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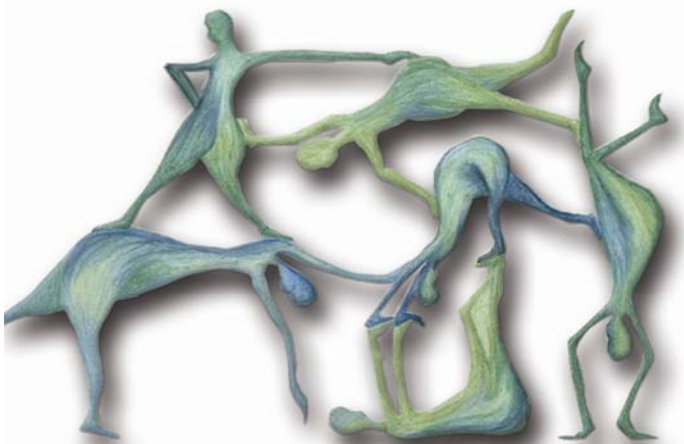
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MOSAIC

Models of Synergetic Activities in Immigrant Counselling

tools



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INTRODUCTION

This document is intended for operators of associations and institutions offering guidance and welcoming services to adult immigrants. It is the result of a cooperation work by various partners who have taken part in the MOSAIC (Models Of Synergetic Activities in Immigrant Counselling) project. Financed within the framework of EU Socrates programme (a community action programme concerning education), MOSAIC is part of Grundtvig 1 project, which is aimed at improving quality and European standards of adult education, as well as at making learning opportunities more accessible to all European citizens throughout their lives.

The following partners have contributed to the project: IRES – Institute for Economic and Social Research of Friuli Venezia Giulia (lead partner); Standing Local Centre for adult education and training¹ of Udine; Standing Local Centre for adult education and training of Rozzano (Italy); Akademie Überlingen (Germany), a training institution; FACEPA (E), non-governmental organization consisting of 15 cultural associations dealing with cultural enrichment and education of adults (particularly immigrants); Tampereen Aikuiskoulutuskeskus (FI), non-profit organization dealing with guidance and training of adults; KLAIPEDA Labour Market Training and Counselling Office (LT), public institution specialising on life-long education and coordinating local adult education institutions. The project group was later joined by two “silent” partners, namely Ecap Foundation (Switzerland), a training and research institution; and SUPSI, Swiss-Italian College of Higher Education.

The project was aimed at:

- acquiring and comparing the experiences of the project partners and their home countries;
- finding out good practice examples and working out a flexible operation pattern based on such models;

¹ Hereinafter called CTP.

- establishing welcoming methods and tools according to an autobiographic approach;
- field-testing of methods and tools;
- setting up methods and tools for the development of local networks.

Planning was based on the research-action method and its purpose was to develop new methods and means derived from the analysis of partners' situations. Not only experts were involved in the project, but also its final recipients, i.e. immigrants, represented by associations.

If differences among the partners, their background and the basic values of their activities were, and still are, an incitement and an opportunity for a deeper reflection, they also posed difficulties in finding out general analysis criteria and, above all, they put in doubt the feasibility of the original purpose, e.g. developing a "standard" welcoming pattern that could be valid regardless of context variables.

One of the original goals was to establish good practices by defining standard reference procedures and implementing the relevant activities according to such standards.

With regard to the project strategies, we knew that such an objective was far from reality and that it might lead to results that could be excessively "theoretical", scarcely effective with respect to the project purposes and unlikely to be reproduced.

According to the original intention, the welcoming pattern was to consist in a precise structuring of the basic variables involved in welcoming practices on the basis of a variety of reference concepts, principles and methods.

What was the welcoming practice – a might-be excellence model – to be based on? And was it realistic to think that such excellence model could be implemented in different operational situations? In addition to these doubts, there were "practical" difficulties due to the fact that most partners did not have written methods or practices.

Persuaded that introducing new programmes, methods and products is a long-lasting process requiring the acceptance of different ways of thinking and learning², we realized that we had first to come to terms with the key factors determining the quality of processes and results before we could go on and define standard procedures. As a start, our efforts had to be aimed at defining a method of self-evaluation and assessment of each partner's welcoming procedures. This preliminary stage was essential if we had to begin an innovation process. From this point of view, welcoming and accompanying training tools – including the *Personal Education Portfolio* which we are talking about – were an additional collection of information available to operators who, after the necessary consideration, could try and implement them and, most important, adjust them to their specific needs.

In keeping with the original intention, the project is by full right a research and action one, since such an approach typically urges reflection and self-reflection upon the reasons for someone's actions, the circularity of theory and practice and the improvement/changing based on the connection existing among action, observation and evaluation.

Hence the pattern called “A network of practices – Survey and self-assessment grid”, described in the project guidelines, to which we refer for further theoretical information.

There is then a description of the tool that would have all the necessary characteristics to be a common testing method according to the original project hypothesis: the *Personal Education Portfolio*. This method was tested only by Italian partners in the Standing Local Centre for Adult Education and Training in Udine.

This *Portfolio* – and the concept of a learning biography and dossier in particular – can be used as a thread to trace all learning stages, regardless of age and social status. Tracing and documenting official and unofficial learning, as well as highlighting the subject's biography, is particularly useful for the project target.

² *Effective Dissemination – A guide on the dissemination of the Results of International Educational Projects*, Riitta Suurla, Markku Markkula – Finnish Leonardo Centre, Leonardo da Vinci project, Helsinki, 1999.

However, given its complex structure which requires the assistance of specialized operators (*counsellors*), this *Portfolio* is suitable to be used in long-term learning processes, such as the annual courses offered by Standing Local Centres (CTP).

In keeping with project objectives, this document is meant to:

- describe the tools we have conceived;
- make them more easily understandable by presenting the tests carried out within the project.

In order to make the presentation as clear as possible and allow an exchange of information, even after the end of the project, we have used tables having the following structure:

- Brief description of tool: this paragraph contains a summary of the tool's key features in order to give the reader a short description so that s/he can take a quick decision whether to go on reading or not;
- Description of reference target: this item contains a brief description of the operators to whom the tool is addressed;
- Objectives: this item states both the results that can be achieved by using the tool and any other more specific objectives;
- Tool structure: this paragraph describes how the tool is structured and the elements it consists of;
- Origin and reference theories: this item is a list of theories, models and sources upon which the tool is based;
- Directions for use: under this item we have tried to give directions for a proper use of the tool, based on the tests carried out within the project;
- Bibliography: a reference bibliography for each tool is provided for further reading;
- Use example: in order to make learning easier, we have described an example of use carried out during testing within the MOSAIC project.



Special thanks go to inside and outside project members and particularly to dr. Furio Bednarz (Ecap Foundation, Switzerland) and dr. Ferruccio D'Ambrogio (SUPSI – Swiss-Italian College of Higher Education) for the self-assessment tool, to the team of the Standing Local Centre for Adult Education and Training in Udine lead by dr. Irma Fratini, in cooperation with dr. Laura Calò and dr. Laura Sgualdino, for the *Portfolio*.

I TOOL – A network of practices – Survey/self-assessment grid

1. A brief description of the network of practices - Survey/self-assessment grid

The network of practices – survey/self-assessment grid is a tool meant to improve the welcoming procedures of adult immigrants who access education and training systems. Through the process of self-assessment and networking of the experiences acquired, welcoming operators are enabled to define more precisely objectives and methods of the welcoming process, to identify strengths and weaknesses and, as a consequence, to improve the organization of the procedure. Self-assessment is an on-going process that brings about a deeper awareness when analysing and reflecting on measures to be taken and problems to be solved within a group of operators (belonging to a specific association or to a network of practices, such as in the MOSAIC project). Such development process is carried out through the assumption of responsibilities, the improvement and the enrichment of all professional subjects who contribute to planning and carrying out welcoming, vocational guidance and training.

2. Description of the reference target

The tool is addressed to the researchers, planners and operators directly involved in guidance and education/training activities for adult immigrants.

3. Objectives of survey/self-assessment grid

This tool, developed and tested within the framework of MOSAIC project, is aimed at:

- improving the quality of present welcoming procedures through a process of self-assessment that allows a better definition of welcoming objectives and training processes, by helping operators to take measures meant to improve the organization of their services;
- facilitating communication and comparison among operators belonging to different institutions so that both inside and outside partners of the MOSAIC project network are encouraged to reflect on the matter.

4. Structure of the tool

In order to simplify the structure of the document and make it easier to be drawn up, some questions are provided that briefly outline the assessment parameters. The document is divided in two sections:

- A) Description of the welcoming device;
- B) Welcoming self-assessment.

The first section is related to the second one since no procedure can be fully understood without considering its objectives and main features.

This structure takes into consideration access to the procedure, programme articulation, contents, strategies, assessment, operators involved and management methods.

The following section is focussed on self-assessment, which, through a series of questionnaires and grids, allows operators to reflect on relevancy, effectiveness and feasibility criterions of the welcoming procedure.

Section A outlines the main features of the welcoming device, namely:

- methods of access to the centre: through a series of 'lead questions', operators make a description of the channels through which adults, particularly immigrants, reach their services; they highlight admission conditions, state whether there is or not a stage in which individual resources/abilities are acknowledged and taken care of;
- structure of welcoming stage: here operators describe the welcoming procedure's programme and sequence, where welcoming procedure is the phase beginning with the first contact and ending with the definition of the personal plan of life-long education; operators are also asked to reflect in what consideration the participants' subjectivity is actually taken;
- contents supplied: here operators point out any admission restriction (prerequisites based on competence and/or previous training) and output competences expected; they also state the basic values upon which the used welcoming procedure is based;
- strategies: operators are asked to state general options and pedagogic choices deriving from such options;

- assessment: assessment procedures are described by pointing out ex-ante, in-itinere and ex-post evaluation methods, as well as by analysing the methods used to assess individual starting competences;
- operators involved: this section outlines qualifications, titles and competences which are necessary to work in the institution in question;
- methods of procedure management: this section contains a description of formal and informal methods used to manage the welcoming procedure.

Section B contains a self-assessment procedure based on relevancy, effectiveness, feasibility, proximity, versatility and involvement criteria, expressed by indicators which allow to check if such criteria are complied with. Criteria will have to be chosen each time according to the actors involved, with particular regard to counsellors/trainers who will have to use them.

The following indicators are just a few examples and not a complete listing; they refer to tests carried out within the MOSAIC project.

In order to make it easier using the tool, we decided not to test the efficiency of the devices during testing stage, since reference contexts are extremely complex and varied.

In order to simplify the structure of the document and make it easier to be drawn up, some questions are provided that briefly outline the assessment parameters.

The following is a list of the indicators used during testing:

- Relevance criterion is made up of two indicators: the first one analyses the relationship existing among the purposes of (guidance/training) programme, employed resources and needs of the actors (trainees, operators and sponsors) by using a double-entry table; for each matrix box there is a question in order to prompt reflection. Here the stimulating questions are: 'Are the purposes of the programme relevant to the needs of trainees?', 'Are (human, material, time-related, financial...) resources available sufficient to reach the purposes?'. A double-entry table is used also for the second indicator, where the elements taken into account concern the welcoming procedure (access conditions, length, contents) and trainees situation (education, abilities, time available). Each box of the chart corresponds to a relationship upon which it is requested to reflect with regard to its appropriateness. An

example of a stimulating question is the following: 'Are access conditions appropriate to the starting knowledge of participants?'

- Effectiveness criterion is aimed at reflecting on the relationship between results and resources; here there are two indicators that have been taken into consideration. The first one makes participants and operators reflect on their satisfaction level with regard to the results of the procedure by using two open-answer questions. The second one concerns the consistency of some inner features of the welcoming procedure. Each box corresponds to a relationship between each of the features taken into consideration. The relationship has to be assessed by stating positive and negative aspects requiring an adjustment.
- Feasibility criterion is meant to check to what extent actors are in keep with the choices made (first indicator) and how procedure is adjusted according to the environment characteristics (second indicator). Here the stimulating question is: 'Does the welcoming procedure satisfy requirements and context of actors and operators?'
- There are three further criterions, expressed in form of open-answer questions and aimed at prompting a reflection on proximity, versatility and involvement aspects of the procedure. Proximity criterion allows to check if the used procedure is targeted to users' experience and actual needs; versatility is referred to the person as a whole, while involvement criterion investigates how users are involved in the development of the welcoming and training course.

5. Sources and reference theories

As explained in the guidelines attached to this document, the network of practices is based on the same approach of training engineering, developed by the University of Geneva.

6. Use directions

It is recommended that a working group is established within the institution so that it can serve as a steady reference, both for discussing and expressing evaluations and implementing correction and improvement measures, and for drawing up the document.

