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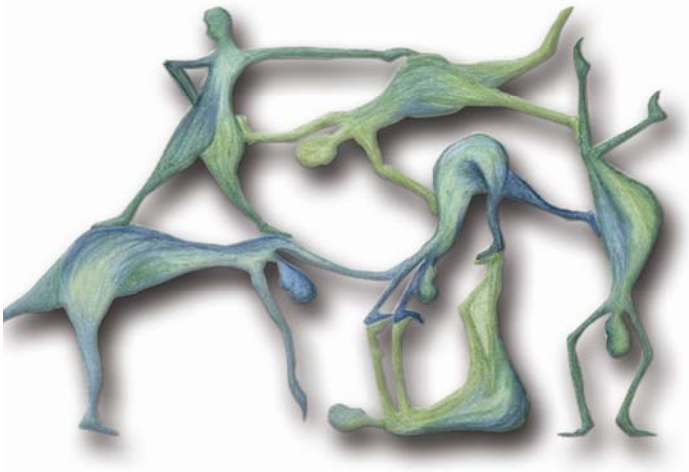
MOSAIC

Models of Synergetic Activities in Immigrant Counselling

a welcoming network - guide lines



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This report is addressed to the operators of associations and bodies involved in counselling, guidance and reception activities in favour of adult immigrants. It is the result of the co-operation among the institutions that participated in different ways in the planning and implementation of the MOSAIC project – Models of Synergetic Activities in Immigrant Counselling . The project was funded by the European Socrates Programme (the European Community action programme in the filed of education) within the Grundtvig 1 action which aims at enhancing the European dimension and quality of adult education as well as the improved availability of lifelong educational opportunities for all European citizens.

The institutions participating in the MOSAIC project are: IRES – Economic and Social Research Institute of Friuli Venezia Giulia (co-ordinating institution); The Permanent Local Centre for adult learning and education of Udine; The Permanent Local Centre for adult learning and education of Rozzano (I); the Akademie Überlingen (D), vocational training centre; The FACEPA (E), NGO consisting of 15 cultural associations working in the field of adult education (in particular immigrants); the Tampereen Aikuiskkoulutuskeskus, non-profit organisation (FI) working in the field of adult guidance and education; the Klaipeda Labour Market Training and Counselling Office (LT), public body working in the field of lifelong learning with co-ordinating tasks among local adult education providers. Two “silent” partners contributed, too, to the project: the Swiss ECAP Foundation for Education and Research and the SUPSI, Polytechnic of the Italian Canton (Switzerland).

The aims of the project are:

- acquire and compare the experiences of the partners and their home countries:
- determine good practices examples so as to establish a flexible action model;
- define reception procedures and tools based on the autobiographic approach;
- on site-experimentation of procedures and tools;

- define procedures and tools for the development of local networks.

This report details the actions undertaken within the last point mentioned above, crucial stage of the MOSAIC project: the creation and implementation of tools and processes, based on the "research-action" approach, shared with the final beneficiaries, i.e. the immigrants.

Consequently, from this emerged the first demand for the net: it was necessary to determine the persons to talk to, share and define the problem as well as common pathways and aims. The pathway, apparently straightforward, revealed since the beginning of the project some practical problems, such as: communication and active involvement of the partners engaged in the project, individuation of persons who would be "representative" of the final beneficiaries and capable of intervening in the technical aspects of reception services, individuation of third parties, willing to contribute to the processes and to "become part of the net".

The difficulties arisen among the partners of the project, witnessed by the options described in the "Guidelines" section and in the report on the "Tools", persuaded us to embrace the same procedural approach chosen to accomplish the reception tools: create a guidance tool in order to stimulate reflection, activating a process of improvement/change based on the link among action, observation and evaluation.

Therefore, from this the proposal for the model we have named "Network of practices – Grid for the observation/self-evaluation of networks" emerged, which is similar to the tool called "Network of practices – A survey and self-assessment grid". The model, adapted to the analysis of the net, maintains the theoretical formulation described in the general guidelines of the project, to which the reader should refer to for further investigation.

The tool, tested by the Spanish and Lithuanian partners and by the evaluator and the coordinator of the European initiative project EQUAL "Maqram-Maqor: Il Friuli alla prova dell'accoglienza. Nuove etnie e processi di integrazione" – "Maqram-Maqor: Friuli put to the test in the filed of welcoming. New ethnic groups and integration processes", promoted by the Province of Udine, has revealed itself useful whenever there are already

established and operating networks, such as that created within the project Equal, which gathers besides the Municipality and the Province of Udine, some other Town Councils of the Region, non-profit organisations operating in favour of immigrants, associations of cultural mediators, associations of immigrants, Universities, schools, institutions for vocational training and social organizations.

We have decided to start with a guide to the creation of networks, completed by a check-list, aiming at supporting the operators during the delicate phase of start-up of the net, followed by the analysis tool.

In order to favour the clarity of explanation of the self-assessment tool, we have chosen the exposition grid, already used for the reception tools, which has been organised in the following way:

- Brief description of the tool: in this paragraph the main elements are summarised, in order to give the reader a quick description, to allow him/her to decide rapidly if it is worth studying in depth the reading or not;
- Description of the reference target: under this entry operators to whom the tool is addressed are described briefly;
- Objectives: purposes that can be accomplished by the tools and more specific targets are described in this section;
- Structure of the tool: this paragraph describes how the tool is articulated and the elements that make it up;
- Origins and reference theories: under this entry the theoretical currents, the models and the sources from which the system arises are listed;
- Bibliography: each instrument has a reference bibliography for any in-depth study;
- Example of use: finally, to simplify the learning, we make an example of real utilization occurred during the experimentation of the MOSAIC project.

The document that follows might not be exhaustive but it is coherent with the approach to the network and indicates the conceptual elaborations and the operational guidelines developed by many people and during different projects. We would like to thank all the participants in the project and, in particular:

Mrs Sara Musina, trainee at IRES FVG during the Master on “Immigration” of the University Cà Foscari di Venezia, for her contribution to the first part of this report;

Mrs Anna Andrian, coordinator of the project Equal “Maqram-Maqor: Friuli put to the test in the filed of welcoming. New ethnic groups and integration processes” and Mr Traorè, evaluator of the same project, for his precious support during the phase of validation of the analysis tool.

1. What do we intend for network?

In a social context the network is defined as a group of individuals who, on a certain territory, offer services concerning a specific area of social interest. From a graphic point of view we could represent the network as “a number of points, some of them connected by lines; the points are people, sometimes groups, and the lines indicate how many people interact with others”. The activity generated among the various “knots” (people or groups of people) of the net indicates the overcoming of the informal network (indicated as primary), made up solely by personal contacts, and modifies the concept of “system” itself, coming to an idea of circularity between the formal and informal sphere, in which actions, relations and information converge and exchange, in order to offer a 360° service to the final users.

Therefore, the attention focuses on the relations, fundamental element of the social structure, and not on the network, seen as an object (intended as a system).

At an organizing level, the action of the network takes shape as a project of common interest, with its consequent actions on the territory, that involves both the network of services and the network of single actors or groups, promoting an organisational scheme of relations, with connections that stimulate themselves in function of the joint project.

