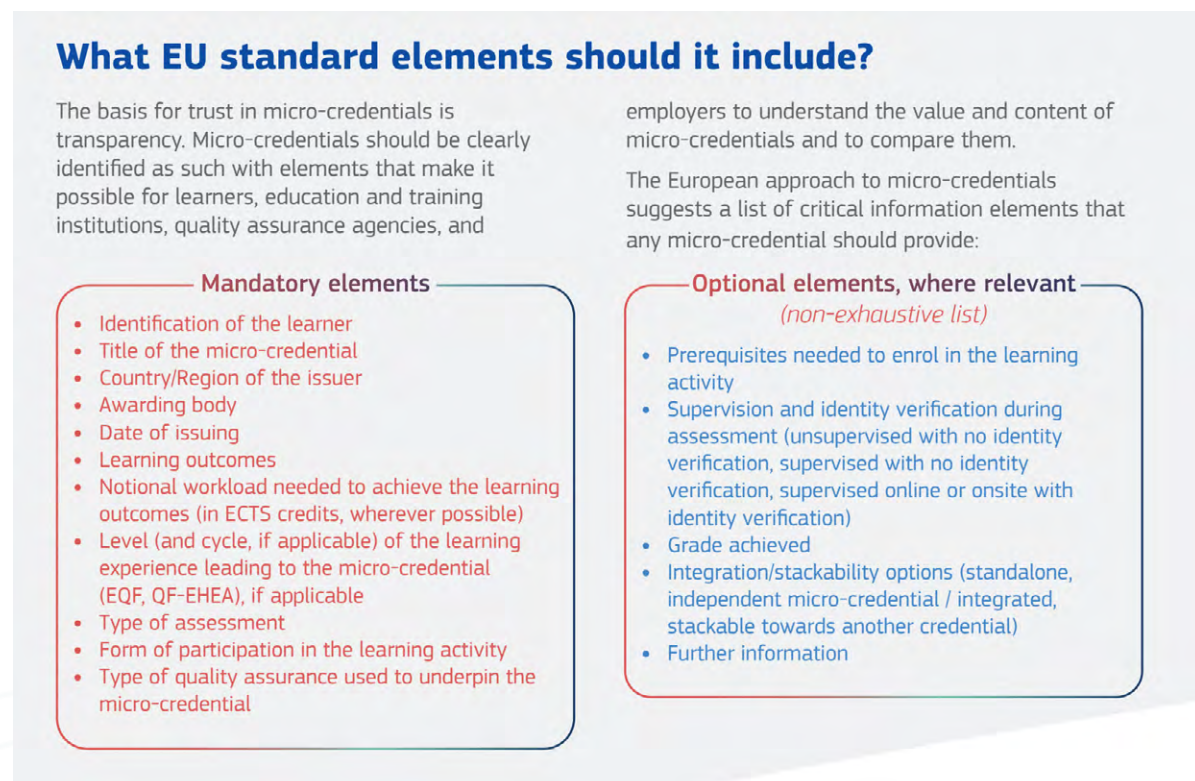




#### 4.4.5 PRISCILA Credential data model

As for the core information to describe PRISCILA micro-credentials, the approach follows very closely the indications of the Council Recommendation (European Commission, 2022). The required information (metadata) indicated in the Recommendations is presented in Figure 8 below.

Figure 8 - Overview of standard elements for a micro-credential (European Commission, 2021)



The PRISCILA data model for credentials follows as close as possible the approach of the European Digital Credential tools and of the European Learning Model therein implemented, except for the metadata that are not relevant for this type of learning activity, for example the expression in terms of European Credit Transfer and Accumulation System (ECTS).

Some of the metadata are common for all credentials issued, based on the common processes in place and to support quality assurance, while some data are customised by awarding organisations (4 different organisations in 4 countries).

The data model is applied also in case the credentials are issued in an offline format, such as PDF or even printed copy.

The data model of PRISCILA credentials is based on the European Learning Model and to be implemented as a template in the European Digital Credential infrastructure. The full data model is available as [Annex 10 PRISCILA Credential datamodel](#) to this Guide.

The main metadata to be included in PRISCILA Micro-credentials are listed below.

- Title of the micro-credential
- Description of the micro-credential – Including brief information on quality assurance processes
- Issuer identification – Organisation owning the eSeal
- Awarding organisation – This can be different from issuing organisation
- Learner identification
- Date of validity and date of issuing – *PRISCILA MC* has no expiration date
- Achievement and Assessment
- Learning outcomes - Common base plus option to customise by country for each pilot
- Type of learning activity and type of assessment - *Common*
- Mode of learning and mode of assessment – *Common*
- Volume of learning (in hours) – *Common*

#### 4.5 Capacity-building on micro-credentialing for non-formal education organisations

A fundamental part of the PRISCILA Micro-credentials approach is also to enable involved organisations (mainly non-formal training providers) to:

- 1) Understand the principles, benefits and challenges of credentialing processes**
- 2) Analyse and identify their own and learners' needs in relation with credentials**
- 3) Develop/design their own credentials system**
- 4) Design/systematise/improve their quality assurance system.**

For this purpose, in parallel with the development of these Guidelines and the PRISCILA Approach for assessment and credentials, a capacity-building programme for partners organisations was also designed and implemented, organised in phases, with 5 workshops across 10 months, progressively tackling the four objectives mentioned above (PRISCILA capacity-building Programme on Micro-credentials for non-formal training providers).

The first two workshops (first two months) focused on the core concept of credentials and micro-credentials, on mapping and analysing the credentials systems in place in the involved organisations, on identifying their needs and their learners' needs in this sense and on exploring the European model for micro-credentials.

The following two workshops focused on defining the PRISCILA approach with a co-design method, developing each part of the core approach progressively with partners, also through asynchronous activities (sharing the pieces of the model and feedback loop, step by step), with specific attention to feasibility and relevance and to explore also technical aspects (such as the data model and the infrastructure/tool to be used to issue the credentials).

Finally, the last two sessions were designed to assess and evaluate the approach and the process of its design.

Furthermore, a specific workshop is organised in the form of a live tutorial to design and build the templates for the credentials in the digital infrastructure used to issue and host them (in the case of PRISCILA, it is the European Digital Credential – EDC). To prepare such a session, the Europass team has developed guidance through [video tutorials and guidelines](#).

## 4.6 Challenges and opportunities to implement micro-credentials

### 4.6.1 Introduction

In the final phase of the implementation, partners were consulted through an online questionnaire and in a focus group about their experience and feedback on designing and issuing micro-credentials and digital credentials, as well as about initiating or systematising a more structured quality assurance processes for their programmes. A set of guiding questions was provided to support participating organisations to assess main aspects, as in the following.

Participating organisations had a diverse initial maturity level, regarding non-formal learning design, credentialing process and quality assurance mechanisms.

**Overall, it was remarked that operational guidance is needed for organisations of the non-formal education sector to design, develop, and issue micro-credentials that are accessible and adapted for non-formal learning methodologies and optimally designed for participants with fewer opportunities. This process within the PRISCILA project, further developed in this guide, aims at supporting non-formal education providers' empowerment to design the quality provision and opportunities for future recognition of the competences acquired through the paths they propose.**

An important point for all levels (participants, trainers, and organisations) was the possibility of accompaniment and support for each step of this process to issue the final credentials.

#### Guiding questions to assess quality assurance activities implemented

- Which quality assurance activities your organisation had in place before the PRISCILA project?
- Which quality assurance activities did you implement based on the PRISCILA approach, before, during and after the pilot? Please describe them as in the Guide, by type (peer review and learner feedback), who was involved, format and core content.
- Which tools did you use? Only the questionnaires prepared by UNIBO and HASAT or also custom tools/questions?
- Which were the most interesting results in terms of process (what work, what didn't)?
- Which were the most interesting results of the feedback (both for peers and learners)?

#### Guiding question to assess the process of issuing micro-credentials

- What are the main challenges and main opportunities for your organisation to start developing and issuing digital credentials and micro-credentials?
- Does your organisation have a long-term plan to implement digital credential and micro-credential structurally? What was the impact of the project work in this area on your organisation and its process, so far?
- What are the challenges and benefits in particular for:
- Implementing the European approach for micro-credentials
  - Establishing a more comprehensive system for quality assurance
  - Using the European Digital Credentials tools
  - Using Europass profiles, for learners
- Are there any additional insights you believe future organisations should know to resolve these potential challenges?

### 4.6.2 Quality assurance for non-formal learning activities

**In terms of quality assurance processes, as mentioned, the previous experience of participating organisations was diverse at the beginning of the implementation of this initiative.**

**Overall, all organisations had experience with learners' feedback activities**, at the end of training sessions and workshops, in particular through printed or online questionnaires, non-verbal practices (like image theatre) and other method of informal feedback (like circle of words, sharing feelings and impressions etc.), mostly focusing on content, quality and logistics of the training.

**One partner has also experience with peer review** (with other trainers), before the implementation of thematic workshops, in particular focusing on the content of the training and on specific topics.

**Finally, one organisation** in the partnerships is an adult education institution that also delivered VET programmes and they **use a specific approach for QA, the EFQM model**, developed by the European Foundation for Quality Management.



## Challenges

**Overall, the main challenges observed is that structured quality assurance activities are time-consuming, in general.**

**For learners,** they need to be embedded in the training to be fully understood and generate the same high level of commitment from participants as training activities. Learners' feedback collected through questionnaires offers the possibility of having an easily coded overview of the participants' and trainers' feedback. Nevertheless, adding the administering of learners' feedback questionnaires to the already exigent post training Self-assessment on competences answering is a challenge, both for trainers/facilitators and participants.

## Positive aspects

**In terms of learners' feedback activities,** qualitative approaches paired with informal methods (circle of words, non-verbal activities etc.), especially when integrated as part of the training activities, are well received, allowing participants to share their impressions, and learning outcomes of the activities, the sessions, and the whole workshop. These activities ensured at the same time the continuity in the learning path and the gathering of valuable feedback.

**As for peer review activities,** they are very relevant to assess trainers' needs, in particular before pilot's implementation, and use their extensive knowledge about the target group and the methodology. After the pilot, the internal peer review/trainers feedback allowed for a refined perspective on the PRISCILA Method and further development.



## 4.6.3 Micro-credentials implementation

**Overall, the participating organisations expressed that digital credentials and micro-credentials represent a positive progress for organisations that provide citizens/learners with learning activities based on non-formal methodologies.**

It was remarked that using micro-credentials for non-formal education activities has a three-fold positive impact.

- for participants, thanks to learner-centred assessments tools and learning process;
- for educators/trainers, whose work of developing learning paths adapted to each target group is recognised and supported;
- for education organisations, which have the possibility to work towards the certification of methodologies in which they are expert in.

## Challenges

For some organisations and professionals, **the access to European frameworks (conceptually) and to platforms and tools (technically and at administration level)** resulted to be challenging. Using the European Approach for Micro-credentialing means in the first place to understand its perspective and principles, as well as to understand in-depth the contextual needs and bring these two levels together in a credentialing strategy for the organisation.

In this context, the organisation of capacity-building programmes for participating organisations, specifically designed based on a needs analysis of the specific organisations is fundamental to facilitate the comprehension of the whole approach, its challenges and opportunities and the concrete options for implementation. More specifically, **implementing partners needed onboarding to fully master and understand the particularities of European Digital Credentials tools**, which was supported as mentioned by the capacity-building programme as well as the participation in webinars for beginners organised by Europass. This process is available in [Annex CBP1](#), [Annex CBP2](#), [Annex CBP3](#), [Annex CBP4](#).

**On the management/administrative side**, the main issue seemed to be the acquisition of the Qualified electronic seal, necessary for organisations to use the EDC infrastructure as an "issuing organisation". The eSeal acquisition is managed by diverse services, in each country, and some partners remarked on critical aspects in identifying the relevant service providers and reliable information on the process. As a further consideration on this level, implementing partners based on countries that are not Member States cannot obtain an eSeal, therefore solutions like differentiating between issuing body and awarding body was necessary.





One partner in particular also remarked that **there is a lack of standards for the credentialing process** in their country (also due to regional differences) and network of training centres and that recognition (or lack thereof) of micro-credentials by employers can limit their perceived value and utility for learners. Furthermore, implementing micro-credentials that suit the diverse needs and standards of each training programme a significant challenge as well.

**On the citizen/learner side**, using digital credentials (in general) can also represent a barrier for participants with less digital literacy, therefore participating organisations also supported learners in the process of creating and using an Europass individual account, either organising themselves sessions for this or addressing the participants to other local services providing such support. One partner also developed a step-by-step guide for participants on how to use their profiles ([Annex 9](#)). The main challenge with this aspect is represented by the additional time and effort required, beyond the learning programme itself, by the training provider, as well as by the fact that participants may also choose not to use such a tool. Furthermore, issuing Europass profiles for learners presents other challenges such as encouraging learners to actively use and update their profiles, ensuring the accuracy and security of the data stored, and integrating Europass profiles with other career and educational tools. It was observed also that a specific challenge is present for learners who cannot register on a European platform for administrative or legal reasons, including privacy and data protection concerns. In this regard, the PRISCILA approach offers structurally all learners another option to receive their credentials without having to register on a platform, which is fundamental to guarantee equal treatment and recognition for all participants regardless of their specific situations. Finally, on the overall design of a micro-credential and the needed components, it was also observed that adult learners, in particular with fewer opportunities such as with migrant background may lack familiarity with the overall concept of micro-credential and with Self-assessment methods rooted in European educational frameworks, which requires additional mediation and culturally adaptive tools.

