

A GOOD PRACTICE FOR EDUCATION
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Education processes of Immigrant Adults

Prof. Francesco Tesi

Introduction

CPIA activities since 2015 is largely, but not entirely, dedicated to education of people coming from poor and devastated nations, i.e. asylum seekers. Most of them need not only Italian language knowledge but also integration in our country. Unfortunately, they do not know how much time they will spend in Italy, in the cooperative hosting them, and that time may depend on their capacity to get a job. Therefore, they need a fast and useful education. Due to the big amount of people coming from those countries, to speed up this educational process, CPIA has established a special agreement with several cooperatives hosting them.

Title of this Good Educational Practice
<i>Establishing good relationships with private associations to guarantee an efficient education system.</i>
About the experience (Country, city, Institution, academic year, total hours of the activity ...)
<i>Agreement involving 7 cooperatives in Padua province for planning educational courses 4 to 8 months long with 10 to 15 hours a week.</i>
Studies or type of training in this Good Practice (educational level or type of course)
<i>Italian L2 courses giving skills for the sixth grade course and sixth grade courses.</i>
Descriptive keywords that define this Good Practice
<i>Adult foreigners, social integration, efficient learning, official degree.</i>
Goals and competences
<i>The Agreement aims to facilitate Italian language knowledge achievement and the sixth grade achievement for foreigners asylum seekers hosted on sites situated in CPIA Padua area.</i>
Brief summary
<i>The agreement considers a positioning test to create consistent groups, for A1 and A2 level according to the CEFR; for each of them 10 hours a week are guaranteed including Italian language (6 hours), math (2 hours), english (1 hour), technology and ICT (1 hour). Students who positively complete an A2 course can participate to the sixth grade course where the some subjects are taught in a deeper way.</i>
Students' profile (women and men's number, ages approx., occupation, educational initial level)
<i>Each group is made up of almost 15 students, asylum seekers, most of them male aged from 20 to 30 and not alphabetized in their own country or at a very low level. Most of them, also, is searching for a job so they need to know basic Italian words and get an official degree.</i>
Staff involved and their level of participation (teachers, guidance, other institutions ...)
<i>A group of four to six teachers performs the course, but also teachers in their own cooperatives.</i>
Methodology (phases of activity, types of activities carried out, spaces used, etc.)
<i>Before school begins, students are trained in cooperatives for some months; then they come to CPIA for a test and then grouped according to their ability. Lessons are performed using audio video devices in classrooms and in ICT lab, sometime outside school, walking through the streets, shops...</i>
Assessment implemented
<i>These courses have a final grade assessment: A1 or A2 and sixth grade; the mandatory minimum of attendance (70%) must be satisfied.</i>
Weaknesses or difficulties
<i>Different referents from different cooperatives have different ways to communicate with their hosts and with our teachers or referents. Sometime the first level of Italian language knowledge is too low.</i>
Strengths or success

Stable and consistent groups are created with a considerable advantage for teaching and good results in term of attendance and involvement.

Observations

The agreement define also a way to control the participation of students, using online-shared sheets. In this way, cooperatives referents know exactly if students come to school and their percentage of presences. The agreement establishes the maximum number of absences in a week so that different cooperatives could send new students replacing those who are missing, to guarantee the same chance to most people.

Civic Training Sessions

Prof^a. Annalisa Spinello

Introduction.

CPIA-Centro Provinciale per l'Istruzione degli Adulti (Adult Education Province Centre) is in charge of different duties and tasks, among them there is also the reception of foreign citizens not belonging to states of the European Union. This is because since March 2012 special immigration laws have provided for several steps to allow foreign people to stay in Italy as provided for by the long-term residence permit. CPIAs of administrative region of Veneto are the only ones in Italy that carry out this activity on behalf of the Ministry of Internal Affairs in collaboration with the offices of the local Prefectures.