2. Why working with the networks?

The reasons could be due to the opportunity of meeting people of great human value; these opportunities can be more effective and convincing than any other technique, but have also an objective value. The action of the network, in fact, has some characters of differentiation and innovation which are necessary to improve social-oriented actions. The advantages concern: exchange of information, knowledge and ideas with the other members; sharing good practices; successful utilisation of the resources; development of a collaborative staff; opportunity to work on difficult projects; mutual support; effective

reference systems; synergies in the application of publicity plans, common promotional and marketing actions.

1. Generally, a network is made up of a group of persons coming from various organisations. These people should:

- Share common areas of interest;
- Share the same targets and objectives;
- Aim at implementing the services offered, by means of an exchange of information and experiences among the actors;
- Define common procedures.

2. Among the key actions suggested by the network it is possible to identify:

- Definition of systems for the gathering and dissemination of information among the operators of the services in favour of the final users;
- Mutual knowledge of the services with respect to the work done and to the various targets;
- Starting a system of integrated, non competitive services for the final users.

3. As concerns the development of a collaborative and organised staff, the actions that is necessary to activate are:

- The sharing of resources and experiences;
- The development of interpersonal professional relationships and confidence among the operators;
- The dissemination of information among the operators of the services.

4. The co-ordinated and co-operative approach among the actors of the network for the management of targeted activities implies:

- A team work among the members of an association as well as among the participating organisations, in order to favour the management of specific projects. Both the operators and the beneficiaries will benefit from this approach: operators will

have the opportunity to improve the quality of the services offered and the final users will receive coordinated and non competitive services, which enhance both the single association and the network as a whole;

- The identification and the overcoming of obstacles due to organisational or structural differences specific for every person of the network, during the project;
- The achievement of mutual decisions, which encourage and promote complementary policies.

5. To implement the quality of the distribution services in the network it is necessary to:

- Establish a code of mutual practices;
- Use effectively the internal resources of the institutions and of the network, in terms of information exchanges, organisation, quality of the services offered, quality of the personnel, analysis of the requests of the final users, participation of the final users in the creation of the network pathways;
- Refer to quality models, standard, criteria of inspection and continuous assessment.

6. The benefits for the final users, who take advantage from:

- Easy access to the services;
- Effective reference systems;
- Widespread quality;
- Offer integration.

3. Working with networks, how?

Whenever it is not possible to refer to an existing network, there are various approaches that can be followed in order to identify the necessity and evaluate the levels of relation already existing among the local institutions.

The phases that have to be followed can be summarised in the following points:

1. Enlarge the informal groups. If there are already different agencies having informal contacts with one another, it would be better to proceed by involving them first,

incorporating other institutions later on, according to a “fall” procedure. This method offers more elements of control on the dimension, temporal investment and number of people involved in the developing network.

2. Research on the organisations. It is better to carry out a preliminary study on the institutions available on the territory in order to locate operational fields, specific competences, and any interest/availability to participate in the network.
3. Investigate on the needs of the final users. The operational field of the network is defined by the needs of the final users, which are determined by means of formal and informal channels and by the utilisation of appropriate methods (focus groups, interviews, questionnaires,...)
4. Follow the local and national events. On some occasions the various agencies working on the territory collaborate to produce materials and to organize public events. These events allow to individuate targets and objectives useful for future co-operations, although they are limited in time and duration.
5. Opening event to start off the network. The planning of an initial event (conference or workshop) allows to make a first evaluation of the benefits that can be expected from the network. The planning of this event must take into account the retrieval of resources for the management of the network and it should involve appropriate persons, including politicians.
6. Educational pathways created for the group. Once the network has been activated, the responsibility of its management conveys to the network itself. The logic of the net work and of the project work implies a common cultural base. The planning of guidance and training courses in favour of people operating within the network allows to homogenize methods and competences of the partners involved, in order to convey the energies towards the receivers in an organic and coherent way, with common targets and methods, although the services are offered by different institutions.

4. The critical points to consider

The problems to overcome concern:

- The necessity to find representative and balanced partners;

- The explanation of the rights and duties of each organisation taking part in the project; in other words, the necessity to make the potential participants aware of what they can attain from the network, but also of what they can offer in terms of time, conditions, research and competences;
- The necessity to set up a general method for the administration of the network, bearing in mind that someone has to become responsible and there must be an entrepreneurial capacity among the single operators;
- The necessity to formalize the network by means of an agreement related to programmes and services;
- The necessity to activate mutual information procedures and channels.

5. Some operative indications

First of all, before activating a net it is important to have clear the target to aim to; after that, one should individuate a "super partes" body, an institutional organisation recognised by all people taking part in the network as co-ordinator of the activity. If we want to develop a project for a local network and for the diffusion and improvement of the informative and educational services for immigrant adults, it will be necessary to share this idea with some partners, who may play a significant role, with respect to this thematic, at a local level (i.e. the Municipality's Office, the Province Education Office, the centres for permanent local adult education, the agencies for vocational training, ...).

It is crucial to rise awareness and involve in the project people, inside and/or outside the structure, who have significant roles, and to gather informative material on the community and the phenomenon that we want to understand - rules, articles, documents on previous experiences (projects and experiments in situ or somewhere else) connected to what we are trying to develop. It is important to individuate other networks or people on the territory (organisations, public and private institutions offering other services in the social field) in order to locate more extensive collaborations or any chance to join other networks already consolidated.

This will contribute to a reflection in the direction of what we intend to propose within the local context of each Partner. Here there are some question that may arise at this stage:

- Are we thinking about proposing a project in order to create a network or to joint a network?
- What kind of role are we going to play, with respect to other actors, so as to think that we are able to do this, or we are allowed to do it?
- In the event that the objective refers to the development of a more integrated system of services, what are the most correct actions we should propose and with whom would it be useful to talk to?
- What is the field of action (Municipality, Province, Region or Nation) where it is worth working?

After a first mapping of the territory it is possible to locate the existing organisations and to group them into main and secondary, on the basis of the contribution expected by each of them (i.e. we will consider as major organisations those bodies offer direct services; on the other hand, we will consider as secondary bodies those organisations giving information according to the offer of services made by the main bodies).

Now the reflection concerns the exchange object (material resources, know-how, people, information, professional competences) expected from the activity of the network.

To make an example, one should consider the following grid:

Organisation	**Contribution expected (specific competences)**	**Interest/expectation (with respect to the network)**
Organisation A		
Organisation B		

The following step refers to the contact with the persons identified; this should take place thanks to a qualitative interview or a questionnaire, in order to obtain a confirmation of the interest to take part in the network itself, of the benefits offered and those expected from the activity of the network.

Later on it will be necessary to verify the access to financial resources, able to support the activity of the network, and in a negative case, the availability/interest by the people to take part in the project anyway will be tested.

After that the first meeting can be planned, and any problems the net come across can be analysed in the light of procedures, criteria of communication, records for the realisation of actions and common projects.

It is necessary to formalise the plans; however, they should be accompanied by initiatives (training or advice, workshops, project groups among operators) aiming at developing confrontations and a common culture among the operators.

In short:

A guidance network is made up of a formal association of partners.

The members of the network must have common targets and objectives.

The level of involvement among the members should be very high.

The advantages of the network should be clear to both the participants and the final users.

