Education and Culture DG

Lifelong Learning Programme

Project Partners

Education and Culture DG
Lifelong Learning Programme

DEVMED
Développement Méditerranée

France (Coordinator)

INMAD

Austria

Πρόταση Ζωής
Κέντρο Πρόληψης των Εξαρτήσεων & Προαγωγής της Ψυχοκοινωνικής Υγείας του Ν. Μαγνησίας
σε συνεργασία με τον Ο.ΚΑ.ΝΑ.

Greece

Italy

INSTYTUT ROZWOJU ZASOBÓW LUDZKICH

Poland

Iniciativa Internacional Joven

Spain

ABOUT THE PROJECT

SUMARY

This project proposes a cooperation to exchange the good practices in terms of evaluation and development of the key competences. This partnership is constituted from 6 countries, and targets in each of those 6 regions 2 groups: G1/the actors in the employment and training sectors (trainers, social workers, teachers, entrepreneurs, HR managers ...etc) and G2/the vulnerable populations that are excluded from the employment and training markets (isolated women and single mothers, migrants, adults living in rural areas and/or territories in economic decline, disabled people, as well as people close to illiteracy.

After proceeding with a comparative diagnosis of the modes and practices that are used to evaluate the basic competences, with the actors of the employment and training sectors in every country, the partnership will experiment and produce tools and methods for an initial evaluation of the basic competences, that are related to the 8 key competences defined in the European reference framework. These experiments will allow the partners to produce together individualised plans for the development of competences, in favour of the final beneficiaries (G2) and the implementation of training modules to evaluate the key competences in direction of the professionals (G1) which would allow them to adapt their practices to the diversity of problems faced by the vulnerable groups.

PROJECT OBJECTIVES AND STRATEGY

This partnership aims at 3 objectives:

1. Identify, analyse and exchange the good practices in terms of evaluation and development of key competences in favour of the groups who are in a situation of social and professional exclusion.

- perceive and compare the public policies and programs that are related to the development of basic competences, in favor of the vulnerable populations without any or low qualifications
- Identify and mobilise the various actors in charge of implementing the policies and programs in favour of the vulnerable groups
- comprehend and compare the profiles and characteristics of the populations that are considered vulnerable in each country

2. Coproduce and use tools and methods to conduct an initial evaluation and planning of the key skills.

- Analyse the various modalities used to evaluate the key competences of vulnerable groups
- plan and experiment tools and modalities to conduct initial evaluation of key competences
- Refine the orientation and contents of tailor made training programs, targeting the vulnerable groups

1. Improve and value the learning of key competences in a non formal & intercultural context.

- Define the different alternatives to conduct the initial evaluation of the key competences, according to the characteristics of the specific publics
- Strengthen the capacities of actors in terms of tailor made planning of training initiatives
- Promote the learning the key competences in a non formal & intercultural context.

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« See Your Skills »

Diagnostic of policies and programs that exist to evaluate the pre-acquired key competences

AUSTRIA

A mapping for all laws, policies, and programs hat exist on a national, regional and/or local level concerning the evaluation of skills

In Austria the whole education and qualification system is embedded in the NQR - Nationaler Qalifikationsrahmen (National Qualification Framework). It includes also non-formal qualification and has to offer the possibility to visualize all parts of vocational education in adult learning to fulfil the demands of lifelong learning strategies. Herewith lifelong learning shall be promoted and put into action.

The evaluation of the different Key competences is competence specific:

- KC1: Communication the mother tongue
  - At the Age of 18 years the only evaluation for adults is at the end of high-school / vocational high-school. The final exams called “Matura” evaluate the competences in mother tongue German (for migrants it’s the educational language). The “Matura” also give s in general the allowance to study at all Austrian university (some of them have additional entrance exams to evaluate study specific competences) .

- KC2: Communication in foreign languages
  - At the Age of 18 years the only evaluation for adults is at the end of high-school / vocational high-school. The final exams called “Matura” mostly evaluate the competences in one or more foreign languages. Mainly English, French, sometimes Italian, Spanish, Russian and some other languages depending on type and location (region) of school. According to the Common European Framework of Reference for Languages (CERF) the first foreign language will be evaluated on the level B2 (after 8 years of learning), the second foreign language will be evaluated on the level B1 (after 4-6 years of learning).
  - Adults further more can evaluate their foreign language competences with ECL exams at the end of the course booked at vocational training centers or after non-fomal/informal learning directly at ECL test centers. Exams are based on the CERF.
  - THE ÖSD Diploma is especially for migrants learning German as foreign language. Here the foreing language competence is testes based on CERF and peple get a ÖSD Diploma . The german language courses can be attended at vocational training centers. The AMS (Public Employment Service Austria) also offers unemployed migrants German language courses specificly designed for the target group, carried out at specified vocational training centers – here also the ÖSD Exam/Diploma can be taken at the end of the course.
  - A good command of German language is required if migrants apply for the Austrian citizenship. Here proving documents are taken for evaluation: official German language diploma in B1 (ÖSD, ECL), school reports that prove that the primary and secondary school was done in Austria and the grade for German Language (mother tongue teaching) was positive.

