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Minutes online meeting CL4L

2024 December 9

REA College Pluryn:	**Birgit Grimbergen, Ingrid Scheurink, Jissica van Veenendaal & Henriëtte van Dijken**
AAQ:	**Guus van Beek**
LS4L:	**Maurizio Chiappa & Veronica Perin**
Doc Servizi:	**Roberta Bargiggia**
Venetica:	**Laura Peruzzo, Vanessa Bettin, Elisa Zappa & Federica Bruni**
BIC Ljubljana:	**Tanja Gregorec, Tanja Kek, Marina Vodopivec & Ana Pančur**
TMK:	**Terje Alliksoo, Anneli Pikkmets, Indrek Janes & Lily Loidap**
CROAN:	**Nathan Van Groenigen**

The goals for the meeting are that participants:

- **Share the positive experiences of the Life Skill trainings they conducted**
- **Share their challenges of the Life Skill trainings they conducted**
- **Do recommendations for improving the Compendium for the meeting are**

Start at 09.30 CET

09.30 – 09.45 Opening, Welcome & objectives of the meeting

Birgit Grimbergen opens the meeting and welcomes all participants.

Also, she explains the goals of the meeting.

09.45- 10.00 Overview (facts and figures)

Guus van Beek shows the Results of 1st assessment of the students which is the basis for the Life Skills elected for training. Also, the planning of the chosen exercises based on the Life Skills is shown. This differs per partner organisation. After that the way of working in the breakout rooms for the evaluation sessions was explained. There are 3 sessions: individual experiences, individual challenges and points of improvement. Participants are requested not to mix up the items in the breakout rooms.

See presentation 3.3.10.1 on the project website

Guus van Beek, AAQC expert

10.00 – 10.45 Session 1 in Breakout Rooms

Sharing individual positive experiences

Key questions that were answered are:

- What are the **positive experiences** with the Life Skills Self-Assessment instrument? (Instruction -- questionnaire - processing the spiderweb diagrams and providing feedback to students)
- **What Life Skills** have been selected for training with students?
- How have the trainers decided **what Life Skills** are included in the training?
- **Which exercises** have been included in the Life Skill training?
- What are the **positive experiences** for the chosen exercises?

The workshops are chaired by
Maurizio Chiappa, LS4B expert
Nathan van Groeningen, CROAN expert
Guus van Beek, AAQC expert

10.45 - 11.00 Break

11.00 – 11.45 Session 2 in Breakout Rooms

Sharing individual challenges

Key questions that were answered are:

- What were **the challenges** with the Life Skills Self-Assessment instrument?
- **What Life Skills** have been selected for training with students?
- How was decided **what Life Skills** are included in the training?
- **Which exercises** have been included in the Life Skill training?
- What were the **challenges** for the chosen exercises?

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Nathan van Groeningen, CROAN expert

Guus van Beek, AAQC expert

11.45 – 12.00 Break

12.00 – 12.45 Session 3 in Breakout Rooms

Recommendations for improving the Compendium

Key questions that were answered are:

- What Life Skills have been selected for training with students?
- How was decided what Life Skills are included in the training?
- Which exercises have been included in the Life Skill training?
- Did trainers have enough information to conduct the exercise?
- Which of the chosen exercises could also be offered for training other life skills?
    - Does this require adaptation of the exercise?
    - Does this require additional information in the instruction?
- Are there any other suggestions to improve the compendium

The workshops are chaired by

Maurizio Chiappa, LS4B expert

Nathan van Groeningen, CROAN expert

Guus van Beek, AAQC expert

12.45 – 13.30 Reporting 1st -2nd and 3rd sessions

Maurizio Chiappa, Nathan van Groeningen and Guus van Beek report on the experiences in the breakout sessions.
Main topics are:

- There is a difference of the setting between partners (class in classroom or special groups) Trainers must be aware of this.
- The background of the exercises must be clearer (Why is this Life Skill is important and Why this exercise /connection to the Life Skill)
- More explanation of the Life Skill before starting with the exercises.
- It would be helpful to have experienced the exercise before giving the training to the students. A train the trainer session is needed.
- In the description of exercises for more than 1 Life Skill, it is needed to explain the connection between the exercise and all Life Skill.
- A suggestion is to put specific questions for the evaluation of the exercise to the description.
- A suggestion is to put recommendations about the exercise and how this relates to different target groups so adjustments can be made by a trainer.
- A suggestion is to make more visuals in the compendium.

A full report will be made and shared with the participants within 2 weeks. After that , the experts will come with a proposal for adaptations. After the second evaluation session in March, all adaptations will be made.

13.30 Closure