



## Welcome to the fourth newsletter of the ERASMUS+ project RAFT (Work-Based Learning Recognition)

### ABOUT THE PROJECT

The project [RAFT “Work-Based Learning Recognition”](#) (“Reconnaître les Acquis en Formation par le Travail”) is working towards the formal assessment of knowledge and skills acquired in a work-based training situation with a view to certifying such skills while preserving the general informal context of training. This new approach will enable formally low-qualified people to achieve efficient training pathways and to get the formal recognition of acquired skills.

The project also promotes workplace learning and encourages the social inclusion of disadvantaged groups.

The objective of this second piloting phase was to delve deeper into RAFT assessment standards, and work with more learners during a longer period. Moreover, this time, partners from ALIE and AID also provided a new assessment tool based on RAFT standard, being a fully customisable Excel table to generate automated assessment grids. This new piloting phase also enabled partners to evaluate a more thorough approach to assessment, involving three assessors, including a self-assessment by the learner. This new approach is being evaluated in the perspective of providing skills-recognition through Open Badges.

**Let's have a closer look at partners' experiences.**

### → THE SECOND PILOTING PHASE

Following the first piloting phase (Jan.-March 2022), RAFT partners have been busy at work on the second phase for the past few months. Once again, RAFT partners organised the evaluation either at their own work-based learning organisations or at their associated partner's organisations.

### → AID, Belgium

In Belgium, [AID](#) set up the second piloting phase with [Le Perron de l'Ilon](#), a VET work-based centre located in Namur. Le Perron provides work-based learning training courses for future kitchen and room clerks, across its three pedagogical restaurants. Le Perron's team already took part in the first RAFT piloting



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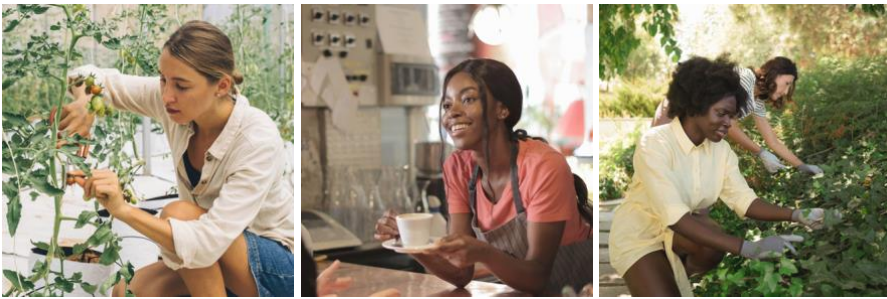
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phase last year. They agreed to carry out the second phase as well. Testing is currently ongoing, involving trainers and social workers who work on the HoReCa standard. In parallel with the piloting phase, AID is also preparing for the team to work on durable implementation of RAFT resources into their pedagogical methods.

## → SCF, Italy

In Italy, [SCF](#) organised the evaluation with their associated VET centre, [Francesco d'Assisi Social Cooperative](#). The context was the maintenance of a green space in early October. Three assessors were involved: an expert in the field, an expert in Communications and Relationships, and a Labor Market Expert. Moreover, the piloting was carried out with seven participants. The areas examined were commitment, organisation, and communication.

The assessors consider the tool useful but complex in its management if aiming at assessing everything at one time. In addition, they suggest performing the assessment several times, in different moments, in order for it to be as realistic as possible. The participants should not be informed of the observation process, otherwise the assessment could be distorted. If people know that they are being observed, they will be careful to implement correct behaviour and appropriate communication.

With regard to the assessment questionnaires, it emerged in particular that almost all participants (6 out of 7) found the Open Badge useful and would like to have it released. In addition, many said they felt good when asked the questions because they were asked about their opinion and therefore felt involved in the activity.