- KC3: Mathematical competence and basic competences in science and technology
  - At the Age of 18 years the only evaluation for adults is at the end of high-school / vocational high-school. The final exams called “Matura” evaluate the competences in mathematics. In vocational High Schools the “Matura” also evaluates basic competences in technology in the field of the learned profession (electrician, engineering & construction etc.)
  - At the Age of 18 years also the final exams for apprenticeship are taken at the Chamber of Commerce. Here the basic competences in technology are evaluated in the field of the learned profession (electrician, engineering & construction etc.).

- KC4: Digital competence
  - The digital competence in adult learning is evaluated as final EDCL - exams after computer courses in vocational training. The courses are offered at vocational training centers all overAustriaas well as in specific courses for unemployed by the AMS.

- KC5: Learning to learn
  - No specific evaluation – here only seminars are offered to improve learning.

- KC6: Social and civic competences
  - To achieve Austrian citizen ship as migrant it is required to pass an exam proving the knowledge aboutAustria, Austrian history etc. – this is the only public evaluation on that offered, despite of some subject in school for undergraduate.

- KC7: Sense of initiative and entrepreneurship
  - Here the evaluation is embedded in programs to support start-ups. These programs are offered by different institutions like banks, vocational training centers contracted by the AMS as wel as the Chamber of commerce. A Main factor in evaluation of these competences is the completion of a business plan.

- KC8: Cultural awareness and expression
  - No specific evaluation

2. Definition of basic competences recognized in each country and the concerned actors in private and public sectors

In Austria the whole education and qualification system is embedded in the NQR - Nationaler Qalifikationsrahmen (National Qualification Framework). In accordance with that the Volkshochschulen (specific vocational training centers with branches in many regions)) developed a competence oriented reference system for their course planning. A framework curriculum has been developed.

3. Tools used, methodology and how are they applied

Basically the well established evaluation tools are used inAustrialike EDCL, ÖSD, ECL etc. in vocational training. Furthermore the final exams in Highschools also contribute to this evaluation.

On the level on private vocational training centers a variety of tools is used to evaluate at the course beginning several competences for this specific purpose. These tools are neither standardized nor available to the public.

4. Accessibility to these evaluations to vulnerable groups (they need to pay, easy to know about, …etc)

In general, all tools provided via courses of the public employment services Austria (AMS) are free of charge. Also the final school exams are free of charge in most of the cases. All other tools are based on fees to be paid by the individuals.

The accessibility is given as most of the persons from vulnerable groups are registered with the AMS. Furthermore organizations like the “Integrationshaus” and “Migrant.at” for example support also persons who are not registered at the AMS yet due to their status of immigration.

5. Efficiency and limitations

- Some of the competences unfortunately have rarely a chance to be evaluated (especially KC 5 and KC 8), some competences of adults are only evaluated at the end of highschool (especially KC 1, KC3).
- For many competences there is no standardized evaluation like the ones in KC2 for example. We even do not have a standardized “Matura” at the end of highschool – we only have a frame and it is in the hand of the teachers to choose the questions and topics. Therefore we do not have really the chance for comparison. The standardization of the final exams in high-school is in progress now but was postponed again.

FRANCE

A mapping for all laws, policies, and programmes that exist on a national, regional and/or local levels concerning the evaluation of competences

1.a. Basic knowledge, key competence, illiteracy, analphabetism, what do we mean by that?

In France, Key competences cover three major domains:

1. Linguistic competences: oral communication, written communication (reading, writing);
2. Mathematical competences: capacity to handle numbers, count, work with sizes (percentages, volumes, …etc);
3. Cognitive competences: logical reason, problem resolution, location in the space and time, concentration, memorizing …etc

Today, in the professional field, professionals prefer to speak about basic skills, and not about basic knowledge, because by doing so, they refer to the knowledge obtained in a professional context. Basic competences are the "heart" of the "8 key competences" defined by Europe (recommendation of the European parliament, in 2006)

1.b. The texts of law:

Chapter V (Right to equal chances through education and culture - Article 149) of **the orientation law n°98-657 in July 29th, 1998 relative to fighting against exclusions** stipulate that "fighting against illiteracy establishes a national priority". This priority is taken into account by the public services of education as well as by public and private bodies who insure missions of training or social action. All public services contribute in a coordinated way to fight illiteracy in their respective spheres of action".