Another relevant challenge was to adapt the assessment tools and indicators to the reality of each organisation's specific training programs and participants, and train the facilitators to use and integrate these tools into the training itself, as part of the learning path, while still maintaining the aspect of "validity of assessment" as main principle for the micro-credential overall design and the participant-centred, inclusion and empowerment aspects as key learning outcomes and objectives.

## Positive aspects

In general, the project has raised awareness within the organisations about the **importance of digital and micro-credentials for social inclusion and employability, and highlighted the need for a systematised quality assurance system** to maintain the credibility of the credentials also among learners.

The PRISCILA project **enabled a first experience with digital credentials and micro-credentials**, to know practically and theoretically the framework in which these types of credentials can apply and how and it is a first step **to further develop and use European Digital Credentials in general**.

Participants and trainers gave **positive feedback on the assessment process necessary for the PRISCILA digital credential**, highlighting the collective and individual reflection and time taken for this process, generating self-empowerment by translating the reality of the training into various attainment's levels of 3 European Key Competences for Lifelong Learning.

**The choice of using the European infrastructure**, over private/commercial tools, was an informed decision based on the needs analysis conducted within the capacity-building process, which highlighted the requirement of continuity and transparency for the system "hosting" the credentials, on the organisation side. The use of the EDC Tools is considered useful for partners also **to develop their own technical skills and expand their knowledge of European frameworks and instruments**, tooling them up with a system that they will be able to use and adapt in further projects. Furthermore, this allows the potential to establish partnerships with other organisations, institutions, and employers, creating a network of recognition, and to align with European priorities for inclusion and skills development enhances the organisation's impact and relevance. It was also noted that the integration of these tools helps providers to streamline the credentialing process, enabling secure, accessible, and verifiable digital certifications.

Furthermore, **digital credentials issued through the EDC support the overall need of the PRISCILA learners** (mostly people in transition between geographical context and education/employment systems), to facilitate their mobility through the portability of any type of certification or entitlement they have, also and specifically from non-formal education activities. The use of these tools (like Europass profiles) can give increased visibility and credibility for learners' achievements within the labour market and society. The use of Europass to deliver their final credential was mostly considered by the learners an advantage and even a motivator to participate.

Finally, **the use of Europass profiles** as well as the support service to create and manage profiles for learners are now considered **as part of the PRISCILA process** for participants.





#### 4.6.4 Sustainability and future work

**Within the project,** the lesson learnt from this first implementation phase will be already integrated into the processes and guidelines for WP4, for the training programme addressing educators and social services practitioners. In general, the intent is to establish a more comprehensive quality-assurance framework. For example, the quality assurance activities designed and proposed in this Guide for the learning paths for adult learners will be improved and applied to the capacity-building process for educators, as well as the partners intends to develop that path as well in the format of a micro-credential and issue digital credentials to the participants.

**Among the partners,** La Xixa is planning further projects that would use micro-credentials in other areas or with other target groups, objectives and learning outcomes. Cantieri Meticci is planning to integrate the issuance of digital credentials and micro-credentials into its core activities, including: developing training programs for staff and stakeholders on the technical and operational aspects of issuing credentials; collaborating with local partners, schools and migrant centres; establishing a dedicated team to oversee the development, implementation, and evaluation of the credentialing process. For VHS, the main opportunity lies in leveraging the existing network with other VHS centres. This collaboration can facilitate the sharing of best practices, resources, and expertise, enhancing the overall implementation process. Additionally, VHS Cham has established good relations with regional companies, which can be beneficial in promoting and validating the value of micro-credentials within the local job market.

**Other organisations at European and national/regional level and projects** already expressed strong interest in the PRISCILA process and results, also as experience to further develop micro-credentials for their own activities based on non-formal methodologies and to addressing social issues at different levels.

## 4.7 Micro-credentials Annexes

### 4.7.1 Capacity-building programme workshops – Learning materials

The learning materials of the PRISCILA capacity-building Programme on Micro-credentials for non-formal training providers are enclosed in this Guide as follows.

1. Introduction to micro-credentials and quality assurance – short workshop (see [Annex CBP1](#))
2. Building a micro-credentials approach – long workshop (see [Annex CBP2](#))
3. Credentials tools identification – short workshop (see [Annex CBP3](#))
4. Assessment and evaluation: quality assurance activities and micro-credentials framework – short workshop (see [Annex CBP4](#))

### 4.7.2 PRISCILA credential data model

The data model of PRISCILA credentials is based on the European Learning Model and is to be implemented as a template in the European Digital Credential infrastructure.

The model is released as an Excel file enclosed in this Guide, which includes also instructions for organisations to build the template in their accounts and to issue the credentials to learners, once the training and assessment are carried out. See [Annex 10 - PRISCILA Credential datamodel](#)

# Chapter 5

## Implementation Guidelines

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## Implementation Guidelines

### 5.1 The Implementation of the Evaluation Path

The implementation of the Evaluation Path within the context of the PRISCILA project emphasises the effective use of tools designed to measure, enhance, and effectively recognise the learning outcomes of participants. Two pivotal tools utilised in this process are the **Self-assessment Forms**. These tools not only facilitate assessment but also promote self-reflection and active engagement among participants, fostering a holistic approach to personal and professional development.

#### 5.1.1 Self-assessment Form

**The Self-assessment Form is a crucial element of the Evaluation Path**, designed to empower participants to reflect on their own learning journey. It enables them to evaluate their competences before and after the training sessions, fostering a sense of ownership over their progress. The tool draws on theories of self-regulated learning, which emphasise the importance of **metacognition in educational processes**.

This form aims to guide participants through a process of self-reflection and evaluation, helping them **identify both their starting point and the progress they achieve during the training**.

Consistent with **Kolb's Experiential Learning Cycle (1984)**, the Self-assessment Form supports participants in making connections between their experiences and learning outcomes, thereby deepening their understanding of the training's impact. Also, the promotes self-awareness and accountability among participants, helping them recognise their strengths and areas for improvement and provides valuable data for trainers, enabling them to tailor future sessions to better meet participant needs. Additionally, the reflective nature of the tool encourages participants to take an active role in their learning journey, enhancing their intrinsic motivation and commitment to personal growth.





### 5.1.2 Towards competences certification through European micro-credentials

Based on the experience of the PRISCILA project and the implementation of the main component of its approach as summarised in this Guide, a step-by-step process to getting started with micro-credentials design can be outlined for non-formal education organisations, in a way that is feasible, inclusive and centred on the specificities of these organisations.

#### Phase 1 – Explore and understand

*Develop a capacity-building process for the organisation that includes exploration activities and in-depth needs analysis*

- Explore credentials, quality assurance for education and recognition systems landscape, at global, European, national, and local level, as relevant for the organisation scope.
- Explore and understand the existing systems, more common frameworks, and available tools, which are also accessible and usable for the organisation, considering also good practices from peer organisations that share similar contextual aspects (type of learning methodologies, learners' group, technical and administrative constraints etc.).
- Identify potential constraints and external requirements to designing/developing micro-credentials that can be posed by such system in the organisation context
- Conduct mapping and analysis of the current credentialing processes in place, including quality assurance activities for the learning provisions and assessment methods for learners (at least).
- Conduct an in-depth needs and gap analysis of the offered programs in terms of credentials (which type are useful and relevant, for whom, why etc.), including staff, educators, learners, and stakeholders that are relevant to the organisation ecosystem.

#### Phase 2 – Co-develop a comprehensive strategy

*Define a simple but coherent strategy to co-design the organisation (new) micro-credentials for the long term, including all relevant staff and stakeholders.*

- Analyse the existing systems, frameworks and available tools already explored, now in terms of usability, accessibility and usefulness for the needs identified within the organisation and its ecosystem in terms of credentials.
- Focus the design process of micro-credentials on competences and learning outcomes, as core common elements for both the Learning and Assessment components.
- Factor in 1) current situation 2) desired results in short and long term 3) existing systems and tools 4) potential constraints and external requirements to comply with 5) feasibility.
- Define new or improve the existing quality assurance mechanisms in the organisation, in particular expanding the external quality assurance to at least some forms of structured and regular learners' feedback and peer review (other training organisations, experts in the fields etc.) and defining specific feedback loop approaches to embed the feedback back into at least the learning provision and the assessment methods.
- Include the organisation of capacity-building activities for staff, educators and learners both about the conceptual approach (micro-credential, assessment etc.) and about the use of the tools selected for the micro-credential strategy (for example the tool to issue and stored the credentials), well considering the additional time and effort required for these activities.

## 5.2 Operational suggestions: How to use the Self-assessment Form?

The **Self-assessment Form** places the power of evaluation **directly into the hands of the learners**. This tool is a cornerstone of the PRISCILA project's philosophy of fostering self-awareness and accountability in education.

The form is utilised in two key stages: **pre-training** and **post-training**. At the beginning of the training, participants complete the form to establish a baseline of their current abilities. This initial Self-assessment helps them identify areas for growth and set personal learning goals. At the end of the training, participants revisit the form to reassess their competences, noting any improvements and reflecting on their achievements. This dual-stage process not only tracks progress but also reinforces the value of self-directed learning.

The form is meticulously designed around the same three core competences, as the Observation Grid: PSL, Ctz, and Cult. Aw. Within each competence, participants assess their abilities against specific indicators, choosing from three levels of learning outcomes:

- A (basic)
- B (intermediate)
- C (advanced)

This progression model, inspired by frameworks such as **EntreComp (2016)** and **LifeComp (2020)**, enables participants to contextualise their skills within a structured developmental pathway. For instance, a participant evaluating their PSL skills might consider how effectively they manage emotions in challenging situations, comparing their current ability to previous experiences. In the Ctz domain, they might reflect on their contributions to group discussions or their capacity to navigate ethical dilemmas. Similarly, in the Cult. Aw area, participants assess their openness to learning from diverse cultures and their ability to foster respectful dialogue.

**Trainers play a crucial role in facilitating the use of the Self-assessment Form (see paragraph 5.3).** At the beginning of the training, participants are guided through the process of establishing a baseline for their competences. This involves understanding the indicators and selecting the learning outcome that best aligns with their current abilities. At the end of the training, participants revisit the form to reassess their skills, noting areas of improvement and reflecting on their growth. The dialogue between trainers and participants is essential during this process. Trainers provide examples to clarify the meaning of each indicator and offer support as participants navigate their Self-assessments. This **collaborative approach** ensures that learners feel confident and empowered in their evaluations, making the tool both accessible and impactful.

By **using the Self-assessment Form into the Evaluation Path, the PRISCILA project ensures a comprehensive approach to evaluating and enhancing participant learning**. The Self-assessment Form empowers learners to take charge of their development, fostering a dynamic, reflective, and growth-oriented learning environment that aligns with the overarching goals of the project.

## 5.3 The Role of the trainer as facilitator during all Self-assessment Process

The role of trainers (Kolb, 1984; Schon, 1983) as facilitators during the Self-assessment process is crucial in fostering meaningful learning experiences, especially in participant-centred environments. This facilitative approach shifts away from traditional, hierarchical teaching paradigms, placing emphasis on active engagement, reflection, and empowerment of participants. Trainers act not as mere evaluators but as **guides who create safe and inclusive spaces, enabling learners to explore and validate their competences**. Self-assessment is increasingly recognised as a transformative tool in education, particularly for fostering autonomy and self-awareness among learners. It allows participants to critically engage with their own skills and learning trajectories, encouraging a sense of ownership and pride in their progress. However, the effectiveness of this process relies heavily on the trainer's ability to facilitate it effectively. Trainers must adopt methodologies that are adaptable to participants' needs, including their cultural, educational, and socio-economic contexts.

In the context of the PRISCILA project, the facilitative role of trainers has proven essential for navigating the challenges and leveraging the strengths of Self-assessment methodologies. By fostering inclusivity and mutual respect, trainers have been able to engage participants from diverse backgrounds, including marginalised groups such as migrants and individuals with less recognised education. This participant-centred approach not only enriches the learning experience but also challenges traditional power dynamics, positioning participants as active agents in their development rather than passive recipients of evaluation. Additionally, the role of the trainer as a facilitator extends to addressing practical challenges, such as simplifying complex tools, integrating creative methodologies, and adapting processes to varied literacy levels. These adaptations ensure that the Self-assessment process remains accessible and effective across different contexts. The ability to continuously refine and improve these methodologies through feedback and iteration underscores the dynamic nature of facilitation in Self-assessment.