*Garden maintenance in Italy*

## → INUK, Slovenia

In Slovenia, [INUK](#) organised the piloting with [CUDV Draga](#), a social enterprise in Ljubljana. They conducted the evaluation in October at the Druga Violina restaurant. Druga Violina employs people with intellectual disabilities, enabling them to actively participate in social life and at the workplace, as well as to perform work that is appropriate to their abilities. The trainers were evaluating the HoReCa standard for the assistant waiter with 7 participants.



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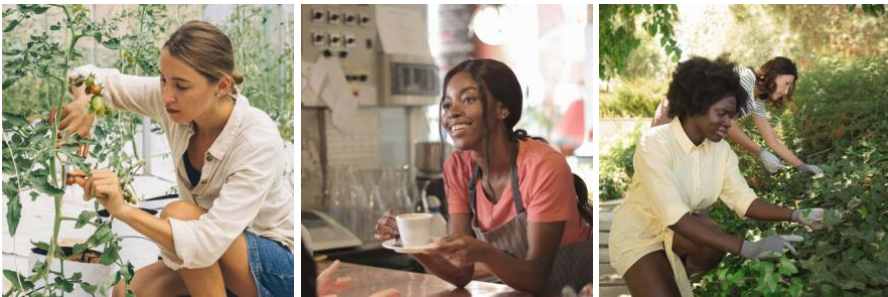
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Regarding the self-assessment, some participants found the questions a little difficult to understand. However, with the help of their mentors they all successfully completed the self-assessment, which was part of the overall assessment of each participant's knowledge and skills. They also said they would like to receive a digital badge to help them easily explain their skills to others.

piloting went well, and the participants were happy to participate. During the self-assessment, they needed verbal support and explanation in order to understand the statements and to be able to assess themselves. The solution was to do this in the form of a group assessment. On the one hand, this allowed to explain the statements to everyone at once, on the other hand, the group setting added value for the participants who could learn from the feedbacks and perspectives of their peers.



Participants of the testing in Slovenia



Chance B's organic farm

## → CHANCE B, Austria

In Austria, the second piloting phase took place at [Chance B](#)'s organic farm in the beginning of August. Seven participants were involved and the soft skills "communication skills", "organisational skills", and "commitment" were assessed directly on the job and elicited in supplementary interviews. The two assessors were a project team member and a supervisor. Overall, the second

## → AGFE, France

[AGFE](#) organised their piloting together with their associated French partner [Equalis](#). They were evaluating the assessment standard for semi-skilled park and garden maintenance workers. The evaluation took place from July to September at the market gardens in Paris regions. It involved 2 trainers and 6 trainees.



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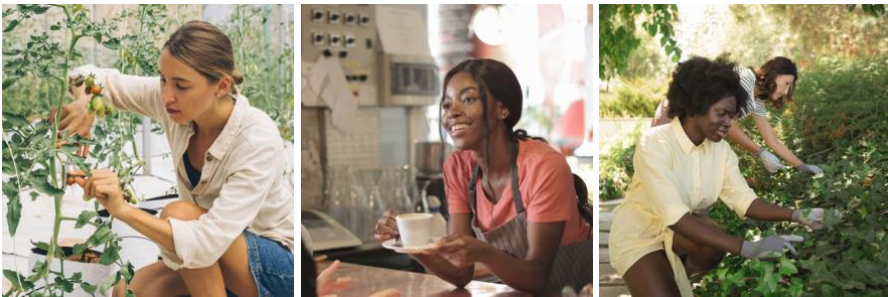
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The trainees were very happy to assess themselves and help each other since the assessments were done in pairs. The trainers said that it was easier to assess the trainees in pairs in order to have a richer learning exchange.

It involved 2 trainers and 14 trainees. For the trainees, it has been an interesting exercise to do their self-assessment even if, sometimes, it could be difficult. For the trainers, the approach may have some potential but at this stage they consider it too time consuming.



Participants at Equalis' garden in France



ALIE's gardens and their testing participants

## →ALIE, France

**ALIE** conducted the testing from September to October in les Jardins de Cocagne de Saint Bernard. The assessment standard for semi-skilled park and garden maintenance workers has been evaluated.

## PROJECT PARTNERS



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