7. Bibliography

Le Boterf Guy, *L'ingénierie des compétences*, Ed. d'organisation, 1998.



Le Boterf Guy, *L'ingénierie et l'évaluation de la formation: 75 fiches-outils*, Ed. d'organisation, 1990.

Stroumza Johnny, «Ingénierie de la formation. Une démarche pour concevoir, analyser, évaluer la formation» in *Ingénierie, évaluation et qualité en formation*, Cahier n. 82, Uni Genève, 1997.

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

Name of the organization/institute	Type of procedure considered
Author of the form	Address of the author

A. Description of the tool

Aspects considered	Description space (for the organization&institute)
1. Access to the procedure	<i>EXAMPLE: in italics the type of answer expected</i>
1.1. Arrival at the Center. "How the person came to know about your organization/institution? Who directed them to you?"	A) <i>A regional office who chooses a welcoming center after an interview.</i> B) <i>Friends,...</i> <i>Both situations are acceptable...or just those sent through a recognised institute.</i>
1.2. Conditions for admission. "Are there certain conditions that have <i>priority access</i> (residence permit, a job, basic requirements)?"	<i>Residence permit.</i> <i>Simple conversation in the official language.</i>
1.3. Is there any guidance, counselling, information or forwarding to other offices?	Yes ... <i>Or not directly. During the initial interview the any questions regarding any job orientation are clarified.</i>
1.4. Acknowledge of resources and capacities. "The resources and capacities are acknowledged during the first welcoming phase on the basis of biographical information?"	Yes ... <i>Or no. It is examined during the balance section during which particular attention is given to personal experiences through an autobiographical approach.</i>

2. Structure of the tool	
2.1 Programme and sequence of the welcoming tool: from the first contact to the definition of a personal training project (indicated titles during each phase).	<i>The pathway is developed in three distinct phases. MODULE 1 – introduction, getting to know one another, the labour market situation, the insurance system, etc. – MODULE 2 – competencies required, personal abilities, experiences, ...- MODULE 3: bilan des competencies, personal project and priorities,</i>
2.2 Relationship with actual necessities of the person. “Are the practical experiences and the concrete needs of the person taken into account?”	No... <i>Yes, the inductive approach helps bring forward questions and experiences that are further examined</i>
2.3 Duration and articulation of the procedure phases.	<i>30 hours over a 5 week period. Group work alternated with individual work; individual and group accompaniment, ...</i>
3. Contents of the tool	
3.1 “Are there any pre-requisites regarding competencies and/or training?”	<i>Ex 1: Oral comprehension of the official language. Ex 2: none, anyone can apply.....</i>
3.2 “Capacities and/or competencies to be analysed. Which are the expected resources that a person should possess at the end of the training, in terms of definition of one’s personal project or personal development, training requests?” (describe know-how, abilities, information, social and personal capacities, etc.)	<i>Self evaluation of one’s own capacities, direct management of one’s own professional and/or life project, in particular during the decision making phase and activating the competent services necessary. Ability to analyse personal experience and confronting one’s self and interacting with other people.</i>
3.3 What are the values on which the tool bases itself on (mission of the insitute)?	<i>Ex: you don’t learn only at school, experience in life and at work are also important. Working on a future project implies giving</i>

	<i>value to passed experience; help develop "self help".</i>
4. Strategies	
4.1 General options and relative pedagogical choices (individual work, group dynamics, e-learning activities, etc.)	<p><i>The initial phase of the course provides an individual interview that aims at collecting expectations and evaluating personal experiences, reassuring the person on the learning/training pathway. The second phase is dedicated to group work where different experiences and common elements are brought out in relationship to expectations.</i></p> <p><i>The approach for determining a theme to be developed is inductive: expression of personal themes of interests (job, competence, job finding , fundamental needs, etc...</i></p>
4.2 Type of accompaniment (coaching, tutoring, etc...)	<i>The participant has right to three hours over a five week period of individual coaching.</i>
4.3 Use of technology during the procedure (PC, Internet, filming, other resources....)	<i>Ex: role play on video; writing on a PC.</i>
5. Evaluation (of learning and the tool)	
5.1 Is there an initial analyses on the competencies that brings out the needs and/or the recognition, and how?	<i>Ex: during the initial interview the initial needs are identified.</i>
5.2 Is there any form of certification connected to the procedure (informal recognition of qualifications for entering lifelong learning, formal recognition, etc.)?	No... Yes...
5.3 Evaluation mode of the tool (initial evaluation of objectives, final impact, accompaniment, interim	<i>Ex: interim evaluation after the second module and at the end of the course, etc.</i>

evaluation,...)	
6. Personnel involved	
6.1 Qualification and status of personnel (workers, free-lance, volunteers), their professional titles and training	<i>Ex: Certified trainers (FSEA 1 level) with practice with specific target groups.</i>
6.2 Professional experiences	<i>Group work leaders for poorly qualified workers, work in an intercultural context.</i>
7. Management mode of the procedure	
7.1 Formal structures of management (pilot groups, organization chart)	
7.2 Informal activities: team meetings, exchanges, ...	<i>Ex: external experts.</i>

B. Self evaluation

B1 How and why is the procedure described pertinent with respect to the welcoming objectives of your institute/organisation and the needs of the users?

1° indicator: analyse the relationship between training objectives, resources, certification and needs of the actors.

		Context			
		User needs	Institute/organisation needs	Financing Institute's needs	...
	Programme objectives	a	c	E	
Welcoming	Resources	b	d	F	

Evaluate and describe why where it is considered adequate or not.

Example

a = positive regarding the offer, negative as to the impossibility of satisfying the objectives of specific users needs

b = limited time

c =lack of programming time

d =qualified trainers not available...

e =

2° Indicator: (referred to the tool), testing the adequacy of the training tool with respect to the user. Question such as the following were taken into account?

		Users context	
		Schooling and abilities of users	Schooling and abilities of users
Welcoming	Access conditions	A	D
	Duration	B	E
	Contents	C	F

Evaluate and describe why where it is considered adequate or not.

Example

A = limited knowledge of the official language

B = not enough time for some specific cases...

C = accessible but very different range of capacities

D = distance from home

E = favourable timetable...

F = insufficient time in relation to the objectives...

B2. Are the welcoming procedure activities effective with regards to the entrance objectives and why?

1° indicator How are the objectives reached evaluated on behalf of the users and the operators?

Example

a) The users evaluate the objectives reached positively, in particular that which regards the personal project definition and relative priorities

b) The operators evaluate the procedure activities positively; instead the evaluation of competencies acquired can be improved (personal decision making abilities, making help available...).

2° indicator: coherence evaluation

The following can be considered (choose the most significant)

Welcoming	Aims	Resources	Certification	Access	Programme structure	Contents	Strategies	Objectives	Evaluation
Aims									
Resources	A								
Certification	B	C							
Access	D	E	F						
Programme structure	G	H	I	L					
Contents	M	N	O	P	Q				
Strategies	R	S	T	U	V	Z			
Objectives	AA	BB	CC	DD	EE	FF	GG		
Evaluation	HH	II	LL	MM	NN	OO	PP	QQ	

Consider the significant elements and evaluate them describing why.

Example

Relationship of the tool with regards to:	Positive aspect ☺	Problem/element to be improved ☹ ☹
A Resources and aims		Limited resources in relation to the aims: in terms of time and training
B Certification and aims		
C Certification and resources		
D Access and aims	Aims declared on the form	Need to verify the actual comprehension of the language
E Access and Resources		Qualified resources are limited especially in the first informal meeting
F Access and Certification		Certification is not very clear
G Structure and aims of the programme		Not organised very well
H Structure and resources of the programme		Human resources and time limits
I Structure and certification of the programme	No exams	
L Structure of and access to the programme	simple	
M Contents and aims of the programme	Pertinent	
N Contents and resources of the programme		Tempo e durata limitanti
O Contents and certification of the programme		
P Contents of and access to the programme	Clarity of content	Initial comprehension
Q Contents and structure of the programme	Flexibility	
R General strategy and aims	Coherent with the declarations	
S General strategy and resources		Limited means for the realisation of specific strategies
T General strategy and certification		Determine how to evaluate the learning of contents and know how acquired

<i>U General strategy and access</i>		<i>Improve teaching strategies</i>
<i>V General strategy and structure</i>	<i>harmonious</i>	<i>Links with other subjects and opportunity to continue further in a subject/area</i>
<i>Z General strategy and contents</i>		<i>Limited time available (length and number of meetings) impeding the use of specific strategies</i>
<i>AA Objectives and aims</i>		<i>To be checked</i>
<i>BB Objectives and resources</i>		<i>Limited</i> <i>Not enough time available</i>
<i>CC Objectives and certification</i>		<i>Not well defined for a practical evaluation</i>
<i>DD Objectives and access</i>	<i>No barriers</i>	<i>It must be differentiated with respect to professional training</i>
<i>EE Objectives and structure of the programme</i>		<i>Not enough interaction among subjects</i>
<i>FF Objectives and contents</i>		<i>Too heavy with respect to time available</i>
<i>GG Objectives and strategy</i>		<i>Limiting (in some courses it is not possible to use interactive strategies so it's necessary to use frontal lectures)</i>
<i>HH Evaluation and aims</i>		<i>Not clear enough</i>
<i>II Evaluation and resources</i>		<i>Limited</i>
<i>LL Evaluation and certification</i>		<i>Not clear enough</i>
<i>MM Evaluation and access</i>		<i>Not explicit</i>
<i>NN Evaluation and structure of the programme</i>		
<i>OO Evaluation and contents</i>		
<i>PP Evaluation and strategy</i>		
<i>QQ Evaluation and objectives</i>		<i>Testing of individual objectives</i>

B3. Are the welcoming procedures «feasible» in your context (for operators and users) and why?

1° indicator: Acceptability

The criteria permits an evaluation on the real adhesion of operators and users in relation to practical choices, objectives and procedures.

2° indicator: Compatibility

The criteria permits an evaluation on the adaptability of the type of training to the context.

“Are the tools and procedure suitable to and compatible with the characteristics of the context?”

B4. Why and in what measure do procedures respect the quality requirements?:

Proximity: does the procedures take into account the feeling, the experiences and pre-occupation of the target?

Versatility: does the procedure take into account the person as a whole and develop a personal project (private and professional) that is coherent with the needs?

Participation: does this procedure involve the user in the definition of a personal training project?

9. Exemple of use

So as to facilitate the comprehension of the tool and stimulate its in-depht study we propose the comparison of the grids filled in by the partners with the results of the tool experimentation.

Part A. Description of the tool

Aspects considered	Description space (for the organization&institute)
1. Arrival at the Center	
1.1 How the person came to know about your organization/institution? Who directed them to you?	IT - CTP UDINE <i>People normally come to the CTP on their own (they are usually people with little schooling, from a foreign country or with little/no knowledge of the Italian language), but sometimes people are addressed by local organizations like (Centro d'Ascolto del Comune - city office for help with specific problems; Social services) or by operators involved in special social projects such as the National Refugees' Project. The CTP publicizes its activities through mailing, brochures, newspaper and radio announcements, but the most effective form is by password among people who already have some kind of contact with the CTP. Other people are sent by professional training centres, schools, immigrant associations and job offices that work in collaboration with the CTP.</i>

	<p>IT - CTP ROZZANO</p> <p>The foreign users arrive at C.T.P. in Rozzano through the following channels (of communication): Advice by previous users, friends, acquaintances, relatives who made use of training activities; Local Newspaper. At the beginning of each school year, the C.T.P illustrates its own activity in the field of life-long learning and vocational guidance. Besides giving information about the basic courses (school-leaving certificate, Italian for foreigners, foreign languages) it also gives details about courses and certifications offered by the European Social Fund, CILS, ECDL; the Foreigners' Council: It is composed of representatives of the territorial communities, training agencies for foreigners (C.T.P. and Primary School), representatives of NGOs. It is chaired by the councillor responsible for immigration in the municipal district of Rozzano. It gathers every month. Its purpose consists in listening to the communities' requests and co-ordinate the training proposals of the different agencies. Through the Immigration Service Point, a counter located in the municipal building open every other day, lots of users have contacted us; Posters, leaflets, distributed in schools, public places, libraries, the Woman Center, National Health Service facilities, and so on; Organisations taking care of foreign minors in the area. The C.T.P has made some agreements with the following organisations: Vocational Training Union(which collaborates with the CFP in Rozzano to organise some integrated courses); Neighbouring municipal districts (like Pieve Emanuele, Lacchiarella, Locate Triulzi): Some agreements regarding courses for foreigners have also been made with other town districts and with ; SEAD (Welfare offices set up by the city of Milan , which deal with foreign minor training;) Internet Website.</p> <p>DE – AKADEMIE</p> <p>A regional guidance office (which helps people to enter the labour-market) chooses candidates after an interview and sends them to the vocational training centre.</p> <p>ES - FACEPA</p> <p>A regional office which chooses a host institution after an interview, Friends.</p> <p>FI - TAAK</p> <p>People are sent to our training courses by employment offices.</p> <p>LT – KDRMKT</p> <p>A) Regional labour exchange offices after an interview with unemployed people; B) Friends.</p>
<p>1.2 Conditions for admission:</p> <p>“Are there certain conditions that have priority access (residence permit, a job, basic requirements)?”</p>	<p>IT - CTP UDINE</p> <p>Anyone who is 15 years of age or older by 31 Dec. of the year of registration and ,if foreigner, has a valid residence permit. Minors from foreign countries need only an ID card or to be presented by a legal guardian.</p> <p>IT - CTP ROZZANO</p> <p>A residence permit, which is not requested for minors because of the right of study . We don't require any language skills because there are different levels: beginners with no literacy, beginners with literacy, intermediate, advanced.</p>

