

Education for young adults and immigrant adults

A brief introduction on Life Skills and the autobiographical method

Outline the macro-scenery (Learning Society), the scientific, technological, cultural and social changes, to understand the new theoretical-cultural dimension and the operation of adult education.

In a society where women and men live, work, organize themselves and meet and clash every day with a new "capital": knowledge, skill, information technologies and the individual and social development of men.

The globalized society can be a source of new opportunities, but also of new forms of exclusion: management of an economic development that does not take into account harmonizing itself with new levels of civilization.

Concept of "Adult education"

- "Emancipatory" function of groups, classes, social strata, excluded, exploited communities
- Compensatory function, school paths not carried out at a standard age

Current concept of Adult education

Set of formal and non-formal educational processes implemented as an extension or replacement of initial education (school related, academic, professional) through which "adults" make changes in personal development and conscious participation in cultural, economic and social development.

Lifelong Learning I

Any learning aimed at improving knowledge, skills and competences from a personal, civic, social and occupational perspective.

Lifelong Learning II

Attention to different aspects and areas of learning
(formal, informal, non-formal)



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Planetary citizenship

In a globalized society, knowledge and skills constitute the inclusive individual and collective resources for the exercise of citizenship rights. Learning is a universal right for democracy in the era of globalization.

Skills: knowledge in action

Being, knowing, knowing how to do things: it means knowing how to act in the direction of a common well-being: *if B is well, A is well too.*

Lifelong learning and skills

Focus training on:

- professional dimension;
- tasks, roles and contexts where this takes place.

Therefore, competence understood as: 1) knowing how to do things; 2) knowing how to be, with life skills and/or soft skills.

- 1) Knowledge and skills in one's profession
- 2) Emotional-relational-social knowledge and skills as transversal relational skills.

Need for these skills to be able to live, work, participate in the life of communities, in different contexts and in different historical, social and cultural situations (active citizenship).

Strategic competence, that is to say: learning to learn (ability to attribute meaning, to steer, to communicate, to choose, to plan).

SOFT SKILLS

The operator is at the center of an "Integrated training system", or rather a territorial network that connects aspects of education that can be formal (school; university; research and experimentation institutes), informal and non-formal (associations, voluntary work, libraries, the third sector, that is to say, a social and economic system that works alongside public institutions and the market and that interacts with both for the interest of the communities...).

Therefore, the skills in L2 will help the migrant to acquire the communicative capacity of knowing how to express a need or a basic necessity and begin to get by in the host country.



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The communicative/relational competence will help the operator to be able to create that empathic climate indispensable to be able to welcome and accompany the migrant on their integration path in the host country.

The effectiveness of the work will be given by the fact that each operator moves systemically. The operator will have behind him and beside him a network of formal and non-formal interlocutors who, based on the different needs of the migrant, will be able to take him in charge up to his natural release. This means that we will work in teams, in a complex systemic synergy, the only one capable of expressing a fully developed evolutionary policy.

When we perceive that our well-being depends on the well-being of the other and when working in a group will mean transforming every problem into a problematic situation, we will be able to make the system evolve.

AUTOBIOGRAPHICAL METHOD

Transversal skills, or Life Skills, can be acquired through training courses called “training”.

The trainings are offered, more often than not, by private schools, such as those for counselors, systemic mediators, relational and psychotherapeutic consultants.

The formation of a team of teachers can also be done through an autobiographical workshop run by an expert in the sector. In this way the teachers will not only have acquired and refined, through self-knowledge, interpersonal skills but will thus have constituted a working group.

The dynamic of active training, i.e. role-playing games, and the auto-bio-graphic methodology can constitute a training mix for that acquisition of transversal skills that every good operator and teacher must possess, finding himself/herself having to manage not only formative, but also emotional needs.

The autobiographical methodology consists in the structuring of a path where one tries to answer, by writing, questions about his/her life. The puzzle thus composed will represent the development of a story within which to be placed.



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This way, the pleasure of self-discovery will replace the possibility of talking to oneself about things that you did not know you knew. Being born again through the catharsis of writing also means making peace with a past that for some of us has not passed and that we are finally starting to leave behind.

The sharing (if desired) of small frames of the story told and shared (without any obligation) with the group represents the relational bond for the creation of a real working group.



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Autobiographical methodologies. Writing about ourselves, writing the stories of others, to take care of us, for educational trainings and as a tool for active citizenship

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