The activity of the network should be oriented towards a model of participating planning.

6. Check list for the organisation of the network

In order to facilitate the process of creation of the network, we propose hereafter a check list. The list of questions aims at guiding the operator during the preliminary phase, which is introductory to the implementation of the network.

A high number of positive answers indicates that the implementation process is mature. On the contrary, if this is not the case, we suggest to read the previous paragraph.

Phase 1	Has the target of the network, from which the project will derive, been defined?	Yes	No
Phase 2	Has a *super partes* body for the coordination of the actions been identified?	Yes	No
Phase 3	Has the area of action among which one should implement the net been defined?	Yes	No
Phase 4	Have other networks been found on the territory and has the experience of these networks been analysed briefly?	Yes	No
Phase 5	Has a research on institutions, bodies, public and private associations operating in the area of interest been carried out so as to determine their interest to build/take part in the network?	Yes	No
Phase 6	Has the enlargement of the informal relations among the existing bodies been carried out?	Yes	No
Phase 7	Has a survey on the real needs of the final users been carried out?	Yes	No
Phase 8	Have the identified institutions been divided into main and secondary, with respect to the specific activity expected by them?	Yes	No
Phase 9	Have contacts with the identified bodies been made?	Yes	No
Phase 10	Has an initial meeting (a congress or a workshop) been planned so as to introduce the project and to define the actions of each organisation?	Yes	No
Phase 11	Have any guidance and training courses for people working in the network been planned?	Yes	No
Phase 12	Has a meeting schedule been fixed to verify the work, the results expected, the targets reached by each partner participating to the network?	Yes	No

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www.segnalo.it

www.vento.it

1. Brief description of the survey/self-assessment grid of the net activities

The survey/self-assessment grid of the net activities is a tool aiming at improving the activities of the network within the social context. The operators, by means of the self-assessment process, will be able to define better the objectives and the activity performed, to consider the strength and the weakness points, as well as to individuate improvement actions within the organisation of the network itself. The self-assessment is a transformation process, which allows to read consciously and to think about the actions and the problems of a community of operators. This transformation takes place conferring responsibilities, through promotion and enhancement of the competence of all individuals taking part in the planning and accomplishment of the activities of reception, counselling and education.

2. Description of the reference target

This tool is addressed to the operators of a social network.

3. Targets of the survey/self- assessment grid

The tool developed and experimented within the MOSAIC project aims at:

- improving the quality of the procedures of the net through the self-assessment process which allows to define better the needs of the final users, the objectives, the strategies, helping the operators to locate the actions that need to be improved;
- facilitating the communication and the confrontation among the operators belonging to different organisations.

4. Tool's structure

To simplify the structure of the document and help preparing its drawing up, some questions which express briefly the assessment elements have been prepared. The document is made up of two sections:

A) Description of the system;

B) Self-assessment.

The first part is preliminary to the second, since it is not possible to understand a procedure setting aside the identification of its objectives and its main characteristics.

The structure considers the participation in the network, the access, the structure, the contents, the strategies, the evaluation, the piloting/management of the network, the planning.

Then follows the part concerning the self-assessment, which guides the operators through a number of questions and schemes, and to the reflection on the criteria of pertinence, effectiveness and feasibility of the activity of the network.

In section A it is possible to individuate the main characteristics of the network device, and precisely:

- Participation in the network: thanks to a number of "guide questions", the operators develop the targets of the net and determine the resources given by the institutions involved;
- Access: at this stage the operators describe the necessary conditions to be admitted to the activity of the network, the final users and their needs;
- Structures: in this section, the operators indicate the services offered by the network, their diffusion on the territory and their opening-hours;
- Contents: the aim of this section is to define the activities of the network, the fields of action and the values to which the devise inspires to;
- Strategies: it contains the description of the approaches or models of the net activity, how to individuate the needs and the technologies used;
- Assessment: the description of the evaluation procedures takes place through initial, progress and final reports and the evaluation by the final users;

- Piloting/management of the network: this section is dedicated to the in-depth study of the organisational structure, the planning of the activities, and the meetings' schedule;
- Planning: in this section the specific targets of the network are described as well as the methods applied to reach the objectives and the formal procedures for the planning of the activities.

Part B proposes a self-assessment pathway through the application of pertinence, effectiveness, feasibility, proximity, polyvalence and participation criteria, articulated in indicators that allow to verify how these criteria are satisfied. The choice of these criteria will be decided stage by stage, taking into account the individuals and targets of the network.

Therefore, the indicators that follow have purely an illustrative value, they are not exhaustive, and refer to the experimentation carried out within the MOSAIC project.

In order to make the adoption of the tool easier, during the experimentation phase we have decided to evaluate the effectiveness of the devices, by considering the high complexity of the differentiation of the reference contexts.

To simplify the structure of the document and help preparing its drawing up, during its experimentation phase some questions summarising the main evaluation factors have been prepared.

Hereafter there is a list of the indicators adopted during the experimentation:

- the pertinence criterion articulates in two indicators: the first, by means of a double entry table, it analyses the relation between the objectives of the network, the resources used and the needs of the individuals (users of the programme, operators and financers); each box of the table corresponds to a question, which should aid the reflection. The questions help stimulating the following areas: "The objectives of the network are pertinent to the needs of the individuals?", "The resources (human, material, temporal, financial,…) available are sufficient to attain the objectives?".

We suggest to use a double entry table even for the second indicator, the elements to cross refer to the conditions for participation, the contents, the strategies, the needs of the operators, on one side, whereas the other side refers to the final users.

Each box of the table corresponds to a relation, it is important to think about its adequacy.

One of the questions help stimulating would be: “The conditions for participation make the involvement of representative individuals easier?”.

- The effectiveness criterion aims at thinking about the relation between the results and the resources; the indicators taken into consideration at this stage are two. The first, through the utilisation of two open questions, helps thinking about the satisfaction grade of the operators and of the users with respect to the results of the procedure; the second takes into account the coherence among some internal characteristics of the network.
  Each box of the table corresponds to a relation between each element taken into consideration. This relation should be evaluated taking into account positive and negative aspects on which it is necessary to intervene.

- The criteria of feasibility verifies on one side the participation of the individuals to the decisions (first indicator) and the adaptation of the procedure to the characteristics of the context (second indicator).
  At this stage, the question that helps thinking would be: “Do the procedures of the network portray the needs and the context in which the operators and users operate?”.

- Now, three criteria follow. They come as open questions, aiming at helping the reflection on elements of proximity, polyvalence, and participation in the procedure. The proximity criteria should help evaluating if the procedure adopted is close to the experience and to the real needs of the users; the polyvalence refers to the entirety of the person, whereas the participation criteria studies the involvement of the users in the definition of the network pathway.

5. Origins and reference theories

As illustrated in the general guidelines, the network of practices is based on the approach of educational engineering, developed by the University of Geneva.

6. Note for use

We suggest to create a working group within the social network; this group should have the function of building a stable nucleus in the course of time, both for the discussion, elaboration of the assessment, improvement actions, and for the drawing up of the document.