	<p>DE – AKADEMIE</p> <p><i>Candidates should have a residence permit, a work permit, and be entitled to the "Social Allocation": these are sine qua nons. However, other criteria are taken into consideration, too: basic or good knowledge in speaking and writing in the official language according to the needs of employers; good health condition according to the demands of employers;no acute drug - or alcohol - addiction.</i></p> <hr/> <p>ES - FACEPA</p> <p><i>All people of at least 18 years of age have access to FACEPA schools and adult training centres. We give priority to people who have had fewer chances.</i></p> <hr/> <p>FI - TAAK</p> <p><i>Unemployment.</i></p> <hr/> <p>LT – KDRMKT</p> <p><i>High motivation. Conversation, interview.</i></p>
<p>1.3 Is there any guidance, counselling, information or forwarding to other offices?</p>	<p>IT - CTP UDINE</p> <p><i>During the first interview the schooling/training request is verified. In some cases the person might be addressed to another Centre in the province or region, or to another school.</i></p> <hr/> <p>IT - CTP ROZZANO</p> <p><i>Yes. C.T.P. operators give information and guidance to all interviewees on the basis of the interlocutor's personal history and the reasons why he/she contacted C.T.P.. Sometimes interviewees are sent to other training centres in the area. C.T.P. operators often provide them with the necessary contacts.</i></p> <hr/> <p>DE – AKADEMIE</p> <p><i>During the initial interview all requirements regarding the jobs proposed by the employers participating in this action are introduced. If the person does not want to or cannot meet the conditions, he/she cannot be accepted and returns to the guidance office. If a participant realises that he/she is not able to meet the challenges of the working-place, he/receives support from a social worker either to find another job and/or training centre or to solve the problems who inhibit his/her work-performance (for example: by seeing a psychologist or an orthopaedist). Moreover, there is the possibility to work in an enterprise for people with psychiatric problems).</i></p> <hr/> <p>ES - FACEPA</p> <p><i>FACEPA is a federation of entities and offers information about partners, but we can not offer any legal service. In the affiliated schools we offer information about the training opportunities people have at their disposal on the basis of their needs and experiences. Through the multicultural group new needs and interests are analysed as they come up thanks to the immigrants and participants in adult education schemes. The group offers information relevant to meeting all these needs.</i></p>

	<p>FI - TAAK</p> <p><i>Students are guided to further educational schemes.</i></p> <p>LT – KDRMKT</p> <p><i>Yes. Information about marketable professions is given together with information about all opportunities to acquire the necessary professional qualifications. Other activities include individual and group counselling: vocational counselling, vocational suitability diagnostics, evaluations of a person’s social adaptation, problems, job search issues.</i></p>
<p>1.4 Acknowledge of resources and capacities: “The resources and capacities are acknowledged during the first welcoming phase on the basis of biographical information?”</p>	<p>IT - CTP UDINE</p> <p><i>If the request to attend the CTP is accepted, the person is sent to complete the Grade 8 level (licenza media) or to an Italian Second Language module. Normally the requests for long-life-learning modules (English, basic computer use, expressive activities) are handled by the teachers involved with these courses. From the first interview on until the person is put into a learning pathway or module the guidance teacher collects all the biographical information and can sometimes obtain more from and the operators in the service that addressed the person. During the 2003/2004 school year the personal experiences and stories of the people were brought forth in a specific Entrance Module in a Narrative activity held by an expert in the field, and by an activity aimed at producing a Personal Training Portfolio during the Grade 8 course (Licenza Media).</i></p> <p>IT - CTP ROZZANO</p> <p><i>Yes. educational credits are normally recognised, sometimes through a certificate sometimes not. As for foreign minors, course providers are meant to have a sound knowledge of teaching methods and the objectives of the courses, so that they can make intelligent choices, tailor teaching to specific needs and create efficient courses, either individual or in small groups. As regards foreign adults, a guidance course has been provided (within the course for the achievement of the school-leaving certificate) which aims at highlighting personal competencies and resources by means of self-assessment.</i></p> <p>DE – AKADEMIE</p> <p><i>It is examined during the preparatory course; particular attention is given to personal experience, formal professional qualifications and professional history.</i></p> <p>ES - FACEPA</p> <p><i>In FACEPA institutions the educational and professional credits of each person are recognised. Each person’s placement is based on an overall evaluation (working life, the everyday routine...) and is decided together with each potential participant.</i></p> <p>FI - TAAK</p> <p><i>Personal study plans are prepared for all students. Personal capacities are taken into consideration.</i></p> <p>LT – KDRMKT</p> <p><i>No. It is examined during the programme. Particular attention is given to personal experiences through an autobiographical approach.</i></p>

2. Structure of the tool	
2.1 Programme and sequence of the welcoming tool (from the first contact to the definition of a personal training project).	<p>IT - CTP UDINE</p> <p><i>All the necessary information to attend the course/courses is given at this point; 4 – The person attends the annual course or the module in Italian 2 (or English or Computer basics) that he/she has been assigned to; 5 - Training and Narration – in the integrated courses with training institutes the ‘Licenza Media’ course produces a Personal Training Portfolio. The Narrative activity is the starting point for the development of this Portfolio. The scope of this activity is i) to make the person aware of the global involvement required by the learner. ii) to encourage emotional awareness that deeply conditions the learning experience. iii) to develop metaphoric abilities connected to learning experiences.</i></p> <p><i>FOUR MONTH PERIOD 1.1 MODULE I – First welcoming phase and learning phase - first interview, entrance tests, access to learning groups, getting to know the group during the ‘counselling’ session. 1.2 Presentation of the Personal Portfolio regarding personal training and the Narrative activity: - First MODULES in Mathematics, Italian and English; - Integrated pre-professional training activities begin with the Professional Training Institutes who are partners in the learning projects.</i></p> <p><i>SEMESTRAL Phase: - MODULE 2 – Accompaniment 2.1 Interview with evaluation of the work done in the four monthphase. Adjustment of the Study Project. Confirmation or renegotiation of the training pathway; 2.2 Periodic meetings to update the Personal Training Portfolio; - MODULS in Italian, English, the socio-economical area, mathematics and science; - Integrated activities in pre-professional training with the Training Institutes. – Training guidance and developing competences in active job search; - MODUL 3 – Exit Guidance: Final meeting for completion of Personal Training Portfolio; Final evaluation interview and guidance. Conclusive session with the ‘counselor’ on the year’s activities.</i></p>

IT - CTP ROZZANO

Our “welcoming tool” consists of a form divided into two sections: A) questionnaire; B) teaching unit. Through the questionnaire we gather information about: 1) Language needs, 2) personal history, personal projects, motivations to learn a new language, the attended cultural processes. The major events and problems in the life of the user are identified (such as immigration due to economic reasons, asylum, refugee status), as well as the characteristics of his/her migration (temporary, permanent, long/medium term), family composition, the ability to fit in (job, home, contacts with autochthons, criminal record); 3) The link between language skills and participation at work or in society.

The first part of the unit consists of giving a warm welcome to all course participants. Since we don't take for granted that everyone is familiar with the meanings of behaviours, the rhythms and relationships typical of a school context, we deem it necessary to spend some time on the different greeting habits. Sometimes they may create misunderstandings owing to their different meaning in different countries. In order to make a good approach to difference, we think it is useful and stimulating to use team work. Questions are made and a dialogue takes place to look for solutions, so that everybody can put their own competencies at disposal. The second part of the unit is an example of autobiographical laboratory. Within the context of foreign students, we chose to adopt the transformative approach, which consists of a “departure” from one's own identity in order to let the project dimension emerge, discover the potentialities to be developed and formulate a new, strategic choice for the future.

DE – AKADEMIE

Welcoming Tool: Interview, 1 week to examine motivation, language and soft skills. The training programme is developed in 6 distinct phases. - MODULE 1 introduction, getting to know the other participants, development of the personal professional project, the labour market situation, the insurance system, etc. – MODULE 2 competencies required, personal abilities, Training on the job, work experiences, etc. – MODULE 3: bilan of the work-experiences, Skill-training (language), personal project and other obvious priorities, etc. – MODULE 4: Work experience II; skill-training on the job, etc. – MODULE 5: bilan of work-experience, etc. – MODULE 6: Work experience II - EMPLOYMENT.

ES - FACEPA

When a new person arrives at a FACEPA centre, we organise an interview with an educator or volunteer of that centre. Through the interview the two can define educational needs and devise the most suitable educational process (they also decide on the level and the timetables). All these decisions can be changed during the training process if necessary, on the basis of the participant's interests and needs. During the educational process a continuous evaluation of activities takes place; moreover, self-assessment tools are used. When the user is about to finish the course, he /she decides the level for the following year in collaboration with his/her teacher. The welcoming tool that we promote is based on the main idea that participants should always be involved in their own process of learning and in the communities and organisations receiving this new person.

	<p>FI - TAAK</p> <p><i>Interview and personal study plan = Module 1; Get acquainted with the teachers and training centre = Module 2; Finnish courses, on-the-job training and guidance = Module 3.</i></p>
<p>2.2 Relationship with actual needs of the person. "Are the practical experiences and the concrete needs of the person taken into account?"</p>	<p>LT – KDRMKT</p> <p><i>The training process in the field of professional orientation has four steps, in which the unemployed persons get aware of their possibilities, their opportunities, what can be achieved and how to reach the goals. Step one: I can; Step two: I want; Step three: What is possible; Step four: Action plan.</i></p> <hr/> <p>IT - CTP UDINE</p> <p><i>Yes. The content is based on the experiences of the participants. Furthermore, the inductive approach leads to topical subjects and the contextualization of daily experiences or personal experiences.</i></p> <hr/> <p>IT - CTP ROZZANO</p> <p><i>As regards the teaching unit, we stress the importance of the following factors: 1)Recognition of the person as an individual and of the uniqueness of his/her personal history, which cannot be assimilated into other people's experiences; 2)Respect and evaluation of experience and personal culture; 3)Attention to the needs, reasons and expectations; 4)Activation of the user's involvement and participation; 5)Creation of a friendly atmosphere so that everyone feels at ease both individually and in a team; 6)Elimination of linguistic obstacles which hinder communication.</i></p> <hr/> <p>DE – AKADEMIE</p> <p><i>Interviewees usually state that their first priority is to get independent from the welfare system. Another priority is the recognition of professional qualifications. Jobs are chosen in relation to the professional experiences and personal conditions of the participant. If there are problems concerning accommodation, students are helped to find lodgings. If a wife is beaten by her husband she gets help to find a competent counsellor.</i></p> <hr/> <p>ES - FACEPA</p> <p><i>Participants decide during the whole educational process. They decide what they want to learn and how through their participation in different management organisms and the different participatory events. In this way education is adjusted to their needs, requests, worries and interests in the different organisations and centres.</i></p> <hr/> <p>FI - TAAK</p> <p><i>Of course!</i></p> <hr/> <p>LT – KDRMKT</p> <p><i>Yes, the approach is useful to highlight questions and experiences that are further examined.</i></p>