## 5.4 How to support participants in Self-assessment?

In the Self-assessment process, each participant is responsible for reflecting on their own competences and accurately evaluating their level. This process begins with filling out the Self-assessment form, which requires each participant to enter their first and last name. This step is essential for keeping track of individual evaluations, which is useful for future monitoring and ensures that each assessment is correctly associated with the participant. Before beginning the pre-assessment, it is highly recommended to conduct a warm-up activity. This practice plays a crucial role in creating and fostering a sense of team building and establishing a safe and welcoming environment. Warm-up activities are particularly beneficial for participants, as they help to break down barriers, build trust, and encourage open communication between each component of the group, trainers and participants both. By starting with a warm-up, participants feel more comfortable and engaged, which can lead to a more honest and productive Self-assessment process. Adding a warm-up activity before conducting the pre-assessment is especially important when working with participants with fewer opportunities. These activities are instrumental in creating a sense of inclusion and belonging, helping to reduce feelings of anxiety or exclusion that may arise in group settings. A well-designed warm-up fosters trust and openness, allowing these participants to feel safe and valued. This, in turn, enhances their engagement and willingness to participate actively, laying the foundation for a more effective and meaningful pre-assessment process.

The first moment of Self-assessment takes place at the beginning of the course, and its purpose is to record the baseline level of competences, as suggested by van Loon (2018). This creates a reference point that allows progress to be measured throughout the course. Participants are asked to examine the assessment grid, which lists various skills, and reflect on their competence level for each one. It is important that the trainer is present at this initial stage to assist participants in understanding how to use the tool and interpret the grid correctly. The trainer can explain what each column and each behaviour represents, providing concrete examples that make understanding easier.

The next step is for participants to identify the behaviour that best represents their perceived level of competence. Each participant must then mark a single letter (A, B, or C) in the last column of the grid, where A might represent a high level of competence, B an intermediate level, and C a lower level of competence. This is crucial, as each participant must select only one behaviour per skill, thus avoiding overlaps or confusion between the different levels. The approach of selecting a single behaviour for each skill helps to create a clear and structured picture of each participant's competence level at the start of the course, serving as a starting point for ongoing improvement. Operationally, it is important for trainers to provide support throughout the entire process by answering participants' questions and ensuring that everyone has correctly understood how to complete the grid. Additionally, it would be useful for the trainer to perform a brief check-in after the initial assessment to verify that all participants have completed the form correctly. In this way, the Self-assessment process becomes a valuable and productive moment of reflection, allowing participants to have a clear view of their starting point and to set improvement goals for the future.

## 5.5 Recommendations for Guide Implementation (for trainers)

The recommendations for implementation of the guide are designed as a practical and user-friendly tool to verify the consistency of the pilots carried out within the PRISCILA project and according to the principles of inclusive and participatory approaches.

In particular, the following recommendations are the result of feedback provided by the partners involved in the PRISCILA project—La Xixa, ACATHI, Cantieri Meticci, VHS, and HASAT. Their experiences during the piloting phase highlight some aspects, challenges and successes encountered in implementing Self-assessment methodologies across diverse contexts (Reported on Chapter 3). By drawing on their insights, this section offers a comprehensive guide for trainers to effectively integrate these tools into their practices, fostering reflective and inclusive learning environments.

The articulation of **Recommendations for the Guide's Implementation** has been conceived as a visual and quick reminder to be considered by the partners in the design, but also in the implementation of the pilots as they are based on pilot experiences that present the specific obstacles, challenges and best practices existing in a concrete contexts.

For this reason, it is worth underlining that the present guidelines do not claim to be exhaustive concerning the conditions that favour inclusion, but are specifically targeted to the context in which the pilots will be developed. Finally, partners are reminded that in using the recommendations, it is always necessary to consider in advance the particular vulnerable situations (e.g. presence of mental health problems, disabilities ...) of the target people to which the activities are aimed.



Before identifying the recommendations, we present some pillars emerging from the feedback gathered from the pilot projects, in order to focus on:

- Some potential obstacles during the Self-assessment process
- Some potential weakness of Self-assessment Tool
- Challenges to facilitate an inclusive Self-assessment process
- Challenges to improve the accessibility of Self-assessment Tool
- Some practical strategies and solutions to face challenges

Some potential obstacles emerged during the Self-assessment process

- The formal language of the Self-assessment Tools
- Complexities may arise when interacting with the Self-assessment Tool for the first time, especially if not including the introduction and guide to using the tool
- Limited familiarity with digital tools (e.g., Europass) and restricted access to technology or digital competences
- Cultural and linguistic diversity
- The use of post-Self-assessment survey and feedback questionnaires lowering the interactive and energetic atmosphere of the training

Some potential weakness of Self-assessment Tool

- Abstract nature of the pre-Self-assessment module
- Low familiarity with the concept of Self-assessment
- Difference between theoretical and practical form of content (formal questionnaires/ non-formal learning activity)

Challenges to facilitate an inclusive Self-assessment process

- Simplification of language and process through cultural and linguistic adaptations, including the use of translations
- Clear communication, collaborative practices, and flexibility in addressing the diverse needs of participants
- Translation of tools and cultural adaptations to facilitate understanding of micro-credentials and digital tools such as Europass
- Conduction of interactive activities and group reflections to facilitate understanding and encourage motivation for the process
- Encouraging an intersectional approach (integrating themes related to LGBTQ+ and migrant identities)
- Encouraging both an individual and collective/collaborative understanding of tools
- Balancing formal Self-assessment process with engaging, participant-friendly approaches to maintain enthusiasm and motivation

Challenges to improve the accessibility of Self-assessment Tools

- Preparation of an introductory lesson and supporting vocabularies
- Balancing theoretical and practical content



Towards Good Practices:

The feedback from La Xixa, ACATHI, VHS and Cantieri Meticci highlights common challenges in implementing Self-assessment Tools, including participants’ unfamiliarity with the methodology, diverse literacy levels, and limited understanding of the micro-credential system. Despite these obstacles, their experiences reveal the **transformative potential of Self-assessment when it is designed to be inclusive, creative, and participant-centred**. To ensure the effectiveness of future implementations, Self-assessment Tools must be simplified and adapted to the needs of diverse participants. To develop effective guidelines for future implementations, it is crucial to:

1. **Simplify and Adapt Tools:** Ensure that Self-assessment Tools use accessible language and incorporate visual aids to accommodate diverse participant needs.
2. **Embed Self-assessment in Training Methodologies:** Integrate Self-assessment processes into the overall training framework, using activities that align with participants’ lived experiences.
3. **Develop integrated quality assurance:** Additionally to the questionnaires gathering feedback from learners, schedule non-formal quality assurance activities. More details to this recommendation will be given in the PRISCILA Handbook for Trainers.
4. **Provide Comprehensive Support:** Offer one-on-one guidance, involve cultural mediators, and dedicate time to addressing digital literacy and micro-credential systems.
5. **Foster Empowerment and Inclusivity:** Create safe and supportive environments where participants can reflect on and validate their competences without fear of judgment or competition.
6. **Iterate and Refine Approaches:** Use participant and trainer feedback to continuously adapt and improve the tools and methodologies for different contexts.
7. **Intersectional approach:** integrating themes related to LGBTQ+ and migrant identities to promote opportunities for participants to explore the intersections of their lived experiences, further enriching the learning environment.

By addressing these considerations, future implementations of the PRISCILA Method can embrace the following strategies and solutions to face the emerged challenges and enhance its inclusivity, accessibility and impact.

## Some Practical strategies and Solutions to face challenges

### Starting point

- Preparatory lesson to introduce Self-assessment, Microcredential and Europass
- The role of clear instructions and examples in helping participants to face the Self-assessment methodology
- Emphasising the non-competitive nature of Self-assessment, positioning it as a tool for personal empowerment and self-recognition
- Using a simpler language, providing vocabulary lists to aid comprehension
- Allocating more time for each activity to ensure participants could engage thoroughly
- Incorporating digital methods, and offering flexible scheduling to accommodate diverse needs

### During the process

- One-on-one support to ensure accessibility for all participants.
- Encouraging both individual and collective- collaborative understanding of tools
- Promote Open group discussions and peer support work
- Daily reflection circles to create a safe space for participants to share values and experiences

Dividing the phases allows for a tailored response to the diverse needs of participants. The initial phases can be used to generate enthusiasm and motivation, while the second phase provides an opportunity to consolidate participation through a practical and engaging learning experience.

- **Starting point:** Support participants in overcoming linguistic, cultural, or technological barriers and addressing potential psychological resistance. Focus on creating familiarity, motivating participants, and facilitating their understanding of the tools.
- **During the Process:** Establish a safe and collaborative space where participants can explore and deepen their competences, values, and experiences.

## Recommendations:

### 1. Prepare Participants with Contextual Familiarisation

Trainers should begin the process by dedicating time to familiarise participants with the purpose and methodology of Self-assessment Tools. Many participants, particularly those from traditional, hierarchical education systems, may be unfamiliar with reflective practices. A preparatory session, during the PRE Self Assessment phase, can help bridge this gap by introducing the tools gradually. Use relatable examples, simplified language, and warm-up activities to demystify concepts. For instance, a brief group activity exploring one competency in a non-threatening manner can help participants feel more comfortable engaging with the tools.

### 2. Adapt Tools to Participant Needs

Given the diversity of participants' literacy levels, cultural backgrounds, and technological skills, the tools must be tailored to be inclusive and accessible. Simplify the language in both the Observation Grid and the Self-assessment Form, and provide translations where necessary. Incorporate visual aids, such as diagrams or infographics, to clarify abstract concepts. For participants with limited technological skills, provide step-by-step instructions

or one-on-one guidance. Cultural mediators can also play a critical role in ensuring that tools align with participants' lived experiences and linguistic needs.

### 3. Facilitate Incremental Reflection

Self-assessment can feel overwhelming, especially for participants unaccustomed to introspection. Trainers should guide participants through the process incrementally, focusing on one or two competences at a time. Breaking the process into smaller steps allows participants to build confidence and fully engage with each aspect of their Self-assessment. For example, during an early session, participants might reflect only on the "Personal, Social, and Learning-to-Learn" (PSLL) domain, with the other domains introduced in subsequent sessions.

### 4. Foster a Safe and Inclusive Environment (Intersectional Approach)

Creating a safe space is crucial for effective Self-assessment. Participants are more likely to engage authentically when they feel respected and included. Trainers should facilitate activities, such as reflective circles or participatory exercises, that validate and celebrate diverse identities and experiences. Encouraging open discussions and providing non-judgmental feedback helps build trust. For groups including migrants or marginalised individuals, activities that acknowledge intersectional identities can further enhance inclusivity.

### 5. Provide Continuous Support and Feedback

Trainers should position themselves as facilitators rather than evaluators, offering continuous guidance throughout the Self-assessment process. This includes clarifying instructions, answering questions, and providing real-time feedback during activities. One-on-one support can be particularly valuable for participants who struggle with abstract concepts or technical aspects of the tools. Regular feedback loops allow participants to feel supported and encourage them to reflect on their progress meaningfully.

### 6. Integrate Tools Seamlessly into Training

To maximise engagement, Self-assessment tools should be embedded into the training's broader structure. For instance, they can be tied to thematic discussions or creative tasks, ensuring they feel relevant and connected to participants' learning journeys. However, this process may require more support staff to ensure this process can be done simultaneously, and engender higher HR costs.

### 7. Emphasise Empowerment Through Reflection

Self-assessment should be framed as a tool for personal empowerment, helping participants recognise their competences and set individualised growth goals. Trainers should highlight its non-hierarchical nature, emphasising that it is not about competition but self-recognition. Celebrating milestones, such as improved scores on the Self-assessment Form, and linking these achievements to tangible outcomes, like micro-credentials, can further motivate participants.

### 8. Address Digital Literacy and Micro-Credentials

Digital tools, such as Europass profiles and micro-credentials, are integral to the PRISCILA framework but may pose challenges for participants with limited digital literacy. Trainers should dedicate specific sessions to explain these tools, providing hands-on support and practical demonstrations. Tailoring these sessions to participants' digital proficiency levels ensures inclusivity and builds their confidence in using these resources.



## 9. Allocate Sufficient Time for Engagement

Reflection and Self-assessment require adequate time for participants to process and engage deeply with the tools. Trainers should ensure that the training schedule allows for a relaxed pace, avoiding rushed activities. Flexibility is key; adapting the timing of activities based on participants' needs ensures that everyone can participate fully and meaningfully.

## 10. Encourage Iterative Improvement

The Self-assessment process benefits from continuous refinement based on participant feedback. Trainers should actively seek input from participants about the tools and methodologies, using this information to make iterative improvements. Regularly revisiting and refining tools ensures they remain effective, inclusive, and relevant to participants' evolving needs.

By implementing these recommendations, trainers can create a structured yet flexible framework for Self-assessment, fostering a transformative learning environment that supports reflection, inclusivity, and growth.



# Conclusion

By aligning with the European Framework of Key Competences for Lifelong Learning (3KCLL) framework, (European Commission, 2019), the PRISCILA Method combines selected activities, Self-assessment tools, credentialing processes and quality assurance to create a holistic learning experience that prioritizes competence development for adult migrants learners in a inclusive and intercultural way.

