

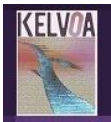


AUSCULTATION OF THE PROTAGONISTS

DEVELOPMENT OF A PARTICIPATION, CO-CONSTRUCTION AND COMMITMENT MODEL
IN A COHERENT RELATIONSHIP WITH THE PRINCIPLES AND METHODOLOGIES OF
LEARNANCE

March 2023

Carlos Ribeiro | KELVOA



HOW TO INQUIRE ABOUT TRAINING
SYSTEMS, USING THE PRINCIPLES OF
LEARNANCE AND DYNAMIZING
COLLABORATIVE RESEARCH-ACTION
PROCESSES

LIVING DOCUMENT

V1 | CVR|KELVOA |03/2023

I - BACKGROUND

Within the framework of the Erasmus+ APPREUNANCE project, a European partnership seeks to design models for implementing the concept of Learnance in the specific framework of education and professional training for young people and more broadly for groups of adults in learning situations.

The specificity of the approach refers to education-training contexts generically classified as “dual” or “apprenticeships”, which means that learners share their training activity between the school or training center and organizations that host them in a work context.

The diversity of experiences and even models that are represented in the European partnership – France, Belgium, Slovenia, Iceland, Republic of Ireland and Portugal – facilitate very broad approaches to the theme and provide a kind of informal sample of what could become “possible practice” of a concept that puts very high levels of demand and consequently profound changes in the installed models.

The project activity has gone through several stages and the path that is being carried out includes an ongoing research component. Essentially, an attempt is made to gain an in-depth understanding of the current reality in schools and training centers that fit the specific profile of the project's objectives and several dynamics are under way, of which we highlight:

- a survey with a dense structure that seeks to collect elements of a quantitative and qualitative nature, which is being the object of various readings and reflections and which constitutes a relevant diagnostic element to compare practices and models and provide significant material for changes that may be recommended in the sense of improvements in the subsystem that is being studied;
- visits to training centers, formal, non-formal and informal, which reveal a high diversity of practices and which also allow contact with innovative and promising solutions;

- public debates and seminars mainly with territorial partners from schools and training centers that provide reports of situations and ideas that are particularly useful for research related to community linkages.

An activity that is complementary to the previous ones, in this process of collective work, is that of listening to the protagonists of these subsystems, from student-trainees to the various professionals who work in this framework of education-training.

It is for this last point that we systematize some ideas and practices by applying the principles of research-action, which refers to the fact that the research process itself is based on practical actions that will themselves be applications of the models that are sought to be investigated.

For example, research is carried out on active training methodologies, practicing active methods in the investigation process. Training on active citizenship is promoted, carrying out active citizenship actions, taking into account the interests in this specific domain of the participants in the training processes. That is, in addition to the relationship between the theme to be addressed and the practices to be implemented, to associate the interests of the participants so that they are not simulations and processes that are more or less artificial and meaningless for those who carry them out.

II - METHODOLOGY

II.1 - IN WHICH AREAS ARE WE LOCATED?

Generically, we can define the areas of interest of this démarche around the following key areas:

- 1 – Taking the floor, on the part of the person being heard
- 2 – Active listening, on the part of those who promote and streamline listening
- 3 - Participation, as a general framework of interactions

These key areas relate directly to two fields of strategic development:

- 1 – Participated diagnosis
- 2 – The development of the power to act of those who participate

II.2 - HOW TO STRUCTURE THE SPECIFIC METHODOLOGY?

- 1 – Anticipate and be aware of elements of a preventive nature.

To regulate consultation processes in the context of studies or research, it is necessary to take into account:

A) – Counteract typically manipulative activities such as:

- early confirmation: listening for already known or even desired answers;
- consented manipulation: the person being consulted provides the answers that he admits are the ones the person listening wants to obtain.

B) – Ensuring informed involvement

- those who participate must be aware of the reasons why they are participating;
- Participation must be associated, as much as possible, with the power of influence and even co-decision on the matter around which one is participating.

C) – Create an environment of freedom

- organizers must ensure that participants do not feel pressured to stay in the process;
- Participants must be able to stop participating whenever they wish.

II.3 – RESEARCH-ACTION

In a systemic approach, the concept of research-action can be associated with the intention of transformation. In this case we would not only be in a dynamic of listening, gathering information and opinions, but in an action on several variables that would result in something more qualitative and substantial of transformation of the investigated object itself.

