

LE.A.DE.R. Project

LEARNING AND Decision making Resources

KA2-Strategic Partnership - Project N. 2014-1-IT02-KA200-004105



Partner Organization (project partner) and country:	Centro Studi Pluriversum
Other organization involved in the Pilot Action (if not directly the partner organization):	Friuli Venezia Giulia Region - ATS Effe.Pi Orientamento 2015-2018

INFORMATION ABOUT GUIDANCE CENTER / SERVICE AND STAFF PROVIDING THE PILOT ACTION

Career Guidance Center / Service (NAME of the Service/Organisation)	ATS Effe.Pi Orientamento 2015-2018 (on behalf of the Autonomous Region of Friuli Venezia Giulia) within the project "Regional Guidance Offer Catalog"
Address, e-mail, website	Description of the project on the Friuli Venezia Giulia web pages: http://www.regione.fvg.it/rafvfg/cms/RAFVFG/istruzione-ricerca/regione-per-orientatori/FOGLIA7/
Career Guidance Provision Describe the service and the activities carried out by this organization (list of services and list of main target groups)	<p>The educational guidance path described here is part of a larger project called "Regional Guidance Offer Catalog", which is implemented by the FVG Region, using the European Social Fund and through the assignment to the ATS Effe .Pi Orientation 2015-2018, a group of professional training agencies with leader EnAIP FVG.</p> <p>The project involves the provision of medium-short-term guidance activities at the schools and training institutions that make the request of the service, starting from a "Regional Catalog" that includes paths from standardized content, easily replicable in the different educational and training realities of the territory. The costs of providing the service are covered by the ESF.</p> <p>All the schools and training institutions of the regional territory can access the "Catalog" guidance paths. The service consists of the delivery of educational guidance pathways to internal class groups of the beneficiary institutions.</p>

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Staff and practitioners involved Describe the main roles and professional backgrounds	Educational guidance paths can be run in the classroom either by internal teachers of the educational institutions and beneficiaries, as well as by external experts, provided at the request of schools by the training agencies that take part in the grouping.
Resources and tools Describe main tools available and database, web sites, etc.	In the educational guidance path described here, we use the methodologies of group work, collective discussion, role playing and simulation of the job interviews. Dedicated working sheets are provided by the teacher to help students highlight their salient features.
Other information (Opening time, on line services, etc.)	

INFORMATION ABOUT PILOT ACTION

Title:	Guidance on Internship experience toward High School students
Short description of the Pilot Action:	The prototype aims to prepare, accompany and support the students during the internship and stage, providing information, tools to face the new experience and to lay the foundations for a realistic plan for the future.
Target group (with description of specific guidance needs)	Students of the secondary high school and of the professional education training courses (IeFP courses).
Expected learning outcomes , within the CMS framework	<ol style="list-style-type: none">1. Personal effectiveness2. Managing life and career (partly)3. Understanding the world (partly)

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<p>Learning plan, with a list of guidance tools (please, describe the activities and the career guidance resources you will provide to users)</p>	<p>See detailed activity description below.</p>
<p>Evaluation</p>	

Detailed Learning plan, with the description of the activities and a list of guidance tools:

Activity	Description of the activity	Aims of the activity	Tools	Duration of activity in hours
<p>A1 What is my work?</p>	<p>Description of the business sector, location of each stage, office and related services. Activities carried out through the analysis of the reference profile, to the specific territory, to the local resources.</p>	<p>Know the field of employment. Obtain information about the structure to which the student has been assigned. Logistics, transportation, timetable, specific regulations.</p>	<p>Pc, internet, maps, municipality web pages, collective discussion.</p>	<p>2</p>
<p>A2 What does the term work mean?</p>	<p>Choice by students of qualities and attitudes related to their workplace, resulting in discussion of choices made in small groups.</p>	<p>Bring out expectations for work. Unlink stereotypes. Emphasize work-related values</p>	<p>Check list of adjectives regarding the skills / attitudes of different professional categories. Discussion in small groups</p>	<p>1</p>
<p>A3 Me and work</p>	<p>Simulation of a job interview in which the student candidates at the place he has been assigned to, bestowing on his / her skills and attitudes related to the specific assignment.</p>	<p>Self-assessment of skills, assessment by the student about the agreement / disagreement of these with the chosen workplace</p>	<p>Worksheet of a simulation of a first job interview. Evaluation grid by the teacher.</p>	<p>2</p>
<p>A4 Analysis of the first impact with work</p>	<p>Assessment of the skills required and those implemented</p>	<p>Self-analysis of the skills that are being implemented, those required by the work world, of those still to be acquired</p>	<p>Questionnaire</p>	<p>2</p>
<p>A5 First balance</p>	<p>Replaying the check list already given above (activity A2), individual item review after a first</p>	<p>Analysis of the effectiveness / ineffectiveness of your work style.</p>	<p>Focus group, Check list</p>	<p>2</p>

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	stage experience.			
A6 A look at the future	Construction of an elaborate (collage with images taken from magazines) regarding the professional and personal characteristics that support the chosen / hypothesized professional choice	Analysis of the factors validating the professional / school choice undertaken	Creating an individual workbook	2
A7	Final proof	Short exposure of light and shadow points related to the stage experience	Presentation of the individual elaboration to the class	1
				12

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