The process that led to the definition of the final recommendations originated in the goal of designing a Self-assessment process and a micro-credentials model that can be outlined for non-formal education organisations, in a way that is feasible, inclusive and centred on the specificity of these education providers.

To achieve this goal, we developed specific tools for Self-assessment and the credentialing processes to design and issue digital credential for learners following the overall European model for micro-credentials. Their development took into account linguistic, cultural, and digital competence diversity among participants, ensuring a tailored approach for different target groups. A crucial element of our process was the development of pilot training sessions, which allowed us to test and refine the tools and the micro-credential design. Through these experiments, we gathered feedback from participants and trainers, identifying challenges and opportunities to enhance the effectiveness of the tools. This iterative approach enabled us to adapt the language, the method of administration, and the support provided to participants, progressively improving the Self-assessment experience.

The final recommendations are the result of this practical and research-based experience, based on direct observation and collective reflection. They reflect the need to provide adequate contextual preparation, adapt tools to participants' needs, create a safe and inclusive environment, and integrate Self-assessment into a broader learning path. Additionally, they highlight the importance of continuous support, digital skills training, and allocating sufficient time to foster deep and meaningful engagement. Through this process, we have identified concrete strategies to make Self-assessment an accessible, empowering, and transformative experience for all participants, thereby promoting a more autonomous and conscious approach to learning.

In conclusion, this Guide serves as a valuable resource for organisations and practitioners seeking to integrate Self-assessment and micro-credentials into their training initiatives. By providing theoretical frameworks, adaptable creativity-based methodologies, and practical tools, it supports the development of Citizenship; Cultural Awareness; Personal, Social, Learning-to-Learn Competences through inclusive and empowering learning experiences for adult migrant learners. More broadly, it offers guidance and recommendations for organisations engaged in non-formal education across diverse settings, including social services, cultural initiatives, and community centers, with a particular focus on the Key Competences for Lifelong Learning. The PRISCILA method thus contributes to creating sustainable learning and evaluation pathways that recognise and validate the competences of all learners, fostering their personal, social, intercultural and professional growth.



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Annex 1 - Table for Restitution: Participant Feedback on Pilot Experience



Participant Feedback on Pilot Experience (WP2)

PLEASE FILL THIS (EASY & FAST) GRID REFERRING TO YOUR LEVEL OF AGREEMENT				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree
1) The workshop was satisfactory.				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree
2) The topics of the workshop were interesting.				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree
3) The workshop was useful for my personal or professional needs.				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree
4) The workshop helped increase my knowledge.				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree
5) I am satisfied with the contents of the workshop.				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree
6) I am satisfied with the duration of the workshop.				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree

Were there any specific aspects of the workshop that you particularly liked or disliked? Please share your thoughts.

Do you have specific comments and/or suggestions to improve this workshop?

What is your takeaway from this workshop?

How would you describe your experience? What emotions have you experienced?



## Annex 2 - Observation Grid: Methodological Guide

### WP3: OBSERVATION TOOL

#### Table of Contents:

- 1) Target Group
- 2) Observation Tool Objectives
- 3) Observation Tool Composition
- 4) Progression Model
- 5) Criteria
- 6) Glossary
- 7) GUIDELINES for testing the observation tool: what they are and how to use them

#### PROJECT TARGET GROUP

**Migrants Adult Learner:** *refugees and asylum seekers, learners who are learning the language, newcomers, learners who have not completed basic education itineraries, unemployed learners, learners who are looking to meet new people/ generate new networks, young adults who are neither in work or education, learners who wish to certify their skills and/or involvement in training and learners who were non-accompanied minors at their arrival to Europe.*

#### TOOL OBJECTIVES

##### This observation tool is designed to

- 1) identify the key components of the 3KCLL useful for the project
- 2) describe these components to establish a conceptual and **operational assessment model** shared among all stakeholders
- 3) develop learning outcomes that allow trainers to assess competence acquisition

#### OBSERVATION TOOL COMPOSITION

The observation grid is composed of **three sections**, each dedicated to one of the three key competencies of lifelong learning (**Personal, Social and Learning to Learn; Citizenship and Cultural Awareness**).

**Four indicators correspond to each competence**, necessary to **break down** the macro-competence into more specific aspects that describe the *practical meaning of the competence* and are aligned with the activities and goals of the PRISCILA project.

The indicators are drawn from already validated theoretical frameworks and were selected through a screening process involving all project partners. This allowed for the identification of the most relevant indicators concerning the objectives of the PRISCILA project and across the various activities promoted by the partners in their respective countries.

### PROGRESSION MODEL

**Each indicator is associated with 3 levels of progression: basic, intermediate, advanced.**

This sense of progression is important because it allows the trainer to understand not only if the learner has acquired a particular competence but also to identify the participant's starting point and the development of abilities over time. The progression model highlights that competences acquisition depends on the learner's ability to move from a more individual level to a more social one and to manage increasingly complex situations.

Similar to Entrecomp (Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G., 2016), the levels correspond respectively to:

- A) Basic level: foundation relying on support from others
- B) Intermediate: building independence
- C) Advanced level: taking responsibility

The grid will appear as follow:

Competence	Indicators	Basic Level: foundation relying on support from others	Intermediate Level: building independence	Advanced Level: taking responsibility
Area of competence	Indicator 1	Learning outcome	Learning outcome	Learning outcome
	Indicator 2	Learning outcome	Learning outcome	Learning outcome
	Indicator 3	Learning outcome	Learning outcome	Learning outcome
	Indicator 4	Learning outcome	Learning outcome	Learning outcome

The progression levels are expressed in terms of **behaviours observable by trainers** and consider the target audience (adult migrants), as well as the nature of the pathways (non-formal learning, hours of the program, type of activities, objectives, etc.). These **are learning outcomes that indicate what an individual understands and is able to do at the end of the program** (Cedefop, 2009).

**This grid could guide the planning of the educational proposal by determining the horizon within which the evaluation of participants will take place.**

## CRITERIA

The indicators and learning outcomes have been identified based on the European frameworks (EntreComp, 2016; LifeComp, 2020) and then paraphrased into simple and clear language, understandable to all – therefore flexible and adaptable to the Priscila method. The criteria used are as follows (Council of Europe, 2018):

**Wording:** Descriptors must be translated into learning outcomes, using an unambiguous action verb, and describing an observable behaviours connected to the learning outcome.

**Brevity:** Descriptors should be concise.

**Positivity:** Each descriptor expresses the skill in positive terms, **allowing the trainer to say "Yes, the participant can do this" or "No, the participant cannot do this yet."**

**Clarity:** Descriptors must be written in a simple and transparent manner.

**Independence:** Each descriptor must be independent of the others, meaning it cannot only have meaning in relation to the other descriptors in the grid.

**Definiteness:** Each descriptor must tell concrete behaviours and/or results in relation to what the person is able to understand, to recognize, to do, or to promote.

## GLOSSARY

**Observation grid:** is a structured tool used to guide and record observations systematically.

**Indicators:** are specific variables used to guide and record the observation of actions, behaviours or events.

**Descriptor:** is the narrative content of each indicator declined for each level of the grid.

**Competence:** is understood as a set of knowledge, skills and attitudes (EntreComp<sup>1</sup> context).

As well, **KEY competences**<sup>2</sup> are meant as a combination of knowledge, skills, and attitudes:

- **Knowledge** is composed of the concepts, facts and figures, ideas and theories which are already established, and support the understanding of a certain area or subject.
- **Skills** are defined as the ability to carry out processes and use the existing knowledge to achieve results.
- **Attitudes** describe the disposition and mindset to act or react to ideas, persons, or situations.

<sup>1</sup><http://adisuola.it/assets/uploads/2015/11/ENTRECOMP.pdf> - p. 20

<sup>2</sup> European Union (2019). KEY COMPETENCES FOR LIFELONG LEARNING. Link: [2018 eu key competences.pdf \(uu.nl\)](https://ec.europa.eu/euro-competences/2018-eu-key-competences.pdf)

## GUIDELINES: WHAT THEY ARE AND HOW TO USE THEM

### OBJECTIVE

The guidelines are designed as a practical tool to support trainers in using the grid, which **aims to verify the coherence of the activities that each partner proposes to the participants and the activities that the participants should acquire by the end of the program.**

**The guidelines are contextualized within the framework that will be created for the PRISCILA Method.** In other words, they **are specifically aimed at the objectives, target audience, and context in which the pilot projects will be developed.** The guidelines also aim to take into account the **multiple cultures and cultural differences** that will characterize and be present within the pilots, returning the focus of trainers to the **centrality of the person in training.** This also **involves paying special attention to the possible vulnerabilities present**, given the specific nature of Priscila's target audience.

**This tool can be adapted to various activities and does not suggest that all participants must achieve the maximum level in all indicators of the three competencies.** It serves as a guide to understanding whether the proposed activities are actually able to promote the 3KCLL in participants and in what aspects. For example, **it may happen that a learner reaches a basic level, two intermediate levels, and an advanced level within the same competence area in relation to the four indicators present. This will not represent a problem or obstacle.**

### INSTRUCTIONS FOR TESTING THE OBSERVATION TOOL

- 1) It is recommended to **read the observation grid before the start of the activity** to more easily identify the learner's behaviours and link it to the elements indicated within the tool.
- 2) Use **an observation grid for each person selected** during the training
- 3) It is important to be aware that **the learner can achieve different levels of progress.** It is not necessary for everyone to reach the advanced level for all four indicators of a competence. **For example: in the Cultural Awareness competence, the learner may reach the intermediate level for indicator 1, the basic level for indicators 2 and 3, and the advanced level for indicator 4. This does not represent a problem or obstacle.**
- 4) It is important to be aware that **not all participants at the beginning of the program will necessarily have a basic level. Some of them may have an intermediate or even advanced level in relation to certain indicators and competencies.** The trainer should observe without prejudice in order to identify the learner's actual level of competence.



Competence	Indicators	Basic Level	Intermediate Level	Advanced Level
CTZ	Seizing the opportunity to do or say something that can be useful to myself or other	Learner is attentive and participates in activities by expressing (verbally or not verbally) own thoughts	Learner shares relevant and useful knowledge, experience or expertise with the group	Learner expresses personal point of view and encourages other group members to express theirs
	Being able to develop ideas that solve problems	Learner listens and understands what the group is saying and intervenes to contribute to the dialogue	Learner finds examples for ideas that have value for oneself and others	Learner explores different topic problems in many ways and generates multiple solutions
	Recognizing the importance of sharing resources with other	Learner shows a sense of solidarity with other people in the group	Learner is open to involving others during the training	Learner encourages and motivates other group members to co-operate to help each other in order to achieve group goals
	Being able to imagine a desirable future	Lerner shows openness in imagining about a life possibilities	Learner identifies and shares own needs, wants, interests and goals	Learner actively participates in the (co-)construction of future scenarios during the activities

Competence	Indicators	Basic Level	Intermediate Level	Advanced Level
CULT. AW	Recognizing differences as a positive opportunity	Learner listens and shows to be curious about new things	Learner intervenes and asks questions when he/she/* doesn't understand or wants to know more	Learner embraces the opportunity to learn from people of other cultures
	Knowing and being able to share one's own culture to learn more about others	Learner knows his/her/* own culture	Learner shares aspects of their culture (through words, gestures, pictures, sounds, etc.)	Learner compares his/her/* own culture with that of other group members
	Being able to show respect for others, their background and situations	Learner shows to be curious about the life background and life situation	Learner is open to listening to understand the interlocutor's narrative	Learner creates moments of dialogue with people who have different ideas, values, beliefs, points of view etc.
	Being able to participate in group dynamics for problem solving.	Learner takes part in the activity and listens to all aspects of the problem/obstacle	Learner communicates his/her/* thoughts in the face of a problem and takes a position	Learner listens to the views of others and dialogues with other group members to define a collaborative path

Competence	Indicators	Basic Level	Intermediate Level	Advanced Level
PSLL	Awareness and expression of personal emotions, thoughts, values, and behaviours	Learner is aware and expresses personal emotions, thoughts, values and behaviours	Learner understands and manages personal emotions, thoughts and behaviours, even in difficult situations	Learner is open to discussing and changing them with group members, encouraging others to take part
	Awareness of another person's emotions, experiences and values	Learner recognizes other people's emotions, thoughts, values and behaviours	Learner listens and tries to understand another person's emotions and life experiences	Learner is open to discussing and changing them with group members, encouraging others to take part
	Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts	Learner shows interest and works to understand all group members	Learner works to make herself/himself/*) understood by other group members considering cultural diversities	Learner effectively participates in constructive discussions with the group during activities, encouraging others to take part
	Understanding and adopting new ideas, approaches, tools, and actions in response to changing contexts	Learner is aware of one's own and others' abilities to learn, of personal limitations and one's own learning interests	Learner demonstrates openness in the learning process, and is able to compare, analyse, assess, and synthesise information to plan and implement learning goals	Learner reflects on other people's feedback on successful and unsuccessful experiences, developing creative ideas and assessing purposes

Annex 3 - Table for Restitution: Observation Grid

PRISCILA  
WP3

TABLE FOR RESTITUTIONS  
LEARNERS

1. How relevant are the indicators compared to the competence observed in the activity you have carried out?

Not Satisfactory [1] [2] [3] [4] [5] [6] Excellent

Please provide your explanations and suggestions for improvements:

2. How much correspondence is there between the descriptor and the observed behaviour for each competence area?

Not Satisfactory [1] [2] [3] [4] [5] [6] Excellent

Please provide your explanations and suggestions for improvements:

3. How comprehensive are the descriptors regarding the skills and attitudes you have observed in the participants?

Not Satisfactory [1] [2] [3] [4] [5] [6] Excellent

Please provide your explanations and suggestions for improvements:

4. How accurately do the descriptors reflect the basic-intermediate-advanced progression levels?

Not Satisfactory [1] [2] [3] [4] [5] [6] Excellent

Please provide your explanations and suggestions for improvements:



Annex 4 - Self-assessment Tool: PRE



WP3: (PRE) SELF-ASSESSMENT TOOL FOR PARTICIPANTS

NAME: \_\_\_\_\_  
SURNAME: \_\_\_\_\_

OBJECTIVE

The Priscila self-assessment tool will help you reflect and check your progress. It will enable you to identify which competencies you have acquired during the training.