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8. The network of practices - Survey/self-assessment grid of the net activities

Name of organization/institute	Procedure assessed
Author of assessment	Address

A. Description of the procedure

Aspects to be considered	***Description***
1. Participating bodies in the network	***EXAMPLE: in italics - type of answer expected***
1.1 Who are the associate partners who founded/pilot the net?	*Var. 1: town council departments in the area for social affairs, schooling and culture, schools, voluntary associations, immigrant associations…* *Var. 2: The network is essentially informal and based on personal contact developed during the course of former projects shared by professional training institutes and schools…*
1.2 What is the purpose of the net?	*Integration of services offered to immigrants and information on how they can be accessed…*
1.3 What resources are offered by the associate partners (specific competencies and availability)?	*Town councils contribute by financing certain activities and aim at obtaining consent on behalf of the final beneficiaries;* *Schools and/or training institutes contribute through their teaching experience and their facilities (classrooms, workshops,…) and are interested in new registrations;* *- XYZ Institute: bilàn de compétences by correspondence, 2 centres, personal server, 2 trainers;* *- XYZ Association: guidance, monitoring of project, 1 Institute, 2 specialists…* *-…*
2. Access	
Bodies and organizations that make	

up the net	
2.1 Conditions for admittance to the net: are there any particular requirements (legal status, specific experiences,…)?	*The bodies must be public or private non profit bodies; they must be involved in specific activities in the welcoming field, learning and/or professional training;* *they must give proof of sharing common aims and objectives.*
2.2 Acknowledgement of resources / abilities: is there a phase of acknowledgement of specific competencies of the bodies that comprise the net?	*No. The curriculum is referred to.*
2.3 Is there any form of promotion aimed at widening the net?	*No. New participants are considered on recommendation of existing participants…*
Beneficiaries	
2.4 Who are the final beneficiaries of the net ?	*Var. 1: the net offers help to adult immigrants who want schooling and/or training;* *Var. 2: the net offers help to adult citizens with little/no schooling who don't normally have access to schooling and training services;*
2.5 What are the user requirements for access to the net?	*Access to services (to the operative system) in the net requires authorisation by one of the members of the net who assumes the responsibility.*
2.6 Acknowledgement of resources/abilities: is there a phase of acknowledgement of specific competencies of the beneficiaries who have access to the net?	*No. Their curriculum is referred to..*
2.7 What are the needs of the final beneficiaries that the net is to satisfy?	*Var. 1: facilitate access procedure to services,…* *Var. 2: quicker and more transparent procedures…;*
3. Structure	

3.1 What activities are available on the net?	*A variety of pathways, identifiable according to the needs:* - *bilàn de competences* - *personal guidance counselling* - *accompaniment in personal projects* - *…*
3.2 Distribution on the territory and working hours for access.	*Modular and sequential according to a contract agreed for each module.*
4. Contents	
4.1 What knowledge is elaborated/competences are available for the beneficiaries?	*Autonomy, management of a personal project, communication, self-evaluation……*
4.2 What activities are provided?	*Analysis of final beneficiary's needs, analysis of best practices, planning of integrated intervention, identification of financial support…*
4.3 What sectors and areas does the net operate in?	*Var. 1: The net operates at the local level and connects the public and private bodies that deal with immigrant services…* *Var. 2: The net operates over the entire regional territory…*
4.4 What are the underlying values of the net (principles on which it is based)?	*Promote 'active citizenship' in order to improve each persons contribution to society; an integrated system will make it possible to have access to life-long-learning…*
5. Strategies	
5.1 Approach and models of activity in the net (concerted or active approach, synoptic/rational approach,…).	*Var. 1: Interaction between the various actors characterises all the phases, from the exchange and confrontation of the 'problem' to the role definition of the subjects involved…;* *Var. 2: Definition of the problem, of the objectives and the activities is left up to political bodies assisted by experts, the net carries out what has been decided…*
5.2 How are the final beneficiary's needs identified?	*Var. 1: focus groups, interviews, questionnaires…* *Var. 2: The needs are identified by the operators on the net and their experience;*
5.3 Is there any form of accompaniment	*The beneficiaries can ask for help on the net freely and the*

for the beneficiaries?	*aid of a correspondence 'coach'*
5.4 What technological aids are used (e-mail, platform and web site,…)?	*The actors communicate using normal mail and e-mail; the net uses a platform for sharing of documents, notices and forums…*
6. Evaluation (of the results and of the procedure)	
6.1 Are there any moments of evaluation of the net activity?	*Var. 1: the evaluation is internal and is co-ordinated by the organisers.* *Var. 2: the evaluation is commissioned to an external consultant,…*
6.3 Is there an evaluation of the final results?	*No*
6.4 Is there an evaluation on behalf of the final beneficiaries?	*No*
6.5 Is there any form of certification for the final beneficiaries?	*Yes, by the school/institute that assumes responsibility for access to the net, following the standard procedure.*
7. Piloting / management of the net	
7.1 Is there any form of supervision that co-ordinates the activity on the net?	*Var. 1: Yes, the Province is the organiser;* *Var. 2: No*
7.2 Were the final beneficiaries involved in the activity on the net?	*Yes, the final beneficiaries form the pilot committee…*
7.3 How is the organisation of the net structured (attachments, is there an organisation chart?	*Var. 1: The net provides a matrix for every sector that participates…* *Var 2: The organisation is informal,…, …*
7.4 How are the activities planned?	*Var. 1: The activities on the net are defined during the initial phase and cannot be modified;* *Var. 2: The activities are flexible and can be modified at any moment;*
7.5 Are the meetings periodic and how are the phases of the net activities	*4 meetings every 3 months; monthly access to the platform; participation on the forum; ….*

articulated?	
7.6 Are there any training courses foreseen aimed at defining quality models, standards, continuous testing and evaluating criteria?	*Yes, at the beginning of the activity a training programme was defined to standardise methods and competencies of the bodies involved in the net…*
8. Planning	
8.1 What are the specific objectives of the net?	*Facilitate access to learning/training services to X number of people by Y number of years.*
8.2 Are the methods applied aimed at achieving the goals of the net?	
8.3 Are there any formal documents and /or procedures foreseen to formalise the planning process ?	

B. Self evaluation

B1 To what measure and why do you think the procedure described is pertinent in view of the aims of the net and the needs of the referred actors?

1st indicator: analyse the relationship between the aims of the net, the resources used and the needs of the actors.

		Context			
		Needs of Users	**Needs of the organisation**	**Financing Institute's needs**	**…**
Net	Aims of the net	a	b	c	
	Resources (operators involved, time, means, ..)	d	e	f	

Evaluate and describe why it is considered adequate or not.

Example

a = positive: the sharing of resources and experiences permitted to identify the needs of the users more effectively …

b = not positive: on identification of the needs adequate resources were not found in so much as the operators weren't adequately prepared… …

c = positive: the objectives declared respond fully to the needs of the organisation …

d = not positive: the organisation is unable to guarantee the presence of the operators involved …

e = not positive: the aims declared do not correspond to those pursued by the organisation …

f = positive: the organiser disposes of sufficient financial means to sustain the implementation of the net…

2nd Indicator: (with regards to the procedure). Test the adequacy of the procedure for operators and final beneficiaries. The following have been taken into consideration:

		Needs of operators involved	Needs of final beneficiaries
Rete	State/status of the participants	a	d
	Contents	b	e
	Strategies	c	f

Evaluate and describe why it is considered adequate or not.