Main steps concern: knowledge of social coexistence, rights and duties of citizens, Italian language and culture, respect for the rules of civil coexistence within 5 years of arrival in Italy through different training paths offered to foreign people, some of them are mandatory. One of these mandatory activities is constituted by "Civic Training Sessions" (Sessioni di formazione civica) that allow people "to gain" some to acquire some points for the residence permit.

Title of the Good Educational Practice
<i>C Civic Training Sessions</i>
About the context (country, city, Institution, academic year, total hours of the activity or complete course)
<i>Foreign citizens have to follow a training session of 20 hours held by CPIAs' teachers who are recruited on a voluntary basis. Participants are identified and selected by the local Prefecture (the local office of Ministry of Internal Affairs) based on their arrival in Italy. Prefectures invite foreign citizens to reach a CPIA school to attend the civic training session as a part of the integration agreement signed on their arrival in Italy.</i>
Type of studies or training (educational level or type of course)
<i>Training on civil cohabitation in Italy, rights and duties concerning health, work, schooling, Italian language and culture.</i>
Keywords or descriptors defining the Good Practice
<i>Introducing to the life in Italy, Starting with basic information about personal security, Promoting inclusion, Supporting social and cultural inclusion, Introducing to the Italian language.</i>
Goals and competences
<i>Goals are of two types: Main goal: to allow newly arrived foreign people to respect the pact signed with the Italian State Secondary goal: to allow CPIAs to intercept foreign people for an Italian language learning path and other training paths for adult students.</i>
Brief summary
<i>During the twenty hour session participants are introduced to five topics:</i> <ul style="list-style-type: none"> - <i>Content on the citizenship,</i> - <i>Basic infos on the agreement signed at their arrival in Italy,</i> - <i>Working in Italy: rights and duties,</i> - <i>Health in Italy,</i> - <i>School life,</i> - <i>Housing in Italy.</i>

Students' profile (women/men's number, age, occupation, educational initial level)
<i>Foreign people not UE citizens just arrived in Italy mainly for reasons of work or for family reunification. The age is various from under 18 to older people. Groups can be composed from 13 to 20 person.</i>
Staff involved and their level of participation (teachers, management, other institutions involved)
<ul style="list-style-type: none"> - Teachers and administrative staff of CPIAs centres recruited on a voluntary basis - Local office of Italian Ministry for Internal Affairs (Prefecture) - Region of Veneto
Methodology (phases of activity, types of activities, spaces used, etc.)
<ul style="list-style-type: none"> - Region of Veneto provides staff involved with different materials (handouts, videos, slides) in 20 different languages all over the world - Teachers deliver the sessions on their preferences depending on the number and nationalities of provenance of participants - The technological supply consists in handouts, slides, and audiovisual supports (videos of 45 minutes each)
Assessment
<ul style="list-style-type: none"> - The courses are aimed to the release of a final certificate of attendance specially needed to respect the agreement pact - A mandatory attendance of 100% is required. - There is no a final exam or any other assessment tool
Weaknesses or difficulties
<p><i>Main difficulties of these training sessions:</i></p> <ul style="list-style-type: none"> - First problem is to obtain information about the cultural level of participants, the level of their previous schooling. The Prefecture invite people only on the basis of their nationalities: as consequence the CPIA teachers have to accept the group that can be composed from 20 person of a single one nationality o 20 people of different nationalities, - Second problem is the difficulty to work with any cultural mediator who could help in translation of main contents and in transmission of cultural contents with the respect of cultural values and traditions of arrivals, - Finally it is sometimes problematic to keep together people with very different cultures, ideas, interests, ages.
Strengths or success
<p><i>Main strenghts of these training sessions:</i></p> <ul style="list-style-type: none"> - to intercept foreign people who do not know the activities for the reception and integration of immigrant adults, - be constantly connected with the quantity and quality of migratory flows to plan future training activities.