The process itself, as a whole, obeys specific principles and methodologies, but in this summary approach we could highlight the importance of **guiding questions**.

When Bourdieu co-produced *La Misère du Monde*, he looked for other ways to standardize the investigation processes that result from the innumerable precautions, transformed into rules, of “non-interference” and distancing from the studied or inquired object. Worse than the indirect influence, even if punctual, would be the relationship built on the basis of so-called scientific criteria that would not allow a relationship of true sharing. Establishing the limits of the “linguistic and symbolic market”, the borders “of the influence of the interviewer and of the questions themselves in the answers” would be a matter of casuistic regulation with obedience, however, to some prerogatives such as the compatibility of languages and the proximity of perceived social statutes and admitted.

A teacher who interviews a student introduces a hierarchical and power dimension into the relationship that neutralizes the idea of reasonable proximity. The prevention of violence inherent to the incursion of the exchange process imposes a non-mercantile attitude on the process, that is, making people feel that freedom to express themselves is more important than sharing.

We will have, after all, to consider the guiding questions as a lesser evil in this type of research-action.

1 - THE GUIDING QUESTIONS

About what and how?

For example:

- about the context in which the interviewee moves. It will not be legitimate to challenge actors from territories and dynamic systems focusing only on the “selfish” questions that one intends to pose;
- about the meaning and importance of the matters to be addressed in the interviewees' own lives. Establish connections to what is truly important, in your own eyes, for each one;
- about the experience of “building an opinion, a critical or submissive view” in previous situations. In isolation and as a result of interactions with others.

2 - THE REPORT OF EXPERIENCES

- Not all experiences are a reason for learning. The choice of this or that experience to be reported should be based on significant elements of a qualitative nature that allow establishing a direct relationship between the narrative and the theme object of thematic exploration by the protagonists of the interview or listening process;
- Experience reports do not need to be carried out in a formal (school) context, they can be produced in multimedia formats, in open narration or storytelling formats.

III - THE PARAMETERS OF LEARNANCE

We recover the six characteristic areas of Learning that André Chauvet introduced at the Iceland Meeting:

III-1 - THE SIX KEY AREAS

1- The consideration of each person as capable

People are able to act and interact, they have potential that experience can reveal. They are not "empty" of resources or experience.

2- Experience as a lever: it is by putting experiences into an active and concrete situation that learning can be appropriated. Experience turns resources into goal-oriented actions and contributes to motivation.

3- Cooperation as an amplifier: this co-construction (acting on the environment itself) is also carried out in a collective framework of interactions that leads each one to listen to the other, to build arbitrations in a situation, to enrich themselves with different points of view, to be co-constructed .

-

4- Reflexivity as a means of anchoring

Experimentation only makes it possible to structure learning if the feedback that happens is the reflexivity that is learning. Going back to what we did, learning from it, formalizing principles and testing them again...

5- Surveillance on the conditions of the experience

Not every experience necessarily becomes learning: some conditions are necessary: meaning and interest of the proposed activities, accessibility, acceptable complexity, adequate resources... supportive and facilitating human environment.

6- Attention to monitoring and support before, during and after the experience

This refers to the quality of human mediation made available both in the training center and in the company or in the family environment.

III – 2 THE RELATIONSHIP OF AUSCULTATION PROCESSES WITH LEARNANCE

THUS RETAINING THE KEYWORDS and associable operational verbs, WE HAVE:

Resources	Identify / Mobilize / Relate
Experience	Remember / Narrate / Share
Cooperation	Listen / Ponder / Co-construct
Reflexivity	Stop / Systematize / Appropriate
Experience+	Evaluate / Value / Consolidate
Mediation	Commit / Accompany / Mediate

IV – CONSULTATION ACTIVITIES CARRIED OUT IN ICELAND

Consultation initiatives of three types have been carried out in Iceland:

- 1- A programmed initiative, the World Café
- 2- An improvised initiative. The meeting with students from the field of catering and hospitality
- 3- Informal inquiries during visits to Icelandic schools and training centres.

IV-1 The World Café

It was the programmed initiative that was carried out in circumstances that did not fully coincide with the established plan, taking into account the occupations of the students and professionals of the training center that hosted the partnership

Why this training session?

We are looking for an operational approach to the concept of APPREUNANCE | LEARNANCE.