Example

a = the operators involved are not representative of all those that operate at the local level ...

b = the contents fully satisfy the requests …

c = the strategies carried out do not take into account the fact that not all the operators have access to the virtual platform…

d = difficulty in identifying complementary competencies among the operators… …

e = …

f = …

B2. Do you feel the activities in the course of the procedure are effective with respect to the initial objectives and on what basis can you affirm this?

1st indicator: How are the results obtained evaluated by the users and operators?

Example

a) By the users: positive – goals reached, especially the offer of integrated services;

b) By the operators: the process activated, positive, however, management of the net activities could be improved…

2nd indicator: verify the coherence of certain internal characteristics of the net.

Net	Objectives	Organising Body	Participating Body	Final Beneficiaries	Structure of the Net	Contents	Strategies	Evaluation
Objectives								
Organising Body	a							
Participating Body	b	c						
Final Beneficiaries	d	e	f					
Structure of the Net	g	h	i	l				
Contents	m	n	o	p	q			
Strategies	r	s	t	u	v	z		
Evaluation	aa	bb	cc	dd	ee	ff	gg	

Consider the significant positive and negative elements and evacuate, *qualifying the answers and describing why it is adequate or not..*

Example

Relationship between:	***Positive aspect*** ☺	***Problematic aspect or to be improved*** ☹ 😐
a Organizing body and objectives	*It can achieve its objectives*	
b Participating bodies and objectives	*Aims officially declared*	*Need to verify if the objectives are*
c Participating bodies and organizing body	*The participating bodies recognize the authority of the organizing body both at a formal and informal level*	
d Final beneficiaries and objectives		*The objectives shared with the final beneficiary representatives do not correspond to the real needs of the target group.*
e Final beneficiaries and organizing body		*The organizing body has difficulty in contacting the target group*
f Final beneficiaries and participating bodies	*The participating bodies use informal channels to reach the final beneficiaries*	
g Structure of net and objectives	*The objectives are in line with the activities programmed*	
h Structure of net and organizing body	*The organizing body has scheduled training workshops*	
i Structure of net and the participating bodies	*Pertinent*	
l Structure of net and final beneficiaries		*Limited time and duration*
m Contents and objectives		
n Contents and organizing body	*Clear contents*	*Understanding at the beginning*
o Contents and participating organizations	*Shared contents*	
p Contents and final beneficiaries		*Contents must be adapted to the real needs of the target group*
q Contents and structure of the net		
r Strategies and objectives		

s Strategies and organizing body		
T Strategies and participating organizations		
u Strategies and final beneficiaries		
v Strategies and structure of the net		
z Strategies and contents		
aa Evaluation and objectives		
bb Evaluation and organizing body		
cc Evaluation and participating bodies		
dd Evaluation and final beneficiaries		
ee Evaluation and structure of the net		
ff Evaluation and contents		
gg Evaluation and strategies		

B3. Do you think the activity of the net is feasible in its "scenario" (needs and context of the various actors and interlocutors) and on what basis can you affirm this?

1st indicator: Sharing

The criterion permits an estimate of the degree to which the actors have adhered to the choices made, the objectives and the procedures.

2nd indicator: Compatibility

The criterion permits an estimate of the degree to which the net has adapted to its context. Are the parameters of the procedure suitable and compatible with the characteristics of the context?

B4. To what degree and why does the procedure respect the following parameters of quality:

Proximity: is the procedure in line with the feelings, experiences and preoccupations of the people referred to?

Versatility: does the procedure take into account the various needs of the actors?

Participation: does the procedure involve the users in the definition of the integrated services offered?

9. Exemple of use

So as to facilitate the comprehension of the tool and stimulate its in-depht study we propose the "*Network of practices - Survey/self-assessment grid of the net activities net*" filled in by the Spanish and Lithuanian partners and by the evaluator and the coordinator of the European initiative project EQUAL "Maqram-Maqor: Il Friuli alla prova dell'accoglienza. Nuove etnie e processi di integrazione" – "Maqram-Maqor: Friuli put to the test in the filed of welcoming. New ethnic groups and integration processes", promoted by the Province of Udine.

A. Description of the procedure

Aspects to be considered	***Description***
1. Participating bodies in the network	
1.1 Who are the associate partners who founded/pilot the net?	***IT – Provincia di Udine*** *The Network includes about 40 actors (public and private bodies dealing with social issues) operating in the immigration sector on the province territory. The Network was established thanks to many informal interviews from the research institute responsible for the planning in collaboration with the Co-ordinating Body of the project (Province of Udine) – the team made up by the organising bodies implementing the 11 project actions is responsible for the management of the project.*
	ES - FACEPA *The network is essentially informal and based on personal contacts developed during former projects shared by professional training institutes and schools. On the other hand, different councils in our city have indirectly collaborated through different kinds of subsidies.*

	LT – KDRMKT *The network is essentially informal and based on personal contact developed during projects shared by employers, lawyers, labour exchange, youth labour centre, municipality and so on.*
1.2 What is the purpose of the net?	***IT – Provincia di Udine*** *The main objective of the project is to overcome all the difficulties, which hinder the effective social and working integration of foreign immigrants in the Province of Udine and that impair the integrated development of the social community of the Province.* *The major aim of the network is to optimise the resources and competences within the sectors that can be helpful in the access and integration of the immigrant workers in the social and economic context. The Network connects institutes dealing with the same issues and also tries to extend the "classic" competences integrating them with other contributions (for example: policies for housing assistance and information / local population awareness).*
	ES - FACEPA *The main goal is to create scope for participation of immigrants who have just arrived in Barcelona. We also try to offer the needed information and orientation in order to cover their own needs.*
	LT – KDRMKT *Integration of unemployed people and long term young unemployed into the labour market using net possibilities and services.*
1.3 What resources are offered by the associate partners (specific competencies and availability)?	***IT – Provincia di Udine*** *The institutes included in the Network mainly provide human resources (personnel which will be participating in the meetings) and ideas (planning of specific actions and their own expertise). This resources are co-financed. The participating bodies, especially if public bodies (Province, Municipality, University) share the experience gained in years and the networks established in the past in order to support the implementation of the actions.*
	ES - FACEPA *Certain town councils or departments contribute by financing certain activities and aim at obtaining consent on behalf of the final beneficiaries;* *On the other hand, the various associations are trying to offer reception spaces, information, counselling and assistance for entrance in the job market.*

	LT – KDRMKT *Labour exchange centres provide places where unemployed people can meet and start work groups.* *Training centres retraining people coming from work groups and other services provided by our office.* *Employers help to find jobs for retrained persons and people who want to find a job.* *Lawyers assistance to unemployed people in different issues.* *The municipality provides temporary jobs and assistance in other issues.*
2. Access	
Bodies and organizations that make up the net	
2.1 Conditions for admittance to the net: are there any particular requirements (legal status, specific experiences,…)?	***IT – Provincia di Udine*** *The bodies can be non-profit public or private organisations and should deal with immigration-specific activities (counselling, training, reception and information) on the Province territory.*
	ES - FACEPA *No, we refer to the curriculum and require an interest and involvement in the "democratic adult movement". If they want to participate in the project, they have to be registered as an association.*
	LT – KDRMKT *The bodies can be public or private non profit bodies; they must be involved in professional training and social services for unemployed people.*

