

Welcoming/reception of foreign students:

The Adult Education Center as a harbour to arrive and leave to other several journeys



Accoglienza al Centro per l'Istruzione degli Adulti

"homo sum et nihil humani a me alienum puto"

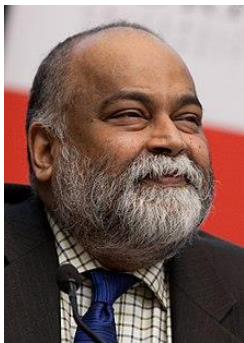
I'm a human being and nothing human is strange to me

Je suis un homme et rien de ce qui est humain ne m'est bizarre

Frames of meaning:

- **andragogy by Knowles, *The adult learner. 2005***

- 1) **motivation** as main important source in an adult learning curriculum
- 2) **self-directionality** of the learning curriculum
- 3) **trust** atmosphere in the group of learners
- 4) **effort and support** by the teacher who facilitates and makes the school experience easier
- 5) **learning by doing** and authenticity of the objectives and the targets



- **capacity to aspire** (Appadurai, 2011); **conscientization** (Freire, 1970); **capability** (Sen, 2011)

- **affective-humanistic approach** as in the synthesis offered by Balboni, 2017:

1. the student is a person
2. the language acquisition is bidimensional: neurologic and psychological
3. each student is unique
4. learning is hard, I want to learn if it is important for my life. It can become easier if the relationship between the teacher and the learner is meaningful
5. the mistakes are important signs of learning improving
6. the student learns through the mind and the body

- **sociolinguistic profile** as described by Egle Mocciano in the course *"Italian as L2 for low schooling adults"* financed FAMI 2022 for language teachers and educators

We can apply the affective-humanistic approach in teaching languages as L2 and we can use some questions like: how many and which are the languages that you know and employ?

The ability of speaking more languages is a resource, no matter which language is spoken

Laws, regulations and guidelines:

1. Lisboa Strategy 2010 *Education and vocational training to live and work in the knowledge society*

development of local learning centers,
promotion of new basic competences, especially in the ITC,
promotion of a more transparent qualification frame

2. L. 92/2012
Labor Reform in Italy, wellknown as Riforma Fornero in the art. 51 we can read the definition of long life learning and the meaning of formal, informal and not-formal learning
3. Guidelines for the institution of Adult Education Centers in 2015
4. ET Europe 2020: where are we about Lisboa strategy?

Welcoming procedure:

1. the first contact
2. the initial analysis: the wellcoming person acts like a tailor; the interview is like a hug; the training offer is like a roundabout



3. testing of the functional competences
4. reflections and “first” conclusions about the personalization of the studies curriculum
5. proposal and discussion of the personal studies curriculum

Welcoming procedure (some data): Who? When? By whom? How (iterativity)? Why?

Balance of strengths and weaknesses

Suggestions of an improvement plan