

RESOURCE PACK

**Job counsellors/practitioners from the
public and private sector involved in
apprenticeships programs**

**MODULE 2- Working effectively with
learners:**

“A road to opportunities”



MODULE 2: WORKING EFFECTIVELY WITH LEARNERS: “A ROAD TO OPPORTUNITIES”

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MODULE 2: WORKING EFFECTIVELY WITH LEARNERS: “A ROAD TO OPPORTUNITIES”

I. Aim of the module and description

The module seeks to support and implement the educational-training systems in terms of guidance, with the awareness that today this involves the reformulation and adoption of some “founding guidelines.”, On the basis of which: **a) The educational path** must be aimed at achieving a **global “orientation maturity” of the personality**, such as to allow each subject to learn to decide, choose, integrate, socialize, fight for change. **b) The training action must be personalized and collective at the same time:** - **personalized**, since it is the person who is at the centre of the intervention, as the main actor; - **collective**, because it must involve the complex of different social groups with which the “subject-actor” at the centre of the intervention interacts. **c) the educational-formative process will be qualified to be:** **integral**, that is, capable of involving the whole person in his or her complexity; - **interactive**, as it is placed towards the recipient of the intervention as between the various protagonists of the same; **transversal**, in the sense that it requires the contribution of all the parties involved; - **permanent**, that is, able to lead the person to make choices for the rest of his life; - **creative**, that is, non-standardizing and self-referential; - **functional** not only for a critical or difficult moment, but **for defining a life plan**.



The Module - **each section** of which is accompanied by the description of **two activities**, divided according to **objectives, contents, tools, times and operational indications** - therefore assumes the objective of verifying / stabilizing, further developing hoping and updating the skills of the tutor trainers, guaranteeing their preparation and encouraging their autonomy and involvement, as well as promoting their personal and professional well-being, their motivation and self-esteem, preparing them

to respond appropriately to changes, but also encouraging them to be proactive and innovative in their profession.

In this module, Units 2 and 3 try to outline an interpretative and operational framework that can be a reference to support the effectiveness and quality of their work.

As regards the **pedagogical approach and methodologies**, they must be able to use those most related to the involvement of learners and the promotion of autonomy and personalization of the paths; among others: **1. COUNSELING**, support / help action to address and solve professional problems **2. USE OF ITC**: the use of new technologies and the skills related to them are in fact able to offer learning paths more focused on the learner and to create continuity between formal, non-formal and informal learning; in this sense, digital solutions can be integrated into lifelong learning strategies and can be an effective tool for reducing differences in outcomes and opportunities **3. PROBLEM SOLVING**: knowing how to find the fastest and most effective solution to solving a problem. **4. BRAINSTORMING**: a problem-solving technique in which a group of people freely and spontaneously present their ideas, building on each other's visions and intuitions, until something new and unique emerges. The technique is designed so that critical and negative thinking, habitual in group environments, is temporarily suspended so that ideas can flow freely and can be expressed without embarrassment **5. LEARNING BY DOING**: learning by practicing attitudes, directly experiencing the consequences of the choices made **6. EXPERIENTIAL LEARNING**: in this way, through action and direct experimentation of situations, tasks and roles, we want to favor the emergence of vocations, develop potential, valuing personal inclinations **7. COOPERATIVE LEARNING**: learners will work / learn in small groups, helping each other and feeling co-responsible for the reciprocal path **8. PEER TO PEER**, particularly suitable for inclusiveness.

It is important to add that, with respect to the aforementioned repertoire, it will be particularly important to know how to promote and apply the **PERSONALIZATION OF THE PATHS**, which is based above all on: 1. Interventions / forms of accompaniment that focus on the promotion of autonomy and responsibility of all the students involved and the identification of their individual interests and inclinations 2. Interventions / forms of accompaniment for students with difficulties in school, (disabled, SLD, BES, with particular reference to immigration subjects more or less recent) 3. Interventions / forms of accompaniment for students solid from the point of view of knowledge (so-called „excellence”). Finally, Unit 4 will be aimed at identifying the most effective and flexible follow-up methods to evaluate the outcomes of the training and above all the subsequent path undertaken / chosen by the targeted subject. The last part of this module will be dedicated to the summative evaluation of what was represented and how profitable it was the educational outcome for tutors.

Methodological-operational note

It can be assumed that this orientation path will be carried out for learners in the 17/20 bracket, both schooled and unschooled. The total of hours can vary from a minimum of 21 hours to a maximum of 23 hours. You can also think of providing

an individual interview hour for each student, at the end of the project, in order to support everyone's choice project.

2. Initial needs assessment



Education and training shape humanity and promote the transformation of both people and society and are important for citizen participation at the membership level, economic, democratic and cultural, as well as for growth, sustainable development, social cohesion and prosperity within the Union. In this context, it is possible to identify in the **orientation**

dimension, or in the ability to consciously govern the choices that regulate the learning, work and life path - not surprisingly, **Long Life Learning** is considered a necessary condition for all those who participate and they want to contribute effectively and responsibly to the community, territorial, national and European to which they belong - the main request that comes from the world of education, training, work and civil society.

As regards the challenges facing the world of Education and Training, the most important is to promote and support the meeting with the most dynamic realities of innovation in the world of work, favoring the recipients of the Orientation in the **development of skills key expressed by the European Agenda 2020**, such as entrepreneurship, understood as a pro-active attitude towards the problems faced, and the spirit of initiative, aiming at **the didactic and social learning dimension** and not that of mere training in professional character. Furthermore, in line with this phase of great transformation, training is oriented towards facilitating the inclusion of the young person in a functioning organizational dimension, favoring the acquisition of the skills necessary to act with full and immediate effectiveness. Particularly important is the tutor's ability to make available a map of the opportunities available to them: internships, apprenticeships, vocational courses, national, regional, and territorial paths, Youth Guarantee measures. The national education system is, from this point of view, still lagging behind and characterized by methodologies that show shortcomings and insufficiencies by now evident: the personality, inclinations, vocations of the learner still occupy little space, as still little attention is given to processes of autonomy, self-esteem and responsibility which are, on the contrary, the engine of a truly incisive, stable education / training which can support the subjects throughout their life.

To better respond to the new needs, a new worker figure will have to be thought of who not only possesses the necessary technical requirements, but also new basic knowledge (IT-information, English, economics, organization), personal skills (communication and relationship cooperative work, continuous learning) and also real

virtues of work (dealing with uncertainty, solving problems, developing creative solutions).

3. EQF level

In a context of constant social, demographic, cultural, economic, scientific, environmental and technological changes, the world of education and training is definitely heading in the direction of identifying the best and most effective strategies of action, on a par with the profession of teachers and of formators, who are increasingly called to satisfy requests and expectations and to assume responsibilities. **The European Qualifications Framework** (generally abbreviated to EQF) is a system - based on the learning outcomes obtained at the end of the training course - that allows you to compare the professional qualifications of citizens of European countries. In this regard, it should be noted that „qualification” means a formal certification issued by a competent authority at the end of a training course as a certification of having acquired skills compatible with the standards established by the national educational system. As of February 14, 2008, for each qualification awarded in Europe the corresponding EQF level can be identified and this allows for comparing qualifications acquired in different countries.

In this module, tutor training is designed to effectively intervene on Level 4 subjects - that is, in possession of:

1. **KNOWLEDGE:** Practical and theoretical in broad contexts, in a workplace or study;
2. **SKILLS:** Cognitive and practical necessary to solve specific problems in a field of work or study;
3. **COMPETENCE:** Self-management within guidelines in work or study contexts that are usually predictable, but subject to change. Oversee the routine work of others, taking some responsibility for evaluating and improving work or study activities.

4. Learning content

Unit I- How to provide impartial career guidance.

Description of the Unit:

The objective of the orientation process, in fact, as a transversal and strategic tool for the development of the person, consists in facilitating / implementing a real insertion of the latter in society, where realizing himself and his personal purposes, at the same time it can contribute to the promotion of the common good in a critical and authentic way. Furthermore, this process seeks to **make the subject autonomous and**

responsible in the choices he makes, both at work and personal level, given the now close relationship that exists between these two areas.



In this regard, the unit identifies some important aspects: scientificity (the indications are based on the best research data available, prepared by scholars who are experts in training and work); **clarity**

(meetings must be held by professional educators with consolidated experience in group management); **personalization** (each learner must receive information relevant to his situation and specific interests) and, above all impartiality: the operator must keep away from expressing judgments and leaking approvals or disapproval and in general any type of evaluation, since this represents an obstacle to understanding the problem and communicating.

Two activities appear in this unit - **ACTIVITY 1:** Reception and presentation of the intervention / **ACTIVITY 2:** The personal interests that can be used for the choice. Each divided into: **objectives, contents, tools** - useful for starting to collect, in a feed- back, important elements for proceeding to a first phase of evaluation / self-evaluation of motivations and objectives - **times and operational indications.**

1.1 Carrying out a correct and useful guidance intervention.

Carrying out a correct and useful guidance intervention means identifying and recognizing the subject's need: providing targeted information on university careers or professional prospects; broaden the cognitive horizon by offering innovative alternatives, practical solutions also with regard to the study and work method. Give the right means to the individual so that he can build the meanings of his own experience, starting from his own resources-skills within the context in which he lives, and a favourable interaction with the environment can be implemented.