The law n°2004-391 of May 4th, 2004 that is related to long life vocational training and social dialog introduces actions to fight against illiteracy and learning French language during the vocational training: "Actions that fight against illiteracy and learning French language are part of the long life vocational training" (article L6111-2 of the labour law). This law foresees that training initiatives in favour of the employees who do not master the basic competences will be negotiated every three years depending on the professional branch to decide on the priorities, objectives and financial means for the vocational training.

The Law of orientation and programming of April 23rd, 2005 for the future of the school defines a common base of knowledge and skills that must be mastered at the end of the compulsory education: "every pupil has to master at the end of his compulsory education a common base of knowledge and skills ".

The recommendation of the European Parliament in December 18th, 2006 decided on a common definition of the key competences.

The Law of February 19th, 2007 relative to training in the public service registers the trainings that fight against illiteracy and French learning as an independent category of full training.

The DGEFP Circular n° 2008/01 of January 3rd, 2008 related to the policy of the Ministry of Employment to interfere in favour of the people who are in professional insertion and help them access key competences.

The Law of November 24th, 2009 relative to the orientation and long life vocational training indicates that "the capacity to update knowledge, skills and team work completes the base of knowledge and competences". it creates the FPSPP (Fonds Paritaire de Sécurisation des parcours professionnels) (Equal Fund for securing professional careers) which finances training initiatives on key competences.

1.c. Financial means:

Training programmes for job-seekers and employees in an integration process

The State is competent in training job-seekers and employees who suffer from illiteracy and in an integration process. The programmes IRILL - Insertion Réinsertion lutte contre l'ILLettrisme (Integration Reintegration fight against illiteracy) which had this mission until 2009, as well as the educational personalized workshops (APP) that concern people who wish to obtain a basic level of knowledge were replaced by a new programme: the market of training that targets "key competences". It is managed by the region through the DIRECCTE.

Regions, although are not obliged to work on this issue, they often offer a linguistic or "basic knowledge" trainings, which are destined to young job-seekers in situations of analphabetism, illiteracy or learning French as a foreign language. Certain regions designed joint relationship between basic competences training offer and other existing trainings (creating a project/leading to a qualification/through learning) in a perspective of considering basic competences rather than illiteracy (as the offer addresses all public and not only those who studied at school in French language). Other regions work on basic competences and key competences in partnership with the OPCA for people in professional transition who can have the status of job seekers.

Employment office, within the framework of applying the agreement FPSPP – where the State, can also propose, in its offer, trainings on key competences and basic competences. Every region makes different choices on the subject.

General Councils sometimes develop trainings within the framework of the Department Plan of insertion. **Municipalities** or big associative networks can propose "evening classes" or "municipal workshops" on basic knowledge, the alpha or the FLE opened to job-seekers, but sometimes also to employees.

Programmes destined to employees

The organisations who are licensed to collect training taxes (OPCA) cover the charges of employees' trainings. They can finance trainings on key competences and basic competences. These programs have been handled better for a few years now, thanks to the support of (FPSPP)

A National Agency to fight against illiteracy:

Created in October 2000, for public interest, this flexible structure combines public and private partners, ANLCI organizes the work within the framework of competences that is appropriate to each field; it does not grant funding, but works on producing an added value through an action plan around three major axes:

- Measure: the ANLCI is in charge of promoting, on national, territorial and local levels, all actions that contribute to measure, prevent and act against analphabetism and favour the access for all to reading, writing and basic skills.

- Organise: ANLCI favours the optimization of all means mobilized by the State, regions, companies and civil society actors to fight against illiteracy.

- Equip: ANLCI accompanies and helps the actors who implement prevention actions and fighting against illiteracy to become more professional and develop their skills, as well as improve the quality and efficiency of the services proposed to the concerned persons.

2. Definition of basic competences recognized in each country and the concerned actors in private and public sectors

Definition by the Ministry of National Education.

In France, the **DGEFP** (Délégation générale à l'emploi et à la formation professionnelle) - General Delegation of Employment and vocational training, defined 5 groups of key competences:

1. Understanding and written expression
2. Mathematics, sciences and technology
3. Office automation and internet
4. Capacity to develop his/her knowledge and skills

5. initiation into a foreign language.