Education in prison

Prof^a. Enrica Cortella

Introduction

The Italian State School System offers adult people the opportunity to enter learning and training programs in order to obtain a school Diploma of lower or higher level. CPIA-Centro Provinciale per l'Istruzione degli Adulti (Adult Education Province Centre), being part of MIUR-Ministero Istruzione Università Ricerca, is in charge for these courses. It is an educational model based on the Italian public school system. These courses are held by

State teachers and are offered to both Italian and foreigner students over 16 years old who, for various reasons, could not attend a regular school program to the end. Therefore, students at CPIA can be of very diverse age and origin.

One of the CPIA aims is to organize educational courses inside prisons, in favour of people in custody, as part of their institutional re-educational programs, to promote their education and social inclusion and to boost individual competences and self-esteem.

Title of the Good Educational Practice
<i>School education for people in custody</i>
About the context (country, city, Institution, academic year, total hours of the activity or complete course)
<i>Courses are held by “CPIA Padova - Centro Provinciale per l’Istruzione degli Adulti idella Provincia di Padova” at “Istituto Penitenziario Due Palazzi Padova” and “Casa Circondariale Padova”(Italy), 12- 15 hours per week, from September to June, and they last one year.</i>
Type of studies or training (educational level or type of course)
<i>Italian L2 level pre-A1, A1, A2; course of 1st level 1st didactic period; course of 1st level 2nd didactic period.</i>
Keywords or descriptors defining the Good Practice
<i>integrating institutional re-educational programs, promoting education and inclusion, boosting individual competences, improving students' motivation and self-esteem, developing social and language skills</i>
Goals and competences
<i>Competences in: “learning”, analyzing concepts, communication, situating/applying knowledge to daily life, concern for quality performance</i>
Brief summary
<i>The topics for Italian L2 levels pre-A1, A1, A2 are as required by the European Standard Levels of L2 knowlegde. The topics for the course of 1st level 1st didactic period are as in the Italian School System curricula for adult learners. The topics for the course of 1st level 2nd didactic period are the general culture curricula plus specific training subjects in agreement with Professional Training Institutes.</i>
Students’ profile (women/men’s number, age, occupation, educational initial level)
<ul style="list-style-type: none"> - The population in the penitentiary of Padova consists exclusively of men. - The number of students per class ranges from 5 to 20 according to students needs and assessed initial level. - They are all aged over 18 and can range to 70 or more. - Only a few are Italians, the great majority are foreigners, from East Europe, Africa, Asia, South America. - Their occupational experience is also very different. - The educational level varies from pre-school or illiteracy to university level in their country. - Classes are formed according to students’ needs and literacy level.
Staff involved and their level of participation (teachers, management, other institutions involved)
<i>- Courses are held by a staff of 3 teachers for Italian L2 level pre-A1, A1, A2; a staff of 5 teachers for the course of 1st level 1st didactic period and the course of 1st level 2nd didactic period.</i>