2.2 Acknowledgement of resources/abilities: is there a phase of acknowledgement of specific competencies of the bodies that comprise the net?	***IT – Provincia di Udine*** *No, what we refer to is the Curriculum Vitae of the body, its specific experience and the one gained from the EU initiative INTEGRA, realised at local level through the project Ethnos@demos.*
	ES - FACEPA *No, we refer to the curriculum.*
	LT – KDRMKT *No, the curriculum is the reference used.*
2.3 Is there any form of promotion aimed at widening the net?	***IT – Provincia di Udine*** *No. The Network is composed by an "ATI", a Temporary Enterprise Association, and is already wide enough to comprise most of the people operating in the sector. External involvement is possible but as an exception and only for services that the network cannot provide with its own resources.*
	ES - FACEPA *No. We don't organise specific activities in order to reach this aim. New participants start to participate by word of mouth. When they start to participate in an association which is part of the project they can be informed about the services offered by the others. If they are interested, they can start to participate in some activities organised by other associations.*
	LT – KDRMKT *No. New participants are considered on recommendation of existing participants or we just meet partners in new projects.*
Beneficiaries	
2.4 Who are the final beneficiaries of the net ?	***IT – Provincia di Udine*** *The network addresses all the immigrants with a legal permit in the Province of Udine. Assistance is given in the following fields: relations with public bodies, information, accommodation, entry in the job market and work environment protection. The project aims, too, at supporting the participation of immigrant associations through the direct involvement in the actions management.*
	ES - FACEPA *People attending adult education courses and immigrants.*

	LT – KDRMKT *The net helps young and adult unemployed who need vocational training, retraining and/or work.*
2.5 What are the user requirements for access to the net?	***IT – Provincia di Udine*** *The network services (= the project actions) are offered to the immigrants, individually or in groups.*
	ES - FACEPA *I People older than 18 have access to the services offered by FACEPA's schools and associations of adult education and we give priority to people who have had fewer chances.*
	LT – KDRMKT *All our services are free, therefore all users have the opportunity to get in touch with us and use our services and afterwards the net services.*
2.6 Acknowledgement of resources/abilities: is there a phase of acknowledgement of specific competencies of the beneficiaries who have access to the net?	***IT – Provincia di Udine*** *Only for training and refresher actions (for example training courses, specialisation courses and other actions aimed at starting up entrepreneurial activities).*
	ES - FACEPA *No, we refer to their curriculum.*
	LT – KDRMKT *No. Beneficiaries can be unqualified, with minimum education. They have to have little will to change their life.*
2.7 What are the needs of the final beneficiaries that the net is to satisfy?	***IT – Provincia di Udine*** - *Entry into the job market and improvement of job conditions* - *Solving of integration problems within the working environment* - *Assistance in the relations with the local society* - *Participation in the local community activities* - *Housing* - *Simplify bureaucratic procedures and recognition of foreign diplomas and qualifications* - *Improve information* - *Training and qualifying courses to promote job mobility and expertise*

	ES - FACEPA *To promote an adult democratic educational model based on the "participant right's declaration" and on the "ethical code of democratic adult education".* *To foster experiences and formative and cultural activities exchanges.* *To break barriers and to provide access to a quality educational system for people who have not had this possibility in the past.* *To promote the creation of cultural, educational and formative associations open to all participants.*
	LT – KDRMKT *The net helps beneficiaries through special counselling course to find the job or to join training courses.*
3. Structure	
3.1 What activities are available on the net?	***IT – Provincia di Udine*** *Specific projects:* - *research (in-depth studies)* - *information (specific radio programmes)* - *education (qualifying courses for mediators)* - *family/under-aged support (socialisation centres for women and under-aged)* - *social activities (multicultural centre, social assistance point)* - *innovative pathways and good practices (simplifying bureaucratic procedure, voluntary repatriation projects combined with learning programmes and job placement, entrepreneurial pathways)* - *housing assistance (for example guesthouses)*

	ES - FACEPA *The different schools and bodies participating in the net can offer the following educational pathways:* *Formal education, from literacy to secondary education certificates.* *Non formal education:* - *Access to training courses and to the university* - *literary sets* - *Circles about actual topics* - *Languages, oral communication lessons in Spanish, Catalan, English…* - *Dance* - *Manual workshops* - *Physical activities* - *Access to new technologies* *On the other hand the federation coordinates activities in which people from all bodies can participate: Multicultural group, literary sets, and literacy congress.* *Abilities and acknowledgement: formal and cultural acknowledgement, critical thought, scope for decision, and some other activities that provide chances to express opinions.*
	LT – KDRMKT *A variety of pathways can be identified according to the needs:* - *Personal and group counselling* - *assistance in personal projects* - *vocational guidance* - *Information about available job vacancies* - *Employers consultations.*
3.2 Distribution on the territory and working hours for access.	***IT – Provincia di Udine*** *The project comprises the entire province territory, in particular the main town and the neighbouring areas. The opening hours are different according to the service offered and the responsible body.*
	ES - FACEPA *The activities are spread on the territory thanks to the existence of different associations. The timetables are decided by consensus within the participating groups. We try to have a flexible and open timetable based on the participants' needs (morning, afternoon, evenings and weekends).*

	LT – KDRMKT *This net is available in 4 cities with a total of 250 000 inhabitants (in Lithuania the total population amounts to 2,8 million inhabitants). As most public institutions working hours are from 8 till 17, five days a week.*
4. Contents	
4.1 What knowledge is elaborated/competences are available for the beneficiaries?	***IT – Provincia di Udine*** *See below.*
	ES - FACEPA *The main goal is to provide people with chances to know and to learn the maximum without any barrier based on prejudices that causes inequalities. Each participant and some educators decide what he or she has learned and what she or he wants to learn or to improve.* *Participant's level or training process is based on this agreement.*
	LT – KDRMKT *Implementation, management of a personal project, communication, self-evaluation, self-confidence development. How to introduce themselves to employers, how to look for a job.*