Learners engaged in guidance and training have the right first of all to **a learning environment conducive to personal growth and to a qualified training**, consistent with the course of study followed and / or with the life experience that characterizes them, and that respects and values the identity of each one. To improve learning experiences and outcomes, the activities must confer a **central role on the learner**: it is up to the latter, in fact, to personally manage their own learning, training and retraining path. In this way, learners can make them the tools to become **active and digital citizens**, able to enhance the knowledge they have acquired by controlling the nature, place, pace and timing of learning in line with their opinions and their values, as well as with values such as solidarity and respect for different which are part of the

European identity. In this sense, **training is perhaps the most significant way of investing in people, to which to give the widest possible access to lifelong learning opportunities.** (J. Delors, “The White Book”, 1993). Consequently, the interventions will have to be differentiated according to the subject who presents himself; main goal is to offer each person what they really need. It is **useful to know how to design for people rather than on people**, to offer them opportunities for improvement and change, avoiding waste of time and resources and this also means that the tutor / trainer must be able to contribute significantly so that a path entrusted to him is an important opportunity for growth and learning for the learners. **In a nutshell, the chances of success of the orientative and training course in place are directly proportional to the professionalism of the tutor, to his ability to be authoritative and welcoming.**

A very important phase of Orientation, in many ways decisive, is the first phase, that is the moment in which the subject approaches the training path but, often, has not yet decided to fully commit himself in this moment of learning and growth. The tools present in this unit are aimed at opening a positive dialogue between the trainer and the information subjects, immediately activating processes of mutual knowledge - between the trainer and the subjects to be guided and between the subjects among themselves - of evaluation / self-evaluation and, above all, of positive relationships and sharing the path.



1.2 Final summative assessment of the unit.

At the end of the Unit, the students will have understood the need to apply the principles of scientificity, clarity, personalization and impartiality in their work, while at the same time having in mind the general framework that characterizes a training course: creating a welcoming atmosphere and collaborative; take into account the specificities of each phase of the intervention and, at the same time, know how to make it unitary,

homogeneous and effective; always and in any case focus on the personal, cultural and socio-economic characteristics of the individual subjects participating in the orientation path.

I. Reception and presentation of the intervention

- **Objectives:** To create a welcoming atmosphere in the classroom. Analyze the orientation question and the “stakes” in the choice process
- **Contents:** Presentation of the counselor and the subjects in Orientation Analysis and recognition of the variables inherent in the orientation process Explanation of the modalities of action and attitudes fielded in the decision-making process. Possible trace of an operational path to the choice
- **Instruments:**
 - “I introduce myself through ...”
 - “My name”
 - “I tell you when I decided, chose to ...”
 - “What do I do in my free time”
 - “In my future”
- **Times:** The work can be carried out in a 3-hour meeting with subsequent return and reworking during the next meeting, or if deemed necessary, 2 meetings of 2 hours each can be assumed within which the activities can be concluded.
- **Indications:** the tools presented are examples of the activities to be carried out during the reception. The operator can choose one of these, paying attention to the times and the number of people in the group. Sometimes the activities of storytelling and oral narration, if too long, can distract the listener and lose the atmosphere reached by the group.

Description of the tools:

“I introduce myself through ...”

The activity includes oral narration to the class group.

Everyone presents himself to the class group in a free way. The activity can be done using objects (brought by the participants to the group) or by inviting the students to write a metaphor that represents them (I am like ...) and to draw a card with their name and the metaphor, explaining the meaning.

ACTIVITY I / ANNEX A

“My name”-

Proposal to write and reflect on your name:

›Name round: pronounce your name with various intonations (say it normally, whisper it, shout it, pronounce it with a plaintive tone, with joy, with exclamation, interrogative intonation ...)

›Fill in the name card

›Final moment of reflection on the progress of the business

“I tell you when I decided, chose to ...”

This is an individual writing exercise that requires reflection and choice in the evocation of memories. The effort is to remember an important and meaningful time when a decision has been made, or a relevant choice has been made. At the end, students are asked to initially share the emotions aroused by the stimulus, the

difficulties that have arisen and the attitude aroused by the evocation. He then wonders if he is willing to read his own writing.

ACTIVITY I / ANNEX B

“What do I do in my free time”

The proposed tool has the objective of stimulating the student to reconstruct and analyze the activities he carries out, or that he has carried out in the past, in contexts other than that of study and / or work (in the family, in volunteering, in free time), and to assess whether these experiences have allowed him to acquire skills that can be spent in the work activity. In the first form, the person is asked to list ten activities that he carries out or has done outside of work, including those considered unimportant. She is then invited to reflect on the degree of success, interest and satisfaction perceived in carrying out the identified activities. The evaluation of the activities carried out with greater effectiveness and satisfaction starts the reflection on the levels of mastery of skills and their possible use in the professional context. Starting a reflection on extra-professional experiences and skills can be useful in the case of young people leaving high school with little work experience.

ACTIVITY I / ANNEX C

“In my future”

Through these very similar tools we want to stimulate the person to let go of their imagination with respect to how they see themselves in their future. It is a narrative tool that takes its cue from everyone’s imagination, to get the students to work on the objectives underlying the future, on the skills necessary to achieve that future, on the road to take. Finally, it is highlighted with the students which are the knowledge, skills already in possession and which are those on which to undertake a training path.

2. Personal interests that can be used for the choice

- **Objectives:** Analyze the personal interests involved in the choice path Highlight the professional macro areas. Hypothesize the first professional areas in which to convey personal interests
- **Contents:** Explanation and analysis of everyone’s personal interests. How to channel your interests within macros professional areas. First hypotheses of choice.
- **Tools:**
 - “The tree of my interests”
 - “I’d like to do it, I would never do it”
 - “Chosen hypothetical project sheet”
- **Times:** the work can be done in a 3-hour meeting, dividing the work into two phases of 1 hour and a half each. Where necessary, 2 meetings of 2 hours each can be hypothesized: during the first one works exclusively on individual interests, during the second, after an explanation of the professional macro areas, students are supported in channeling their interests highlighted.
- **Indications:** the tools presented are examples of the activities to be carried out to highlight the individual interests involved in the choice. The operator can choose one of these, paying attention to the times and the

number of people in the group. Sometimes it may happen that someone does not want to express orally, in front of others, the work done. It is a good idea not to insist, emphasizing however that the personal story can mobilize ideas in others as well. The professional macro areas are not included, since it is important to refer to those identified by the territory, using ad hoc tools, such as those of trade associations.

Description of the tools:

ACTIVITY 2 / ANNEX A

“The tree of my interests”

The tool aims to analyze the interests of students in order to identify the areas and rewarding activities in which to try to achieve satisfactory results. It consists of two tabs. In the first, the student identifies his current interests, arranging them in hierarchical order from the strongest to the weakest and is invited to draw a first plant whose flowers, of different sizes, represent the intensity of the interests identified. Next, he is asked to draw a second plant with flowers that represent interests from his past. The second sheet offers a series of food for thought and in depth questions useful for analyzing the paper. Some interests may have been kept constant over time, while others have been characterized by a certain degree of variability: the latter sheet can be used as a track to help students compare current interests with past ones, in order to understand which ones intends to direct its personal and professional development.

ACTIVITY 2 / ANNEX B

“I’d like to do it, I would never do it”

This tool also analyzes students’ interests, referring them to some areas of professional activity already identified and asking for a progressive selection in their preferences. You can proceed by reporting the results in the final scheme and compare the individual results of the students. The synthesis of this work can constitute the starting point for a comparison with the significant witnesses.

ACTIVITY 2 / ANNEX C

“Chosen hypothetical project sheet”

It is the first moment in which to express one’s reflections with respect to the individual professional project, following a structured way, which aims to help the person to clarify within himself and to put his ideas in line. It is a “mandatory” form, which must be kept by the person, which can be updated during the course and which can be used at the end of the intervention as a comparison with the real project prepared.

Unit 2: - How to help young people make realistic and satisfying choices

Description of the Unit:

Educating to work as a value means giving meaning to professional life and beyond; in fact, professions are privileged opportunities to realize some vital values in the person. In the past, not much attention has been paid to values as a function of orientation; it was only with the advent of career choice theories that values began to be considered

as determining factors. They are of considerable importance in the professional choice as they guide and motivate the choice of training courses and work activities and contribute to personal and relational satisfaction. The „innovations” that have also involved the educational institution at all levels and the acquired awareness that the labor market now requires active participation strategies and flexibility of thought, have led to **the transition from an orientation model that tried to put the right man in the right place to a conception of guidance intended as a formative action that aims to make young people capable of facing the demands of a complex society.** This premise is fundamental to understand how, together with structural socio-economic aspects, the situation of youth work is extremely critical. All this requires a radical change in active workplace policies, with the adoption of completely different perspectives and tools.



Two activities appear in this unit - ACTIVITY 1: Social, training and work values and representations; ACTIVITY 2: Individual skill-Is - each divided into: objectives, contents, tools –

2.1 Phases for the orientation learner

Starting from these premises, a path can be hypothesized for the orientation learner according to the following phases:

- Phase I: Analysis of the needs of the subject and formulation and definition of the objectives to be achieved.
- Phase II; Reconstruction of his personal history with particular reference to the in-depth study of the young person's educational and working history.
- Phase III: Development of an individualized project that must be based on the enhancement of personal resources (characteristics, skills, interests, values, etc.) in a perspective both of reconstruction of the past but also of evaluation of context resources (family, environmental etc.) and specification of the role they can play in support of its specific problem / transition.

In fact, carrying out a correct and useful guidance intervention means identifying and recognizing the subject's need: providing targeted information on university careers or professional prospects; broaden the cognitive horizon by offering alternatives innovative, practical solutions also regarding the study and work method; **provide the right means so that he can build the meanings of his own experience starting from his own resources-skills within the context in which he lives, and so that a favorable interaction with the environment can be implemented.**

The orientation process need to reflect on one's own experience in order to plan future changes and / or developments and first of all requires a personal motivation to get involved in an open and critical way that depends both on the subject and, obviously, on the preparation, skills and professionalism of the trainer.

2.2 Life Career Development (LCD)

An important contribution to the guidance and support methodologies for the definition of one's own personal and life project is constituted by what is defined **Life Career Development (LCD)**, or rather a „personal development along the course of life through an integration of roles, of situations and events in a person's life „. In this methodology, the accent is placed on the person as a whole, up to the point of speaking of „**human career**“, specifically the word career in this context intends to relate the roles in which everyone is involved (worker, student, child , parent, citizen), the environments in which the subjects find themselves and the stages that mark the course of life (study, search for a job, marriage, participation in civic and political life, etc.).