<p>- They all have to refer to the School Director and at the same time they are in touch and direct relation with the administrative and security staff of the structure they work in.</p>
<p>Methodology (phases of activity, types of activities, spaces used, etc.)</p>
<p>- The methodological strategies vary from lectures to cooperative work, from eliciting pre-knowledge to presenting new topics and providing material for personal or class study, mainly guided study, sometimes individual, rarely autonomous.</p> <p>- Most classes are located in a dedicated section of the building on the ground floor, but some lessons take place directly in the detention sections on the first or second floor.</p> <p>- The technological supply consists in 1 photocopier, 1 recorder and 1 LIM.</p>
<p>Assessment</p>
<p>- The courses are aimed to the release of a final certificate or a diploma with legally recognized value in Italy and Europe.</p> <p>- A mandatory minimum attendance of 75% is required.</p> <p>- There is a final exam based on European Standards for L2 knowledge and on Italian School System curricula on the following subjects: Italian, Mathematics, Geography, History, Informatics and Technology, English.</p>
<p>Weaknesses or difficulties</p>
<p>- First problem is to obtain clear information about the students' school career, formal and informal education, occupational experiences; this is often due to lack of communication skills. This set of information, together with the enter test, would help in better assessing their learning needs.</p> <p>- Second problem is a difficulty in obtaining information from the Penal Institution about other scheduled activities in which the students are involved and which often prevents them from regularly attending classes.</p> <p>- Third problem is related to the students' lack of concentration due to overwhelming personal concerns (about family, process, money income, restrictions, crowded/hostile environment etc.)</p> <p>- Then, in general, adults can have some difficulties in memorizing, changing learning style, modifying approach to activities.</p> <p>- Finally it is sometimes problematic to keep together people with very different cultures, ideas, interests.</p>
<p>Strengths or success</p>
<p>Success takes into account the following parameters:</p> <ul style="list-style-type: none"> - <i>Quantitative</i>: the number of students who successfully complete the course; - <i>Qualitative</i>: the positive feedback on the part of the students who refer that they feel to have changed for the better in the course of the year; - <i>Social</i>: a developing awareness of one's duties and rights in a group context; - <i>Personal</i>: recognition of one's interests, abilities, competences; reinforcement of motivation and self-esteem; sometimes, re-definition of life projects; - <i>Cultural</i>: widening one's horizons and increasing general knowledge; - <i>Communicative</i>: improvement of initial linguistic and logical competences (speaking, analysing, understanding)

Observations

Sometimes teachers risk to be involved in or overwhelmed by the psychological stress of people living a detention experience.

Teachers must observe specific procedures in entering and operating inside jail. They are constantly relating to the internal security and police system.

It is important to avoid judging the person and his crime, and make clear the difference between school assessment, life values assessment and criminal proceedings.

Often, students come to classes because they feel school as a space of liberty, where they can express themselves and learn to compare ideas.

Contrasting “Drop out”

Introduction

From the 2016The CPIA of Padova is an active partner in the “Out-of-School” regional project to combat early school leaving. The project incorporates lines of work already present in the CPIA (bringing the children over 16 to accomplish the basic level of schooling), specifying them in the fulfillment of the compulsory education and then dedicating them to one of the most marginal and fragile sections of the school population, students who, enrolled in second-level schools or vocational training centers, collect numerous failures until they are removed from educational institutions or withdraw from their own will. They are boys and girls, but especially males, to whom the school and training system cannot provide adequate answers, mainly due to lack of resources. The project intends to direct them towards a scholastic, training or working path, recovering motivation and developing the personal, social, cultural and disciplinary skills needed

Title of the Good Educational Practice
<i>Project “Fuori Scuola” against drop out of young adults</i>
About the context (country, city, Institution, academic year, total hours of the activity or complete course)
<i>“Fuori Scuola” project is lead by Province of Padua (specifically, the Work Centre for unemployed men and women over 16 years old), under the financial cover of the Veneto Region. The project works on a wide network of institutional and territorial actors. Everyone has is own goals and tasks.</i>
Type of studies or training (educational level or type of course)
<i>The project last two years has the main goal to let students join their fulfillment of the basic training and certification of skills. For this purpose, it provides:</i>
<ul style="list-style-type: none"> - 400 hours per year of teaching activities by CPIA - 80 hours per year of vocational training by Vocational schools - 50 hours per year of artistic and self expressive activities by Vocational schools - 50 hours per year of sport activities (rugby) - 40 hours of theatre course
Keywords or descriptors defining the Good Practice
<ul style="list-style-type: none"> - <i>integrating institutional re-educational programs,</i> - <i>promoting education and inclusion,</i> - <i>boosting individual competences,</i> - <i>improving students' motivation and self-esteem,</i> - <i>developing social and language skills</i> - <i>developing professional skills</i>
Goals and competences
<i>The project aims to develop personal, social and cultural skills of students, to help them enter work market or “drop in” educational or vocational schools.</i>
<i>Mostly, students of this project present problems on personal and social skills (violence, aggression, anger, substance abuse, fragile and disrupted family contexts), the reasons that made them to be excluded by educational systems not prepared to include them (not prepared because without enough resorces to face the problems these students express with their behaviours and actions).</i>
Brief summary
<i>The core of the good practice can be summarize in two parts:</i>
<ul style="list-style-type: none"> - <i>The value of the territorial network, above all the integrated path between vocational school and CPIA that connects our school with vocational schools to allow students to obtain a license to the school and entry into vocational training (to purse at the same time basic school level and training/vocational certification)</i>