At the **AFPA** (*Association nationale pour la formation professionnelle des adultes*) - National Association for the vocational training of adults) 4 transversal competences:

1. Express himself/herself easily by using written and oral skills
2. Calculate
3. Reason
4. Use Internet and simple computing tools

While at the **ANCLI** (*Agence nationale de lutte contre l'illettrisme*) – National Agency to fight illiteracy. 3 areas of competences are defined that include 7 activities (Key competence reference for professional Situations):

1. Implementation
    1. Execute a task
    2. Understand and justify
2. Interaction
    1. Communicate
    2. Participate in one decision
3. Initiative
    1. Seize a chance
    2. Learn, take advantage of the experience
    3. Take initiatives

3. Tools used, methodology and how are they applied

1- User guide for key competences in professional situations

2- Positioning of the key competence "learn how to learn"

4. Accessibility to these evaluations to vulnerable groups (they need to pay, easy to know about, etc)

The government covers the costs of these evaluation for the following publics:

– Job seekers;

– Youngsters who left the school system without any qualification or diploma.

Under the vocational training finances:

– Employees with specific aided contracts under the obligation of training by the employer.

The access to the program "master key competences" is opened to employees, and has to lean on the intervention of professional sectors and OPCA (particularly in terms of financing).

5. Efficiency and limitations

Assessment report of 2008 in PACA region – Programme "Territorial Space to Access the First Knowledge (ETAPS):

148 actions were led in 60 municipalities. From the 6880 beneficiaries 20% are estimated to have abandoned. On the other hand, an emergency fund called IRIS (regional intervention for the social investment), that is dedicated to the vocational training in order to take into account the most weakened persons, was created with a co-financing from (OPCA). This action plan between the regional council, the prefecture of the region and the vice-chancellorship also aim at fighting against analphabetism.

Limitations from the professionals point of view: these programs group together many heterogeneous population, who have specific and diverse needs, this makes it very complex to implement a real tailored.

GREECE

A mapping for all laws, policies, and programmes that exist on a national, regional and/or local levels concerning the evaluation of competences

1.a. Basic knowledge, key competence, illiteracy, analphabetism, what do we mean by that?

In Greece, Key competences cover three major domains:

1. Linguistic competences: oral communication, written communication (reading, writing) (5,4% of the population have not those competences);
2. Mathematical competences: capacity to handle numbers, count, work with sizes (percentages, volumes, …etc)
3. Cognitive competences: logical reason, problem resolution, location in the space and time, concentration, memorizing …etc
4. Operational analphabetic during various levels of the obligatory education.

Today, in the professional field, professionals prefer to speak about basic skills, and not about basic knowledge, because by doing so, they refer to the knowledge obtained in a professional context. Basic competences are the "heart" of the "8 key competences" defined by Europe (recommendation of the European parliament, in 2006)

1.b. The texts of law:

The Law 3094/1954 begin_of_the_skype_highlighting 3094/1954 end_of_the_skype_highlighting «*Measurements Fighting of Alphabetism* "are founded in central level, in the Ministry of Education, the Central Committee of Fighting of Illiteracy and the Prefectural Committees of Fighting of Illiteracy. The Law 4397/79 was found the ''Public Education'' with main subject the problem of illiteracy of adults. Entering the E.U. the Law 1143 / 31st March 1981 "Special Education, Special Professional Education, Employment and Social Care" for individuals of special care and other educational provisions.

By the Law 2218/94 the "Public Education Services" are transported to Prefectural and Regional Authorities and their services were under the Local Governments and the local societies

The Decision of the Greek Ministry of Labor and Social Insurances Nr: 115910/9.10.2000 forecasted the operational processes for the established of a National System of Foundation and Assessment of Centers of Vocational Training for unemployment and low education level individuals.

The Law 3369/2005 *"Regularization for lifelong learning and other provisions*" attempts to take advance of the previous Greek experience in the space of lifelong learning in the frame of more total strategy for the development of human resources and the investment in the human capital.

The Law 3488/2006 "Application of equal treatment principle of men and women" with regard to their access in employment, in professional education and promotion to equal work conditions".

The Law 3879/2010 begin_of_the_skype_highlighting 3879/2010 end_of_the_skype_highlighting "*Development of the lifelong Learning and remaining provisions*" The law provides an integrated environment for the development of the lifelong learning, via the recognition of alternative educational corridors.

1.c. Financial means:

Training programmes for job-seekers and employees in an integration process

The State is competent in training job-seekers and employees who suffer from illiteracy and in an integration process. The National Program of Initial Vocational Training created a "**National Network of Centre of Adults Education - KEE**" which has the mission to train adults on basic skills of Literacy, Maths, New Technologies and Social accession. The programme "**HRON**" – Adults Training on Basic New Technologies and Communication Skills - which has this mission

until 2011, as well as the European Social Funds Programmes (**ESF**) that concern unemployment people who wish obtain a basic level of knowledge in order to find a new job or they want to reorient their job carrier.