<p>2.3 Duration and articulation of the procedure phases.</p>	<p>IT - CTP UDINE</p> <p><i>The welcoming procedure requires about 10 hours (first interview, entrance tests, access to learning groups, meeting the group). From 15th – 30th September the entrance tests are held in groups within the time period chosen by the learner for his/her learning/training experience.(afternoon or evening). During the course of the year these same activities are done by appointment. The person is accompanied up to the entrance into the course/ learning pathway agreed upon. There are 3 other moments of evaluation of the pathway: I)meeting for the evaluation of the Four Month period (from Sept. to mid Jan.); II) group meeting before the beginning of the learning semester (mid Jan. to mid June); III) sessions for revision of the Personal Portfolio conducted by the guidance teacher (or tutor) group meeting at the end of the learning pathway with a professional counsellor.</i></p> <hr/> <p>IT - CTP ROZZANO</p> <p><i>The interview lasts for one hour on average. It is conducted by one or two teachers. During the month of September, when most of the applications arrive at C.T.P., three teachers devote nearly the whole of their working days to interviews ; this also allows us to organise the teaching activities of our centre. As for the teaching unit, 6 hours are provided for greetings and 8 hours for the autobiographical in-depth study. There are usually two teachers and they both work either individually or simultaneously.</i></p> <hr/> <p>DE – AKADEMIE</p> <p><i>Duration: 12 months, 38,5 hours per week. Modules in the Training Centre. Group work alternated with individual work; individual and group work.</i></p> <hr/> <p>ES - FACEPA</p> <p><i>The educational process is regular and constant in the different classes; activities, workshops, and debates about the different projects of the federation and its organisations take place. There is no time limit.</i></p> <hr/> <p>FI - TAAK</p> <p><i>Varies from 1 month to 10 months training courses. Incl. lessons, training, group work, learning by doing, excursions, counselling: 6 h / day.</i></p>
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	<p>LT – KDRMKT</p> <p>192 hours. The 6-month training programme is divided into 3 stages of 2 months each. Each stage revolves around different goals, and this is why the timetables are different and some aspects of individual, consultative, and group work are dealt with at different times. The participation of social partners, and their role in solving employment and occupational problems, changes during the course of the programme. For the first two months consultants work with the group and provide 16 hours per week of individual consultations; in the third and fourth months 17 hours per week, and in the fifth and sixth months 18 hours per week. In the first two months 4 hours per week are allotted for employment preparation, in the third and fourth months 3 hours per week, and in the fifth and sixth months 2 hours per week.</p> <p>I –II months: 12 hours (tasks in the group) x 8 weeks; 4 hours (individual consultation) x 8 weeks; 4 hours (preparation) x 8 weeks; III – IV months: 8 hours (group tasks) x 8 weeks; 9 hours (individual consultation) x 8 weeks; 3 hours (preparation) x 8 weeks; V – VI months: 4 hours (tasks in the group) x 8 weeks; 14 hours (individual consultation) x 8 weeks; 2 hours (preparation) x 8 weeks; Group work alternated with individual work; individual and group accompaniment.</p>
<p>3. Contents of the tool</p>	
<p>3.1 Are there any pre-requisites regarding competencies and/or training?</p>	<p>IT - CTP UDINE</p> <p>Yes. For admission to the Licenza Media Italiana (8th year of schooling): Italian second language level A2 Waystage of the Common European Framework of Reference of the Council of Europe. Italian 2nd language courses are organized by levels and the prerequisites for the basic course is the ability to read and write in ones own language.</p> <p>IT - CTP ROZZANO</p> <p>In order to be admitted to the interview no particular language competence is required: the unit about autobiography requires a comprehension of basic Italian, the ability of producing written texts at simple level; word-processing skills are welcome.</p> <p>DE – AKADEMIE</p> <p>Vocational qualification according to the demands of the employer. Some employers require basic knowledge in landscape-gardening, metalwork and technical subjects, plastic technology, catering, stock-keeping, production of cables, but they usually do not express concrete qualification and competence needs (except for what is required in most cases: good health, reliable social environment, no actual drug problem).</p> <p>ES - FACEPA</p> <p>There are no pre-requisites regarding competencies and training for participant people. Because of the dialogical learning methodology we think that the most important criterion is the interest in planning one's own educational process on the basis of the previous acknowledgement (experience and previous training) of each participant.</p>

	<p>FI - TAAK</p> <p><i>Varies from none to a certain level of Finnish.</i></p>
	<p>LT – KDRMKT</p> <p><i>Persons not younger than 18 years who speak Lithuanian.</i></p>
<p>3.2 Capacities and/or competencies to be analysed. “Which are the expected resources that a person should possess at the end of the training, in terms of definition of one’s personal project or personal development, training requests?”</p> <p>(Describe know-how, abilities, information, social and personal capacities, etc.).</p>	<p>IT - CTP UDINE</p> <p><i>The Welcoming procedure at the CTP consists in accompanying the person to a leaning pathway within the State school system. Its objective is to create an organ that can i) listen to the learning/training needs of who wants the information ii) distribute information on what the CTP offers iii) test linguistic competences and schooling level of the applier in view of access to a learning group/course and to enable the teachers to prepare the adequate learning programmes. At the end of this phase (interviews, tests and group meeting) the person has either confirmed or modified his initial requests. He has only begun the process of awareness of his capacities and of confrontation and interaction with other people (teachers, colleagues, other operators...).</i></p> <p>IT - CTP ROZZANO</p> <p><i>The tools we provided and used in our welcoming activities have the following aims: a)Recognise and develop communicative competencies in multiethnic and multilingual contexts; b)Develop competencies using different languages: mother tongue, second language, visual and body language; C)Detect personal communicative competencies; D)Meditate on personal migratory project and decide what to do in the future.</i></p> <p>DE – AKADEMIE</p> <p><i>Self-assessment of one’s own capacities by analysing the results of on-the-job training, employment in the company, direct management of one’s own professional and/or life project, reorientation and rearrangement of the project if necessary, getting to know and knowing how to use the competent services; getting to know the professional training system in order to develop a formal career, ability to analyse personal experience, perform a self-assessment and interact with other people.</i></p> <p>ES - FACEPA</p> <p><i>The main goal is to provide people with the chance to learn as much as possible without any barrier based on prejudices that produce inequalities. Each participant establishes (together with his/her educators) what he/ she has learned and what he/ she wants to learn or improve. Training levels and the whole training process is based on this agreement.</i></p> <p>FI - TAAK</p> <p><i>We expect that our students can speak Finnish and are familiar with the Finnish labour market system. They should know how to cope with the Finnish employees and authorities.</i></p>

	<p>LT – KDRMKT</p> <p><i>Self-assessment of one's own capacities, direct management of one's own professional and/or life project, in particular during the decision-making phase. Activating the relevant competent services. Ability to analyse personal experience and learn from results, as well as the ability to interact with other people.</i></p>
<p>3.3 What are the values on which the tool bases itself on (mission of the insitute)?</p>	<p>IT - CTP UDINE</p> <p><i>The student is the centre of the learning experience, with his/her personal experiences, history , sensitivity and ability and desire to communicate. Training consists in the re-elaboration of experiences, that is, a pathway and process of open and continuous learning. At the CTP training aims at: i)improving awareness of self and self evaluation; ii) improving personal competences and increasing basic knowledge; iii) developing better relational and communicative abilities; iv) improving participation and efficacy in the economical, social, cultural and political spheres of life. The objectives at the CTP are to set off self/training by i) transforming motivation into project planning and ii) personal communication into more flexible reasoning and relational ability iii) developing the reasoning process through efficiency and personal satisfaction for what has been achieved.</i></p> <p>IT - CTP ROZZANO</p> <p><i>We made this choice because our activities are based on fixed rules and procedures. They are effective in responding to our needs in the welcoming phase and reach the predetermined purposes. The teaching unit devised an active learning project which takes into account personal history to achieve both cognitive growth and its implementation in a concrete context .The autobiographical course procedure (self-reflexive, re-memorative prefigurative, explanatory, interpretative) starts up an activity of meta-cognition which produces a conscious cognitive growth. By re-discovering individual educational and professional choices and grasping their meaning users are better prepared to face future events. They learn about their own cognitive styles, ways of thinking and learning, and this gives a meaning to their personal experience.</i></p> <p>DE – AKADEMIE</p> <p><i>You don't learn at school only, life and work experiences are important as well. Working on a project for your own future implies considering previous experience; promoting "self-help". Every person is an expert of his/her own life, his/her own abilities and weaknesses,.. Guidance can only highlight existing potential and capacities according to the needs and wishes of the participant.</i></p> <p>ES - FACEPA</p> <p><i>To promote democratic models for adult education, based on the Participants' Rights Declaration and on the Ethical Code of Democratic Adult Education. To foster experiences and exchanges of experiences through formative and cultural activities. To break barriers and to provide chances of access in a quality educational system for people who have had fewer possibilities in the past. To promote the creation of cultural, educational and formative associations open to all participants.</i></p>

	<p>FI - TAAK</p> <p><i>TAAK's mission: To improve the competitiveness of trade and industry in the Pirkanmaa region by providing the adult population with vocational skills in order to meet the requirements of modern society.</i></p> <hr/> <p>LT – KDRMKT</p> <p><i>On the basis of the results of a survey among the graduates of this programme we feel confident that individuals completing this programme will be able to solve arising problems more effectively, have acquired knowledge and skills, are more self-confident, learn how to define their characteristics and professional career, acquire some useful information about traditional and non-traditional job search criteria, and acquire co-operative and social skills that are necessary to perform any kinds of activities. Moreover, experience has shown that more than half of the group participants were subsequently employed.</i></p>
<p>4. Strategies</p>	
<p>4.1 General options and relative pedagogical choices (individual work, group dynamics, e-learning activities, etc.).</p>	<p>IT - CTP UDINE</p> <p><i>The initial welcoming phase for those who will attend the Licenza Media Italiana (grade 8) with integrated pre/professional training comprises: 1) First interview *educational counselling (to get information on the personal situation of the person *collect information on expectations, giving information and encouraging in the training pathway; 2) diagnosis of linguistic and basic competences; 3) introduction into learning groups after the group session with a professional counsellor and the sharing of personal expectations and experiences; 4)presentation of the work plan *objectives, contents, topics, methodological approach, tools to the students in the learning groups; 5)Narration *group module(to identify the learning/training objectives as a) evaluation of ones interior world *intimist dimension b) development of competences and mental flexibility< project planning in view of entrance into the work world *social dimension. For those who come to register for Italian 2nd language, English and basic computer courses during the year, steps 1) and 2) above are followed. The learning approach is inductive and intercultural> it is always inherent to personal and daily experiences of the learners.</i></p>

IT - CTP ROZZANO

The autobiographical method is normally used in our centres. It allows us to organise more interactive lessons, since the participant becomes author and actor of his/her own story. The individual and his/her team have a chance to discover but also to re-shape a project for the future. In individual stories everybody can identify similarities with their own concepts, observations, thoughts, their own life and other people's methods. Everybody can find out about their own "personal way of proceeding", actually. In this phase it is very important to create a friendly atmosphere of mutual acceptance, in order to be free to recall the past without any fear or shame. Participants should be tempted to share their own story and start a new relationship. In our opinion, creating a "cosy" atmosphere means introducing practices which favour openness, mutual understanding, and respect. Meeting other people does not mean judging and describing the differences, but enhancing the differences, while finding the similarities.

DE – AKADEMIE

The preparatory phase of the course consists of an individual interview that aims at collecting expectations and evaluating personal experiences, while reassuring the person on his/her learning/training pathway. The first phase is devoted to group work. The different experiences and the common elements between them are compared with expectations. In this phase, the participant meets the employer, gets familiar with his/her new workplace and his/her future colleagues for the first time. Contents are chosen in order to improve the work-performance, for example: language training, information about the social and professional conditions and procedures (social insurance etc). Other issues are dealt with on the basis of the demands and the needs of the participants. The second phase is dedicated to professional on-the-job training. The participant compares his/her expectations and wishes with the requests at work.

During the third phase –which is rather theoretical - emphasis is laid on reflection about one's own work experience. If the participant cannot cope with the requests of a job, a new professional project has to be developed. The third phase is again rather practical and consists of on-the-job training, with an emphasis on improving working skills. The fourth phase in the training-centre is another moment for reflection. Contents are chosen in order to improve performances at work and the orientation in the social system. Emphasis is laid upon the idea of taking autonomous decisions and making realistic project, either as an individual or as a member of a group. The fifth phase is the last practical phase. The participant has to show that he is able to face the professional challenges connected to his job. The last phase provides a moment for reflection and the development of further professional projects.