- *The didactic and education approach of the teaching by CPIA: students are involved in an active learning strategy, lead by a constructivist approach where almost all the activities are developed together among teachers and students; great importance of education to the word (student voice), listening, thanks to the momentary meetings where students and teachers assume, choose and plan together experiential activities (guided tours, trips, care and design of the classroom, tasks of reality)*
- *teaching in pairs (always two teacher together during the lessons); self assessment and evaluation to educate students to observe and analyze by themselves their process and to improve their skills of self consciousness; service learning with connection with local territory.*

Students' profile (women/men's number, age, occupation, educational initial level)

- *9 men, 1 woman, between 16 and 19 years old, unemployed, provided with basic certificate of schooling*
- *Students who, at the end of the project, are interested to enter work market are involved in stage projects in small local enterprises to increase their professional skills*
- *Students who aim to follow a study path after the project, going back to school or vocational training. They can access to personalized projects that offer the opportunity to attend part of the school lessons in the school where they would like to enter after*

Staff involved and their level of participation (teachers, management, other institutions involved)

Many actors are involved with the process:

- *CPIA (Centro Provinciale di Istruzione degli Adulti) works on the scholastic goals, that are principally involved with the fulfillment of the training obligation and the certification of skills at the end of the obligation*
- *Four vocational schools work on orientation and training on different professional fields.*
- *Padua University offers theoretical competencies, students that can follow the project as part of their training (stage), the possibility to reflect on practices and approach.*
- *ULSS (Health and Sanitarian Services) can be activated on specific needs, like for students with drug problems*
- *Padova municipality, specifically the Assessorato al Sociale, collaborates giving the spaces where the project take place and with a strong connection between CPIA teachers and assistenti sociali che hanno in carico alcuni degli studenti*

Methodology (phases of activity, types of activities, spaces used, etc.)

Phases:

September 2017-december 2017 → meetings among partners of the project to design the school path; collection of student reports in conditions of dropout; interviews and selections;
January 2017- June 2017 – first year of the project → during the mornings from Monday to Friday from 9am to 12am students attend classes of Italian, English, Mathematics, Science, History and Social studies, plus sport activities once a week; several visits to the territory; every week teachers of the CPIA meet to evaluate the week activities and to program the following week; every 15 days all the actors of the network have a meeting to evaluate the progress of the project; students attend, in the afternoon, 80 hours workshop of cooking in a dedicated vocational school, and 50 hours workshop of digital and multimedia photography in another vocational school. Twice a week, the counselor and the psychologist go to school to meet students.
September 2017-today – second year of the project → like the first year but with some differences as classes from 8.30am to 11.30 or 13 am to train students to respect work and school times; 80 hours workshop on building construction; theatre course; three students work 20 hours a week in stage in small companies or in the school; three students attend classes also in a vocational school where they would like to be admitted next school year to end their educational path with a diploma.

Spaces:

- *The Municipality offers a large hall in a public structure of a District;*

- *Local sites: the territory as a schoolroom (embankments, fields for horticulture, Asiago plateau for the Great War, etc.)*

Activities

active, experiential teaching, experiences of service learning, constructivism, assembly as a place for comparison and decision making

Assessment

Continuous assessment through observation grids, evaluation columns for the analysis of processes and products

Weaknesses or difficulties

- *the strong problems of drug assumption by some of the students;*
- *the lack of educators as fixed figures in a similar project, the lack of economic resources to the CPIA (the resources of regional funding are only for CFPs)*
- *when the CPIA has responsibility for the boys for most of the project, the adequacy of the spaces (we would need spaces designed specifically for these guys).*

Strengths or success

- *definition and development of a large and effective territorial network to meet the needs of individual students*
- *personalization of individual paths based on choice, motivation and interest*
- *development of personal and social skills, which however requires long time frames*

WELCOMING

Prof^a: Paola Michielon

Introduzione

The CPIA-Provincial Center for Adult Education, offers first and second level literacy and education courses to foreign adults, with the issue of a linguistic certification and a diploma with legal value.