We want to jointly build an action base that is more open to the environment and more collaborative in learning systems and, above all, closer to the internal logic of each individual and each team, in their relationships with learning.

In this perspective of co-construction we can establish that, in a first phase, the experiences that we have already lived or that the organization to which we belong has already known are a good starting point for us to develop our reflection and try to produce something useful for all of us.

Are all experiences, indiscriminately, interesting for this process? Sometimes not. It would be useful to select those that relate to the actions that we can relate to the incentive, the encouragement and the stimulus to learn:

- the relationship with everyday life issues and what is important and a priority for the learner?
- the pedagogical methods based on multimedia technologies that place the learner in a situation of content production?
- Mainly collective dynamics that also facilitate individual positioning in the face of the learning challenges in question?
- Interactions with the context of proximity that create conditions for a self-assessment of the real value of ongoing learning, that is to say that form validation through processes of reflexivity?

How are we going to work with the experiences that are reported by the participants in the group's self-training session?

Let's create 3 poles in which all participants (organized into 3 groups) will pass alternately;

In each pole, 3 questions are asked that must be answered firstly through the report of concrete experiences and in a second phase in the debate of ideas about the experiences presented

- How do I learn?

- What do I learn?
- What are the conditions for me to learn?

Upon arrival of each group (with the exception of the first), an animator will present a synthesis of previous contributions and will challenge newcomers to deepen the approaches carried out. At the end we will carry out a synthesis through the animators and the comments of the participants.

OBJECTIVES OF THE SELF-TRAINING SESSION

GLOBAL

Contribute to a practical approach to the concept of appreciation

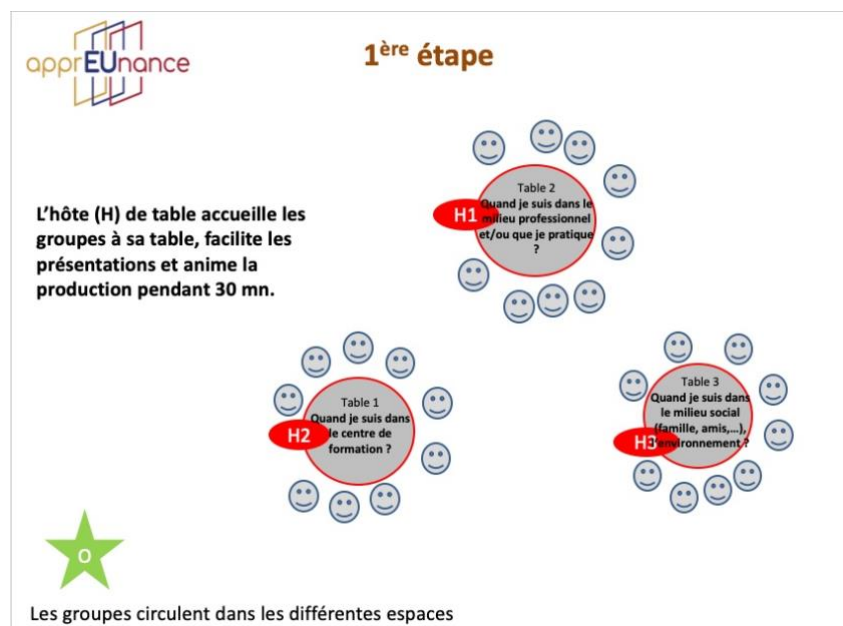
SPECIFIC

Understand the specifics of learning at speed speed models

Reflect on the tools to be used to listen internally to organizations on the subject of "ways of learning"

How to make the results of these collaborative processes available for collective reflection

WORLD CAFÉ OPERATING SCHEME



HOW TO ADAPT THE WORLD CAFÉ MODEL TO THE LEARNING-STRENGTH IDEAS?

1 – Our experience in Akurery

In addition to the global model of debate and co-production of the World Café, the Akurery session sought to create bases for self-organization and to encourage a climate of freedom, making these objectives compatible with the basic structure of the WC.

We tested (shortly) some specific functions and roles of process animation to diversify the bases of participation and to exemplify fields of progression and key messages in the collaborative dynamics of debate and co-production.

The starting idea was to make available to the participants other forms of participation in addition to the pre-established ones, which were:

- One animator per table;
- Participation in groups giving contributions at each table in view of the ideas under discussion.