	<p>ES - FACEPA</p> <p><i>Participants have the following pedagogical chances through the different schools and organisations of the federation. Formal education, from literacy to secondary education certificates. Non-formal education: Access to training courses and to university; Dialogical literary clubs; Clubs of discussion on current affairs; Language training, oral Spanish, Catalan, English; Dance; Manual workshops; Physical activities; Access to IT equipment. Besides all this, the federation co-ordinates common activities: multicultural groups, literary clubs, congresses, and literacy congresses. Abilities and advantages: formal and cultural improvements, critical thought, autonomous decision-making within certain activities. Other activities are providing chances to express voices and opinions, too. Direct guidance during the whole training process with the participant playing an active role in the life of the centre and in the management of activities.</i></p> <p>FI - TAAK</p> <p><i>We use individual guidance, group guidance, a codified methodology (learning by doing, dramas and so on). We learn also by searching information about jobs, professions, job finding, competence demands. Learners will teach to the other members of the group on the basis of all the information that they have previously found.</i></p> <p>LT – KDRMKT</p> <p><i>During the first step the participants discover their abilities and learn to be more self-confident. By working in the group they realise that they are not the only people in dire straits and that they don't have to be ashamed about their situation. At the end of this step participants have become aware of their capacities. This step encourages them to be more optimistic about their future and motivates them to continue with the program. During the second step participants are encouraged to be as creative as little children and envisage their future. At the end of this step they will have a list of all kinds of jobs, ideas and (im)possibilities. During the third step participants will use the outcome of the previous steps to draw a realistic picture of their possibilities. During this stage they can consider additional studies or a change of perspective in their search for work opportunities. At that stage all elements are clear and an action plan can be drawn up. This plan is a sort of of "personal business plan" which includes a survey of the possibilities on the market, a self-assessment of one's own capacities and instructions on how to apply for a job. In this stage it is important motivate the participant. (After completion of the programme), some people are immediately successful, others will need more time. There is always a small group of people that do not succeed in their new professional life.</i></p>
<p>4.2 Type of guidance (coaching, tutoring, etc...).</p>	<p>IT - CTP UDINE</p> <p><i>There is one teacher at the CTP in charge of proposing, monitoring and verifying the Projects and the Personal Training/Learning Pathways of each person registered. The meetings dedicated to drawing up the Personal Training Portfolio are also periodic moments of evaluation and self evaluation. In the integrated pre-professional training courses there is a class tutor from the CTP present in the class hours at the training institute.</i></p>

	<p>IT - CTP ROZZANO</p> <p><i>Specific tutoring forms are provided for minors, while for adults support and guidance during the course are only possible if there are specific problems to solve, on request.</i></p> <hr/> <p>DE – AKADEMIE</p> <p><i>The participant has a right to individual coaching by a social-worker during the whole project. During the stages of on-the-job training there is a personal tutor at his/her disposal. This is normally an experienced worker (12 months). Orientation and reorientation if necessary.</i></p> <hr/> <p>ES - FACEPA</p> <p><i>The access to the New Technologies is one of the priorities in adult people education. We use them in all the training and cultural activities: videos, Internet, PC uses, etc.</i></p> <hr/> <p>FI - TAAK</p> <p><i>Each learner will get individual guidance i.e. 10 hours over a 12 weeks course.</i></p> <hr/> <p>LT – KDRMKT</p> <p><i>The participant has right to one-two hours of individual coaching for every semester.</i></p>
<p>4.3 Use of technology during the procedure (PC, Internet, filming, other resources....).</p>	<p>IT - CTP UDINE</p> <p><i>PC, data base for CTP registrants. Role-playing. Drawing up of a Personal Training Portfolio documenting the phases of the learning/training pathway followed.</i></p> <hr/> <p>IT - CTP ROZZANO</p> <p><i>Mobile sheets board, overhead projector, sound recorder, videorecorder and videocamera for films, Word processor. Use of Internet to look for images and news about the countries of origin.</i></p> <hr/> <p>DE – AKADEMIE</p> <p><i>Role play on video; writing on a PC, cd-player (listening comprehension).</i></p> <hr/> <p>ES - FACEPA</p> <hr/> <p>FI - TAAK</p> <p><i>Videos, PC, Internet, role games, theatre methods.</i></p> <hr/> <p>LT – KDRMKT</p> <p><i>Lectures, discussions, psychological tests and questionnaires, role-playing games, group projects, videos about social skills' reviews and advice, self-analysis, relaxation, and self-regulation exercises.</i></p>

<p>5. Evaluation (of learning and tool)</p>	
<p>5.1 Is there an initial analysis on the competences that highlights the needs and/or the acknowledgments, and how?</p>	<p>IT - CTP UDINE</p> <p><i>Yes, see above 2.1.2. After the 1st interview a series of entrance tests are set up to evaluate the entrance competencies. Italian students and foreign students have differentiated tests. The counsellor teacher establishes which tests the person must do at the first interview.</i></p> <p>IT - CTP ROZZANO</p> <p><i>During the first interview Italian oral skills are examined, the needs and current competencies are pointed out through open questions inside the written questionnaire.</i></p> <p>DE – AKADEMIE</p> <p><i>During the interview and the preparatory phase the initial needs and competencies are identified (Interview and questioning- and observation-guide). If possible, the acknowledgement of formal qualification begins, but this does not take place very often.</i></p> <p>ES - FACEPA</p> <p><i>Initial evaluations are further tested through an interview with the person in order to evaluate and decide about his/her needs and educational interests.</i></p> <p>FI - TAAK</p> <p><i>Observation during lessons, interviews, tests are the most used methods.</i></p> <p>LT – KDRMKT</p> <p><i>During the initial interview the initial needs are identified.</i></p>
<p>5.2 Is there any form of certification connected to the procedure (informal recognition of qualifications for entering lifelong learning, formal recognition, etc.)?</p>	<p>IT - CTP UDINE</p> <p><i>If the person makes a specific request, usually for work purposes, certification for linguistic/communicative competences in Italian L2 can be given at the end of the welcoming phase. The welcoming phase also gives access to the Advanced Levels (C1 and C2 of the Common European Framework) of the CILS- CERTIFICATION (Italian as a foreign language - University of Siena for foreign students). In the case that a student be transferred during the course of the year to another CTP or any other school in Italy to finish the Licenza Media, all the documentation regarding the period attended is forwarded.</i></p> <p>IT - CTP ROZZANO</p> <p><i>No.</i></p>

	<p>DE – AKADEMIE</p> <p><i>There is no formal acknowledged certificate. But the employer has to certificate all the competence and qualifications - professional and personal – of the participant. The training centre certificates the learning abilities and soft-skills.</i></p>
	<p>ES - FACEPA</p> <p><i>A continuous evaluation of the educational process has been developed inside FACEPA adult schools and organisations; This evaluation is based on users' participation, on certain tests, and different kinds of work performed during the whole course.</i></p>
	<p>FI - TAAK</p> <p><i>We normally use forms with the Finnish people, but they are too difficult for immigrants. So the answer is no.</i></p>
	<p>LT – KDRMKT</p> <p><i>No.</i></p>

5.3 Evaluation mode of the tool (initial evaluation of objectives, final impact, accompaniment, interim evaluation,...).

IT - CTP UDINE

The situation described for the CTP refers to the school year 2003/2004. The welcoming procedure and the Licenza Media course (eighth grade) integrated with the pre-professional training course are organized and conducted following the evaluation and self-evaluation procedure herein described: - May 2003 – General and detailed planning of integrated learning (licenza media) and pre-professional training courses; - September-December 2003 - 35 hour teacher-training module introducing the Personal Training Portfolio and a revision of the learning programme in view of developing competences and making up the Personal T. Portfolio; - January-June 2004 – functioning of the PILOT GROUP (3 CTP teachers, referent teachers and head master, and 2/3 operators from the professional training institute) for the integrated courses with monitoring, testing and evaluation of the training projects being carried out – It is agreed that the Pilot Committee’s work will be documented to offer an on field account of the experience, what has emerged and the outcome. - 30 January, 16 March, 30 March, 6 April, 7 May – During the CTP Personnel meetings the learning/training project being carried out is evaluated. Predefined aspects are discussed, attendance/abandonment/new registrations are analysed as well as the indications that emerge from the questions asked by the students at the CTP. - 28 and 29 June – self-evaluation and final evaluation of the results of the learning/training project for 2003/2004. With regards to the students and the learning process: Monthly teachers’ meetings; Final evaluation at the end of the four-month preparatory course and admission or not to the six-month learning course; Final examinations after the integrated pre-professional training course; Evaluation for admittance or not to the Licenza Media Examinations (eighth grade). The Language Department is formed by all the teachers involved in language teaching, both in the integrated courses and language modules. From the 5th March to 18th June an expert language teacher trainer is responsible for coordinating the drawing up of the curriculum of the Italian L2 and L1 courses and determining the list of competences required in entrance and after concluding the Licenza Media courses. With regards to student evaluation the Italian L2 Module, the English and the Basic Computer Modules have final tests that lead to certification of competencies in the courses attended. There is also an “administrative” evaluation and monitoring on behalf of the Regional School Office (Ministry of Education) and the Town School Office that check the number of people who register, attend, leave and conclude positively these learning experiences.

IT - CTP ROZZANO

An evaluation takes place during the initial phase of tool programming and a final evaluation regarding the achieved results is provided.

DE – AKADEMIE

Permanent evaluation on the basis of observation-sheets, which are discussed with the participant to give him/her a feedback about what he/ she is already doing well and what has to be improved (monthly interviews with the person in charge of on-the-job training and the responsible for guidance). This procedure permits a reorientation if the participant is not able to meet the professional tasks.

	<p>ES - FACEPA</p> <p><i>The evaluation is continuous and the improvement of each person is evaluated individually with the help of educators.</i></p>
	<p>FI - TAAK</p> <p><i>The last discussion takes place with the learner. We are interested in her/his opinions.</i></p>
	<p>LT – KDRMKT</p> <p><i>Questionnaires provided by graduates.</i></p>
6. Personnel involved	
6.1 Qualification and status of personnel (workers, free-lance, volunteers), their professional titles and training.	<p>IT - CTP UDINE</p> <p><i>The teachers involved in the welcoming phase are regular fulltime teachers at the CTP and therefore have the teaching titles and schooling required by Italian law. At the CTP of Udine the 3 teachers involved in the welcoming phase – since 1994 – have attended several specific training courses in guidance counselling with the counsellors of the S.I.Co. (Italian Society for Counselling). Two have had specific personal training: one is a professional psychologist, the other is an operator of the Rio Abierto Method (psychomotor counselling). A professional counsellor from the S.I.Co. holds the group session at the beginning of the 4 month preparatory period of the integrated courses (October) and then again in January when the 6 month learning period starts, and at the end of the learning pathway in June.</i></p>
	<p>IT - CTP ROZZANO</p> <p><i>Language area teachers of C.T.P. and volunteers with support functions for Italian training activities in the classes for foreign minors.</i></p>
	<p>DE – AKADEMIE</p> <p><i>In the training-centre: social-workers and staff graduated in Pedagogy possessing experience with specific target groups. At work: experienced workers/tutors and colleges.</i></p>
	<p>ES - FACEPA</p> <p><i>The Assembly decides where to put people from the different organisations in order to decide about the activities and the projects. The “normal” team is governed by a horizontal structure based on responsibilities and tasks. These tasks are based on the decisions of the Assembly of Participants.</i></p>
	<p>FI - TAAK</p> <p><i>All teachers have University Degrees.</i></p>

	<p>LT – KDRMKT</p> <p><i>Master's, Baccalaureate studies, Degree in psychology. Certified trainers with practice in Mediating in Employment within the Matra project: Support of long-term unemployed people through the development of a local network.</i></p>
6.2 Professional experiences.	<p>IT - CTP UDINE</p> <p><i>The three teachers who are involved in the welcoming procedures have 20, 12 and 5 years of specific experience in dealing with weak adult students (even totally illiterate). All three work in inter-ethnic groups and participate in the creation of an inter-cultural learning/training context at the CTP.</i></p>
	<p>IT - CTP ROZZANO</p> <p><i>The teachers involved have more than ten years of experience with immigrant adults and minors. They have attended refresher courses about issues regarding immigration and guidance.</i></p>
	<p>DE – AKADEMIE</p> <p><i>Group-work, teachers for poorly qualified workers, German-language-teacher, experience in an intercultural context.</i></p>
	<p>ES - FACEPA</p> <p><i>The participation of the students is the most important priority not only as far as the different activities are concerned, but also with regard to the meetings organised in order to work on the project's contents. Students decide all these points. The functions of educators consist in guidance activities, linguistic translation, and the administrative management of the project.</i></p>
	<p>FI - TAAK</p> <p><i>Our teachers are qualified in Finnish language education and guidance. They have a rather long experience in this field.</i></p>
	<p>LT – KDRMKT</p> <p><i>Experience working with the following target groups: young people under 25, people with unmarketable professions, long-term unemployed, social disadvantaged people (disabled, people with children under 14 years of age), pupils. Individual and group counselling to assist people in order to regain self-confidence, stimulate an interest in social life, and evaluate their abilities and interests. Psychological – social work with groups at risk.</i></p>
7. Management mode of the procedure.	