Finally, the term **development** is used to indicate the continuous progress of people, their growth and becoming gradually learning „to become“. Using the whole expression sequentially life - career - development, it is as if separate meanings were joined to form a string of overall meaning with an added value, that of representing people with their own lifestyles.

These tools allow the subject to analyze their skills, attitudes and motivations, so that they can be developed in the context of work or a training project. It is therefore important that, as already underlined, the individual through guidance is able to self-evaluate and to make conscious choices regarding his or her training or work path, in a

broad sense: that he can get to have a real and unitary knowledge of the own self-concept. **In a nutshell, working on one's life story means taking possession of the necessary knowledge regarding what belongs to us, becoming aware of it and starting a planning more appropriate to one's own resources and one's ambitions for the change that one feels necessary.**

2.3 Life Career Assessment (LCA)

The next step is to proceed with an evaluation of one's experiences to go further with a reasoned decision. This is what is called the **Life Career Assessment (LCA)** whose goal is to concretely help the person who needs it to clarify and solve any problems in managing their life plan through an accurate assessment. In order for the help that the counselor intends to offer to be functional to the needs expressed, it is necessary to start from what can be considered the inner conflict that the person is experiencing. In general, people face three vital conflicts that can be represented with **three questions:**

- 1. What do I want to do with my life?**
- 2. How can I succeed in pursuing my goals?**
- 3. How can I equip myself to start the process?**

Answering these questions for some people does not present problems because they have a good knowledge of themselves, they know what they like and what they do not like, their strengths and weaknesses; have a fairly solid level of self-esteem and feel able to persistently pursue their goals; others, on the other hand, may feel a less clear horizon, or less self-confidence; the counselor will guide the evaluation phases of the LCA (Life Career Assessment) following this itinerary starting from the evaluation phase of previous professional experiences and the training course. In this phase the counselor will urge the subject in orientation to present concrete examples of both positive and negative experiences (defined as the critical incident technique) on all sides, to avoid abstract generalizations. Certain tools become particularly relevant, such as: narrative orientation; the balance of competences; empowerment actions (development of confidence in one's abilities); activities aimed at self-training or the ability to plan one's study, work, and life paths.

The final phase of the LCA is what is defined as a summary assessment and has the aim of restoring strength to the subject, who must achieve awareness of the path taken and be able to draw up a track of career projects based on personal assumptions.

Further deepening, in the knowledge of the subject, is the technique of the three strengths and three defects, which is often used also in the selection of personnel. The subject, in fact, is invited to identify with sincerity his own strengths and weaknesses, consequently the usefulness for the counselor is to become aware, in a clear way, of the subject's personal resources, on which he can rely. This element will help the subject to reflect on himself when he has to make decisions, or when he decides to correct some points of his behavior to question and improve.

It should also be emphasized that **new assessment methods** are part of the process of improving teaching and learning processes, methods among which self-assessment

has now become a system, a fundamental element for the analysis and recognition by a subject of their individual abilities; therefore methods that are able to overcome traditional summative approaches and that make assessment an integral part of learning, also through digital technologies which, without a doubt, allow for assessment in real time, thus contributing to a more personalized learning. A first fundamental step for the personalization of the path, for the definition of the perception and vision of the learner's world for this purpose and, last but not least, to activate a positive relationship between operator and learner himself (and in the global methodology to manage helping relationships) is the interview / counseling, more precisely in that defined as non-directive (or centered on the person). The operator is asked to demonstrate an open interest in his interlocutor, therefore an integral availability free from prejudices, together with an authentic intention to understand the other in his language and in his life experience through a continuous effort to remain focus on the goal and observe all the implicit and explicit messages that pass through the relationship.



The counselor must therefore create the conditions so that the interlocutor can develop his self-direction and recognize his own feelings, attitudes, and behaviors, encouraging him to speak about them openly; in this sense, any judgments, approvals, and disapproval, in general any type of evaluation by the trainer represent an obstacle to understanding the problem and interpersonal communication and distances the intervention from the necessary “impartiality”.

2.4 Qualitative / quantitative methodological parameters

Last but not least, here are some **qualitative / quantitative methodological parameters** that favor the success of guidance and training:

1. **Number of participants:** the work group is by definition made up of a number of participants ranging from 3 to 12; the greater the number, the more complex is the management of relationships within it and, of course, the greater the resources available. This variable is established based on the type of goal we need to add (e.g. a creative goal requires more ideas), to the time we have and the place where the meeting will take place. A group of 6-7 participants is considered optimal;
2. **Spatial arrangement:** the meeting place must be „protected”, free from external interference. **Time arrangement:** the duration of the meeting must be established before its beginning; the optimal duration ranges from an hour and a half to three hours with about fifteen / twenty minutes of rest.

2.5 Final summative evaluation of the unit

At the end of the Unit, the students will have become aware that doing orientation today is based on the transition from an orientation model that tried to put the right person in the right place to a conception of orientation intended as a training action that aims subjects capable of dealing with the demands of a complex society., also acquiring the knowledge of strategies - Life Career Development (LCD), Life Career Assessment (LCA) - and the use of tools (see Activities) useful and effective to accompany the person in his life plan. The activities identified and envisaged in this section and the related tools follow.

1. Values and social, training and work representation

- **Objectives:** Explain and analyze your own reference values.
 Explain and analyze one's own representations of oneself, of the future, of training /school and of work.
 Reworking the values and representations analyzed for the purpose of choice.

o **Contents:** Analysis of social and personal reference values.
 Social representations of oneself, of the future, of work, of training / school. How I am and how others see me.
 Comparison on the various representations that emerged in the group. How to use one's values and representations in the selection process.

o **Instruments:**

- A. „The three treasures”
- B. „ Work-related values”
- C. “The anti-values”
- D. „Images of work, school / training”

Times: The work can be necessary carried out in two meetings of 3 hours each (or where it is deemed, 3 meetings of 2 hours each can be hypothesized). With this temporal distribution, in the first meeting the values will be treated, while in the second the representations. It is necessary to keep in mind that it is necessary to leave time for the re-elaboration of the activities and their placement within the form on the hypotheses of choice.

Indications: the tools presented are examples of the activities to be carried out to highlight the individual values and representations on school and work that young people have and which influence so much in the moment of choice. The operator can choose one of these, paying attention to the times and the number of people in the group. Sometimes it may happen that someone does not want to express orally, in front of others, the work done. It is a good idea not to insist, emphasizing however that the personal story can also mobilize ideas in others. The “Anti-values” tool is emphasized, which aims to make us reflect on what we would not want to question and on what could be negotiated when it comes to work.

DESCRIPTION OF THE TOOLS

ACTIVITY I / ANNEX A

“The three caskets”

In this first exercise we want to start highlighting the values that each student particularly cares about. Placing them within the three chests (gold, silver and bronze) also means giving an initial assessment of the indispensability of one’s values. The exercise is done individually and then can be shared in a group.

ACTIVITY I / ANNEX B

“ Work-related values”

The tool is aimed at deepening the reflection on the values referred to work, the aspects of greatest importance and at verifying the aspects of coherence or any contradictory elements with respect to the training and professional history and the hypothesized project paths. In the sheet there is a brief presentation of the 16 most important values relating to work. After reading it, the person is invited to choose the five most important values for him, thus establishing a hierarchical order of importance. The tool serves as a stimulus to start an in-depth analysis in the classroom on the importance, significance and impact they represent for the person and for his professional project.

ACTIVITY I / ANNEX C

“The anti-values”

The tool is aimed at exploring the anti-values of the person that can represent constraints for future professional choices and goes to deepen the reflection on the values related to the work started in the previous sheet. This type of tool allows students to understand some contradictions and to be aware of them with respect to future choices, because it allows to bring out the orientations of the person that condition possible choices. It is therefore aimed at verifying the aspects of coherence or any contradictory elements with respect to the hypothesized project guidelines. Starting a reflection on anti-values can be useful if the person is forced to deal with numerous alternative possibilities, such as, for example, in the case of young graduates or graduates who have gained a short professional experience and who have unclear ideas on the choice to make. An analysis of this type makes it possible to analyze in depth the jobs that are not of interest and the underlying values, better defining the professional context of insertion and facilitating awareness of one’s motivations for work.

ACTIVITY I / ANNEX D

“Images of work, school / training”

The tool tries to help students to bring out the representations that each has of themselves, of school, of work and more generally of the situation. Representations

are information, images, opinions, beliefs relating to the world of training and work that everyone has in relation to their own environments. The goal is therefore to bring out their representations through the tool; then with group work, compare them with others and broaden their point of view.

2. Individual skills

o Objectives Recognize and analyze individual skills
 Reworking individual skills for the purpose of choice.

o Contents: The story of oneself.
 Analysis and recognition of individual skills. The skills, successes and failures How to use your skills in view of the choice.

o Tools:

- A. *“My life story: master cards”*
- B. *“Analysis of personal resources: transversal skills”*
- C. *“From experience to skills”*

o Times: The work can be done in 2 meetings of 3 hours. During the first meeting, the goal to be achieved is focused and an attempt is made to focus on the idea of capacity. In the second meeting the exercises carried out are reworked, using the group as a moment of comparison and a mirror of oneself. Subsequently, students are invited to place the emerging skills in the summary sheet.

o Indications: the tools presented are examples of the activities to be carried out to highlight the individual values and representations on school and work that young people have and which influence so much in the moment of choice. The operator can choose one of these, paying attention to the times and the number of people in the group. Sometimes it may happen that someone does not want to express orally, in front of others, the work done. It is a good idea not to insist, emphasizing however that the personal story can mobilize ideas in others as well.