In the specific case of the experience we lived in Akurery, the intention to create an environment of freedom and self-organization led to the exploration/experimentation of some functions and roles associated with the following initial questions:

1 - Can we imagine another organization of space, scenery and logistics that facilitates a participatory, productive debate with hypotheses of non-standard participation?

2 - Can we mobilize experiences that exist within the group to introduce fundamental references for the debate, namely concepts that need to be minimally consensual so that the reflection is productive?

3 - Could the self-organization and self-regulation of the group pass, among others, by decentralizing certain tasks traditionally assumed, in a hierarchical logic (of power), by the trainer or facilitator of the session?

4 - Could the use of experts on very specific topics serve to deepen the desired approaches, whether using experts present at the session or external experts?

6 - Could the different thematic approaches justify sharing reading recommendations with a view to deepening and/or diversifying points of view?

7 - Can self-assessment be organized from activities that are carried out throughout the session?

Can the systematization of the activity carried out and eventually its conclusions be carried out based on journalistic criteria?

OUR EXPERIENCE IN AKURERY

A - ORGANIZATION OF THE SPACE AND CONDITIONS FOR THE DEBATE / THE SCENOGRAPHERS

- Poli and Nives faced this task of reflecting on the scenario and on the organization of the logistics of the session.

The decision on the location of the tables and groups was made by the two responsible for the task. No other bases for group work in small circles emerged, but the hypothesis was raised.

THE LOCATION DECIDED



B - EXPERIENCES TO INTRODUCE CENTRAL REFERENCES TO THE DEBATE.

The driving idea for the animation of the session resided in centering the interactions at the WC tables around experiences lived by the participants. Ideas, reflections, but as far as possible based on concrete experiences. Therefore, the “Experience” REFERENCE was fundamental in this process.

How to report an experience? How to make the narrative useful for the debate? How to narrate and problematize at the same time?

Poli was the resource within the group that was mobilized for this purpose.

In 5 minutes she reported, in an almost theatrical logic, a very concrete situation that was experienced within the framework of the European projects in which E2O was involved. In addition to reporting on the situation, there were lessons learned and conclusions that could be useful in the future.

The presentation of the central reference of the process that will follow becomes an alert and at the same time a learning experience, thus realizing the motto “we learn from each other” and we decentralize the central relationship of the trainer.



C - SELF-REGULATION AND SELF-ORGANIZATION OF THE GROUP

Give a sign that the activities to be carried out, based on the session plan, will not depend exclusively on the trainer, but on the contrary that the participants are an active part, for example, of time management and organization of blocks of work, can symbolically represent, but not only, self-regulation and self-organization within the group.

In Akurery's experience, this topic was translated into Marie Bluteau's responsibility for controlling time.

Regulate the movement of groups between the WC tables, set time limits for conversations and debates, commit other participants to time management so that, in the end, objectives are met.



D - EXPERTS FOR DEVELOPMENT OF THEMES

In Akurery's experience, the external expert, in the case André Chauvet, intervened outside the World Café period. But it is perfectly acceptable, from a perspective of “distorting” the listening / participation processes, that there are specific interventions to relaunch certain critical approaches to the matters under debate.

Another immediate way is the consultation on the INTERNET and the integration of the results in the dynamics of the debate.

Experts can be thematic or can be testimonies of concrete experiences. Searching for situations/experiences on the Internet during debates appears as a broadening of points of view and as a useful reinforcement for deepening them.



E - READING AND RESEARCH RECOMMENDATIONS

Interventions in debates always result in clues for certain published works or articles and nothing better than having someone organize these recommendations and at the end share them with some indications that justify the choice made.

In Akurery's experience this figure was not used.

F – SELF-ASSESSMENT OF THE JOURNEY CAN BE CARRIED OUT IN SEVERAL WAYS.

In an open and participatory way with a final round by the participants who give an opinion on how the journey went and above all on what they learned or considered challenges for new learning. Another form, typically centralized, consists in the production of an evaluation by the trainer followed by the request for opinions from the participants.

We can admit another way of producing a self-assessment that is rooted in the very short, hot interview about the course of the work as it progresses, diversifying the sample of interviewees and carrying out a dynamic reading of the process and not just the results. One of the challenges is to carry out this activity based on some journalistic criteria, especially in the production of the final summary of the journey, answering the question “How did this go?”.

In Akurery's experience, it was Edel and Jessica who performed this self-assessment function.