SELF-ASSESSMENT TOOL COMPOSITION

The Priscila self-assessment tool is composed of **three sections**, each dedicated to one of the three key competencies of lifelong learning: **Personal, Social and Learning to Learn; Citizenship and Cultural Awareness**. To each competence corresponds a grid (**PSLL; CTZ; Cult. Aw**) containing the description of the competence (area of competence), the corresponding abilities (indicators) and the learning outcomes (differentiated in A, B and C). Below is the explanation of the grid.

The competence section is located in the **first column** of the grid (highlighted in yellow).

Competence	Abilities	A	B	C
Area of competence	Indicator 1	Learning outcome	Learning outcome	Learning outcome
	Indicator 2	Learning outcome	Learning outcome	Learning outcome
	Indicator 3	Learning outcome	Learning outcome	Learning outcome
	Indicator 4	Learning outcome	Learning outcome	Learning outcome

Each competence has **four indicators**. These indicators explain competence into more specific aspects and describe its **practical meaning in terms of abilities**. They are aligned with the activities and objectives of the PRISCILA training.

The indicator section is in the grid's second column (highlighted in green).

Competence	Abilities	A	B	C
Area of competence	Indicator 1	Learning outcome	Learning outcome	Learning outcome
	Indicator 2	Learning outcome	Learning outcome	Learning outcome
	Indicator 3	Learning outcome	Learning outcome	Learning outcome
	Indicator 4	Learning outcome	Learning outcome	Learning outcome

In turn, each indicator is associated with **3 possible actions and/or behaviors** that the learner can perform during training, here defined as **learning outcome**.

The actions and/or behaviors sections are in the last three grid columns (highlighted in blue).

Competence	Abilities	A	B	C
Area of competence	Indicator 1	Learning outcome	Learning outcome	Learning outcome
	Indicator 2	Learning outcome	Learning outcome	Learning outcome
	Indicator 3	Learning outcome	Learning outcome	Learning outcome
	Indicator 4	Learning outcome	Learning outcome	Learning outcome

**GUIDELINE FOR LEARNER: HOW TO USE THIS SELF-ASSESSMENT TOOL?**

If you are at the **beginning** of the training:

- Take a few moments to think about your starting point. Which behavior or action, called here “Learning Outcome” (LO), would you take among those in the grid?
- Look for the behavior and/or action you would take and write the letter of that behavior (A, B or C) **in the last column of the grid, within the blank box**.
- Please, choose **only one** behavior or action.

**HOW CAN YOU FILL THE GRID?**

Here is a **concrete example** of the reflection process.

**I fill the CZ grid, and I choose the first Ability:** I seize the opportunity to do or say something that can be useful to myself or others.

Ability	A	B	C	Which letter corresponds to the selected behavior?
I seize the opportunity to do or say something that can be useful to myself or others	I seize the opportunity to do or say something that can be useful to myself or others I pay attention and join activities by sharing my thoughts (speaking or not speaking)	I share helpful knowledge, experience, or skills with the group	I share my opinion and encourage others to share theirs	
Here is an Example to Explain the Choice of the possible Learning Outcomes (LO) that you can select in correspondence of letter A, B and C.				
Example behavior/action	You listen carefully. When you have something useful to say, you speak up. Sometimes, you stay quiet but still pay attention.	You often share your skills or knowledge with the group. For example, you teach the group something you know well	You like to share your opinion and ask others to share theirs too. You make sure everyone gets a chance to speak	

**Pick the one that feels most like what you do** and write the letter A, B or C in the last column of the grid.



SELF-ASSESSMENT GRID (PRE)

Comp.	Abilities	A	B	C	Which letter corresponds to the selected behavior?
CTZ	I seize the opportunity to do or say something that can be useful to myself or other	I seize the opportunity to do or say something that can be useful to myself or others I pay attention and join activities by sharing my thoughts (speaking or not speaking)	I share helpful knowledge, experience, or skills with the group	I share my opinion and encourage others to share theirs	
	I can develop ideas that solve problems	I listen to the group and join the conversation to help	I find examples for ideas that have value for myself and others	I find examples for ideas that are valuable to me and others. I explore diverse topics and problems in different ways and create multiple solutions	
	I recognize the importance of sharing resources with other	I am open to involving other during the training	I show a sense of solidarity with other people in the group	I encourage and motivate other group members to cooperate to help each other to achieve group goals	
	I can imagine a desirable future	I identify and share my own needs, wants, interests and goals	I am open to imagining various life possibilities	I actively participate in constructing future scenarios during our activities	

Comp.	Abilities	A	B	C	Which letter corresponds to the selected behavior?
CULT. AW.	I recognize differences as a positive opportunity	I listen and show interest in new things	I ask questions when I do not understand or want to know more	I like to learn from people of other cultures	
	I know and I can share my one's own culture to learn more about others	I know my own culture	I share my culture with words, gestures, pictures, and sounds.	I compare my culture with the culture of other group members.	
	I can show respect for others, their background, and situations	I show curiosity about people's backgrounds and life situations	I am open to listening and understanding the other person's story	I create moments of dialogue with people who have different ideas, values, beliefs, points of view etc.	
	I can participate in group dynamics for problem solving.	I participate in the activity and listen to all aspects of the problem or obstacle	I express my thoughts when facing a problem and take a stance	I listen to the views of others and engage in dialogue with group members to establish a collaborative path	

Comp.	Abilities	A	B	C	Which letter corresponds to the selected behavior?
PSLL	I aware and express personal emotions, thoughts, values, and behaviour	I understand and control my emotions, thoughts, and actions, even in tough times.	I understand and manage my emotions, thoughts, and actions, even in difficult situations	I am open to discuss and change my ideas with group members, encouraging others to take part	
	I aware of another person's emotions, experiences, and values	I listen and try to understand someone's feelings and life experiences	I recognize and acknowledge other people's emotions, thoughts, values, and behaviors	I am open to discussing and changing my ideas with group members, encouraging others to participate	
	I listen to others and engage in conversations with confidence, assertiveness, clarity, and reciprocity, both in personal and social contexts	I show interest and work to understand all group members	I work to make myself understood by other group members considering cultural diversities	I actively participate in constructive discussions with the group during activities, encouraging others to join in	
	I understand and adopt new ideas, approaches, tools, and actions in response to changing contexts	I am aware of my own and others' learning abilities, personal limitations, and my own interests in learning	I demonstrate openness in the learning process and can compare, analyze, assess, and synthesize information to plan and achieve learning goals	I reflect on feedback from others on both successful and unsuccessful experiences, developing creative ideas and assessing their purposes	

Annex 5 - Self-assessment Tool: POST



WP3: (POST) SELF-ASSESSMENT TOOL FOR PARTICIPANTS

NAME: \_\_\_\_\_

SURNAME: \_\_\_\_\_



**OBJECTIVE**

The self-assessment tool allows you to **reflect and assess** your own learning path and to define what competencies you have learnt through the Priscila training.

**GUIDELINE FOR LEARNER: HOW TO USE THIS SELF-ASSESSMENT TOOL?**

If you are at the **end** of the training:

Take a few moments to reflect and assess your progress: **Which competences have you developed during the training?**

**SOME SUGGESTIONS**

**Think about PRISCILA training**  
**Identify behavior/action (LO):** Look at each learning outcome, what have you learnt during the training?  
**Choose and select one behavior for each indicator:** Pick the behavior that matches at the best with your learning and indicate the corresponding letter (A, B or C) in the last column within the blank box. You can choose only one behavior/action (LO).  
**Remember** that there are no right or wrong answers! The letters A, B and C indicate only your way of behaving

**SELF-ASSESSMENT GRID (POST)**

Comp.	Abilities	A	B	C	Which letter corresponds to the selected behavior?
CTZ	I seize the opportunity to do or say something that can be useful to myself or other	I seize the opportunity to do or say something that can be useful to myself or others I pay attention and join activities by sharing my thoughts (speaking or not speaking)	I share helpful knowledge, experience, or skills with the group	I share my opinion and encourage others to share theirs	
	I can develop ideas that solve problems	I listen to the group and join the conversation to help	I find examples for ideas that have value for myself and others	I find examples for ideas that are valuable to me and others. I explore diverse topics and problems in different ways and create multiple solutions	
	I recognize the importance of sharing resources with other	I am open to involving other during the training	I show a sense of solidarity with other people in the group	I encourage and motivate other group members to cooperate to help each other to achieve group goals	
	I can imagine a desirable future	I identify and share my own needs, wants, interests and goals	I am open to imagining various life possibilities	I actively participate in constructing future scenarios during our activities	

Comp.	Abilities	A	B	C	Which letter corresponds to the selected behavior?
CULT. AW	I recognize differences as a positive opportunity	I listen and show interest in new things	I ask questions when I do not understand or want to know more	I like to learn from people of other cultures	
	I know and I can share my one's own culture to learn more about others	I know my own culture	I share my culture with words, gestures, pictures, and sounds.	I compare my culture with the culture of other group members.	
	I can show respect for others, their background, and situations	I show curiosity about people's backgrounds and life situations	I am open to listening and understanding the other person's story	I create moments of dialogue with people who have different ideas, values, beliefs, points of view etc.	
	I can participate in group dynamics for problem solving.	I participate in the activity and listen to all aspects of the problem or obstacle	I express my thoughts when facing a problem and take a stance	I listen to the views of others and engage in dialogue with group members to establish a collaborative path	

Comp.	Abilities	A	B	C	Which letter corresponds to the selected behavior?
PSLL	I aware and express personal emotions, thoughts, values, and behaviour	I understand and control my emotions, thoughts, and actions, even in tough times.	I understand and manage my emotions, thoughts, and actions, even in difficult situations	I am open to discuss and change my ideas with group members, encouraging others to take part	
	I aware of another person's emotions, experiences, and values	I listen and try to understand someone's feelings and life experiences	I recognize and acknowledge other people's emotions, thoughts, values, and behaviors	I am open to discussing and changing my ideas with group members, encouraging others to participate	
	I listen to others and engage in conversations with confidence, assertiveness, clarity, and reciprocity, both in personal and social contexts	I show interest and work to understand all group members	I work to make myself understood by other group members considering cultural diversities	I actively participate in constructive discussions with the group during activities, encouraging others to join in	
	I understand and adopt new ideas, approaches, tools, and actions in response to changing contexts	I am aware of my own and others' learning abilities, personal limitations, and my own interests in learning	I demonstrate openness in the learning process and can compare, analyze, assess, and synthesize information to plan and achieve learning goals	I reflect on feedback from others on both successful and unsuccessful experiences, developing creative ideas and assessing their purposes	



Annex 6 - Guideline for Self-assessment Process



GUIDELINE FOR THE USE OF  
THE PRISCILA SELF-ASSESSMENT TOOL  
FOR TRAINERS  
(WP3)

TOOL DESCRIPTION
<p><b>OBJECTIVE</b></p> <p>The self-assessment tool allows learners to <b>reflect and assess</b> their own experience and to <b>define</b> what competencies they have learned through the Priscila project. Since self-assessments can be conducted at multiple phases (van Loon, M.H. 2018), the Priscila method proposes <b>two moments</b>: before the course, to assess competencies and learning needs, and at the end of the training course, to assess the trainees' achievements and provide them with a certificate and credential.</p>
<p><b>SELF-ASSESSMENT TOOL COMPOSITION</b></p> <p>The self-assessment tool is composed of <b>three sections</b>, each dedicated to one of the three key competencies of lifelong learning (<b>Personal, Social and Learning to Learn; Citizenship and Cultural Awareness</b>).</p> <p>Each area of competence corresponds to <b>four indicators</b>, called “<b>abilities</b>” in the grid for learners (to be more understandable). These indicators are necessary to <b>break down</b> the macro-competence into more specific aspects that describe the <i>practical meaning of the competence</i> and are aligned with the activities and goals of the PRISCILA project. Moreover, they are selected from validated theoretical frameworks (EntreComp and LifeComp) and through a screening process involving all project partners.</p> <p>Each indicator corresponds to <b>three learning outcomes</b>: observable behaviors, that indicate <b>what an individual understands and can do at the end of the program</b> (Cedefop, 2009).</p>
<p><b>PROGRESSION MODEL</b></p> <p><b>Each indicator is associated with 3 levels of progression: basic, intermediate, advanced.</b></p> <p>The principle used to construct this tool is the progression model. This sense of progression is substantial because it allows the trainer to understand not only if the learner has acquired a particular competence but also to identify the participant's starting point and the development of abilities over time.</p> <p>The progression model highlights that competence acquisition depends on the learner's ability to move from a more individual level to a more social one and to manage increasingly complex situations.</p>

Like Entrecomp (Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G., 2016), the levels correspond respectively to:

- A)** Basic level: foundation relying on support from others
- B)** Intermediate: building independence
- C)** Advanced level: taking responsibility

In order not to bias the learner and to construct a more inclusive tool, the terms “basic, intermediate and advanced level” are not used in the self-assessment grid. The levels have been changed to **letters A - B - C**, maintaining the same ascending order.