The courses today are attended by a range of people ranging from illiterate to graduates. For this reason it is necessary to question the motivations and the needs of those who want to learn Italian L2. The Common European Framework for Languages states that every teaching proposal must be centered on the learner and his needs, in order to put the student at the center of the educational project. It is with this in mind that the CPIA dedicates an important part to the reception practice as a means of detecting the communicative needs of immigrant adults learning Italian as a second language to plan the “individual training agreement” (Patto formativo) and the teaching activity. The moment of welcome is structured in three phases: first administrative-registry phase managed by the secretariat; second knowledge phase in which we proceed with an interview and a written test of the level to identify needs and skills of the learning adult; the third final phase, in which the training agreement is drawn up with which the teacher together with the student stipulate a shared training path starting from the competences emerged from the tests and his / her communication and personal needs of the student.

Title of the Good Educational Practice
<i>WELCOME</i>
About the context (country, city, Institution, academic year, total hours of the activity or complete course)
<i>All the CPIA offices at the beginning of the school year, proceed to the registration of the personal data of the new members and organize days of exams by administering the entrance tests.</i>
Type of studies or training (educational level or type of course)
<i>The entrance tests evaluate the following linguistic levels of Italian: -Pre-alpha A1 and Alfa A1 (Borri, Minuz, La Rocca Sola, "Italian in migratory contexts"); -Level A1, A2; - Linguistic assessment for access to 1st level courses;</i>
Keywords or descriptors defining the Good Practice
<ul style="list-style-type: none">● <i>Knowledge of the socio-cultural system of the various countries</i>● <i>Detection of communicative and socio-linguistic needs:</i>● <i>Differentiated paths</i>● <i>Training agreement starting from the skills identified in entry</i>● <i>Flexibility of individual routes</i>● <i>Assignment of training credits</i>● <i>Modularity of the UDAs</i>
Goals and competences
<ul style="list-style-type: none">● <i>Passing of an Italian language proficiency test equal to the A2 level of the QCE</i>● <i>Achievement of the secondary school leaving certificate of 1st level (formerly a middle school diploma) fulfillment and compulsory schooling (the first two years of secondary school of 2nd degree)</i>● <i>Knowing how to communicate and act effectively in a specific socio-cultural context</i>● <i>Increase self-esteem</i>
Brief summary
<i>The practice of welcome allows:</i>

☛ Analyze the educational and professional experiences (education, profession and possible experiences of emigration in other countries)

☛ Knowing life in Italy: time spent, scale of needs felt as more urgent, social relationships

☛ The present of the learner: the relationship with the Italian language, both inside and outside the educational field

☛ The future: expression of long-term needs and aspirations (life and work projects).

Another element to consider is the knowledge of one or more foreign languages, which proves to be a fundamental factor for planning a course aimed at immigrant adults. Having studied a Western language, for example, can only facilitate the learning of Italian and the correspondence between grafema and phoneme, even by those who speak a non-alphabetic language. All these aspects help to identify the communication situations that make it necessary for foreigners to use the L2, for the normal performance of daily activities. Teaching Italian as a second language does not allow you to control a linguistic input that proves to be very rich and complex, so it is essential to understand the nature of the communication acts of foreigners, the contexts of use of the Italian language and the most frequent situations in which the learners are involved. In this way it will be possible to propose activities aimed at developing different linguistic skills

Students' profile (women/men's number, age, occupation, educational initial level)

- The population of students in literacy courses depends on the different types of migrants (economic or asylum seekers), their distribution in the provincial territory and the time slots in which the courses are provided. For example, in the provincial area of Bassa Padovana and in the territory of Saccisica there is a prevalent presence of Moroccans, Chinese and Eastern countries, with a low presence of asylum seekers; in this case the prevalence of female attendants is pre-Alpha 1 (all Moroccan, sometimes elderly Chinese). In other schools the presence of male students coming from Africa is often higher than the female one. In the upper levels, starting from level A2, the female presence also increases.