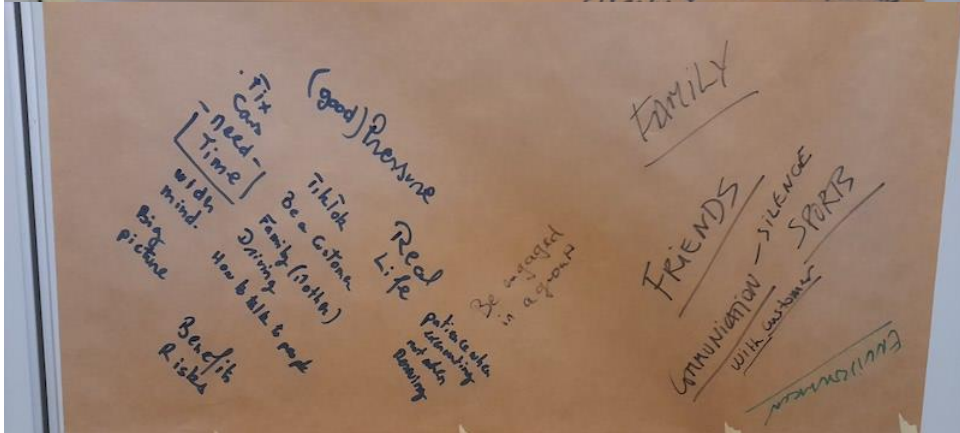
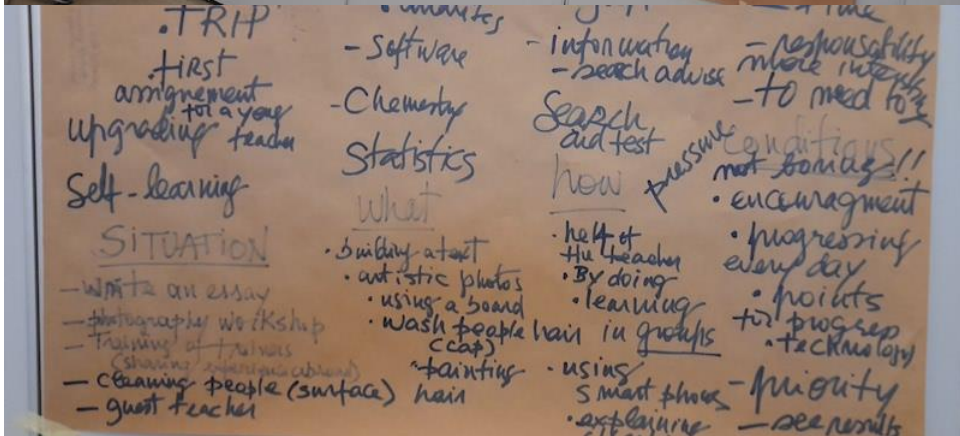
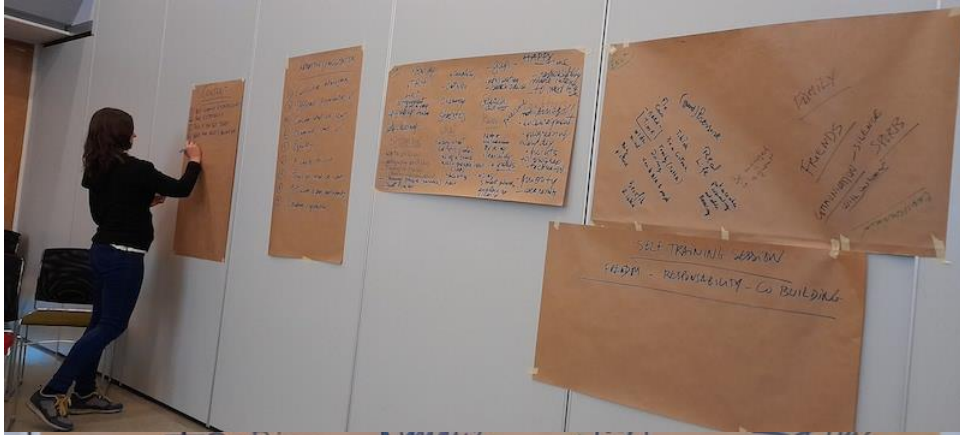
In this self-assessment topic, we reproduce Darja's summary of her role as table entertainer at the World Café.