4.2 What activities are provided?	***IT – Provincia di Udine*** ***A. Qualification of the system and its operators*** *A.1 Characteristic research for the system actors and planning of its professional profiles;* *A.2 Training and information for the actors and operators of the system* ***B. Retraining programmes and professional mobility of immigrants:*** *B.3 new pathway for up-ward mobility;* *B.4 Creation of innovative tools and products: realisation of new and innovative products within different fields like e-learning, Expert Systems and CD Rom to support training and management activities.* ***C. Programmed and co-arranged management of immigrant flow:*** *C.5. Experimentation of new immigration pathways proposed jointly by the country of origin and the provincial territory.* *C.6 Experimentation of new methods for training, access to employment and under-aged guidance.* ***D. Housing integration :*** *D.7 Implement and develop the project "Guest house";* *D.8 EU Foundation and development of a revolving fund to support property brokerage: we intend to undergo a legal transformation of the Neighbours Association and to provide a Guarantee Fund to support property brokerage.* *D.9 Raise awareness of the apartment owners and local society.* ***E. Family Support :*** *E.10 Implement and develop childcare facilities: to help the family management of under-aged through the creation of kindergarten within companies, municipalities or in apartment buildings;* *E.11 Supporting actions for women: these actions should support families and disadvantaged women thanks to special individual approaches;* ***F. Mediation agency:*** *F.12 Create and develop a mediation agency;* *F.13 Creation and implementation of the mediators register: to increase in importance the image and competences of the mediator;* *F.14. Training courses for the operators working in the educational, health and transportation field: a refresher course about mediation for workers of private and public services**;*** ***G. Improve labour conditions:*** *G15. Assistance in pay negotiations to immigrants;* *G16. Create a toll-free number to provide information about the network of services for immigrants and for negotiations and legal advice.* ***H Participation in common structures:** to improve social interaction of immigrants and favour cultural exchange.* *H.17. Promote and develop a project to realise a multiethnic centre as a meeting and cultural point for the different ethnic groups;* ***I. Information and awareness:*** *I.18. Information: organise some specific information campaign for both immigrants and the host society;* *I.19 Theme workshop: in order to raise awareness of local organisations about the immigration issue;* ***L.20. Research*** *Establish a research programme in order to promote the integration process and the various actions of the project.* ***M. Flow planning and simplification of bureaucratic and administrative procedures*** *M.21. Flow planning: development of a research work to identify families and firms that need immigrant workers and an action to validate the research results in order to use them within the administrative activities of public and private operators;* *M.22. Simplifying bureaucratic procedures. Through the establishment of work groups to find out how to simplify bureaucratic procedures and implement them effectively;* *M.23. Recognition of foreign diplomas: by constituting a work group to study this particular issue and identify the necessary administrative procedures for a concrete implementation.*

	ES - FACEPA *Analysis of final beneficiary's needs, analysis of best practices, planning of integrated intervention, identification of financial support.*
	LT – KDRMKT *Beneficiary's identification and guidance, analysis of final beneficiary's needs, consultations with lawyer and employers.*
4.3 What sectors and areas does the net operate in?	***IT – Provincia di Udine*** *The Network operates at provincial level and combines public and private actors involved in the field of immigrant services. The specific sectors are mentioned in the previous answer (letter A-M).*
	ES - FACEPA *The net operates at local level. However, thanks to the participation in different European projects, the net is now able to co-operate at national and European level.* *Each association is specialised in its own local territory. Through the co-ordination of these participating associations we are able to cover the entire territory.*
	LT – KDRMKT *The net operates at local level and connects the public and private bodies that deal with unemployment issues.*
4.4 What are the underlying values of the net (principles on which it is based)?	***IT – Provincia di Udine*** - *Promotion of "active citizenship" and participation* - *Promotion of intercultural dialogue, mutual acquaintance, integration in the social and labour context* - *Promote collaboration between institutes*
	ES - FACEPA *Promote 'active citizenship' in order to improve each person's contribution to society; an integrated system will make it possible to have access to life-long-learning.* *To promote an "adult democratic educational model" based on the participant's rights declaration and on "the ethical code of democratic adult education".* *To break barriers and to provide access to a quality educational system for people who have not had this possibility in the past.* *To promote coexistence between different cultures in the same territory.*

	LT – KDRMKT *Promote 'active citizenship' in order to improve each person's contribution to society and help each person to find a new place within the modern labour market and society.*
5. Strategies	
5.1 Approach and models of activity in the net (concerted or active approach, synoptic/rational approach,…).	***IT – Provincia di Udine*** *The interaction of all participating actors characterizes the entire process, even though a central body is responsible for the management and coordination of the Network.*
	ES - FACEPA *We based all the activities on the dialectical model. It is based on the equality of differences and on the egalitarian dialogue. We promote the involvement of participants so that they can decide the topics in relation to the activities, the contents and all the topics referred to the different associations and the project.*
	LT – KDRMKT *Interaction between the various actors characterises all phases, from the exchange and confrontation of the 'problem' to the role definition of the subjects involved…;*
5.2 How are the final beneficiary's needs identified?	***IT – Provincia di Udine*** *Focus groups, interviews with operators and users, semi-structured questionnaires, etc…*
	ES - FACEPA *Participants decide their own needs and these are discussed with the educational team through an egalitarian dialogue. They define their own needs and the activities that they prefer in order to satisfy them.*
	LT – KDRMKT *Target groups, interviews, questionnaires.*
5.3 Is there any form of accompaniment for the beneficiaries?	***IT – Provincia di Udine*** *During training courses or during some participative experiences (social assistance points).*
	ES - FACEPA *Direct assistance is provided during the whole formative process with the participants' involvement in the centres and the activities management.*

	LT – KDRMKT *The beneficiaries can freely ask for help on the net.*
5.4 What technological aids are used (e-mail, platform and web site,…)?	***IT – Provincia di Udine*** *The actors mainly communicate by e-mail; official convocation are sent by regular mail, too.* *The Network is provided with a platform which is also used as document archive. To enter the platform a password is needed. There is also a general description of the project (http://magram-magor.edulife.com).*
	ES - FACEPA *The access to the new technologies is one of the priorities in adult education. In all formative and cultural activities we make use of: videos, internet, PC, etc.*
	LT – KDRMKT *There are no special technological tools for beneficiaries. They just come to the counselling office.*
6. Evaluation(of the results and of the procedure)	
6.1 Are there any moments of evaluation of the net activity?	***IT – Provincia di Udine*** *The evaluation is done internally by the Guarantor Council (in which the final beneficiaries are represented) and externally by two professional evaluators.*
	ES - FACEPA *All kinds of evaluation are commonly developed with educators and participants during the whole procedure. We are talking about a continuous assessment process.*
	LT – KDRMKT *The evaluation is internal and is co-ordinated by the organisers.*
6.2 Is there an evaluation of the final results?	***IT – Provincia di Udine*** *Yes. Through a final report.*
	ES - FACEPA *Yes, it is a part of the continuous assessment process.*
	LT – KDRMKT *No.*

6.3 Is there an evaluation on behalf of the final beneficiaries?	***IT – Provincia di Udine*** *Yes, during the project realisation and through the Guarantor Council.*
	ES - FACEPA *Yes, it is a part of the continuous assessment process.*
	LT – KDRMKT *No.*
6.4 Is there any form of certification for the final beneficiaries?	***IT – Provincia di Udine*** *No.*
	ES - FACEPA *No, there is no form of certification.*
	LT – KDRMKT *No.*
7. Piloting / management of the net	
7.1 Is there any form of supervision that co-ordinates the activity on the net?	***IT – Provincia di Udine*** *Yes, the Province is the Co-ordinating Body; the lead partner of the Network is also an intermediate beneficiary of the activities.*
	ES - FACEPA *A participants' commission coordinates all the activities and the net development.*
	LT – KDRMKT *No.*
7.2 Were the final beneficiaries involved in the activity on the net?	***IT – Provincia di Udine*** *Yes, the final beneficiaries constitute the Guarantor Council and are also members of the Board of Directors (management body of the Project). The Immigrant Associations are part of the Network.*
	ES - FACEPA *Yes, participants are involved during the whole process.*
	LT – KDRMKT *No, they just use the net services.*