DESCRIPTION OF THE TOOLS

ACTIVITY 2 / ANNEX A

“My life story: master cards”

The form is designed to stimulate students to reconstruct and analyze some particularly successful life experiences. The purpose of this activity is to make people reflect on the skills and resources possessed, which can be spent on their own project. We can envisage both a generic delivery (reconstruction of significant events) and a more precise delivery that favors certain types of experiences such as personal, educational and / or professional ones. The form consists of a grid, divided into five columns: in the left column you must indicate the activities carried out event must then be analyzed according to the behaviors (second column), knowledge (third column), skills (fourth column) and personal characteristics (fifth column) possessed by the person. We recommend a horizontal reading of the grid, which allows you to transversally analyze each experience with respect to different behaviors, knowledge,

skills and characteristics implemented. This form allows you to analyze the different activities or different events under multiple aspects and, therefore, allows you to identify recurring elements and styles of behavior normally implemented and to evaluate the strengths and any weaknesses of the person. To do this it is therefore advisable to examine and compare at least two or three activities or events. The use of this tool requires a lot of individual and group processing time: it is therefore advisable to calculate the necessary time well.

ACTIVITY 2 / ANNEX B

“Analysis of personal resources: transversal skills”

The tool serves to facilitate the clarification of the subjective image that the person has built of his or her resources, helping him to become aware of some strengths and possible critical elements. It is necessary to act as facilitators of reflection and stimulate in-depth study and the need for a comparison with objective elements. This comparison can be carried out by proposing the grids to significant witnesses and subsequently with the group. This will allow to highlight the elements of agreement and disagreement between one's self-presentation and those provided by others.

ACTIVITY 2 / ANNEX C

“From experience to skills”

The tool is aimed at the reconstruction of significant experiences for the person and at the recognition of the skills acquired during these experiences and the main objective is to stimulate to critically analyze the experiences to start a reflection on one's coping skills and one's own skills, act in such experiences. The purpose of is to verify the skills and competences that the person possesses and to enhance those that can be spent on the professional project. The reflection on the skills performed starts from a narrative type approach that proceeds from the description of experiences rich in meaning for the person to their translation into skills, following the reconstruction, analysis and evaluation scheme. In the form, the student is invited to describe the identified experience in detail, describing the initial situation, the decisions made, the difficulties encountered and the elements that contributed to the success. Finally, it is necessary to reconstruct the competences performed in the different situations, analyzed with respect to some focuses of observation: context conditions, knowledge, skills and personal resources put into play and learning achieved. In this phase, it is therefore important to encourage students to analyze the facts, to recognize their skills, their appreciation and their transferability, enhancing the strengths that emerge from the analysis and deepening the reflection on the conditions of implementation. what has or has not allowed success, external or personal factors that have favored success or failure.

Unit 3- Intercultural competences

Description of the Unit:

The general objective of this unit, in fact, is to highlight that the question of orientation and vocational training of immigrants is not only a problem of adapting a segment of the job offer to the needs of the economic-productive systems, but also identification and

use of interpretative and work tools useful for achieving the best possible linguistic-cultural, individual and collective integration.

On the other hand, the vision of the theme must certainly be broadened: these two actions in fact and necessarily require a **reflection on the rights of foreigners and on the policies aimed at promoting their recognition and effective use in the host societies**. In fact, the fundamental difficulty in this regard weighs heavily, according to which in Western societies it is now possible to distinguish two categories of people: full-fledged citizens and others who are not recognized as such, even though they live in the same territory, being mostly re- cognized as legal residents, and working more or less regularly. The status of migrant workers therefore does not appeal to specific categories of people to be protected and protected, but touches on a fundamental point of a society that is unable to reverse the negative trend that places the gap between citizens at the heart of democracy fully entitled and non-citizens, perhaps tolerated as useful, but always relatively and in a conditional manner. In this context, Orientation and Training can therefore rightly be considered as essential components of the **package of citizenship rights**. For these reasons, the central role played by training and orientation processes was highlighted and greater attention was paid to the skills, by the parts of the recipients, of learning and professional adaptability as well as the usual dimensions of primary literacy. As is known, during the resettlement process, the cultural capital of immigrants is subject to a transformation to develop new skills required and valued by the general labor market. Not surprisingly, several scholars argue that investments in orientation, training and employment are a key strategy for the integration of newcomers.



Two activities appear in this unit - **ACTIVITY 1: Typologies of “cases” Reception and re- construction/value of individual “stories”/ ACTIVITY 2: Types of “cases”: paths of action and intervention - each divided into: objectives, contents, tools - useful for starting to collect, in a feed mode/back,**

important elements to proceed with a first summary of the experience - times and operational indications.

3.1 A step forward in their path of “citizenship”.

A fundamental consideration and at the basis of any Orientation / Training action towards this category is that through Orientation, professional training and the achievement of a more qualified working status, immigrants can take a very important step forward in their path of “citizenship”. At the same time, it must absolutely be borne in mind that the granting of this “right” is not a

zero-sum game for the host society: **the qualification of migrants is a contribution to increasing the efficiency of the labor market**, which raises the level the exchange between the skills of immigrants and the jobs offered to them. In fact, it becomes possible to employ foreign workers even in qualified activities, for which the internal supply is not sufficient in any case; broaden the pool of human resources to draw upon during the recruitment and selection phase; develop new services and activities through job creation processes (independent work, cooperatives). In this sense, therefore, a model must be built, and subjected to methodological and operational verification, aimed at developing **a path of identity and professional construction in young migrants**, immigrants and refugees, starting from the evaluation of their **migratory project**.

Counselors must constantly learn new ways of approaching and information on intercultural aspects (legal, cultural, social, political, economic, individual and related to sex) and keep it up to date. **Migrants find themselves in a ,specific’ situation**: a new country, a foreign language, strict rules and structures. They arrive with certain needs and experiences and with the desire to be recognized for the qualifications they have brought to Italy.

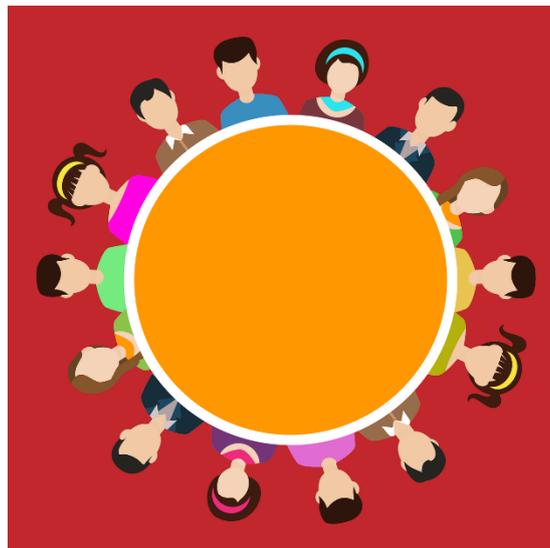
Consultants, as ‘suppliers’ of information, must learn the **life stories of migrants**, their motivations and the hopes that have possibly obtained in their own country. They also need to find out why they emigrated: persecution, escape from persecution, escape from justice, curiosity or just the dream of a better life for their children. The challenge is also related to understanding that some people have lived and probably will live in communities and neither speak the language of the country in which they are located. Therefore, apart from personal experiences, it is important to grasp some immigration contexts for each particular situation and this means, first of all, **that career guidance must be based on the previous knowledge and skills of the migrants themselves**.

Consultants must therefore constantly learn new ways of approaching and information on inter- cultural aspects (legal, cultural, social, political, economic, individual and related to sex) and keep them up to date; migrants find themselves in a ‘specific’ situation: a new country, a foreign language, often rigid rules and structures: they arrive with certain needs and experiences and with the desire to be recognized for the qualifications they have brought to Italy. Indeed, in this context, it is important to keep in mind, for example, that migration alters, at times profoundly, the human capital available to the subject: at

times it raises it, making it more valuable (this is the case, for example, of **skilled migrations**, the other side of the **brain drain** from poor countries to rich countries; or immigrants who carry out entrepreneurial projects based on assuming a role as a bridge between different societies and cultures); more often it depresses him, causing a professional disqualification of the worker who settles in a different country. The need to find any job to support themselves and stay in the country of destination manifests itself with such intensity that the subject deviates from his own personal and professional wishes for fulfillment.

3.2 Integration processes

In reality, guidance and training are not an instrument of employment policies, but they find an important place in the context of integration policies. Furthermore, training is not only a way to future integration, but also a place where, here and now, **integration processes** are already taking place: between immigrants of different backgrounds and social conditions, often divided by prejudices and ancient and recent contrasts; and between those in formation and formators, understood as individuals and as institutions. In the training context it is possible to ask questions and receive answers, collect and decode information, verify the validity of the information collected, expose lived experiences, express concerns and discomforts, elaborate aspirations and projects, compare customs, values and visions of life, going beyond the narrow family clan or ethnic community boundaries. And all this without fear of appearing intrusive, of arousing intolerance or irony, of feeding stereotypes and prejudices. In this sense, training can be seen as a “welcome niche”, in which it is possible to build reciprocal relationships, based “on that knowledge that immigrants need like air in order not to continue to be ,deaf’ in the midst to a blind people”.



In this microcosm, communicating with the wider and at the same time secluded society, there is space to redefine and negotiate one’s cultural and professional identity in the context of the host society. The training has a purely assimilatory component, as it offers immigrants a package of contents (linguistic, behavioral, technical-professional) to which it requires to comply in order to find citizenship. But it is also the place where migrants

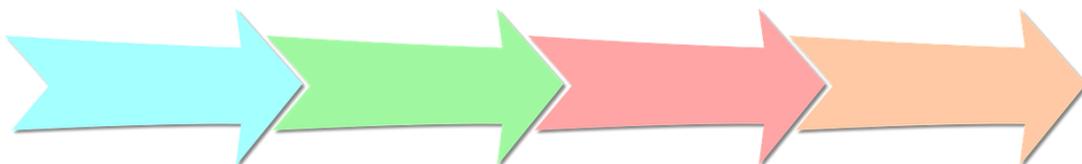
can discuss and compare their wealth of knowledge and beliefs with the social norms and institutions of the society that receives them, evaluating how much to accept, how much to reject, how much to know better. The migrant can in fact be seen as a “**cultural traveler**”, located in a dynamic of transition and the search for new balances between the starting environment and the society in which he has chosen to settle.