- The minimum age for attending a course is 16, but there are adults over the age of 60.

However, unaccompanied minors of 15 years may also be accepted. In general, an important presence is that of young people between 17 and 30 years old as students in much older age.

- Work experience is very different.

- The level of education varies from illiteracy to university level in the country of origin. Classes are formed based on needs and level of literacy or education.

Staff involved and their level of participation (teachers, management, other institutions involved)

The literacy department and the Literature department, made up of all the language teachers, agree the admission tests to be given to the members.- Everyone must refer to the Scholastic Management and at the same time to be in contact and direct relationship with the administrative staff and with the managers of the cooperatives.

Methodology (phases of activity, types of activities, spaces used, etc.)

-Registration phase: registration of personal data by the secretariat.

-Convocation phase: the members are called on the date established for the administration of the tests.

-Reception test: preliminary interview and gradual written test of oral comprehension and written production. The test is structured to ascertain the student's incoming language pre-requisites, but also the data on the education pathway in the country of origin and the reasons behind the need to learn the language. The information obtained from the interviews and the written tests are evaluated by the team of teachers for the training of the level groups and for the assignment of credits, that is to say they recognize the training and linguistic skills already acquired by the student.

-We proceed with the drafting of the individual training agreement in which the individual learning is modulated according to the assigned credits. This means that it is possible for students to attend fewer hours than the total number of hours required to obtain the certification and in any case not less than 50% of the hours provided for by the level

-We proceed with the creation of level groups, open to any movement or verification during the first month of teaching activity.

-Reception times are flexible and take place throughout the year. Each teacher has two hours per week to provide information interviews or to reinforce / reinforce the knowledge of some students.

-Interviews and cognitive tests are held in each singular school of CPIA.

Assessment

Entry tests are gradual and evaluate levels from pre-literacy to B1 / B2.

The definition of the levels is based on the verification of the knowledge and skills in entry provided by the descriptors of the CEF; there. structure of the tests and their validity reflects the indications given by the various certification bodies such as the University for Foreigners of Siena, that of Perugia, Rome three and the guidelines prepared by the interprovincial research group: (The Activity Plan for Innovation Adult Education (PAIDE.IA).

Weaknesses or difficulties

- The first problem is to obtain clear information on the students' academic career, formal and informal education, work experience; this is often due to the lack of a language of mediation and above all the absence of linguistic and cultural mediators at the interviews.

This information would help to better assess their communication needs.

-The second difficulty is: to create more streamlined entry tests given the high number of members to be submitted; in some places the entrance tests are extended for a whole month.

Strengths or success

The needs survey, the accurate definition of the linguistic levels, the knowledge of the socio-cultural background of the students, the communication objectives that emerged during the interview, allows:

- *to create differentiated path suited to individual needs;*
- *to create more equiterogeneous classes;*
- *to create an environment conducive to communication and to the other ;*
- *empower the student in his / her study path through the drafting of the training agreement*
- *Empowerment of social skills*
- *Increased self-esteem*
- *Increased motivation and psychological well-being*

Basic and vocational training

Prof^a: Elena D'Antoni

Introduction

One of the most successful school experiences in the eighth grade classes I know at CPIA is the integrated path with vocational training or with a high school.

In the same year of attendance at the CPIA the pupil motivated to continue his studies can be included in a first year of a high education course.