## OPERATIONAL SUGGESTIONS

### ROLE OF TRAINER AS FACILITATOR DURING ALL SELF-ASSESSMENT PROCESS

The trainer should assume the role of a facilitator, guiding participants through the process of completing the self-assessment grid. By employing the following strategies (where feasible, contingent upon available resources), you can assist all participants with diverse cultural and learning backgrounds in utilizing self-assessment tools. This approach will enhance accessibility and inclusivity, benefiting all participants.

1. **Translate and Adapt the grid into the local language:** we suggest translating the self-assessment grid into the local language of the country where the training takes place- *Cultural adaptation:* Make sure the examples and situations are relevant and appropriate for the diverse cultures of the participants.
2. **Use Visual Support (as a projector):** Show the grid on a big screen and explain it to the group. If you notice that the participants do not understand well, you can simplify the content and welcome questions about it.
3. **Provide Practical and Clear Example:** Include concrete examples to fill out each part of the self-assessment grid.
4. **Create Support Groups:** Work in small or large discussion groups should be a good strategy to promote an open space where participants can help each other before self-assessing individually (Micro-credential cannot be given without any individual self-assessment)

5. **Use Interactive Sessions (as questions and answers):** Opening space for answering questions and clearing up doubts.  
*Immediate feedback:* Give immediate feedback and explanations while participants fill out the grid regarding its usefulness.
6. **Ensure a Welcoming and Inclusive Environment:** Make sure participants feel comfortable.

### HOW TO SUPPORT LEARNERS IN SELF-ASSESSMENT?

- 1) **Each** learner must self-assess
- 2) The **first moment of assessment occurs at the beginning of the course** to record the level of incoming skills (van Loon, M.H. 2018)
- 3) Learners should **read the grid and reflect on their own competencies level**. Trainers can help group members understand the tool and choose the behavior closest to their experience.
- 4) After identifying the behavior, each learner must indicate the **letter corresponding to the behavior** selected (A - B or C) in the **last column**.
- 5) learners can choose **only one behavior for each ability** (namely they can only indicate **one letter** in the last cell of each line).



Annex 7 - Table for Restitution: Learner Feedback Survey on Assessment Methods



Learner Feedback Survey on Assessment Methods (WP3)

PLEASE FILL THIS (EASY & FAST) GRID REFERRING TO YOUR LEVEL OF AGREEMENT

<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree
1) The “Self-assessment tools” were clear to understand.				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree
2) The “Self-assessment tools” helped me understand the 3 KCLL (Personal, Social and Learning to Learn; Citizenship and Cultural Awareness).				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree
3) The “Self-assessment tools” were helpful to reflect on my existing competences.				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree
4) The “Self-assessment tools” were helpful to reflect on my new competences.				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree
5) The “Self-assessment tools” helped me evaluate myself and my behavior during the training.				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree

Thank you for your time!

Annex 8 - Table for Restitution: Trainer Feedback Survey on Assessment Methods



Trainer Feedback Survey on Assessment Methods (WP3)

PLEASE FILL THIS (EASY & FAST) GRID REFERRING TO YOUR LEVEL OF AGREEMENT

<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree
1) The guidelines provided for filling the “Self-assessment tools” were useful.				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree
2) The guidelines provided helped the learners to self-assess their abilities.				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree
3) The behaviors on the “Self-assessment tools” match the learners' experiences in the training.				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree
4) Participants can use the tools independently to self-assess.				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree
5) My role as facilitator has supported the self-assessment process.				
<input type="checkbox"/> Highly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Disagree	<input type="checkbox"/> Highly disagree

Do you have any further comment?

Thank you for your time!


Annex 9 - Europass Guidelines to create a profile



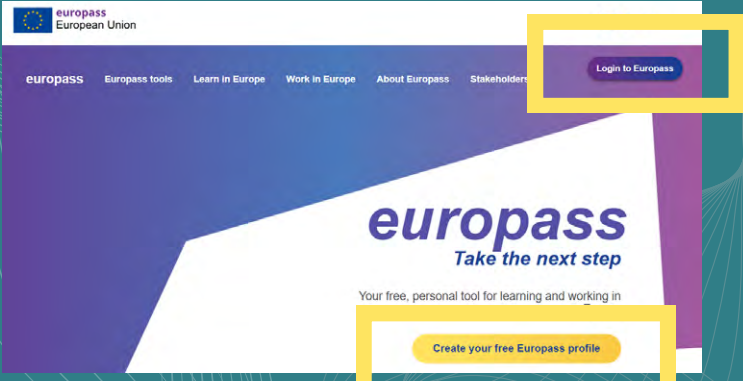
**CREATE YOUR EUROPASS ACCOUNT!**


..... @priscilaproject ..... Priscila Project



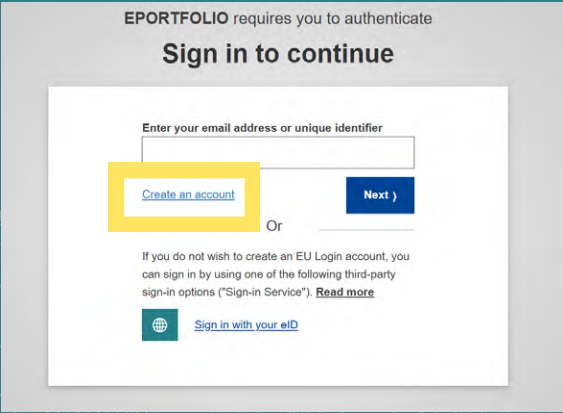



Click on "Login to Europass" or "Create your free Europass profile" from any Europass webpage.



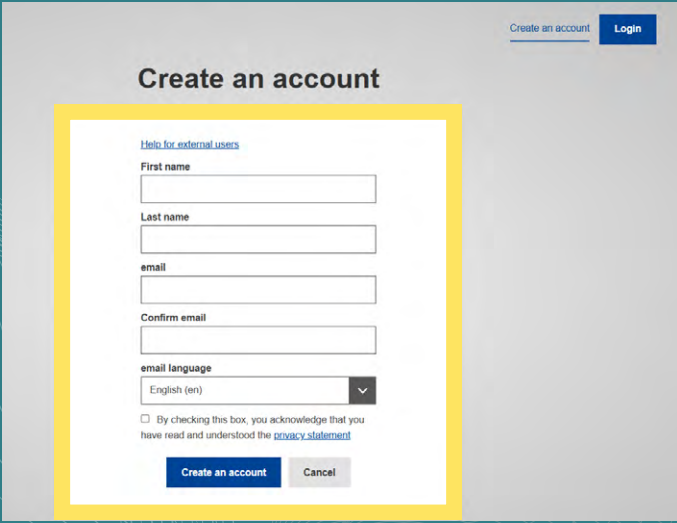


Click on "Create an account."





Provide your personal information and continue.





priscila  
EMPOWERMENT THROUGH LIFELONG LEARNING

Enter your email, where you will find a confirmation link

EU Login

One account, many EU services

English (en)

New password

Login

Create an account

Thank you for registering, you will receive an email allowing you to complete the registration process.

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EMPOWERMENT THROUGH LIFELONG LEARNING

Click on "Proceed"

New password

Login

New password

Your EU Login password was successfully changed.

Click **Proceed** below to continue to EPORTFOLIO

Proceed

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Choose and confirm a password

New password

Please choose your new password.

m00hrqin  
(External)

New password

Confirm new password

Submit

Passwords cannot include your username and must contain at least 10 characters chosen from at least three of the following four character groups (white space permitted)

• Upper Case: A to Z

• Lower Case: a to z

• Numeric: 0 to 9

• Special Characters: !"#%&'()\*+,-./:;<=>?@[]^\_`{|}~

Examples: r!UpKqG3 %u11ZVEPG kNEcFYgeI

[Generate other sample passwords](#)

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Click on these two options

Data privacy policy

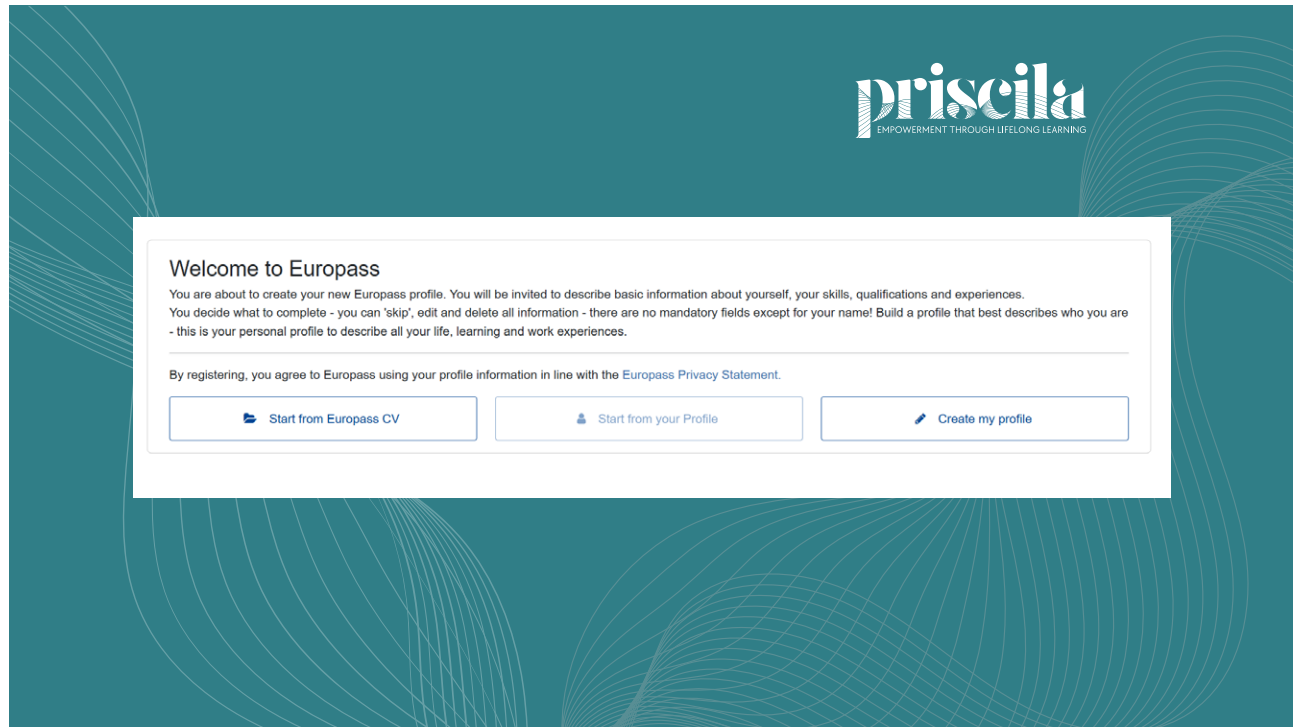
All data and information provided through the use of the services of Europass is subject to the Privacy Policy of the website.

Please read our [data privacy policy](#) and [terms and conditions](#) of use and confirm that you've read and agree with them before continuing to Europass.