Regions work on this issue and they often offer a linguistic or "basic knowledge" trainings, which are destined to young job-seekers in situations of analphabetism, illiteracy or learning Greek as a foreign language. Certain regions designed joint relationship between basic competences training offer and other existing trainings (creating a project/leading to a qualification/through learning) in a perspective of considering basic competences rather than illiteracy. Those activities are financed through the Greek National General Secretary of Public Training (**GSPT**). Other regions work on basic competences and key competences in partnership with the Greek Ministry of Labour for people in professional transition who can have the status of job seekers.

Employment office, within the framework of the State, can also propose, in its offer, trainings on key competences and basic competences. Every region makes different choices on the subject and has separate infrastructures to support different kind of training programs.

General Councils sometimes develop trainings within the framework of the Department Plan of insertion. **Municipalities** or big associative networks can propose "evening classes" or "municipal workshops" on basic knowledge, opened to job-seekers, but sometimes also to employees.

Programmes destined to employees

The organisations that are licensed to collect training taxes (**LAEK**) cover the charges of employees' trainings. They can finance trainings on key competences and basic competences. These programs have been handled better for a few years now, thanks to the support of the Greek Ministry of Labour.

2. Definition of basic competences recognized in each country and the concerned actors in private and public sectors

Definition by the Ministry of National Education.

In Greece, the **GSLLL** - General Secretary Life Long Learning - Department of Employment and vocational training, defined 5 groups of key competences:

1. Understanding and written expression
2. Mathematics, sciences and technology
3. Office automation and internet
4. Capacity to develop his/her knowledge and skills
5. Initiation into a foreign language.

At the **GSEA** – General Secretary of Adults Education defined 4 transversal competences:

1. Express himself/herself easily by using written and oral skills
2. Calculate
3. Use Internet and simple computing tools

3. Tools used, methodology and how are they applied

1- User guide for key competences in professional situations

2- Positioning of the key competence "learn how to learn"

4. Accessibility to these evaluations to vulnerable groups (they need to pay, easy to know about, …etc)

The government covers the costs of these evaluations for the following publics:

– Job seekers;

– Youngsters who left the school system without any qualification or diploma.

Under the vocational training finances:

– Employees with specific aided contracts under the obligation of training by the employer.

The access to the program "master key competences" is opened to employees, and has to lean on the intervention of professional sectors and **GSPT** (particularly in terms of financing).

5. Efficiency and limitations

Assessment report of 2011 in National Network of Centre of Adults Education - KEE" and "**HRON**" programmes.

KEE: From 2004 - 2011 more than 24.000 beneficiaries in 1700 actions were led in 45 Centres of Adults Education followed various training courses for basic skills on Greek language, Maths (calculate), Tourism and development, History and Social integration.

HRON: 540 actions were led in 42 municipalities from 2006 -2011 and the 6.500 beneficiaries followed various training courses on basic computer and communication skills.

Limitations from the professionals point of view: these programs group together many heterogeneous population, who have specific and diverse needs, this makes it very complex to implement a real tailored work with them (youth, seniors, migrants …etc).

ITALY

A mapping for all laws, policies, and programmes that exist on a national, regional and/or local levels concerning the evaluation of competences - Definition of basic competences recognized in each country and the concerned actors in private and public sectors - Tools used, methodology and how are they applied - Accessibility to these evaluations to vulnerable groups (they need to pay, easy to know about, …etc) - Efficiency and limitations

In Italy the basic regulation regarding the job placement of disabled people or people belonging to weak categories is **Law n.68/99:** it promotes working inclusion of disabled, requiring companies with more than 15 employees to hire a disabled who is in the list of L. 68. This targeted employment system promotes the job placement of disabled people **with specific competences and professional attitudes** corresponding to the qualifications required by the company. In this way, competences of the person are evaluated and appreciated. Art. 2 of Law n. 68/99 explains that "targeted employment" means a series of supporting instruments to evaluate competences of disabled people in order to include them in the job system.

Law n. 196/97 regulates internships and vocational training: Art. 18 on the alternating work- study experiences in order to facilitate professional choices of beneficiaries, who have fulfill the obligation of school education, through direct contact with the world of work.
The duration of the internships can cover a period not longer than 12 months, except for disabled people, who can have a 24 months internships depending on the specificity of their vocational program.