Title of the Good Educational Practice

Integrated training

About the context (country, city, Institution, academic year, total hours of the activity or complete course)
<i>Courses are held by "CPIA Padova - Centro Provinciale per l'Istruzione degli Adulti della Provincia di Padova" and by a Vocational training centre or Secondary High School</i>
Type of studies or training (educational level or type of course)
<i>Course of 1st level 1st didactic period; 1 year of 2nd didactic period.</i>
Keywords or descriptors defining the Good Practice
<i>Mentoring Team work Personalization of school training from individual situation Melting pot of strategies and methodologies Flexibility Sharing evaluation and observation about the same student between teachers and reference adults Filling previous competences Promoting the insertion of students in the next step of studies Reaching basic skills in language, maths, technological and science competences Promoting enrolment in secondary school Joining human resources from different levels of schools Fighting against school dropout</i>
Goals and competences
<i>Skills of I PERIOD I LEVEL in the languages, historical-geographic, mathematical, scientific-technological 4 areas and achievement of the "media diploma", personalized plan of the typical skills of the chosen high school studies</i>
Brief summary
<i>A lot of our students need to develop language competences as fast as possible to enter the world of work, but some of them ask to access a school based on their age or their aspirations for life. This project has the goal to allow them to reach the secondary and, if this is possible, to attend a school with classmates of the same age. This project aims at reducing the gap between students with standard school path background and students with a migrant background who could be penalized only for their previous life experiences. The school principals draw up agreements that describe the starting situations and the reasons that lead them to choose the integrated path. The coordinators of the two classes where the student is inserted draw up a timetable to cover the student's actual learning priorities. The teams formed by the coordinators of the two schools and any other teachers involved in the personalized study plan are committed to meeting and periodically comparing to evaluate the situation of inclusion, progress in learning and the difficulties encountered by the students. The agreements are signed by the respective headmasters and family or by custodian tutors in the case of MiSNA. In the case of D. O. the agreement is made between CPIA and Galilei Scientific Lyceum of Caselle di Selvazzano (Pd). In the case of F. O. the agreement is made between CPIA and CIOFS Don Bosco. Timetable plans are updated according to the needs emerged along the study path.</i>
Students' profile (women/men's number, age, occupation, educational initial level)
<i>Teenagers between 16 and 17 years of age involved in CPIA courses 15 years old teenagers (notwithstanding the rule, for existential conditions special reasons (MiSNA). - the distribution by gender is almost homogeneous - the initial level of education is varied: from regular courses introduced as a result of the migratory process</i>

or previous limited or lacking skills due to low level of schooling or incompleteness of the initial recognition due to communication difficulties

Staff involved and their level of participation (teachers, management, other institutions involved)

The level council of the CPIA group

The class council of the vocational institute or high school class

Other teachers supplied to the higher education institution in the upgrading staff

Team that manages and revises the agreement formed by a tutor or project reference person for the CPIA and a homologue for the school under the supervision of the respective School Headmasters

Methodology (phases of activity, types of activities, spaces used, etc.)

Documents

- training agreement with personalized timetable

- personalized agreement for the hourly frequency and the evaluation method

- team meetings with constant reviews

Phases

- Insertion

- parallel curricular activities

- revision of the programming

Spaces

- regular classrooms

Assessment

- Formative evaluation

- Qualitative observations

- Sharing of the expected results and co-responsibility pact on the management of the apprenticeships

- Standard evaluation cards

Weaknesses or difficulties

- Difficulties in communicating and retrieving information in the initial evaluation phase (interview)

- Difficulty in managing team work

- Dislocation in different places of high school and CPIA

- Lack of mutual knowledge between schools

Lack of accompanying the family (totally absent because in another state in the case of MISNA) and of the communities to which minors are temporarily assigned

Strengths or success

- activities of collaboration and connection between teachers and institutions

- personalized student accompaniment

- teachers of the CPIA with previous experience in high school

- sharing of educational objectives and frank dialogue between schools

- present and reliable headmasters/school managers

- trust from the family and the community

- high level of student empowerment supported in a personalized way and followed in the construction of the self-esteem and the motivation to the continuity of the study