<p>7.1 Formal structures of management (pilot groups, organization chart).</p>	<p>IT - CTP UDINE</p> <p><i>The integrated learning/pre professional training pathways (annual) are monitored by their respective PILOT GROUP, comprising the director and 2 professional training operators,two CTP teachers and the director from the CTP. At the CTP there is one team of teachers responsible for each learning pathway, about 4 or 5 teachers, who operate within their group along with some external experts. For Language learning the Language Department was instituted. It comprises all the language teachers of Italian L1 and L2 and the English teacher – 7 teachers in all. Its work includes drawing up i)the curriculum for the Italian L2 and L1 courses and the list of communicative competencies required in entrance/exit of courses ii) monitoring the work plan and iii) documenting the learning experience. A data base has been set up for collecting learning material, etc. The CTP referent teacher, the maths and computer teachers (5 in all) and an external expert (whose specific job is to develop the Personal Training Portfolio) are involved.</i></p> <p>IT - CTP ROZZANO</p> <p><i>It is provided by a team co-ordinator who works on a par with the operators performing only organisation tasks.</i></p> <p>DE – AKADEMIE</p> <p><i>Organisation chart according to the project.</i></p> <p>ES - FACEPA</p> <p><i>The management of FACEPA takes place through the Assembly. People from the different organisations participate in order to decide about the activities and the projects. In an ordinary team there is a horizontal structure based on responsibilities and tasks. These tasks are based on the decisions of the Assembly of Participants.</i></p> <p>FI - TAAK</p> <p>LT – KDRMKT</p> <p><i>Counsellors discuss during meetings: work to be performed with the groups, individual counselling, participation of social partners.</i></p>
<p>7.2 Informal activities: team meetings, exchanges, ...</p>	<p>IT - CTP UDINE</p> <p><i>The referent teachers involved in the welcoming phase together decide when to meet, confront and analyse the interviews, the information collected and the evaluation of the learning/training needs of the people who were interviewed. Critical points: The different moments of the welcoming phase do not always work into each other well. The student is not always properly accompanied to the following phase with sufficient attention; - the passage from the conclusion of the first welcoming phase to the entrance into his/her learning group is not always well accompanied;- furthermore, there are no moments of supervision over the initial interview and/or the special cases.</i></p>

	<p>IT - CTP ROZZANO</p> <p><i>The phase before the course is a very important moment, not only because of the collection of data, but also due to the evaluation of Italian oral skills. In this phase we prefer the interview with the teachers, an indispensable tool for drawing up our reports. We focus on the global comprehension and the expressive competencies, and in particular on the linguistic structures used. At the end of the interview we fill in an evaluation form. Then we form the groups on the basis of the level of Italian. The first group to experience this test had these characteristics: a)Medium level of education in the country of origin; b)Knowledge of oral Italian regarding even communicative areas not strictly linked to the daily experiences; c)Reading ability of simple texts, narrative ones and current affairs ; d)Weak writing ability.The teachers plan and co-ordinate attendance, using a common method, analysing cross-group problems and arranging cross-subject events when possible.</i></p> <hr/> <p>DE – AKADEMIE</p> <p><i>Meetings and exchanges: -with the tutors at work, -of the pedagogical staff, -meetings of the participants.</i></p> <hr/> <p>ES - FACEPA</p> <p><i>The participation of students is the most important priority not only in the different activities but also in the meetings organised to plan the contents to be dealt with. Students decide all these points. The functions of educators Educators' functions include accompaniment, linguistic translation, and the administrative management of the project.</i></p> <hr/> <p>FI - TAAK</p> <p><i>Team meetings, mentoring, tutoring, professional guidance and other methods are routinely used in our centre.</i></p> <hr/> <p>LT – KDRMKT</p> <p><i>Internal experts.</i></p>
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B. Self evaluation

B3. Are the welcoming procedures «feasible» in your context (for operators and users) and why?	
1° indicator: Acceptability	<p>IT - CTP UDINE</p> <p><i>The welcoming procedure has been defined gradually over a period of ten years. It has, therefore, been experimented and redefined over this period by the two permanent teachers (guidance counsellors) who have been constantly present at the CTP, and for this reason the annually assigned teachers are only marginally involved in it. The welcoming phase is, however, essential in creating functional learning groups and in assuring more continuous attendance at school. The clearer and more careful it is in the sequence of choices, and the learning/training pathway chosen meets the needs, competences and personal conditions (timetables, duration of courses) of the beneficiaries, the more determined they will be and positive the outcome for them. The main problem is to make understand, “feel” the guidance counselling approach in welcoming as very important for the relationship the teachers will establish during the learning phase, in determining the methods used . For this reason the CTP in Udine: (i) organizes periodic training courses for its teachers, (ii) requires that all the teachers participate in decisions regarding projects and organization of activities at the CTP, (iii) asks each teacher to leave documentation of the learning materials etc. used in the CTP data bank . Another critical aspect is the difficulty in sharing (by all the teachers in a learning group) the knowledge and management of the personal pathway of each student, which is handled by the referent teacher. With respect to its students, the CTP must guide them in learning: a) to express their own personal needs in terms of learning/training requirements, b)to know and understand their own learning pathway, c) recognize the process they are involved in*.</i></p> <p><i>It is necessary to keep the learning/training relationship active, as it aims at promoting the person, and must allow for redefinition of the pathway through the learning/training agreement, when the course chosen becomes an impediment and requires redefining.</i></p> <p><i>* for this reason a Learning/Training Portfolio has been introduced</i></p> <p>IT - CTP ROZZANO</p> <p><i>In our centre the co-ordination of operators/teachers dealing with immigrant students is carried out by the same teachers who run the courses for immigrants, both the Italian for foreigners courses and the school-leaving certificate classes. The welcoming procedure and tools are established together, discussed and devised by a group currently composed of three teachers. The presented teaching unit has been realised by two teachers, instead, who have taken advantage of their long experience (more than 10 years long) in teaching to immigrants.</i></p>

	<p>DE – AKADEMIE</p> <p><i>Most of those involved in the programme (participants, employers, training-staff, social-workers, financing Institute, Training-Centre) report the action responds to their needs. Some participants would like more time to learn and fewer hours of work . In most cases the arrangement of theoretical and practical phases is accepted. Some participants want to earn the same amount of money as their "normal" colleagues. Some would even like to get their competencies and qualifications acknowledged in a certificate after one year of training.</i></p> <p>ES - FACEPA</p> <p><i>Common evaluation educator/student; Participation in the decisions; Goals defined by participants; Continuous evaluation; Equality of chances; Cultural intelligence.</i></p> <p>FI - TAAK</p> <p>LT – KDRMKT</p> <p><i>Partly: of language limits.</i></p>
<p>2° indicator: Compatibility</p>	<p>IT - CTP UDINE</p> <p><i>The various parameters of the welcoming procedure and the learning/training pathways involved are suitable to the characteristics of the local context. Proof of this is that the number of people who abandon courses has greatly decreased, while there has been an increase in the number of people who have found an answer to their requests, have continued in other learning/training schools/institutes or come back to the CTP for other reasons, have sent friends and relatives to the CTP.</i></p> <p>IT - CTP ROZZANO</p> <p><i>The teaching unit has been tested in two classes by two other teachers and it has proven suitable for our context.</i></p> <p>DE – AKADEMIE</p> <p><i>Most of the participants find a job at the end of the activities, some of them within three months after the end. It would be nice if some company-tutors might teach professional contents during the phases in the training-centre. The action prepares to an employment in one specific enterprise. It might be good to get a sort of officially recognised certificate since the German labour market requires and lays great emphasis on formal certification.</i></p> <p>ES - FACEPA</p> <p><i>Organs and autonomous decision-making by participants; Access to New Technologies; Multicultural education.</i></p> <p>FI - TAAK</p>

	<p>LT – KDRMKT</p> <p>Partly: of language limits.</p>
B4. Why and in what measure do procedures respect the quality requirements?	
<p>Proximity: does the procedures take into account the feeling, the experiences and pre-occupation of the target?</p>	<p>IT - CTP UDINE</p> <p><i>The procedure is suitable to the learning context, but the teachers must hold on to it tight, because the beneficiaries often resist it. Most people who come to the CTP want to recuperate a school leaving “certificate” and are very conformist in their expectations especially if they are required to be personally involved (exposed) in group work. They have to first overcome their sense of inferiority and fear of failure.</i></p> <p><i>In the Italian Second Language modules the situation is somewhat different. People sometimes expect the learning process to be easier, less formal, or their objective might be lower with respect to the linguistic competence level taught.</i></p>
	<p>IT - CTP ROZZANO</p> <p><i>The procedures and the tools we use to welcome immigrant students asking for information and applying for our courses have been devised considering our own basic characteristics, the different kinds of users and the types of courses we offer. They are therefore based on needs expressed by users, both regarding contents and the actual opportunity to attend classes. The course timetables consider these different requirements: some courses in the morning are attended by women and by unemployed young people , while courses in the evening are designed to encourage the attendance on the part of employed people.</i></p>
	<p>DE – AKADEMIE</p> <p><i>Preoccupation is taken into account. It is the basis for all activities . Jobs are chosen in relation to the user’s personal, professional qualifications and physical (health) condition. Employers often consider the latter as a criterion to exclude some candidates from certain positions. If the participants are not satisfied with the jobs proposed by the training centre, they are required to observe attentively and think about possible jobs within their reach they may take up. This makes them think about their actual capacities and chances. They are also requested to state what companies they would like to work for. Since language skills are often not sufficient, the first contact with the companies is established by the training-centre. During the theoretical phases, some contents are chosen on the basis of the knowledge gaps highlighted by the participants and the tutors in the firms.</i></p>
	<p>ES - FACEPA</p> <p><i>Dialogical methodology for the learning process; Participation in all processes; Direct attention to the needs and interests in educational and cultural requests and worries.</i></p>
	<p>FI - TAAK</p>

	<p>LT – KDRMKT</p> <p><i>Yes but the programme does not include cultural activities.</i></p>
<p>Versatility: Does the procedure take into account the person as a whole and develop a personal project (private and professional) that is coherent with the needs?</p>	<p>IT - CTP UDINE</p> <p><i>Several years of experience has proven the learning pathways and methodology valid and effective. During this school year (2003/2004) the creation of a Learning/Training Portfolio was seen as a rather 'rigid' work mode, too formalized, repetitive at times and centred on aspects that, according to the students, "regarded the teachers" (writing out objectives, strategies, etc.). However, it is necessary to wait till the end of the year, till after the exams, to evaluate its effectiveness and value, when 'looking back' we'll read the documentation of the learning/training pathway through different eyes, thanks to the competences developed in the creation of the Portfolio.</i></p>
	<p>IT - CTP ROZZANO</p> <p><i>A great importance is always attached to personal characteristics, to listening to the users' needs and to support students in case of difficulties regarding attendance or other relevant aspects (this is performed through phone calls, individual interviews, dialogue with families if minors are involved, and so on). Other actions are undertaken to ensure that users do not leave the scheme and are involved in the project as much as possible.</i></p>
	<p>DE – AKADEMIE</p> <p><i>Each participant has the opportunity to develop his/her own career. There are resources at their disposal to cater for special skills like car-driving or lorry-driving. Career planning is offered to participants with better intellectual capacities and/ or greater expectations. Some participants just want to enter the labour-market and obtain a job that allows them to earn their living.</i></p>
	<p>ES - FACEPA</p> <p><i>Dialogical and instrumental process: people learn by interacting with their context and being part of the respective communities. People have the opportunity to take some decisions themselves, thus overcoming social, cultural and academic inequalities.</i></p>
	<p>FI - TAAK</p>
	<p>LT – KDRMKT</p> <p><i>Yes but the programme does not include cultural activities.</i></p>
<p>Participation: Does this procedure involve the user in the definition of a personal training project?</p>	<p>IT - CTP UDINE</p> <p><i>The whole welcoming procedure, guidance, definition and redefinition of the learning/training pathway, moments of final evaluation and definition of a personal project involve the beneficiary in the end. At first the person is guided in answering and interacting within a structured tool (in moments and actions) defined by the teachers. He/she is lead to activate competences regarding reflection on and evaluation of the work done. These operations then become implicit and become a strategic ability of self-learning.</i></p>

	<p>IT - CTP ROZZANO</p> <p><i>The teaching unit devised an active learning project which takes into account personal history to achieve both cognitive growth and its implementation in a concrete context. The autobiographic course procedure (self-reflexive, re-memorative prefigurative, explanatory, interpretative) starts up an activity of meta-cognition which allows for a conscious cognitive growth. By re-discovering individual educational and professional choices and grasping their meaning users are better prepared to face future events. They learn about their own cognitive styles, ways of thinking and learning, and this gives a meaning to their personal experience.</i></p> <hr/> <p>DE – AKADEMIE</p> <p><i>Participants enjoy a high level of participation since they define and follow their own professional project.</i></p> <hr/> <p>ES - FACEPA</p> <p><i>Participation is the most important part of the training and support process in our democratic society. Participants are involved in their own educational processes from the very first day in order to learn, decide, and express their opinions.</i></p> <hr/> <p>FI - TAAK</p> <hr/> <p>LT – KDRMKT</p> <p><i>Users are motivated to choose the programme.</i></p>
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II TOOL – The Personal Education Portfolio

1. Brief description of the Personal Education Portfolio

The *Personal Education Portfolio* realised at the Permanent Local Education Centre (hereafter CTP) of Udine was meant to be a tool aimed at documenting the educational pathway and process of each learner. In fact, the *Portfolio* is a real personal data bank realised through the documentation of learner's experiences and results of the educational processes. It is a tool as well as a device aimed at giving a concrete documentation of the educational competencies previously acquired and the educational pathway began at Centre where the realisation of the Portfolio was implemented.