☒ I have read and agree with the data privacy policy and terms and conditions of use

Continue

Decline



Annex 10 - PRISCILA Credential datamodel

ProjectPRISCILA - 2023-1-ES01-KA220-ADU-000165731  
Project URL <https://www.priscilaproject.eu/>  
Training type Short non formal programme  
Authors <https://www.priscilaproject.eu/partners>  
Datamodel author Viola Pinzi, European Association for the Education of Adults  
Contact [viola.pinzi@eaea.org](mailto:viola.pinzi@eaea.org)  
Version V3 - For submission as Annex to WP3 Guide  
Date 14/1/2025  
EDC template builder <https://webgate.acceptance.ec.europa.eu/europass/edci-issuer/#/credential-builder>  
Tutorial <https://audiovisual.ec.europa.eu/en/video/I-262809?language=EN>

[Access the data file for Annex 10 – Priscila Credential Datamodel here](#)

Annex 10\_PRISCILA\_Credential\_datamodel .xlsx

	A	B	C	D	E	F	G	H
1	Label	Description	Field type	Value	Cardinality	URI	Instruction for organisation to issue credential	Comments/qualifications
2	Title of the micro-credential	Short title of the MC	Free text	String	1..1		Pre-defined in template, select template at time of	
3	Description	Short description of the MC	Free text	String	1..1		Pre-defined in template	
4	Valid from	Date of assessment/issuing credential/completing the training	Date	Date YYYY-MM-DD	1..1		Pre-defined in template	
5	Credential type	Type of credential is generic or accredited	List	String	1..1		Pre-defined in template	
6								
7	[Organisation] Identification of the	The issuer is the Organisation that applies its	Free text	String	1..1		Automatically entered into the credential directly from	
8	Learning provider name	Legal name of the organisation	Free text	String	1..1		Automatically entered into the credential directly from	
9	Legal address	Legal address (Country)	Free text	String	1..1		Automatically entered into the credential directly from	
10	Homepage	Homepage	Free text	URL	1..1		Automatically entered into the credential directly from	Non mandatory is
11	Legal identifier	Identifier	Free text	ID	1..1		Automatically entered into the credential directly from	
12	[Organisation] Awarding body	The awarding body is the learning provide that	Free text	String	1..*		Created in each Issuer account	A Awarding Body
13	Learning provider name	Legal name of the organisation	Free text	String	1..1		Pre-defined in template once the Organisation is	
14	Legal address	Legal address (Country)	Free text	String	1..1		Pre-defined in template once the Organisation is	
15	Homepage	Homepage	Free text	URL	1..1		Pre-defined in template once the Organisation is	Non mandatory is
16	Legal identifier	Identifier	Free text	ID	1..1		Pre-defined in template once the Organisation is	
17								
18	Learning achievement Title	Specific achievement title	Free text	String	1..1		Pre-defined in template	
19	[Achievement] Awarded by	The awarding body is the learning provide that developed and delivered the learning activity (it can be different from Issuer)	List previously created by Issuer		1..1		Pre-defined in template, select from list of Organisations created	
20	[Achievement] Description	Short description of the specific Achievement	Free text	String	1..1		Pre-defined in template	Non mandatory is mandatorily
21	[Achievement] Learning outcomes	Learning Outcomes contain direct references to concrete knowledge, skill and/or competence concepts	Free text	String	1..*		Pre-defined in template for each PRISCILA MC	Non mandatory is mandatorily, sinc of this MC

Convert to table



## Annex 11 - Tutorial How to implement PRISCILA



### Step-by-step instructions for the implementation of the PRISCILA Pilot

#### Objectives of the pilot:

Develop and recognise three key competences from the European framework for Lifelong learning: Citizenship, Cultural Awareness, and Personal, Social and Learning to learn Competences through participant-centred non-formal learning methods and self-assessment tools.

#### Target group of the PRISCILA pilot:

Migrant, asylum seeker and refugee adult learners.

#### Duration:

20 hours

#### Number of participants:

Designed for 15 adult learners.

#### Support and training staff:

Minimum two trainers, three are better for the assessment completion, to better support participants.

#### Certification issued:

Micro-credentials, following the European approach and using the European Digital Credentials model and platform (requiring Europass profiles for participants).

#### Methodologies composing the PRISCILA Method:

The Priscila Method is composed from the synergies of four non-formal methodologies: Theatre of the Oppressed, Critical Incident, Deep Democracy and Spatial Assemblage.

PRISCILA: Fostering Personal, Intercultural, Social and Citizenship Competences for Lifelong Learning to Empower Migrant Adult Learners. Project n°: 2023-1-ES01-KA220-ADU-000165731  
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the European Union



#### Step-by-step instructions:

1. Practical and logistical questions (date, venue, etc)
2. Recruit participants
3. Prepare pilot program to be used for the peer review before the pilot implementation: Think and Articulate planned activities in relation to the competences and observed indicators
4. Prepare peer review with professionals
5. Clarify the issue of the qualified electronic seal for your organisation to obtain it (national issuance)
6. Translate feedback questionnaires and self-assessment tool
7. Conduct peer review of your learning path and supporting tools
8. Adapt tools and pilot program based on peer review's feedback
9. Start the pilot implementation with a warm-up activity
10. Realise participants' Pre-assessment (individual pre self-assessment document, printed)
11. Facilitation of the pilot + inform/accompany participants in the creation of their Europass profile
12. Realise Participant's Post-assessment (individual post self-assessment, printed)
13. Participant's feedback on learning outcomes and on assessment tools (2 questionnaires)
14. Close the pilot with non-formal evaluation activities to foster group's dynamics
15. Trainers feedback (1 questionnaire)
16. Organisation feedback (1 narrative template)
17. Conduct Trainers review (Focus Group or interview)
18. Conduct Learner review (Focus Group or interview)
19. Write the Pilot report (WP2)
20. Issue Micro-credential certificates (based on EAEA's MC model, with European Digital Credentials platform)
21. International peer review

PRISCILA: Fostering Personal, Intercultural, Social and Citizenship Competences for Lifelong Learning to Empower Migrant Adult Learners. Project n°: 2023-1-ES01-KA220-ADU-000165731  
Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or National Agency. Neither the European Union nor the National Agency can be held responsible for them.



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## Annex CBP1 - Introduction microcredentials and quality assurance




**European model for micro-credentials: opportunities for non-formal learning activities and PRISCILA project**

**PRISCILA Capacity building programme 1**

Viola Pinzi – [viola.pinzi@eaea.org](mailto:viola.pinzi@eaea.org)  
EAEA – European Association for the Education of Adults



## Overview of European initiatives Policy level

### Core initiatives at European level and examples of actions



Council Recommendation on a European approach to micro-credentials for lifelong learning and employability

- Council Recommendation on Individual Learning Accounts
- Regulation on European Digital Identity Wallet
- Digital Education Action Plan
- Europass
- Proposal for a Recommendation 'Europe on the Move' - learning mobility for everyone



European Digital Education Hub  
European Learning Model and Digital Credentials



EDI Wallet large scale pilots



ETF – Guide to design, issue and recognize micro-credentials



Grant for projects (Erasmus+)

29.1.2025

## European model of micro-credentials What is relevant for PRISCILA?



- **Quality** - Micro-credentials are subject to internal and **external** quality assurance by the system producing them
- **Transparency** - Micro-credentials are measurable, comparable and understandable with clear information on learning outcomes, workload, content, level, and the learning offer, as relevant.
- **Relevance** - Micro-credentials should be designed as distinct, targeted learning achievements, and learning opportunities leading to them are updated as necessary, to meet identified learning needs.
- **Valid assessment** - Micro-credential learning outcomes are assessed against transparent standards.
- **Learning Pathways** - Micro-credentials are designed to support flexible learning pathways, including the possibility to stack, validate, and recognise micro-credentials from across different systems, including non-formal and informal learning

29.1.2025

Source:  
<https://education.ec.europa.eu/sites/default/files/2022-01/micro-credentials%20brochure%20updated.pdf>

## European model of micro-credentials What is relevant for PRISCILA?



- **Recognition** - Recognition has a clear signalling value of learning outcomes and paves the way for a wider offer of such small learning experiences in a comparable way across the EU.
- **Portability** - Micro-credentials are owned by the credential-holder, stored and shared easily, infrastructure for storing data is based on open standards and data models (interoperability and data authenticity checks).
- **Learner-centred** - Micro-credentials are designed to meet the learner needs of the target group of learners, who should be involved in the internal and external quality assurance processes
- **Authentic** - Micro-credentials contain sufficient information to check their authenticity
- **Information and guidance** - Information and guidance on micro-credentials should be incorporated in lifelong learning guidance services

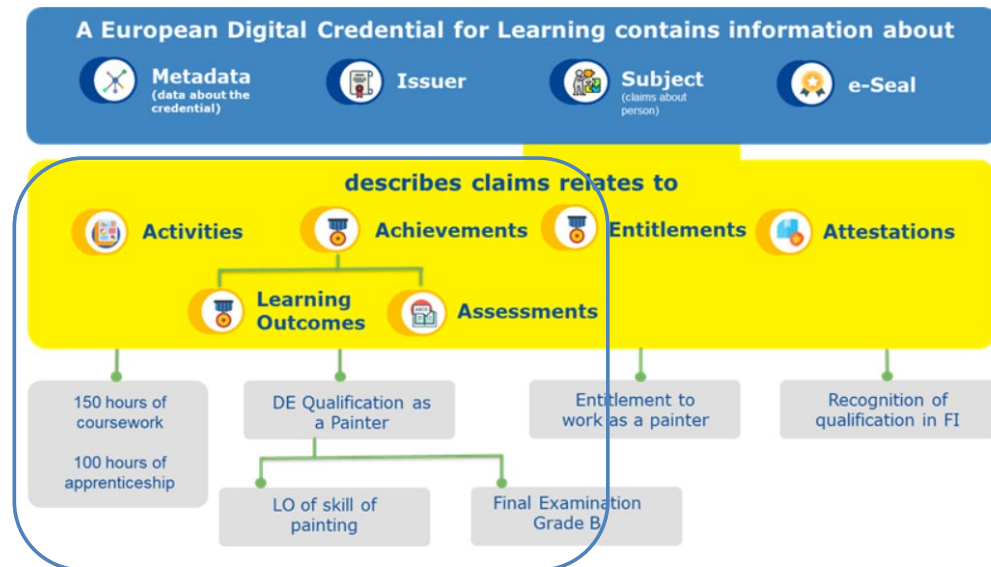
29.1.2025

Source:  
<https://education.ec.europa.eu/sites/default/files/2022-01/micro-credentials%20brochure%20updated.pdf>



## Digital credentials and learning model

### What is relevant for PRISCILA?



29.1.2025

Source:  
<https://europa.eu/europass/en/stakeholders/european-digital-credentials>

## Principles of QA for non-formal learning



Guiding principle: The Learner is at the centre of quality processes



29.1.2025

Source:  
EAEA calls for a new approach to quality in adult learning and education, paper, December 2022

## European model of micro-credentials

### Internal quality assurance for PRISCILA



#### 1 Quality

Micro-credentials are subject to **internal and external quality assurance** by the system producing them (e.g. the education, training or labour market context in which the micro-credential is developed and delivered). Quality assurance processes must be **fit-for-purpose, be clearly documented, accessible, and meet the needs** of learners and stakeholders.

**External quality assurance** is based primarily on the **assessment of providers** (rather than individual courses) and the effectiveness of their internal **quality assurance procedures**.

External quality assurance is conducted in line with:

- Annex IV of the European qualifications framework Recommendation, where applicable;
- the Standards and Guidelines for Quality Assurance in the European Higher Education Area, where applicable;
- the European quality assurance reference framework (the EQAVET Framework) in the field of vocational education and training, where applicable;
- other quality assurance instruments, including registries and labels, to build public trust in micro-credentials, where applicable.

Providers should make sure that **internal quality assurance** covers all the following elements:

- the **overall quality of the micro-credential itself**, based on the standards referred to below
- the **quality of the course**, where applicable, leading to the micro-credential
- **learners' feedback** on the learning experience leading to the micro-credential; and
- **peers feedback**, including other providers and stakeholders, on the learning experience leading to the micro-credential

29.1.2025

Source:  
<https://education.ec.europa.eu/sites/default/files/2022-01/micro-credentials%20brochure%20updated.pdf>

## Practice – 10'



Do you have any experience in using credentialling for your activities? What kind of credentials do you deliver usually (certificate of attendance, open badge etc.)?

Who is the issuer of such credentials in general for your current activities (your organization, another body etc.)?

How important do you think is for PRISCILA learners to receive structured credentials after the training?

Who do you think should be the "issuing" organization for the credential of the PRISCILA training?

Please, add your answer on the post-it and boards.

29.1.2025



# Thank you!



## Annex CBP2 - Building microcredentials approach



### European model for micro-credentials and PRISCILA project framework

#### PRISCILA Capacity building programme 2

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EAEA – European Association for the Education of Adults



### PART 1 Using credentials to certify our learning activities





## Just a quick recap on the topic... What is a credential?



### What is an education credential in general?

- Statement issued by an organisation to a learner, documenting their learning
- Document that certifies the level of learning achieved or the proficiency in a specific skill/competence
- Document that provides evidence or demonstrate completion of a learning activity
- Example of credentials are diploma, transcript, certificate, badge, license etc.

### What is a micro-credential in the European approach?

- A micro-credential is the record of the learning outcomes that a learner has acquired following a small volume of learning.
- These learning outcomes have been assessed against transparent and clearly defined standards.
- Courses leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs.
- They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

26.4.2024

## Reflection practice and discussion - 20'



### Your experience

- Do you have any experience in using credentialling for your activities? What kind of credentials do you deliver usually (certificate of attendance, open badge etc.)?
- Who is the issuer of such credentials in general for your current activities (your organization, another body etc.)?