The integration of immigrants, in turn, can be defined as a multidimensional and interactive process: a process, because it is not a given, but a dynamic and fluid phenomenon, which evolves over time through multiple opportunities for learning and relationship with the host company; multidimensional, as it takes place at different levels (economic, cultural, social, political), at least partially independent, so that, for example, integration into the economic sphere can proceed differently (not necessarily faster) than socio-cultural integration; interactive, because it requires not only the commitment of the immigrant, but also an active participation of the receiving society and its institutions.

In this context, therefore, Orientation becomes a privileged place for intercultural exchange and mediation: first of all, as a vehicle for linguistic and social learning, but more profoundly as a space for dialogue, open communication, planning elaboration.

3.3 Orientation / Training model for migration

To give substance to this brief analysis and provide a standard Orientation / Training model, aimed at developing a path of identity and professional construction in young migrants, immigrants and refugees, starting from the evaluation of their migration project. Here we propose a work path as follows:



PHASE 1. Introduction: detection of individual needs, identification, assessment and self-assessment of knowledge, skills and competences, certification of the skills acquired by young foreigners;

PHASE 2. Development of a personalized orientation plan: analysis of the individual dimensions of the choice (motivations, interests, values, self-efficacy, coping, decision-making strategies, etc.), identification of the skills necessary for the prefigured path, intermediate verification of the development young foreigners;

PHASE 3. Actions of integration and accompaniment to work: coaching of the young person in the path of active job search, identification of suitable professional opportunities, evaluation of job proposals; promotion of candidacy, participation in selection interviews.

The best strategy to build a future in an inter/transcultural society, able to bring out a new culture that is at the time negotiating among others and respecting differences, is to bring everyone to the fullest realization of himself that is possible. In order to do this, great care must always be taken. With those who come from another culture is even more complex and in the multiple hybridizations to which each of us, migrants more than others, is subjected, even the knowledge of the culture of origin is no longer sufficient.

Migrants carry with them meanings and cultures, but meanings and cultures are not univocal and personal histories are today really not definable in these terms: the culture of reference of a person is often the result of the hybridisation of several cultures and not only for migratory movements, think of the universalisation of communication and new media, the proliferation of global virtual communities and all the other phenomena that fall under the great umbrella of the term “globalization”.

Migrants, refugees, asylum seekers with all the complexity of different situations are carriers of individual stories. Very often, moreover, orientation with migrants is also subjected, with the best intentions, to the logic of the emergency. To promote the best realization of oneself, to promote a truly just and equitable society, it is necessary to rediscover and cultivate the projects of each one, without forgetting any of the necessary emergency steps, but without establishing arbitrary points of arrival. Respect for migration, for the migration of everyone, starts from here. The main instrument that is recommended here is precisely that of the collection of real cases, of stories of migrants and their path that the counsellors and other operators can use to expand and improve their orientation with migrants. The attempt is to put the stories at the center: telling stories allows you to put the subject back at the center and orientation has to do with the construction of identity and personal design. **Telling real stories, proposing cases is also a way to suggest the many paths that can be traced, the many clothes we can wear in an attempt to define a future. The experience of migration, whatever the reason, is an experience of rupture that requires time and adequate space for reflection on oneself to be “repaired”.**

3.4 Final summative assessment of the unit

At the end of the Unit, the students will have become aware that doing orientation today is based on the transition from an orientation model that tried to put the right person in the right place

to a conception of orientation intended as a training action that aims subjects capable of dealing with the demands of a complex society., also acquiring the knowledge of strategies - Life Career Development (LCD), Life Career Assessment (LCA) - and the use of tools (see Activities) useful and effective to accompany the person in his life plan. The activities identified and envisaged in this section and the related tools follow.

1. **Typologies of “cases” Reception and reconstruction/value of individual “stories”**

- **Objectives:** Strengthen the intercultural and inter-personal guidance skills of professional counsellors to increase and make more effective the service offered to migrant users; Improve the knowledge migrants have of the world of work, increase their job opportunities, develop their skills of self-guidance and have a real impact on communities, contributing to the reduction of the number of unskilled adult migrants;
- **Contents :** tell own life experience and open a shared reflection on this
- **Tools:** Model “ Main types of use of cases and purposes”
- **Times:** The work can be done in a 3-hour meeting within which students must be supported in analyzing all the work done during the course. It is also necessary to make a comparison with the group and with the information collected. At the end, the project of choice and the possible hypothesized action plan must be written. It is important that the students conclude the course with a written document. At this point, individual counseling meetings can be envisaged, with students / women who need further support in making their choice.

Indications: the tools presented are examples of the activities to be carried out to bring out the personal resources, abilities and personal characteristics of each one. It is an active technique that promotes a more motivated approach to training for the direct involvement that life stories can promote.

DESCRIPTION OF THE TOOLS

ACTIVITY I / ANNEX A - MAIN TYPES OF USE OF CASES AND PURPOSES

What is more, the case study is an educational approach that is not broadcast-type but active, able to stimulate a reflective activity on what is presented and to promote a critical thinking. The development of critical thinking is one of the main aims that every educational process should pursue because it concerns the ability of a person to stand before reality with a careful look at the multiplicity and becoming the different shades of colour.

2. Types of „cases”: paths of action and intervention

o **Objectives:** Strengthen the intercultural and inter-personal guidance skills of professional counsellors to increase and make more effective the service offered to migrant users; Improve the knowledge migrants have of the world of work, increase their job opportunities, develop their skills of self-guidance and have a real impact on communities, contributing to the reduction of the number of unskilled adult migrants;

- o **Contents:** identification and definition of an effective training intervention and its phases
 - o **Tools:** Model “PATH TO INTERVENTION”
 - o **Times:** The work can be done in a 3-hour meeting within which students must be supported in analyzing all the work done during the course. It is also necessary to make a comparison with the group and with the information collected. At the end, the project of choice and the possible hypothesized action plan must be written. It is important that the students conclude the course with a written document. At this point, individual counseling meetings can be envisaged, with students / women who need further support in making their choice.
- o **Indications:** the tools presented are examples of the activities to be carried out to bring out the personal resources, abilities and personal characteristics of each one. The operator can choose one of these, paying attention to the times and the number of people in the group. Sometimes it may happen that someone does not want to express orally, in front of others, the work done. It is a good idea not to insist, emphasizing however that the personal story can mobilize ideas in others as well. The tools identified try to bring out the various resources that each person has, which have been formed in the various areas of everyone’s life and which can be transferred to the workplace.

DESCRIPTION OF THE TOOLS

ACTIVITY 2 / ANNEX A - PATH TO INTERVENTION

The tool to facilitate the process of inclusion of adult migrants with poor qualifications through the development of a path focused on vocational guidance of migrants. The plan foresees specific monitoring moments with the aim of constantly detecting the motivation of/of the participants, their evaluation towards the project and the evolution of the pro- situation and to gather all the information necessary for a complete analysis of the results achieved (successes and criticality)

Unit 4: How to ensure follow-up support activities for employers and young people

Description of the Unit:

In general, when dealing with an outcome, an evaluation process is implied that in some way verifies whether a specific intervention has succeeded in achieving its objectives or not, if it was useful, if it was carried out according to what was planned, if relevant, coherent, effective, appropriate, or efficient. **When the observation topic is orientation, however, this evaluation becomes very complicated as there are**

several factors that contribute to the achievement or otherwise of an outcome, factors that are not easily measurable, especially when they affect motivational, contingent or personal areas.

However, the presence of choice does not fully satisfy many of the stakeholders, while for an orientation this fully marks the goal. Therefore, a first problem to be addressed is the definition of the object of analysis. In our case it means going to check the success of an orientation path. Therefore, depending on the case, negative outcomes could turn out to be completely positive, others apparently positive completely negative. Measuring whether the choice made will turn out to be the winning one is practically impossible. Fortunately, we talk about orientation throughout the life span, but calibrating your potential well and immediately facilitates the continuation of life.

The orientation is aimed at facilitating training and professional choices, at enhancing knowledge and skills, at strengthening attitudes and skills that can be developed and strengthened, at motivating or re-motivating, relational gaps can also be highlighted, etc. **So there is no single unitarily measurable outcome**, but a plurality of different outcomes which necessarily must refer to the different presuppositions that generate different situations. The first need is to make a diagnosis in identifying one's path. **The ultimate goal is to make the person independent in the choice of his training, in the search for work, which does not always coincide with the expressed needs.**

Two activities appear in this unit - **ACTIVITY 1: Re-elaboration and synthesis of the lived experience / ACTIVITY 2: Follow up and personal path** - each divided into: **objectives, contents, tools** - useful for starting to collect, in a feed mode/back, important elements to proceed with a first summary of the experience - **times and operational indications.**

4.1 The evaluation process



The starting point of the evaluation, as mentioned above, follows a logic of data collection, compared with the training objectives, rather than that of a scientific measurement, since **a perfect comparison between the conditions of the subjects before and after the course is impossible.** The first result, or **first level**, that emerges from the evaluation **is the reaction of the participants to the course.** The varied nature of the object of the reaction allows you to define the reaction objectives (course subject, the trainer, the style used by them, the methods, techniques

and quality of the lessons). At a **second level**, training produces not only reaction, but, through learning, promotes **a change both in knowledge and in the skills and attitudes of the formats**. The IO3 Module has so far developed the strategies and identified the tools to better promote the personality, attitudes and perception of the work value in the recipients of an Orientation course: a difficult, sometimes tormented, path that needs a strong sense of sharing and responsibility, as well as motivations, if not solid, at least present. However, the phase of evaluation of the outcomes, of the self-evaluation of the subject, of the actions and of the follow-up dynamics are equally a complex and sometimes critical phase of a path that really wants to have a positive and significant impact on the life path of a It is clear that, in order for the learning process to be successful, it is necessary to take into account the subjective dimension of the learning phenomenon when evaluating the results. It is, therefore, important to motivate the participants, so as to prepare a fertile ground for having positive effects with the training. This purpose is expressed through the achievement of the training objectives, corresponding to the topics proposed in the course programs.