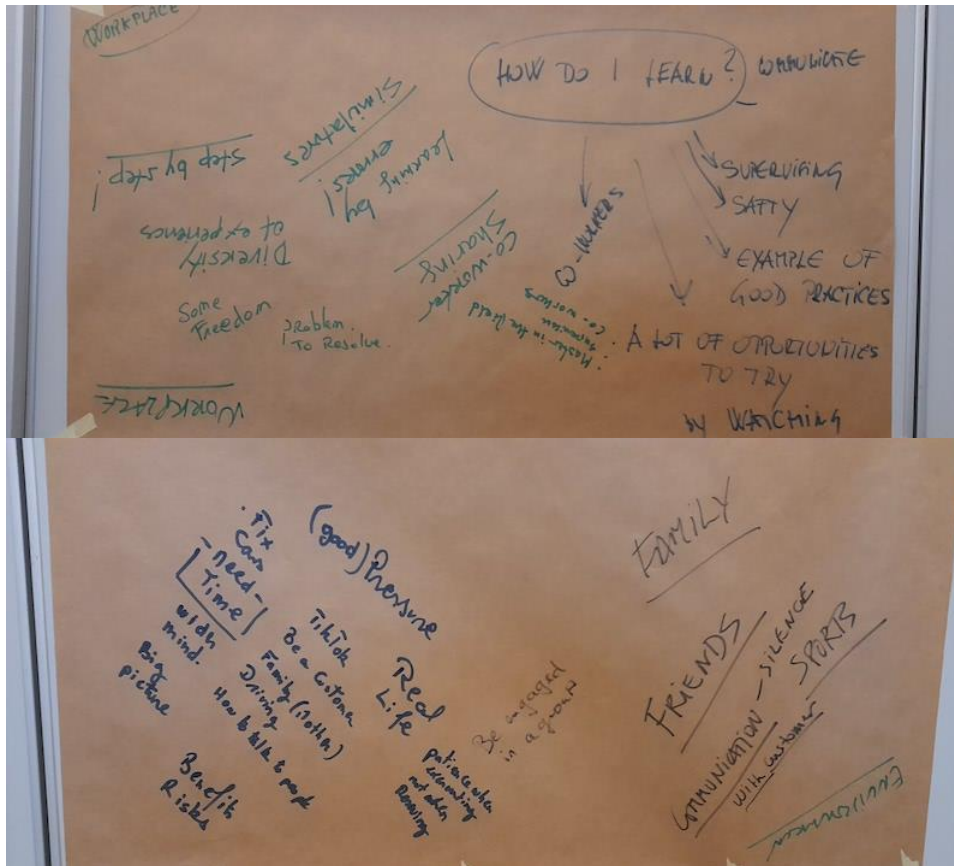
“Here's the summary. When interviewing students, we found that they learn most by watching and trying. It helps them repeat certain tasks as many times as possible. They like to be able to try different tasks and to be able to make mistakes. The mistakes they may make give them an opportunity to learn better. As a satisfactory learning environment, they cite the good mutual relationship with colleagues, the mentors' understanding that, as students, they still don't know everything and that they are ready to learn. It is also important for them, when learning on the job, that their mentors know that they are students and that they don't know everything yet. As an interesting fact, in our interview with the students, we also noticed the willingness of the students to be happy if the school teachers, after completing the practical work, allowed them to share with them the new knowledge acquired. So it's a reverse process where school teachers can learn something new from their students”.

At the end of the session, there was also a group approach to the collective production that resulted from the World Café.

The 3 tables of World Café







IV. 2 – OTHER AUSCULTATION ACTIVITIES

A – The meeting with hotel and catering students.

This interesting meeting represented, however, a listening process that is based on a more or less inquisitorial interpellation and constitutes the typical example of the situation in which the respondents communicate based on the rule of “satisfaction of all” and the desired response and expected. It is a level of listening that, in the context of learnance, needs to be overcome by the positive.



B – The meeting with students in a study situation

Some approaches were carried out directly with students and trainers in a study/practice situation.

In this plan, it is possible to start the interaction by requesting a practical demonstration and follow the action by talking. In this case the students feel, despite some intimidation, that they are leading the situation and admit to sharing their own evaluation of the learning processes.



CHALLENGES

- 1 – Deepen, on a critical basis, the experiences already lived;
- 2 – Preparing new activities by testing the formulated hypotheses and reflecting on the coherence between the practices and concepts that are being object of collective work in the Erasmus+ project.

Carlos Ribeiro