MAIN ACTORS FOR THE EVALUATION OF COMPETENCES

In Italy the Institute for the evaluation of education and vocational system, called **INVALSI,** is responsible for the evaluation of competences in the educational system at national level. It is a research organ, born after the European Centre for Education (CEDE) at the beginning of 1970es. Based on current law, which are the result of an evolution law significantly more focused on the evaluation and qualitative aspects of the school system, the Institute:
- performs periodic audits and systematic knowledge and skills of students and the overall quality of the educational institutions of education and vocational education and training, including in the context of lifelong learning, in particular manages the National Evaluation System (VNS);
- investigates the causes of failure and school dropout with reference to the social context and the types of training;
- makes the necessary surveys to assess the value added by schools;
- annually prepares the texts of the new written test, a national character, to verify the general and specific levels of learning achieved by students in the examination of State in the third year of lower secondary school degree;
- prepares models to be made available to school autonomy in drawing the third Test at the conclusion of the paths of upper secondary education;
- provides for the assessment of the learning achievements of students at the end of upper secondary education courses, using the written evidence of the state exams in accordance with criteria and procedures consistent with those applied internationally to ensure comparability;
- provides support and technical assistance to school administration, regions, territorial authorities, and individual educational and training institutions for the realization of autonomous monitoring, evaluation and self-assessment;
- conducts teacher training and school leadership, linked to the processes of evaluation and self-evaluation of educational institutions;
- conducts research, both on his own initiative or on behalf of public and private;
- ensures the Italian participation in European and international research projects in the field of evaluation, representing the country in the competent bodies;
- formulates proposals for the full implementation of the evaluation system for school leaders, defines the procedures for their evaluation, formulates proposals for the formation of the components of the evaluation team and makes monitoring the development and outcome of the evaluation system.

The INVALSI is supervised by the Ministry of Education that identifies the strategic priorities of the Institute which takes account in planning its operations. The assessment of scientific and technological priorities is reserved to the Institute.

At regional and local level the Regions and the Provinces are responsible for the education and training system and for the evaluation of competences for the access to vocational training.

EDUCATION AND TRAINING SYSTEM IN ITALY

To understand better the evaluation of competences system in Italy we need to consider that the Italian EDUCATION AND TRAINING SYSTEM is currently undergoing a difficult revision phase, and is quite complex.

The current SYSTEM is based on two **pillars:** OBLIGATORY EDUCATION, which regards all children from their 6th to 16th years of age; and the RIGHT TO /DUTY OF EDUCATION AND TRAINING, which concerns young people aged 16 to 18.

- OBLIGATORY EDUCATION (**Law n. 296/2006, art. 1 par. 622, 624, 632)** that takes place exclusively in state-run schools;
- the RIGHT TO /DUTY OF EDUCATION AND TRAINING (**Decreto Legislativo 15 April 2005 n. 76)** can be absolved either in state-run schools or in the Regional professional training centres (that are, schools which are dependent on the regional government) BUT only for certain profiles defined on a national level.

State higher secondary schools (high schools) include: LICEI (college prep), ISTITUTI TECNICI (technical institutes), ISTITUTI PROFESSIONALI (professional institutes); courses last 5 years, at the end of which students earn the *Diploma di Maturità* which is valid on a national level.

Regional professional training centres offer three-year programmes, at the end of which students are awarded a *Diploma di Qualifica* (Qualification) which is valid on a national level, according to **the Law n. 845/78 "LEGGE-QUADRO IN MATERIA DI FORMAZIONE PROFESSIONALE".**

Thus a student who has fulfilled his/her OBLIGATORY EDUCATION, by attending for example the final two years of a Technical Institute, may pass on to a Regional professional training centre, to earn a Qualification; or s/he may continue the course at the Technical Institute, and earn the *Diploma di Maturità*; or s/he can enter the work force and complete his/her RIGHT TO /-DUTY OF EDUCATION through the obligatory training paths called for under the APPRENTICESHIP contract.

Besides the *Diploma di Maturità*, students of the Professional Institutes can also earn an *Attestato di qualifica professionale* (Professional Qualification Certificate) during their five years in school, by attending an additional 600 hours of course.

After 18 years of age, or after obtaining a *Diploma di Maturità*, and on having in any case fulfilled the OBBLIGATORY EDUCATION requirement, it is possible to have access to training activities provided by the REGIONAL TRAINING SYSTEM, of which the Training centres already mentioned also are a part. The regional training system is organised and controlled by the regional and provincial governments, but **the** activities are conducted by private Training agencies. The training activities are diversified by their duration (ranging from a few hours to three years), type of students (young people completing their right to/duty of training, high school graduates, college graduates, adults, women, subjects risking social or labour exclusion, workers, unemployed, etc.), purpose (up-dating, continuous training, qualification, licensing, etc.), type of subject treated. The regional and provincial governments also organise and control the training activities of the IFTS channel, which is post-secondary training (but it is possible to attend even without a *Diploma di Maturità* or Qualification diploma) on EQF level 5. The target of these training paths is, therefore, varied; the Umbrian Regional training system, for ezample, issues three types of certificates: Attendance certificate and Attendance with profit certificate both with regional validity; Attendance of Qualification, with national validity.