The aim of the *Portfolio* is to create an educational process document in the view of *lifelong-lifewide learning*, promoting and developing the active role of the learner and rising awareness to be protagonist of his/her own educational experience and life.

The *Personal Education Portfolio* was planned, too, to be an "open" educational device which can be useful to the recognition of learning processes as well as a tool for integration of different learning actions (education, vocational training, non-formal education etc.).

Another objective of the *Portfolio* is to be a "unique" and "flexible" tool of personal documentation, from which you can obtain information or material that can be used for filing specific, urgent documents (i.e. European CV, curriculum for specific job application and so on).

2. Description of the reference target

The *Personal Education Portfolio* implemented at CTP of Udine and in particular the idea of a *Biography* of the educational experience and a *Dossier* are meant to be used as guidelines for and liaison between a variety of educational actions regardless of age and social status. The reconstruction and documentation of formal/non-formal learning experiences, also made in other Countries, as well as the attention paid to the personal biography of each learner, are relevant

and useful for the reference target of the project. Creating the present *Portfolio* stimulates a series of crucial elements in welcoming activities: welcoming and recognition of learner's life experience and culture; paying attention to learner's needs, motivation and expectations; giving responsibility to the learner with regard to his/her own learning process.

3. Objectives of the *Personal Education Portfolio*

Objectives of the *Personal Education Portfolio* can be summarised as follows:

- attention to personal experiences through reconstruction, description, assessment and documentation of learning processes;

- learner's awareness rising with regard to one's personal and professional pathway through reflection on his/her own experiences and their meaning reconstruction;

- self-assessment of educational processes which are considered "authentic" and relevant to the learner, so as to rise awareness, promote learner's self-esteem and self-effectiveness;

- transcription of personal educational story into a "formal narration" device representing a transparent, clear documentation which can be useful passing from one educational system to another or in professional mobility;

- creation of a unique tool of personal documentation from which you can obtain information useful for specific documents such as European curriculum vitae, Euro-Pass etc.

4. Structure of the tool

The *Personal Education Portfolio* is divided in 3 main sections and some under-sections. Even if each section is related to the other ones, its contents are clearly defined. In this way each section can be created or re-elaborated according to the needs of each pathway.

Passport

The Passport is made up by an inventory of modules aimed at reconstructing the personal, learning and educational pathway of the person that fills in the *Portfolio*. The modules are theme-related and can contain all data and information required by European and national forms (i.e. European CV, European Language Portfolio, IFTS certification modules etc.). The modules document working and language experiences, learning and educational pathways

as well as other educational (non formal and informal) experiences and can be used for each experience documented.

Biography

The Biography is made up by 2 sections aimed at documenting the educational process of whom fills in the *Portfolio*.

Portfolio's Biography: in this section the real awareness rising process takes place; awareness of each individual with respect to himself/herself and his/her personal pathway. Each passage and stage of the educational pathway are described in this section, as well as a balanced assessment of the experiences. New targets and implementation strategies are determined. The Biography consists of 3 under-sections aimed at giving support to the continuous construction of the individual pathway:

- **Autobiography**: it is a very personal “on board diary” documenting the pathway stages and the process phases with regard to the writing of the *Portfolio*; the autobiography has to be continuously adapted to the future targets.
- **Competencies**: inventory of the competencies acquired at the end of each educational stage. In this section the personal assessment and the formal assessment can be described and compared with regard to initial objectives.
- **Targets and strategy**: it is the 3rd phase of the construction process of one's personal pathway and ends the reflection begun with the filling in of the previous sections. It enables to determine and explain new targets and the strategies to be implemented so as to reach them.

Stage Biography

The aim is to document the educational pathway and process of each experience. It was experimented at the CTP of Udine during the project aimed at giving adults the lower secondary school qualification. However, the biography was planned to be transferred to and implemented in any kind of formal, non-formal and informal educational experience. The present biography is based on the same methodologies adopted for the *Portfolio's Biography* and is therefore structured in modules. After an initial assessment of one's position within the educational pathway

and specific and general competencies with regard to the stage to be experienced, specific objectives to reach at the end of each stage as well as strategies to be used to reach them are to be determined (INITIAL COMPETENCIES).

At this stage the *Educational Pact* has to be signed, i.e. it is necessary to determine how one's targets and strategies can be attained through the tools offered by the Institution which organises the chosen educational pathway.

In the 3rd under-section the learning process pathway is described: plan of studies, description of the teaching modules, tests, test results, paperwork, didactic material.

Each stage ends with a balanced assessment aimed at comparing the initial evaluations to the competencies acquired with regard to one's initial targets. New objectives and implementing strategies can also be identified.

The documentation of each *Stage Biography* is autonomous and comprehensive. So as to facilitate the consultation of the *Portfolio*, we advise to keep only the final assessment of each stage and collect the most relevant works in the special section of the Dossier.

Dossier

The Dossier is the archive where the following documents are collected: official personal documentation (personal documents, i.e.: copy of identity card, driving licenses, residence permit etc.), other documents related to one's education (qualifications, patents, certificates etc.) and personal products which are explanatory and relevant (*Portfolio* as showcase).

5. Origins and reference theories

The *Personal Education Portfolio* was planned and developed at the Permanent Local Centre for adult learning and education (hereafter CTP) of Udine and was carried out by a work group coordinated by Irma Fratini with the co-operation of Laura Sgualdino and Laura Calò as external experts. The teaching *staff* was responsible for the experimentation of the tool within the integrated learning and vocational training courses offered at the Centre in the year 2003/2004. The structure of the present *Portfolio* is based on the European Language Portfolio; its characteristics and objectives are, on the other hand, original and were adopted after an analysis of the Portfolios proposed by Italian schools and at European level.

6. Note for use

Passport-biography-dossier/documentation are integral part of a work on himself/herself and one's experience requiring an educational relation which has to be considered as "listening relation" and accompaniment to the acknowledgement of one's resources and project. Therefore operators in the field of welcoming and education have to be trained with regard to educational *counselling*, so that any kind of educational action has to focus on continuous promotion and planning of one's life. This joint theoretic and methodological approach contributes to accelerate a short educational process which has a difficult impact, too. It is also advisable that during the *Portfolio's* construction process a "counsellor" intervenes in a distinct and specific way, besides teachers and educators, so as to define better the role played by personal dimension and re-thinking involvement, crucial stages of the *Portfolio*, paying attention to self-objectification and self-reading in metacognitive terms. For further details please refer to the report on the experimentation of the MOSAIC project.

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Portfolio

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As regards the *Portfolio* theorisation and experimentation in Italy is concerned, it is possibile to find all around the web a lot of contributions and testing of this tool made, above all, by technical and vocational high schools. It is very interesting to refer to the IRRE websites in Emilia Romagna and Lombardia, to the web of the district of Trento and to the one by L. Mariani (<http://www.learningpaths.org>).

As far as the working-out of electronic *Portfolio* is concerned, we mention two web sites as example:

<http://www.hyperstudio.com/showcase/portfolio.html>

<http://www.electricteacher.com/onlineportfolio/articles.html>

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<http://www.qca.org.uk/nq/ks/>

<http://www.dfes.gov.uk/keyskills/>

<http://www.basic-skills.co.uk/>

<http://www.keyskillscontext.co.uk/>

<http://www.ukskills.org.uk/>

<http://www.keyskillssupport.net>

About European Language Portfolio:

<http://culture2.coe.int/portfolio/>

<http://www.unifr.ch/ids/Portfolio/>

<http://www.istruzione.it/argomenti/portfolio/index.shtml>

8. The implementation of the Portfolio

The experimentation of the Personal Education Portfolio at CTP centres contributed to the creation of a complete Stage biography of the integrated educational pathway implemented in the year 2003/2004.

In the *Portfolio's* archives provided for by and kept at the Institute you can find both the presentation modules of the pathway and of the didactic planning of each teaching module as well as practical exercises resources and the assessment/self-assessment grids with regard to the results of the personal learning process.

In the *Portfolio* you can find, too, any kind of documentation related to the educational pact (plan of studies, personal education agreement) as well as the four-monthly collective assessment grids. At the same time a *Stage biography* of each integrated pre-professional training course, organised by the Vocational Training Centres IRES and Friuli Venezia Giulia and ENAIP FVG, was created.

On the whole, the *Portfolio* details the complete educational pathway implemented last year and in particular a *Stage biography*, which was realised and experimented and is crucial so as to create the *Personal Education Portfolio*.

Hereafter you can find the modules which constitutes the Passport (first part of the *Portfolio*); the educational pact, the presentation modules of the educational pathway and the summary and assessment grid.

As far as the last point mentioned is concerned, please note that the Presentation module was structured so as to give the reader a clear, detailed overview of the pathway that he/she is going to follow, specifying:

- **General final objectives**
- **Strategies** to implement so as to reach that targets. These strategies are divided as follows:
 - Cognitive – Knowledge and know-how (as articulated in the annual plan of studies);
 - Operational – When, where and how the **Organisation** of the learning/educational activities is carried out;
 - Metacognitive – All activities are accompanied by a continuous reflection in the view of the construction of one’s personal **Portfolio** of the educational pathway.

- **Actions** necessary to implement those strategies:
 - In-class activities – Description of the tools adopted and the methodology followed so as to carry out the didactic activity in the classrooms
 - Self-learning – Description of the activities each learner has to undertake.

- **Skills**, described in a clear and effective way, to be improved and acquired at the end of each stage.

The concepts described in the presentation model are often repeated in order to create a common communicative method to be adopted in the Portfolio and to act in a coherent way during all stages and sections of the experimentation.

The **summary and self-assessment module** was created and used as a tool of reflection so as to end each single stage of the educational pathway.

Teacher have to fill in the module specifying the aims (objectives) of the pathway undergone as well as the cognitive strategies adopted during the whole didactic activity.

Learners have, on the other hand, to assess didactic materials and make a reflection on the **organisational, metacognitive strategies** as well as the **activities** carried out and the skills implemented. In the view of awareness of his/her own learning process and therefore of a

continuous self-assessment, each learner is required to make a reflection and a self-assessment with regard to the **skills/competencies** described in his/her presentation and to his/her personal objectives which can be defined better or modified according to what emerged from the final assessment.