4.2 The self-evaluation path

The final evaluation / self-evaluation path is developed here through the two activities already mentioned, which provide useful tools to open a personal and group reflection on what has been lived and faced: **reflect fully on the experience made, re-elaborate and summarize the activities carried out , setting up the project of choice, are all important steps on which the success of the orientation action carried out / lived depends a lot**. If this is true, giving continuity to the objectives identified and the skills acquired is equally difficult, also because supporting / supporting / accompanying an outgoing subject introduces an important criticality; the critical point is to design the work placement or internship as a learning situation in which the work contexts acquire a training value for the user.

In this sense, tutoring - aimed at continuous follow-up - constitutes a decisive activity to enhance and monitor the candidate's job placement or internship and to pursue this goal, **it is necessary to take steps to verify:**

- ***when an entry is effective***
- ***what are the goals of the placement***
- ***what are the conditions that facilitate the objectives***
- ***how the activities / skills are evaluated***

In particular, the trainer and / or the dedicated working group **should deal with:**

- **contact** the aspiring trainee by phone to verify his actual availability to carry out the internship and his knowledge of the tool;
- inform the trainee about the duties and rights that arise with the signing of the traineeship project;
- offer their support during the internship period for any problem that may arise;

- verify the correctness of the training project with respect to the characteristics of the training course to be carried out and make sure of the seriousness, motivations and commitment of both the intern and the company;
- define some operational aspects of the internship, such as the identification of the period and times relating to the internship;
- continuously monitor the progress of the internship to resolve possible misunderstandings or dissatisfactions on the part of the company or the intern; take care, at the end of the internship, to file the personal dossier with the promoter (collection of documents relating to the subject produced and completed throughout the course: enrollment forms, forms completed in the orientation phase, copy of internship project and company evaluation forms, copy of the survey forms and the follow-up questionnaire).

4.3 Final summative assessment of the unit

At the end of the Unit, the trainees will have become aware of the importance of the final balance and re-elaboration phase of the orientation (for the subjects to be guided) and training, intended to build and implement their professionalism; equally important, and perhaps the most critical phase of a whole Orientation path is that of the follow up, which requires a lot of attention and continuity of commitment, as well as covering a complex phase for the outgoing subject and often full of obstacles. The activities identified and envisaged in this section and the related tools follow.

I. Re-elaboration and synthesis of the lived experience

Objectives: To re-elaborate and summarize the activities carried out.
 Set the project of choice.

Contents: Reworking of the work done during the course.
 Project of choice.
 Comparison on the professional role. Action plan.

Tools:

“I begin to evaluate”

“Ideas on the professional role”

“My project”

Times: The work can be done in a 3-hour meeting within which students must be supported in analyzing all the work done during the course. It is also necessary to make a comparison with the group and with the information collected. At the end, the project of choice and the possible hypothesized action plan must be written. It is important that the students conclude the course with a written document. At this point, individual counseling meetings can be envisaged, with students / women who need further support in making their choice.

Indications: the tools presented are examples of the activities to be carried out to bring out the personal resources, abilities and personal characteristics of each one. The operator can choose one of these, paying attention to the times and the number of people in the group. Sometimes it may happen that someone does not want to express

orally, in front of others, the work done. It is a good idea not to insist, emphasizing however that the personal story can mobilize ideas in others as well. The tools identified try to bring out the various resources that each person has, which have been formed in the various areas of everyone's life and which can be transferred to the work place.

ACTIVITY I / ANNEX A

"I begin to evaluate"

The tool has the purpose of verifying the consistency between the resources and skills possessed and the previously identified professional areas of interest. In fact, after having identified the areas and professions of interest and having analyzed the necessary skills, he is asked to evaluate the level of correspondence with the skills possessed. The form shows a scheme divided into two areas in which to note the skills possessed and the skills to be developed in relation to the field or professional role identified. Subsequently, an evaluation is expressed on the degree of desirability and feasibility of the indicated professional perspective. The purpose of the activity proposed through this tool is to help the student to assess the degree of feasibility of the individual project paths and to verify the existence of any constraints that may hinder the development of the hypothesized path.

ACTIVITY I / ANNEX B

"Ideas on the professional role"

The tool aims to analyze in detail a profession that is considered interesting for one's professional development. For the person it is a question of carefully evaluating all the aspects and characteristics that concern a specific profession, in order to collect concrete elements that can be useful for their future choices. This requires the student to act autonomously in the search for information on new professional opportunities. In fact, it is essential that he is personally involved in the search for information, as it is essential not only that he acquires the greatest amount of information, but that he also develops the ability to select information. The work of research, identification and selection of sources constitutes an important process of self-knowledge, as it stimulates the person to realistically compare the characteristics, values and personal interests with aspects, values and conditions of a specific professional profile. The information collected by the students can then be discussed and evaluated together with the group in order to broaden knowledge about the professions to everyone.

The search for information can take place either through the documentation made available at an information desk, or through an interview with significant witnesses who practice the profession or have a thorough knowledge of the professional sector to be studied in depth. In this last case, the grid proposed in the tool constitutes the outline and the points to be explored during the interview. Although the information search activity is expected to be carried out independently, it is essential to prepare informative material on the professions and job opportunities in the local context, to integrate such information through the involvement of people who know the sector to be analyzed, through contact with other structures present at the local level, such as the employment agency, and the consultation of websites. Finally, it is essential to help students in the consultation and use of this informative documentation as it is essential that they acquire a method for developing skills in selecting information in order to better orient themselves in their choice.

ACTIVITY I / ANNEX C

"My project"

This phase involves the drafting and fine-tuning of the professional development project that the student has progressively defined. In this sense, the drafting of the project of choice represents the final phase of the path that helped him to gradually define his professional goals. The proposed instrument constitutes a work outline to follow in order to elaborate, in a definitive form, the choice project. The drafting of the project is elaborated in an individual work and subsequently verified and possibly redefined together with the group. The grid proposed in the sheet aims to help the user to develop a project in the realization of the project.

2. Follow up and personal journey

Objectives : Thoroughly reflect on the experience gained
 Give continuity to the objectives identified and to the acquired skills

Contents : Monitor, evaluate and self-evaluate the chosen path and progress of the developed project

Tools:

“Reread my training experience”

“My project and action plan”

Times: The work can be done in a 3-hour meeting within which students must be supported in analyzing all the work done during the course. It is also necessary to make a comparison with the group and with the information collected. At the end, the project of choice and the possible hypothesized action plan must be written. It is important that the students conclude the course with a written document. At this point, individual counseling meetings can be envisaged, with students / women who need further support in making their choice.

Indications: the tools presented are examples of the activities to be carried out to bring out the personal resources, abilities and personal characteristics of each one. The operator can choose one of these, paying attention to the times and the number of people in the group. Sometimes it may happen that someone does not want to express orally, in front of others, the work done. It is a good idea not to insist, emphasizing however that the personal story can mobilize ideas in others as well. The tools identified try to bring out the various resources that each person has, which have been formed in the various areas of everyone’s life and which can be transferred to the work place.

ACTIVITY 2 / ANNEX A

“Reread you training experience”

The tool aims to reconstruct and evaluate one’s own training experience through a series of both negative and positive stimuli. We want to stimulate the student to re-read his own educational experience through memories, both positive and negative, the goals, both achieved and vanished, successes and failures. This rereading allows to start an analysis of the reasons that have allowed the realization of a more or less satisfactory training course. At the same time it allows to analyze the experiences and the representations that the user has of his own training experience and training in a broader sense. The form also allows you to re-elaborate the negative experiences that

the training experience may possibly have generated in a context that can help to re-evaluate and relive them as a learning moment and not as a negative fact tout court, through the stimulus suggestions “Lessons learned” from the failures .

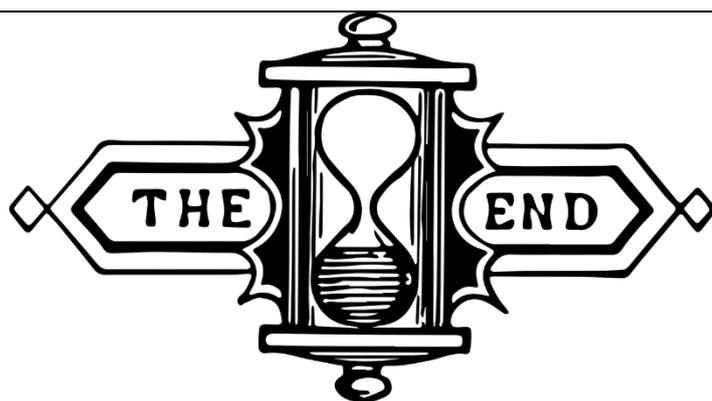
ACTIVITY 2 / ANNEX B

“My project and action plan”

The tool is aimed at defining the action plan necessary for the realization of the professional project. After having elaborated his own development project through the activity proposed in the previous form, the person is encouraged to define the stages and concrete actions to be followed to carry out this project.

The proposed tool constitutes a methodological support useful for defining an operational action plan, preferably written, which temporally marks the phases to carry out the development project. It is in fact very important that the person is able to plan each stage he intends to reach and to identify the strategies necessary to face the obstacles that presumably he will face.