In this context which we have described briefly, and which is still changing, one must insert the recent Regional system (of the Region of Umbria) of professional standards, articulated in profiles; this system is the minimum unitary reference for the awarding of qualifications by the Region and the Provinces of Umbria; Region of Umbria ha also adopted a system for the RECOGNITION OF TRAINING CREDITS, acquired in formal, informal and non-formal contexts, to allow citizens of the region to pass from one training path (whether state or regional) to another, or from work to regional training, etc.

The Umbrian regional system of professional profiles comprises training paths corresponding to EQF levels II, III, IV, and V; the professional profiles are articulated by Competence Units (UC); the UC described constitute the MINIMUM requirements for each profile.

UMBRIA VOCATIONAL EDUCATION AND TRAINING SYSTEM

On **January 2010** Umbria regional government passed a first part of a **regional professional standard Repertory and defined the respective competences**; this Repertory consists of 44 Profiles described through learning outcomes.

Regione Umbria has also established which qualification is required to access to each training pathway , and, for each training pathway , EQF level and regional level.
Profiles are so described through learning outcomes, competence, knowledge and skill, according to European ECVET outlines.

UMBRIA TRAINING SYSTEM is moreover founded on training credits; all training activities (courses, work experiences , apprenticeship ecc.) are organized through learning outcomes; any kind of learning (formal, not formal, informal) entitle to training credits recognition from training Agencies; training credits may be used to accede to regional training pathways.

It is important for me to remark that in Umbria credits are not quantified through points, but they consist in a description ("document for making learning transparent") realized with the help of a professional figure issued by Regione Umbria, credits tutor .

When the training Agency is going to start a training pathway, informs the citizens about the possibility of gaining credits or for accessing to the course or for shortening the same course ; the entire credit recognition process is managed by training Agencies and is officially recognized by Regione Umbria or Provincia di Perugia.

EVALUATION OF COMPETENCES IN THE TRAINING CREDITS SYSTEM IN UMBRIA

Training credit means the evaluation of key competences however gained.

Entry credits To allow admission to a training course if the applicant hasn't the required education or vocational training level

Attendance credits To obtain exemption from attendance or evaluation of one or more parts of a training course; this allows the personalization of the training course

Credit recognition allows the passage from: education course or apprenticeship to training courses

Credit evaluation Training credit evaluation is set by the training agency; so it is restricted to a specific training course, and is not transferable to other courses.

Credit recognition This is a public procedure, carried out following the rules of the Region of Umbria, to assign entrance and/or attendance credits to a citizen.

Credit recognition is an instrument to ensure lifelong learning, through giving value to formal , non formal, and informal learning.

The recognition procedure consists of four phases:

1. **recognition request by the person concerned:** s/he makes the request to the training agency; in the request the applicant describes what has been learned.
2. **make transparent the applicant's learning:** the applicant's learning outcomes are described in details to allow the evaluation of his/her knowledge, competences and learning abilities. This work is done by a credits **tutor**, who is a professional figure recognised by the Region of Umbria.
3. **Learning evaluation , to recognize required credits:** The data emerging from the detailed description of phase two are evaluated to assign the required credits. The evaluation is carried out by an assessment body recognized by the Region of Umbria and the Province of Perugia. The assessment is realized by interviewing the applicant, through an analysis his/her documents, and, if needed, through evaluation tests.
4. **Credit recognition; preparing a personalized training pathway:** Credit recognition is issued by the Region of Umbria and/or by the Province of Perugia. Entrance credit recognition allows admission to the training course even without the required formal educational level.
   After the attendance credit recognition, the training agency proceeds to the definition of the **personalised training pathway**.

Three hypotheses are possible:

- exemption from attendance or evaluation of one or more parts of a training course

- only exemption from attendance of one or more parts of a training course and not exemption from evaluation

- training debt collection by accompanying actions and help to individual learning.

Procedure players The learning evaluation body is chosen by the training agency and is constituted by the manager of the training agency, by the credits tutor and, if necessary, by experts, and by a representative of the Region or Province of Perugia, with auditing functions. The credits tutor has specific professional skills recognised by the Region of Umbria.

