



TUTOR MANUAL

Path to a life project

Aim

The aim of this resource is to inform about the complex systems of local services targeted to guidance, lifelong learning and employment. Through this example we can collect the participants' evaluations about the accessibility of these services, inviting them to make a direct experience if not yet done, and to stimulate proposals of improvement.

Objective

The objective of Path to a life project is to encourage and enable participants to promote wider access to these services by migrant women, sharing the different experiences lived by the group of participants, and stimulating an active approach towards the institutions of the receiving countries.

Resources

- The Path to a life project PowerPoint with animated presentation
- or
- The Path to a life project illustrated learner workbook
- Tutor handbook
- The Path to a life project Grid and Summative Matrix

Time Required

It should take around 90 minutes to go through this exercise depending on the size of the group and the response of participants to the questions that follow.

Methodology

Show the animated PowerPoint or distribute the illustrated workbook. Use the Path to a life project Grid template to support participants to brainstorm and share their evaluations about these services, trying to make emerging also their background learning experiences (success or failure) and, through the group discussion, to overcome some stereotypes about learning in adulthood.

Once the services and supports have been identified and marked on the individual Path to a life project Grid template, ask the participants to plot their current experience of the process. Use the questions that follow to stimulate debate within the group.



Questions

1. Ask participants to give examples of direct experiences with guidance centres, adult education and training centres, employment services, naming the specific institutions involved in these experiences. All of them should have attended some courses of the receiving country language.
2. Ask participants to have a common agreement about the “values” of the suggested Lickert scale, than proceed with the individual work (c.a. 10'-15') for filling in the grid.
3. Use the individual grids and summarize the results in a common one (Summative Matrix), combining and/or re- negotiating the “values” about each service, exploiting this step to depict their mapping of these services.
4. Identify the proposals of improvements that the women group of integration leaders can recommend to policy and decision makers, including a list of potential recipients.



Erasmus+

This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project Number: 2017-1-FR01-KA2040-057126



CARDET

CENTRE FOR THE ADVANCEMENT OF RESEARCH
& DEVELOPMENT IN EDUCATIONAL TECHNOLOGY



Future In
Perspective

USTANOVA ZA | ADULT
OBRAZOVANJE | EDUCATION
ODRASLIH | INSTITUTION



Speha Fresia
SOCIETÀ COOPERATIVA

SUD CŌNCEPT

Coopérative de consultants | Bureau d'études et de Conseil