Final assessment of the module



Today, as a result of the strong changes in training systems (still in progress) and the world of work (continuous) but also of the life experience of people and the possible trajectories of adult age, guidance is assigned to long life and long wide purposes (in all seasons and contexts of life). This

indicates the difficulties faced at this stage by both trainers and target groups of Guidance actions; there is no doubt, however, that the elaboration and implementation of a concrete project represent the ideal milestone of the orientation path. The achievement of this objective requires that the person is able to reach a realistic compromise between his or her aspirations, skills and knowledge and the opportunities offered by the context.

The ability to reduce one’s aspirations and desires within a context of real feasibility, reconciling the ideal plan with the real one, is a necessary condition for the realization of a project of professional choice and effective staff. In this final project drafting activity, which follows the selection and decision phase about the desired objectives and assessed as realistic, it may be useful for the person to re-trace the stages of the path, comparing the current project with the design paths assumed at the beginning, in order to be aware of their personal evolution. It is a matter of giving substance to the project, translating what until now was a hypothesis, into a set of operational actions. This step represents a twofold moment of verification of the distance regarding is the degree of realizability of the objectives characterized is to the degree of activation of the person with respect to the own professional development. Realizing its hypotheses of actions helps to verify further the feasibility of the

objectives, since only after planning its development path in a realistic and operational way, the person is actually able to compare their aspirations with the actual size and the commitment required.

At the end of this journey, “A road for opportunities”, it became clear that the orientation can then be divided according to the aims it pursues, into:

- a. **information orientation:** all the methods and practices which aim to provide the subjects with information and knowledge useful for making choices, to be in the world of education and training, of in a more conscious way
- b. **training orientation:** where the objective is to develop or strengthen the skills of guidance in the subject (so that it becomes able to self-orient, design, manage its objectives), to support it in the construction of its identity, to develop its autonomy, in a predominantly, but not exclusively, group mode;
- c. **orientation to transitions:** (all the practical ones, with various methods, that tend to accompany, to direct or to facilitate the processes of choice of a subject in consensual optical and with modality mainly individual) historically still necessary as long as no guidance system is in place to enable subjects to self-orient.

Annexes

Unit I

UNIT I

Activity I - Reception and presentation of the intervention

Annex A - My name

My name is

Its meaning is

Who chose it for me

I was given my name because

As a child people used to call me.....

My friends used to call me/call me.....

I like/don't like my name because

I would prefer my name to be.....

Did I give the name to someone (brother, sister, relatives, friends)?

.....

How I chose it and why.....

Annex B What I do in my free time

Name..... Date

Write a list, as complete as possible, of the experiences you have had and the activities

Activity	A	B
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

you carry out or have carried out outside of study and work (free time, family, voluntary work, associations, etc.).

Try to be precise and concrete, do not leave out even the apparently simplest activities.

Then indicate, for each activity, at your discretion:

how proficient you are (A) and how much you like it (B)

1 = little; 2 = quite; 3 = very; 4 = very much

Among the experiences / activities you have described, which are the ones you did best at or which are the ones you do best at? And which ones were or are the most interesting?

More successful experiences / activities
More interesting experiences / activities

Annex C – In my future

Let's try to respond to these solicitations without thinking about what is more appropriate to respond. What comes to your mind?

The future appears to me

A few years ago, I

In a few years I

There will come a day when

In fact I'm spending a lot of time on

I should focus more on

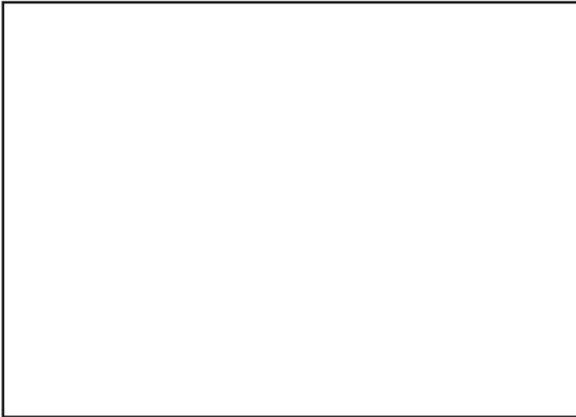
Activity 2- Personal interests that can be used for the choice

Annex A - "The tree of my interests"

List your current interests and rank them from strongest to weakest

1. ____
2. ____
3. ____
4. ____
5. ____

Draw a tree and represent your interests as flowers of different sizes according to how „strong and intense” they are. Arrange them so that those that are associated or compatible, from the same area or related areas, are closer together.



You can do the same thing with your past interests by drawing another tree.

Comparing the two trees	
Which interests have withered?	1. 2. 3.
Which interests have remained constant?	1. 2. 3.
Which interests have bloomed?	1. 2. 3.

Annex B - "I'd like to do it, I would never do it"

A series of activities are listed below. Examine them carefully and try to evaluate your **INTEREST** in facing them. Underline the profession, if you find one you aspire to; if you have another relevant one in mind, add it yourself.

A - WORKING WITH DATA

I WOULD VERY MUCH LIKE TO DO IT 3 2 1 ◀ ▶ 1 2 3

I WOULD NEVER DO IT

A 2) Collecting, analysing data (environmental data collector, research data analyst, industrial accounting analysis etc..)

C - WORKING WITH PEOPLE

C1) Selling, convincing, dealing with customers (manager of commercial or tourist activities, commercial agent, shop assistant)
I WOULD VERY MUCH LIKE TO DO IT 3 2 1 ◀ ▶ 1 2 I WOULD NEVER DO

C2) Assisting sick people, the elderly, children and caring for them (physiotherapist, nurse, doctor, teacher, educator, entertainer, social worker...)
I WOULD VERY MUCH LIKE TO DO IT 3 2 1 ◀ ▶ 1 2 I WOULD NEVER DO

C3) Coordinating working groups (coach, director, staff supervisor, shift supervisor, manager...)
I WOULD VERY MUCH LIKE TO DO IT 3 2 1 ◀ ▶ 1 2 I WOULD NEVER DO

C4) Helping, advising, solving problems (psychologist, consultant, lawyer, teller, traffic policeman, call center operator)
I WOULD VERY MUCH LIKE TO DO IT 3 2 1 ◀ ▶ 1 2 I WOULD NEVER DO

D. WORKING WITH IDEAS

D1) Inventing, designing (graphic designer, design architect, project engineer, web designer...)
I WOULD VERY MUCH LIKE TO DO IT 3 2 1 ◀ ▶ 1 2 3 I WOULD NEVER DO IT

D2) Doing research (researcher in the scientific or human sciences, biotechnologist, anthropologist, physicist...)
I WOULD VERY MUCH LIKE TO DO IT 3 2 1 ◀ ▶ 1 2 3 I WOULD NEVER DO IT

D3) Representing or expressing (journalist, writer, director, photographer, artist, scenographer, actor)
I WOULD VERY MUCH LIKE TO DO IT 3 2 1 ◀ ▶ 1 2 3 I WOULD NEVER DO IT

INTEREST			
		I WOULD LIKE TO DO IT	I WOULD NEVER DO IT
DATA	A 1		
	A 2		
THINGS	B 1		
	B 2		
	B 3		
	B 4		
	B 5		
	B 6		
	B 7		
	B 8		
PEOPLE	C 1		
	C 2		
	C 3		
	C 4		
IDEAS	D 1		
	D 2		
	D 3		

Annex C - “Chosen hypothetical project sheet”

PROVISIONAL PROJECT OF CHOICE

YOUR EXPERIENCES

Work: what work experiences (the most recent ones) have you already had?

	PROFESSION	WORKPLACE	TIME (when and for how long?)
1			
2			

3			
4			

Personal experiences:

- Traveling:

- Courses (computer, guitar, football etc.)

- Volunteering / Associations

PROFESSIONAL INTERESTS

Professional activities that interest you	Professional activities that do not interest you

PROFESSIONAL VALUES AND NEEDS

What are you looking for in a future job?	What would you not want in your future job?

Knowledge

Thinking back to the knowledge you have acquired both in and outside of school, what is that knowledge you would like to cultivate in the future?

On the other hand, what knowledge have you acquired that you are no longer interested in?

ABILITY

What are your skills and abilities? List at least 3 of them!!

- 1)
- 2)
- 3)

What are the things you could do well in a future job? List at least 3 of them !!

- 1)
- 2)
- 3)

PERSONAL CHARACTERISTICS

- What are the traits of your character that could be most useful to you in your future job and/or training?
- What are the traits of your character that could represent a difficulty in your future job and / or in your future training?

CONSTRAINTS

- What are the subjective conditions that are important for you when choosing a job or a training course?
- What are the objective conditions (the trend of the labor market, the most requested professional characteristics etc.) that you have to deal with in order to realize your project of choice?

THEREFORE, YOUR PROVISIONAL PROJECT OF CHOICE IS:

To carry out this project, are you planning to undertake a training course or to enter the world of work immediately

- Training. If so, which one?
- Immediate entry into the world of work

UNIT 2

Activity I - Values and social, training and work representations

Annex A – The three caskets

Consider the following values: ability, achievement, occupation, career, leadership, justice, salary, colleagues, initiative, loneliness, morality, consideration, autonomy, stability, usefulness, prestige, training, support, variety, conditions, planning.

Reflect on which ones, in your ideal job, are “indispensable” and place them in a hypothetical gold casket; which are “mediatable” and place them in a hypothetical silver casket; which are “renounceable” and place them in a hypothetical bronze casket.

Golden Casket	Silver Casket	Bronze Casket

Annex B – Work related values

Personal affirmation

Making the best use of my personal resources at work to establish myself professionally.

Career opportunities

Working in an organization in which there are predictable stages which lead quickly and with certainty to the top.

High pay

Higher than average salary.

Social prestige

Enjoying the highest esteem and consideration; appearing important in the environment I frequent.

Training possibilities

Having the opportunity to acquire new ideas, skills and attitudes through professional training.

Social utility

Commitment to an activity that contributes to the well-being of individuals and society.

Assumption of responsibility

Following the work process as a whole, taking personal responsibility for the results.