### Project needs

- How important do you think is for PRISCILA learners to receive structured credentials after the training? Explain your reasons in a sentence.
- Who do you think should be the "issuing" organization for the credential of the PRISCILA training?

Please, add your answers by partner on the board.

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## PART 2 European approach and PRISCILA framework proposal



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## European model of micro-credentials What is relevant for PRISCILA?



- **Quality** - Micro-credentials are subject to internal and external quality assurance by the system producing them
- **Transparency** - Micro-credentials are measurable, comparable and understandable with clear information on learning outcomes, workload, content, level, and the learning offer, as relevant.
- **Relevance** - Micro-credentials should be designed as distinct, targeted learning achievements, and learning opportunities leading to them are updated as necessary, to meet identified learning needs.
- **Valid assessment** - Micro-credential learning outcomes are assessed against transparent standards.
- **Learning Pathways** - Micro-credentials are designed to support flexible learning pathways, including the possibility to stack, validate, and recognise micro-credentials from across different systems, including non-formal and informal learning

Source:  
<https://education.ec.europa.eu/sites/default/files/2022-01/micro-credentials%20brochure%20updated.pdf>

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## European model of micro-credentials What is relevant for PRISCILA?



- **Recognition** - Recognition has a clear signalling value of learning outcomes and paves the way for a wider offer of such small learning experiences in a comparable way across the EU.
- **Portability** - Micro-credentials are owned by the credential-holder, stored and shared easily, infrastructure for storing data is based on open standards and data models (interoperability and data authenticity checks).
- **Learner-centred** - Micro-credentials are designed to meet the learner needs of the target group of learners, who should be involved in the internal and external quality assurance processes
- **Authentic** - Micro-credentials contain sufficient information to check their authenticity
- **Information and guidance** - Information and guidance on micro-credentials should be incorporated in lifelong learning guidance services

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Source:  
<https://education.ec.europa.eu/sites/default/files/2022-01/micro-credentials%20brochure%20updated.pdf>

## Reflection on quality assurance activities - 20'



### Your experience

- Do you have any experience in using peer review practices for quality assurance of your training and activities?
- Do you have any experience with learners/participants feedback activities?
- If yes, which kind of practices? And how do you embed the feedback back in the activities?

### Project needs

- Why quality assurances practices are important for our project and our learners?
- Which methods/practice would you prefer for both peer review and learners feedback?

Please, add your answers by partner on the board.

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## European model of micro-credentials What is relevant for PRISCILA?



**1 Quality**

Micro-credentials are subject to **internal and external quality assurance** by the system producing them (e.g. the education, training or labour market context in which the micro-credential is developed and delivered). Quality assurance processes must be **fit-for-purpose, be clearly documented, accessible, and meet the needs** of learners and stakeholders.

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- the European quality assurance reference framework (the EQAVET Framework) in the field of vocational education and training, where applicable;
- other quality assurance instruments, including registries and labels, to build public trust in micro-credentials, where applicable.

Providers should make sure that **internal quality assurance** covers all the following elements:

- the overall quality of the micro-credential itself, based on the standards referred to below
- the quality of the course, where applicable, leading to the micro-credential
- learners' feedback on the learning experience leading to the micro-credential; and
- peers feedback, including other providers and stakeholders, on the learning experience leading to the micro-credential

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Source:  
<https://education.ec.europa.eu/sites/default/files/2022-01/micro-credentials%20brochure%20updated.pdf>

## Proposed framework



### Relevant and learner centered

- Methodology, instructional design and pilot approach is co-designed by partners and based on their learners needs

### Valid assessment

- Assessment frameworks – European frameworks (LifeComp and ENTREComp) + custom design indicators rubric based on partners and learners needs
- Assessment methods - clear and jointly developed

### Quality assured

- Peer review – at least 1 round per training + final version embedding feedback (before pilots) > methods suggested
- Learners' feedback – at least 1 round per training + final version embedding feedback (before and/or after pilots) > methods suggested

### Transparent and portable

- Information model to describe credential based on European model
- Digital credential to be issued for each learner through the European Digital Credentials infrastructure

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## PART 3

### Micro-credentials Information model and infrastructure



### Proposed information model



- Issuer identification > Each partner delivering training
- Learner identification
- Date of issuing/validity
- Workload
- Activities
- Achievements > *Learning outcomes and assessment*
- Form of participation in the learning activity
- Type of quality assurance used
- Further information

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### European information model



#### What EU standard elements should it include?

The basis for trust in micro-credentials is transparency. Micro-credentials should be clearly identified as such with elements that make it possible for learners, education and training institutions, quality assurance agencies, and

employers to understand the value and content of micro-credentials and to compare them.

The European approach to micro-credentials suggests a list of critical information elements that any micro-credential should provide:

#### Mandatory elements

- Identification of the learner
- Title of the micro-credential
- Country/Region of the issuer
- Awarding body
- Date of issuing
- Learning outcomes
- Notional workload needed to achieve the learning outcomes (in ECTS credits, wherever possible)
- Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable
- Type of assessment
- Form of participation in the learning activity
- Type of quality assurance used to underpin the micro-credential

#### Optional elements, where relevant (non-exhaustive list)

- Prerequisites needed to enrol in the learning activity
- Supervision and identity verification during assessment (unsupervised with no identity verification, supervised with no identity verification, supervised online or onsite with identity verification)
- Grade achieved
- Integration/stackability options (standalone, independent micro-credential / integrated, stackable towards another credential)
- Further information

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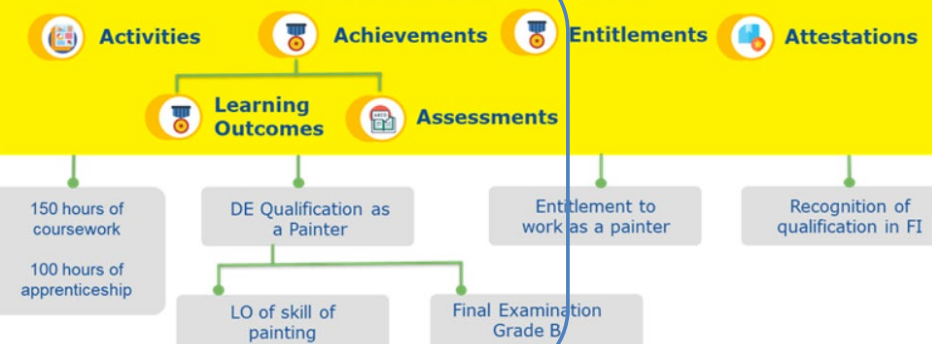
### European Digital Credential for Learning



#### A European Digital Credential for Learning contains information about

- Metadata (data about the credential)
- Issuer
- Subject (claims about person)
- e-Seal

#### describes claims relates to



Source  
<https://europa.eu/europass/en/stakeholders/european-digital-credentials>

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## European Digital Credential for Learning



**New Credential Template**

Please provide details about the learning credential using the data fields below. Hover over the ⓘ icon to see what the expected data/information is.

EN English

**Credential Information**

Credential Title:

Description:

**Further details**

Valid from:  Expiration date:

Credential Type:

Accreditation:

**Claims \***

Achievements:  [Create new](#)

Activities:  [Create new](#)

Endorsements:  [Create new](#)

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Source  
<https://europa.eu/europass/en/stakeholders/european-digital-credentials>



# Thank you!



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## EDC infrastructure...or offline version?



### EDC requirements for each issuing institution

- Register on the EDC service of the EC (Europass)
- Obtain a qualified electronic seal > electronic seal compliant to EU Regulation No 910/2014 (eIDAS Regulation) for electronic transactions within the internal European market
- Install NexU > open-source multi-browser multi-platform remote signature tool with a purpose to communicate with smartcards
- Create the Credential templates (based on shared offline template) > common **template and description for project**
- Issue the credential to each learner

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**How to register and obtain a qualified electronic seal:** <https://europass.europa.eu/de/how-issue-european-digital-credentials>  
**How to build your credentials:** <https://webgate.acceptance.ec.europa.eu/europass/edci-issuer/#/credential-builder>



## Annex CBP3 - Credentials tools identification




**European model for  
micro-credentials and  
PRISCILA project framework**

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**PRISCILA Capacity building programme 3**

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EAEA – European Association for the Education of Adults




**PART 3  
Micro-credentials  
Information model and  
infrastrucure**






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## WS3 - How to issue PRISCILA credentials?



### Methods/tools

- European Digital Credential service (issuer/award organisations)
- Open badges solution
- Offline solution

### Requirements

- Access for partners and learners
- Effort and cost for partners
- Long term perspective

### Analysis and discussion > Joint decision

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## Option 1 - EDC infrastructure



### EDC requirements for each issuing institution

- Register on the EDC service of the EC (Europass)
- Obtain a qualified electronic seal > electronic seal compliant to EU Regulation No 910/2014 (eIDAS Regulation) for electronic transactions within the internal European market
- Install NexU > open-source multi-browser multi-platform remote signature tool with a purpose to communicate with smartcards
- Create the Credential templates (based on shared offline template) > **template and description by EAEA (UNIBO/HASAT)**
- Issue the credential to each learner

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**How to register and obtain a qualified electronic seal:** <https://europass.europa.eu/de/how-issue-european-digital-credentials>  
**How to build your credentials:** <https://webgate.acceptance.ec.europa.eu/europass/edci-issuer/#/credential-builder>

## Option 1 - EDC infrastructure



### Analysis and discussion

- Access to this service not possible for Turkey
- Cost for obtaining eSeal
- Effort for each partner to build their profiles and templates
- Need to have online access also for learners (Europass account)
- Official tool from EU

**Option:** 1 issuing organisation for the whole consortium and other partners as "awarding organisations"

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How to register and obtain a qualified electronic seal: <https://europass.europa.eu/de/how-issue-european-digital-credentials>  
How to build your credentials: <https://webgate.acceptance.ec.europa.eu/europass/edci-issuer/#/credential-builder>

## Option 2 - Open badges as web tools



### Requirements for issuing institution

#### Verified.io

<https://www.verified.io/pricing>

- Pricing (commercial tool) > levelled use and discount for non-profit

#### Credly.com

<https://info.credly.com/product/acclaim>

- Pricing (commercial tool) > custom price/not public

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## Option 2 - Open badges



### Analysis and discussion

- Financial resources and/or in-house technical capacity (long term maintenance)
- Access for learners online needed
- Custom templates for informal model may be limited (interoperability limitation)

**Option:** again 1 issuing organisation for the whole consortium

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# Thank you!



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## Annex CBP4 - Assessment and Evaluation Quality Assurance Activities and Microcredentials Framework




### Feedback on Quality assurance activities

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**PRISCILA Capacity building programme 4**

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### Overall feedback on Quality assurance activities

#### Each implementing partner presents on the following points – 10'

*Please, prepare a short presentation with 4-5 slides*

- Which quality assurance activities your organisation had in place before the PRISCILA project?
- Which quality assurance activities did you implement based on the PRISCILA approach, before, during and after the pilot? *Please describe them as in the Guide, by type (peer review and learner feedback), who was involved, format and core content*
- Which tools did you use? Only the questionnaires prepared by UNIBO and HASAT or also custom tools/questions?
- Which were the most interesting results in terms of process (what work, what didn't)?
- Which were the most interesting results of the feedback (both for peers and learners)?

#### Group discussion – 10'

Recap of core aspects by moderator




### Feedback on Micro-credentials framework

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**PRISCILA Capacity building programme 4**

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EAEA – European Association for the Education of Adults



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### Micro-credentials for non-formal education – 30'

Returning to the first step of our internal needs analysis for the use of MC in our organisations, please, share your present perspective on these points.

#### Each implementing partner presents on the following points – 5'

*Please, prepare a short presentation*

- What are the main needs and benefits for your learners' groups?
- What are/were the main challenges and main opportunities for your organisation to start developing and issuing digital credentials and micro-credentials?
- Does your organisation have a long-term plan to implement digital credential and micro-credential structurally?
- What was the impact of the project work in this area on your organisation and its process, so far?
- Are there any additional insights you can share to other organizations of the non-formal education sector to support their implementation and to resolve these potential challenges?

PRISCILA Micro-credentials approach – 30'



Finally, as for the PRISCILA Approach, please, share your feedback on the boards.

Practice 1 – 20'

Please share your feedback on the specific components of the Framework.  
For each component, please add challenges, enablers and benefits.

- 1. Capacity building programme for partners (4 workshops)
- 2. Understanding and implementing the European approach for micro-credentials
- 3. Establishing a more comprehensive system for quality assurance for your education programmes
- 4. Using the European Digital Credentials tools, for your organisations
- 1. Using Europass profiles, for learners

Practice 2 - Group discussion – 10'

Recap of relevant aspects and discussion with moderator.

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Thank you!







[www.priscilaproject.eu](http://www.priscilaproject.eu)

PRISCILA – Fostering Personal, Intercultural, Social and Citizenship  
Competences for Lifelong Learning to Empower Migrant Adult Learners  
Project no: 2023-1-ES01-KA220-ADU-000165731



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