Portfolio's Structure

PASSPORT

- Personal details
- Personal information
- Immigration status
- Present working status
- Working experience (r.f.)
- Language skills
- Language experience (r.f.)
- Present education level
- Educational course (r.f.)
- Training course (r.f.)
- Cultural experience (r.f.)
- Social experience (r.f.)
- Further experience (r.f.)

r.f.=repeatable
form

BIOGRAFHY

- **PORTFOLIO BIOGRAFHY**
 - Autobiography
 - Skills
 - FINAL assessment of subject-related and interdisciplinary competences and strategies used
 - FINAL self-assessment of subject-related and interdisciplinary competences and strategies used
 - Objectives and strategy
- **STAGE BIOGRAFHY**
 - STARTING skills
 - Assessment and self-assessment
 - Objectives
 - Strategies
 - Training pact
 - Learning course
 - CVs
 - Modules
 - Stage diary
 - Jobs
 - HALF-WAY/FINAL competences
 - Assessment and self-assessment
 - Objectives
 - Strategies

DOSSIER

- Documents
 - Personal documents
 - Certificates (certified and official documents)
- Particularly significant and typical personal products

Portfolio project

CTP-Udine 2003

Edited by Laura Sgualdino e Laura Calò

Personal details

Name _____

Surname _____

Date of birth _____

Place of birth _____

Taxpayer identification number _____

Citizenship _____

Nationality _____

Residence Address _____

Contact address _____

Phone _____

Mobile _____

E-mail _____

Documents and certificates available

Included in this dossier

Enclosure reference _____

Personal details

Marital status _____

Children

Number of children _____

Dependents, if living together _____

Fulfilled military obligations

Driving license

Grade _____

Means of transport available

Other information _____

Documents and certificates available

Included in this dossier

Enclosure reference _____

Immigration status

How long have you been in Italy? _____

Reason for coming to Italy _____

How long have you been in Friuli? _____

Reason for coming to Friuli _____

Have you lived yet in other countries other than your home country? Which one(s)? _____

Reason for moving to another country _____

What is your immigration status in this country? _____

Do you have a certificate? _____

Type of certificate _____

ID number _____ Valid until _____

Documents and certificates available

Included in this dossier

Enclosure reference _____

Present working status

Working

Employee

Self-employed

Primary sector (agriculture, stock farming and mining)

Secondary sector (industry and handicraft)

Tertiary sector (trade and service)

Description of activity or duties _____

Housewife/houseman

Looking for first job

Unemployed

Retired

Other _____

Documents and certificates available

Included in this dossier

Enclosure reference _____

Working experience

Length of a single working experience (from - to) _____

Job description _____

Main duties and tasks _____

Company or sector description _____

Name and address of employer _____

Comments _____

Documents and certificates available

Included in this dossier

Enclosure reference _____

Language skills

Usual language spoken _____

Languages	Listening	Reading	Writing	Speaking	Conversation	Level statement is based on... (certificates, experience, etc.)	Period of language learning or experience (years)

Documents and certificates available

Included in this dossier

Enclosure reference _____

Language experience

Length of a single course/language experience _____

Country in which you have attended the course/had your language experience _____

Description of language experience _____

Name and description of the institution where you attended the course _____

Name of course attended _____

Certification/degree obtained _____

Level of language knowledge acquired through this experience (European framework parameters) _____

Documents and certificates available

Included in this dossier

Enclosure reference _____

Present education level

Number of school years attended _____

Education level acquired in your home country _____

Level statement is based on... (certificate, degrees, statements, etc.)

Period (from - to) and end date of school attendance _____

Last grade attended _____

Documents and certificates available

Included in this dossier

Enclosure reference _____

Educational course

Year of enrolment and length of the educational course _____

Name and description of the institution where you attended the course _____

Name of course attended _____

Have you obtained a degree?

Description of degree obtained _____

Reasons for not completing the course or not obtaining a degree _____

Main subjects studied _____

Were you awarded a study grant?

<u>Title of study grant</u>	<u>Issued by</u>	<u>Reason for granting</u>	<u>Length (from - to)</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Documents and certificates available

Included in this dossier

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Enclosure reference _____

Training course

Year of enrolment and length of the training course _____

Name and description of the institution where you attended the course _____

Name of course attended _____

Name of relevant European programme or project (if possible, please state community details of the course)

Level of training course beginners advanced continuous

Have you obtained a degree?

Description of degree obtained _____

Reasons for not completing the course or not obtaining a degree _____

Description of course contents _____

Description of acquired competences _____

Description of assessment method _____

Have you done a traineeship, an apprenticeship or a stage?

Course or stage name	Name and description of hosting company	Activity or duties	Period

Documents and certificates available

Included in this dossier

Enclosure reference _____

Cultural experience

Year of enrolment and length of the training course _____

Name and description of organizing authority, institution or association _____

Name and description of course attended _____

Have you obtained a certificate?

What sort of certificate? _____

Documents and certificates available

Included in this dossier

Enclosure reference _____

Social experience

Length of a single social activity _____

Institution, association, context or place _____

Description of activity _____

Documents and certificates available

Included in this dossier

Enclosure reference _____

Further experience

Length of a single activity _____

Institution, association, context or place _____

Description of activity _____

Activity contents _____

Documents and certificates available

Included in this dossier

Enclosure reference _____

EDUCATIONAL AGREEMENT

2002-2003

Surname _____ **Name** _____

Date:

NOTES

Aims and objectives of educational action at Permanent Local Centre

Educational planning at CTP aims at giving a service supporting the personal development of each individual and guaranteeing adults the right to *lifelong* and *life-wide* learning as well as the right to citizenship.

Objectives of educational planning at CTP:

- Improve low learning and education levels for the development of personal education and employability;
- Develop co-operation among CTP, secondary schools and local Authorities so as to create a *local educational system* able for the implementation of adult structured in flexible, open modules;
- Create personal learning programmes adopting *school credits* and a common *certification* system in all schools;
- Develop guidance, information and counselling activities besides the other services offered by the school system, vocational training and job centres.

The quality of CTP activities consist in being educational opportunities useful to

- (i) **promote and improve self-knowledge**, acknowledge and express one's resources and *talents*
- (ii) support **the learning process aimed at acquiring *functional core knowledge and skills***,
- (iii) **develop relational and communicative skills** so as to have a self-determined role within society as well as in economic and political filed at different levels.

Educational actions at CTP focus on **experience, communication and relationship**.

Final general objective of the course is to start one's self-education through motivation and development of one's communicative and cognitive skills.

For the successful implementation of educational actions the SCHOOL AUTHORITY guarantees following CONDITIONS:

- adequate **spaces** with regard to educational activities and personal needs - accessible, clean, illuminated and heated;
- **study facilities** such as photocopying, books, libraries, computer rooms, language centres, projectors etc. ;
- **safety and care** service during lecture time;
- **office hours:** Mon Wed and Fri from 10 a.m. to 1 p.m. ; Mon to Fri from 5 p.m. to 8 p.m.;
- **tutoring and guidance service:** Prof.,
- **Personal Educational Agreement** with individual plan of studies.

For the effectiveness and the successful results of the learning process/course EACH TEACHER GUARANTEES the following CONDITIONS:

- presence and punctuality at each lesson,
- attendance registration and timely communication to families in case of long or unjustified absence from lesson;
- creation of a serene, constructive and dialogue-friendly atmosphere;
- adapting communication strategies to the learner's effective "listening" capacities;
- topical didactic actions based on the characteristics of the subjects covered and referred to learner's experiences;
- adopting methodologies facilitating different rhythms and styles of learning process and different initial and attendance conditions of each learner;
- organisation of assessment tests (when, how) to be timely recorded in the class register;
- timely correction of the assessment tests, explanation of the evaluation criteria and clear communication of the results that – in case of under-aged learners – will be recorded in the Personal Student Card.

Teachers' Signature

The following conditions have to be guaranteed so as to realise the objectives defined in the educational project.

PERSONAL CONDITION to be guaranteed by each learner:

- attendance³ at each lesson and punctuality;
- justify absence, late arrivals and early leaving in the PERSONAL STUDENT CARD; in case of absence for more than 5 days (holidays comprised) please hand in medical certificate;
- switch off mobile phones at the beginning of each lesson, apart from emergencies;
- actively participation during each lesson;
- return the material at the same conditions you have borrowed it;
- buy the study material and bring it to each lesson;
- keep and order the material given by the teacher;
- co-operate with the people attending the same course;
- sit the assessment tests.

CONDITIONS to be guaranteed by each LEARNING GROUP:

- leave clean and in order the classrooms after the course;
- respect each person at the CTP (fellows, teachers, caretakers etc.);
- willing to work in group;
- co-operate with the people attending the same course.

COURSE CONDITIONS to be guaranteed during each learning course:

- don't interrupt lessons without inopportune reason;
- listen to and speak one after another;
- listen to and acknowledge others' opinions;
- create a good, serene atmosphere with the people participating in the course;
- respect rules, be patient;
- leave classrooms only in exceptional cases;
- respect each person, whatever her/his role is, whatever age she/he is, if man or woman, if Italian-speaker or not;
- acknowledge the difficulties of people participating in the course;
- if in difficulties, ask for explanations and accept to be helped by the others.

Student's Signature

³ Learners have to attend at least 70% of each learning course/module

EDUCATIONAL AGREEMENT OF _____

(This part has to be completed by the learner)

Please motivate the enrolment at the course:

Please write the objectives you want to reach:

Elements of the personal project:

(This part has to be completed by the teacher/tutor)

Educational programme 2002/2003

- literacy programme (linguistics and culture/linguistics)
- LOWER SECONDARY SCHOOL certificate
- integrated programme of vocational training _____
- Tailor-made educational programme _____

-
- vocational training / lifelong learning activities _____
-

Implementation time

- module/s__ of ___ hours
- scholastic year
- pluriannual

NOTES _____

Assessment and evaluation methods

- didactic assessments
- Final assessment test
(subject/programme)
- Final Examinations
(primary/low secondary school)



Centro Territoriale Permanente
per l'età adulta -via Torino-
Udine

Portfolio _____

Stage biography _____ date _____

Document:

EDUCATIONAL AREA: Lower secondary education
MODULE:
SUBJECT MATTER:
TEACHER:

Final general objectives	(stating general objectives)	
Strategies	Curriculum (<i>cognitive</i>) (stating a very short summary of annual curriculum with regard to knowledge and abilities; example: titles of training units)	
	Organization (<i>operative</i>) (stating temporal articulation and modules/listing materials that will be used in class)	
	Portfolio (<i>metacognitive</i>) Lessons will be always accompanied by a steady reflection on activities carried out and will yield a useful documentation to build the Portfolio	
Actions	In-class activities (stating general methods of conduct: frontal lessons, group work... and some activity types: exercises, use of audiovisual aids, debate...)	
	Self-learning (stating suggested tools that the teacher can provide on request: reading suggestions, exercises, considerations on learning...)	
Competences	(stating descriptions of final general competences)	81

tools



Centro Territoriale Permanente
per l'età adulta -via Torino-

Portfolio _____

Stage biography date _____

Document: Summary and self-assessment form

TRAINING AREA: Upper and lower secondary education
STAGE:
SUBJECT MATTER:
TEACHER:

SUMMARY AND SELF-ASSESSMENT FORM

Course OBJECTIVES	
--------------------------	--

STRATEGIES	Curriculum <i>(cognitive)</i> (module objectives with regard to knowledge/know-how/self-awareness)	Knowledge Know-how
-------------------	---	-------------------------------------

Portfolio (metacognitive)

Please state provided and self-made materials which are part of portfolio course for guidance and awareness of one's training course.

In-class activities

ACTIVITIES *General methods followed to carry out activities: frontal lessons, group work...*

Types of activities carried out: exercises, use of audiovisual aids, debate...

Self-learning activities

Suggestions that teacher can give on request: readings, exercises, considerations on learning...

Presence

COMMENTS

on the training
 activity carried
 out

Motivation (attention and engagement)

Make comments on your attitude during the activities that have been carried out, on the activity or activity feature on which you focused your attention more than anything else, on your ability to pay attention, when you find it easier and when harder...

Relational nature (one's way to be in relationship with others)

Make comments on your attitude towards the people you cooperated with and say if it was targeted and effective from the point of view of work

Working method (collecting and storing materials; following instructions; self-sufficiency; etc)

Make comments on your ability to organize work effectively and independently, to recognise, understand and process instructions and information



SELF-ASSESSMENT

ACQUIRED OR
DEVELOPED
COMPETENCES

According to the results of your considerations and self-assessment, what are your new priority objectives?



Centro Territoriale Permanente
per l'età adulta -via Torino-



Portfolio _____

Document: Competence inventory

AREA OF TRAINING PLANNING:
STAGE:
EDUCATIONAL AND TRAINING AREA:
TEACHERS:

Competence	
Description	
Strategies	
Actions	
Assessment methods	

9. Example of use

As an example we enclose part of the Personal Education Portfolio realised by a learner attending the integrated course for education and training called “S.O.F.I.A. - Supporto di Orientamento e Formazione per l’Inserimento Attivo” (i.e. “Guidance and Training Support for Active Inclusion”), organised by the CTP of Udine and IRES FVG in 2003/2004.

In order to respect privacy criteria and make the text more readable, the following pages (in Italian only) refer just to the stage biography at IRES and are divided as follow:

- presentation of the training course;
- educational pact signed between the learner and IRES FVG;
- presentation of the training unit “Tecniche e strumenti per la ricerca attiva del lavoro” (i.e. “Methods and tools for active job search”);
- self-assessment paper regarding the acquired competencies, filled by the learner at the end of the unit.