7.3 How is the organisation of the net structured (attachments, is there an organisation chart?	***IT – Provincia di Udine*** *President of the ATI -Temporary Enterprise Association = Project leader* *Project manager* *Co-ordinating Office* *Board of Directors* *Guarantor Council* *Assembly* *Evaluators* *11 specific work groups*
	ES - FACEPA *The Federation coordinates all schools and associations and the common point is the "democratic adult educational movement".*
	LT – KDRMKT *The organisation is more informal and all participants are involved on a voluntary basis.*
7.4 How are the activities planned?	***IT – Provincia di Udine*** *The network activities are defined by the Project during the initial phase, the work groups are responsible for the implementation of the actions and some changes can be done during the course of the project.*
	ES - FACEPA *The activities are flexible and can be modified at any moment because they are based on the participants' needs.*
	LT – KDRMKT *The activities are flexible and can be modified at any time.*

7.5 Are the meetings periodic and how are the phases of the net activities articulated?	***IT – Provincia di Udine*** *Coordination Office – daily activities* *Board of Directors – every two months* *Guarantor Council – every three months* *Assembly – twice a year* *Evaluators have to submit initial, progress and final reports: they meet in that occasions and during ad hoc gatherings* *11 specific work groups – according to the activities planning, various times per month*
	ES - FACEPA *There are some periodical meetings (normally once a month) but there are also some special meetings to discuss special activities and crucial moments of the project development.*
	LT – KDRMKT *Meetings can be organised when needed. They are not periodical.*
7.6 Are there any training courses foreseen aimed at defining quality models, standards, continuous testing and evaluating criteria?	***IT – Provincia di Udine*** *Yes, with the evaluators and the Guarantor Council.*
	ES - FACEPA *No, there is not a specific course defined to cover these topics.*
	LT – KDRMKT *No. We don't organize such courses.*
8. Planning	

8.1 What are the specific objectives of the net?	***IT – Provincia di Udine*** 1. *Improve the capacity of public operators and other actors operating in the immigration field to plan and make proposals;* 2. *Programme and implement actions in the community of origin establishing new partnership between emigration and host communities and institutions;* 3. *Adjust the labour and enterprise culture in order to transform today's immigrant into someone that lives with full right in a business, trade-union, professional and contractual community;* 4. *Create the conditions to develop professional up-ward mobility finding new forms of competence certification and new professional areas through targeted research. Further develop the issue of the recognition of foreign diplomas;* 5. *Assistance in the search for accommodation and houses; experimental actions to create and implement companies flats while supporting structures and bodies operating in the property brokerage sector or managing revolving funds;* 6. *Support immigrant families and their jobs, creating childcare facilities in companies, district areas and for groups of families;* 7. *Adapt and promote the "culture of citizenship" of immigrants and citizens of the host country through different courses for adults, public service operators and private organisations referring to the immigration context (job market, school, education, health, assistance, etc.)* 8. *promotion of an information programme for the immigrant and host country community about experiences in other European countries, good practises for integration, difficulties and opportunities that might arise;* 9. *extend and reinforce the mediation capacity between the host and emigration community so as to overcome and reduce difficulties and experiment new actions for cultural mediation in the job and service field;* 10. *promote the implementation of new positions in the field of social and cultural integration, overcoming the different approaches on the immigration issue and creating new forms of collaboration among the different actors;* 11. *Develop mutual acquaintance and cooperation between public operators, institutional bodies operating in the immigration field, the different associations providing education, information and work and immigrant associations, increasingly present on the territory.*
	ES - FACEPA *To promote an "adult democratic educational model" based on the participants' rights declaration and on the ethical code of democratic adult education.* *Promote 'active citizenship' in order to improve each person contribution to society; an integrated system will make it possible to have access to life-long-learning.* *Promote the creation of cultural, educational and formative associations open to all participants.* *Promote coexistence between different cultures in the same territory.*

	LT – KDRMKT *The net specific objective is to help people to reintegrate into the labour market and society after a six month special retraining vocational programme.* *At the moment we do not have any specific objectives. The net has stopped its activities temporarily.*
8.2 Are the methods applied aimed at achieving the goals of the net?	***IT – Provincia di Udine*** *The main goal of the network is to reach its objectives. The difficulties that might arise are mainly due to the complexity of the network and the number of bodies involved.*
	ES - FACEPA *Yes, the methods applied aim at achieving the goals of the net.*
	LT – KDRMKT *We are not using any special method. The entire organisation consists of volunteers.*
8.3 Are there any formal documents and /or procedures foreseen to formalise the planning process?	***IT – Provincia di Udine*** *Yes, periodical reports and projects formally approved by the Board of Directors.*
	ES - FACEPA *No, there is no formal document. All activities planned are based on the "participants' rights bill".*
	LT – KDRMKT *We organise a special six month programme for the beneficiaries (counselling and retraining) and according to the counsellors we plan meetings with other organisations of the net.*

B. Self evaluation

B3. Do you think the activity of the net is feasible in its "scenario" (needs and context of the various actors and interlocutors) and on what basis can you affirm this?	
1st indicator: Sharing	***IT – Provincia di Udine*** *Yes, during the planning and implementation phase.*
	ES - FACEPA *Missing*

	LT – KDRMKT *Equal opportunities* *Participation in decision making* *Evaluation of activities*
2nd indicator: Compatibility	***IT – Provincia di Udine*** *Some changes in the Regulations and in the topics covered in the projects have been made (contents and strategies) when there was little support or competence on a specific matter.*
	ES - FACEPA *The participants have scope for decisions and planning* *Access to new technologies* *Multicultural education*
	LT – KDRMKT *Voluntary participation* *Concrete objectives* *Achieved results* *Free and easy access to the net*
B4. To what degree and why does the procedure respect the following parameters of quality:	
Proximity: the procedure is in line with the feelings, experiences and preoccupations of the people referred to?	***IT – Provincia di Udine*** *It is realised through information and participation of the project beneficiaries.*
	ES - FACEPA *Yes, because all the activities are based on the following values:* - *dialectical methodology for the learning process* - *participation in all processes* - *direct attention to the needs and interests and to educational and cultural requests and worries*

	LT – KDRMKT *Beneficiaries participate in all process stages.* *Through the entire process there is a close contact with all actors involved in the programme.*
Versatility: does the procedure take into account the various needs of the actors?	***IT – Provincia di Udine*** *The network complexity and the thoroughness of the project actions satisfy different needs, new experimental actions are implemented but without trying to "solve" matters which are not between the network competence (for example regional or state competence).*
	ES - FACEPA *Dialectical and instrumental process: people are also learning to relate with their contexts and to participate in different areas. People have scope for decision thus overcoming social, cultural, and academic inequalities.*
	LT – KDRMKT *The whole programme works in a flexible way. It's always reflecting the actor's real needs and in this way the best results can be achieved.*
Participation: does the procedure involve the users in the definition of the integrated services offered?	**IT – Provincia di Udine** *The final beneficiaries are involved in the determination of problems to tackle, and are also involved in the planning of the actions and the management of the network.*
	ES - FACEPA *Participation is the most important part of the assistance and learning process in a democratic model, because participants are involved in their own educational processes from the first day in order to learn, decide and express their opinion.*
	LT – KDRMKT *The successful implementation of all procedures or programmes has a crucial role in the project. The participation in all the stages of the process helps people to solve many personality-related problems.*