

IMPLOED – Seminar in Modena

26 June 2017



The ImplOed project aims to create a more inclusive and equitable society, to increase active citizenship and to make adult education policies more effective for the needs of the most vulnerable groups (Neet, migrants, and adults with low levels of education).

The partnership is made up of 12 European organizations: the proposing body EAEA - Belgium, KERIGMA - Portugal, La Ligue - France,

KVS - Finland, ENAEA - Estonia, WHS - Austria, NIACE - England, DFNI - KEK - Greece, DROM KOTAR - Spain, FOLAC - Sweden, SOLIDARCI - Italy. In Italy, the project has established some local partnerships, including the Cooperative Aretés of Modena, with which to carry out the planned seminar events.

The meeting in Modena were attended by Institutions, Schools, Service Centre for Volunteering, some realities from Social Cooperation and the Third Sector.

From the discussion it emerged that in the province of Modena there are some target groups more concerned with adult training paths: 'foreigners', immigrants and asylum seekers constitute a very large audience of training pathways. Within this macroarea, the needs of migrant women have peculiar training needs: personalized, delocalised forms of education, and a non-formal approach to teaching. The need for women to acquire some basic skills in the language of the host country is a priority for local institutions: women of some ethnicities find it difficult to understand where they are and what they should do, and this has an impact on their families and on the education of their children.

In addition to the large target of migrant adults, there are many Italians with literacy problems to the new languages (formerly those who need digital training courses) or young adults with basic skills but having great difficulty in dating, recognizing in the life paths, to identify their relational skills and professional skills to build a satisfactory work and life.

For all these target groups, it is necessary to identify appropriate strategies for inclusion in the training paths, and it is also important to report on the political and institutional scene the importance of promoting and supporting lifelong learning programs. Implementing and innovating pre-orientation, orientation, professionalization and life-forming paths is a cultural priority for dealing with social exclusion and social marginality. The strong interweaving between the world of classroom training and the environments of training and social engagement (eg, the world of volunteering) can be an appropriate strategy for informing people of the opportunities offered by lifelong learning.



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