Autonomy

Being able to decide on your own goals, times and ways of working without having to answer for the daily details to a boss.

Commitment

Finding yourself faced with problems that are difficult to solve, which challenge you to use all your personal skills and resources.

Leadership

Guiding others in their work, establishing objectives and methods and taking responsibility for the results they achieve.

Variety

Confronting yourself with new tasks, problems, people or situations in your daily work.

Safety

Being able to count on a continuous employment relationship, in which the possibility of losing the job itself is unlikely to occur.

Leisure time

Enjoying long vacation periods or having limited hours that leave you plenty of free time.

Stable workplace

Not having to move to other cities or regions for recruitment, travel or career advancement.

Flexible schedule

Being able to set working hours on a case-by-case basis according to goals, deadlines and personal commitments, without having fixed obligations.

Pleasant working environment

Working in a physical environment

Now choose the 5 most important values and write them down below

Annex C – "The anti-values"

List the jobs you would never do. Put them in hierarchical order, from the one you like least to the one you might, in some way, like. For everyone, highlight what you really don't like about that job (the worst part) and the values you don't share.

1.....	6.
2.....	7.
3.....	8.
4.....	9.
5.....	10.

Then summarize the values and the type of work that just don't suit you.

Annex D - "Images of work, school / training"

Choose from the list of phrases below **3 definitions** that best express your idea of:

EDUCATION

- an inevitable sacrifice
- a means of earning a living
- a means to have prestige in life
- a means to cope better in every situation
- an instrument of personal and social emancipation
- a means to have more job opportunities
- means to be useful to others
- something important
- a way of actually preparing for a job
- a sacrifice that can be avoided

Thinking about the **teachers you really know**, choose from the list of sentences that follow **3 definitions** that best express their characteristics.

- ability to maintain discipline in the classroom
- sensitivity to students' problems
- ability to establish a friendly relationship with children
- ability to stimulate curiosity about knowledge
- cultural preparation and competence in his/her field
- ability to keep attention in the classroom
- ability to transmit his/her knowledge to others
- confidence in the autonomy of students
- openness to political and social problems
- ability to make people love studying

Choose from the list of phrases that follow **3 definitions** that best express your idea of **STUDENT** in today's school situation

- ability to organize one's time
- ability to have a good relationship with teachers
- commitment and motivation to study
- a good study method
- ability to pay attention during explanations
- curiosity for knowledge
- many interests outside of school
- competitiveness towards classmates
- ability to express what they have studied

- ability to get by even when they have studied little

According to your opinion, how important is **EDUCATION** in the **life of a YOUNG MAN?**

- Very much
- Very little
- Quite
- Little

According to your opinion, how important is **TRAINING** in the **life of an ADULT?**

- very much
- very
- quite
- little
- very little

Choose from the list of phrases below **3 definitions** that best express your idea of **WORK**

- a means to have satisfaction in life
- a means to contribute to the development of society
- a means of earning a living
- a way to have interesting contacts with other people
- an inevitable sacrifice
- a means to occupy a prestigious position in society
- a means to be autonomous, independent
- a way to be useful to others
- a means to achieve personal success
- a duty to the family
- a right for all citizens

Choose, from the following, the **3 most important features** you would like to find in a **workplace**

- interest
- responsibility
- income
- stability
- consistency with the qualification
- free time
- possibility to update
- career opportunities

- contacts with many people

Choose, from the following, the **3 most important characteristics** that a person should possess today in order **to enter the world of work**

- flexibility
- mobility
- ability to work in a team
- ability to relate vertically (with superiors) and horizontally (with colleagues)
- ability to make decisions
- ability to accept orders
- self-learning skills
- self-evaluating skills
- ability to deal with unfamiliar situations
- ability to adapt to the rules

According to your opinion, **how important is WORK** in the life of an **ADULT?**

- very much
- very
- quite
- Little
- Very little

Choose, from the following, **the 3 most important factors** in the transition from training to the world of work

- spirit of initiative
- success at school
- cunningness
- chance, luck
- autonomous retrieval of information
- cultural preparation
- adaptation to the occasions that occur
- specific professional preparation

ACTIVITY 2 - Individual skills

Annex A - "My life story: Master cards"

Focused activity	Behaviors	Knowledge	Skills	Personal characteristics

Annex B - “Analysis of personal resources:transversal skills”

I am able to.... COMUNICATE

Listen to people while they are talking 1 2 3 4 5	Firmly support my thoughts 1 2 3 4 5
Actively participate in a discussion 1 2 3 4 5	Clearly answer questions 1 2 3 4 5
Thank people for a courtesy received 1 2 3 4 5	Know how to introduce myself to others 1 2 3 4 5
Ask for clarification when I do not understand 1 2 3 4 5	Express an idea different from others 1 2 3 4 5

I am able to ...ANALYZE A PROBLEM

Consider the objective elements 1 2 3 4 5	Evaluate different strategies 1 2 3 4 5
Collect new information 1 2 3 4 5	Draw final considerations 1 2 3 4 5
Compare with other points of view 1 2 3 4 5	Find alternative solutions 1 2 3 4 5

I am able to... DIRECT THE ENERGY

Mobilize resources towards a specific objective 1 2 3 4 5	Don't stop in front of obstacles 1 2 3 4 5
Conclude what I begin 1 2 3 4 5	Restart, if the outcome of the action is negative 1 2 3 4 5
Ignore distractions 1 2 3 4 5	Check the result of my efforts 1 2 3 4 5
Correct my mistakes on the way 1 2 3 4 5	Once the goal is defined, proceed with constancy 1 2 3 4 5

Annex C - "From experience to skills"

Try to tell an experience that you lived and that you loved in a particular way: go back to your life story for a few minutes and try to reread it, highlighting a positive event that is still very much alive in your memories by imagining of having to narrate it.

Place of experience	What skills I have developed through this experience:
Description of the event:	What knowledge I have used:
Achieved successes:	What personal characteristics I discovered about myself:

Unit 3

ACTIVITY 1 - Typologies of “cases” Reception and reconstruction/ value of individual “stories”

Annex A - Main types of use of cases and purposes

Type of case	How to use in orientation	Purpose
Exempla	We propose, usually through texts, more types of cases that start from a situation of difficulty or uncertainty also metaphorically similar to that of the group of participants to arrive at a positive solution. After the reading the comparison between the participants is facilitated by asking generic and/or specific stimulus questions.	To get used to the identification of solutions, to help, through the identification to think that regarding the own solution exist however possible outcomes (increment motivation, push to the agentività, identification of possible distances), to develop the comparison and the listening, use the group as a resource.
Case studies of cases	After reading, participants are encouraged to identify any "mistakes" made and further possible action tracks both during what has already happened (if I were in the role of the protagonist and I could go back...) to react to what has happened in a prospective way.	Developing a habit of resilience, developing a habit of identifying as many paths of solution as possible, a habit of considering pros and cons when making decisions, developing confrontation and listening, developing confrontation and listening, use the group as a resource.
Exempla interrotti	It develops as the first type, proposing however cases without the final resolution. After reading it stimulates the group, divided into subgroups, to identify a final positive development of the various cases. In the assembly then socialize the solutions identified by the different groups and we confront them by identifying strengths and weaknesses. At the end of this process we read the real conclusions, also analyzing those in terms of strengths and weaknesses.	Identify possible positive developments, get used to thinking about solutions, get from the confrontation with others, the possibility to "open" their way of seeing problems and solutions, develop listening and comparison, get used to "weigh" the choices.

ACTIVITY 2 - Types of "cases": paths of action and intervention

Annex A- Path to intervention

ACTIVITY			
1	Contact persons, families or social workers meeting/ user meeting/ I interview	9	Reformulation of the project or confirmation
2	Verification of residence permit/Taking charge/personal and professional form/interview Guidance	10	Reformulation of the project or confirmation
3	Orientation to the hosting project and the Territory	11	Course or Stage / Monitoring
4	Evaluation needs : health, legal. I work towards a first integration (skills budget)	12	Course or Stage / Monitoring
5	Skills Reconnaissance/Check available routes and projects / interview Orientation	13	Course or Stage / Monitoring
6	Contact with educational structures/Linguistic and cultural mediation	14	Course or Stage / Monitoring
7	Verification of objectives and instruments	15	Follow up
8	Work Insertion of training	16	Follow up

UNIT 4

ACTIVITY I - Re-elaboration and synthesis of the lived experience

Annex a - "I'm starting to evaluate"

AREA/JOB POSITION OF INTEREST											
POSSESSED SKILLS						SKILLS TO BE DEVELOPED					
LEVEL OF INTEREST						DEGREE OF FEASIBILITY					
1	2	3	4	5	6	1	2	3	4	5	6

Annex B - "Ideas on the professional role"

WHERE CAN HE WORK?	WHAT DOES HE DO?	HOW MUCH CAN HE EARN?	WHAT ARE HIS CAREER OPPORTUNITIES?
WHAT SKILLS DOES HE NEED TO HAVE?	WHAT KNOWLEDGE DOES HE NEED TO HAVE?	WHO DOES HE RELATE TO?	WHICH TOOLS DOES HE USE?

Annex C- "My project"

My professional goals:

The stages to reach them

Stage	Timing

Activity 2- Follow up and personal journey

Annex A- Reading your training experience

EVALUATION

PERSONAL POINT OF VIEW	OBJECTIVE DATA

MEMORIES

POSITIVE MEMORIES	NEGATIVE MEMORIES

GOALS

ACHIEVED GOALS	NOT ACHIEVED GOALS

ACHIEVEMENTS

MY FIRST ACHIEVEMENTS	CONDITIONS THAT FAVOURED THE ACHIEVEMENTS

FAILURES

MY FIRST FAILURES	LESSONS LEARNED FROM FAILURES

Annex B- "My project and action plan"

Six monthly programme of activities and report

PLANNED ACTIVITIES

Month....	Month....	Month....	Month....	Month....	Month....

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