Questionnaire on key competences evaluation

We asked social services operators, working with the project target to answer some questions about the evaluation of key competences. (see **annex 1** to the present document). The questionnaire results stress a common system of enrolling beneficiaries of the service (vocational guidance, training, targeted placement, SAL service). An initial application form is filled in, with information on schooling and work experience of the beneficiary. Afterwards, through cognitive interviews and vocational guidance activity, personal attitudes and professional competences are investigated and it is possible to complete a balance of competences. Everything is made through a direct interview and by vocational guidance instruments. All the qualification certificates of the beneficiaries must be delivered to provide a direct certification of the competences. Very often key competences are tested by vocational training internship, that is the most effective instrument for an objective evaluation.

Vocational Training and Job placamento service have not a unique evaluation system of key competences, and this is the greatest limit. Everything is evaluated by interviews and balance of competences. A greater objectivity is possible for beneficiaries with a higher education level (diploma and degree) because a studying path guarantees a level of competences established by the school system.

ANNEX 1

QUESTIONNAIRE ON EVALUATION OF KEY COMPETENCES

The Municipality of Marsciano is taking part to the Grundtvig Project "See your skills" together with other European partners from Spain, France, Austria, Poland and Greece on the evaluation of key competences.
The present questionnaire aims to define a methodology and tools to evaluate key competences used by vocational and training services working with unemployed people, or disadvantaged people.
This framework defines eight key competences and describes the essential knowledge, skills and attitudes related to each of these. These key competences are:

1. ***communication in the mother tongue***
2. ***communication in foreign languages***
3. ***mathematical competence and basic competences in science and technology***
4. ***digital competence***
5. ***learning to learn***
6. ***social and civic competences***
7. ***sense of initiative and entrepreneurship***
8. ***cultural awareness and expression***

We thank you for your collaboration. Please answer the questions below and send it to our address: t.catallo@libero.it.

QUESTIONS:

1. ***Please, describe briefly your service/organization***
   .....
   .....
   .....
2. ***What kind of activities do you carry out in your organization?***
   .....
   .....
   .....
3. ***What is your target? How many people on average every year approach your service?***
   .....
   .....
   .....
4. ***What kind of service do you offer to your beneficiaries? (vocational guidance, vocational training, working accompanying, job placement....)? How many people carry out their progamme with success on average every year?***
   .....
   .....
   .....
5. ***Do you evaluate the competence of your beneficiaries with reference to the 8 key competences? Do you evaluate it in entrance? Or when?***
   .....
   .....
   .....
6. ***Do you use specific tools for the evaluation of the key competences? If yes, what tools do you use and in what way do you use them?***
   .....
   .....
   .....
7. ***At the end of the programme, how are evaluated the competences acquired by the beneficiaries?***
   .....
   .....
   .....
8. ***Please,point out difficulties in the evaluation of competence system that you have experienced in your job***
   .....
   .....
   .....

9. ***Could you suggest new ideas to improve your service in the evaluation of key competences?***
……
……
……

POLAND

A mapping for all laws, policies, and programmes that exist on a national, regional and/or local levels concerning the evaluation of competences

1.a. Basic knowledge, key competence, illiteracy, analphabetism, what do we mean by that?

Basic knowledge is generally defined as knowledge obtained within compulsory education that in Poland lasts till the age of 18. Basic knowledge is verified by compulsory exams:

- After primary school (12 year olds)

- After middle school (15 year olds)

Exams after secondary schools are necessary to continue further education.

Key competencies in Poland are equal to those defined by Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006]

Key competencies are the same on every level of education.

According to UNDP Report 2011 Poland is on 7th place in the world of countries with the highest literacy rate of 99,3% of population, so **illiteracy** is practically non-existent.

1.b. The texts of law:

Strategy for development of education for the years 2007-2013 adopted in the year 2005. The strategy encompasses the whole educational system from pre-school to adult education. Lifelong learning strategy aims to highlight two dimensions of LLL – lifewide learning (taking account of the potential of non-formal and informal learning) and the learning outcomes (indicating the need for assessment and recognition of the competences as learning outcomes, irrespective of the method, place and time of their acquisition).

Elements of the so designed LLL strategy are already now being implemented on the basis of the **National Reform Programme (NRP) for 2005-2008 and for 2008-2011**. The significance of education has been especially emphasized in the NRP 2008-2011 – the activity entitled Development of Education in the Knowledge-based Society and Economy is listed in the first place in the document. The curriculum reform of general education for all types of schools which fully recognizes the outcome of works of the cluster on key competences is a crucial part. The main benchmarks adopted to monitor changes in the scope of this activity refer to the level of key competences.

The Act on Employment Promotion and Labour Market Institutions of 2004 lists the following target groups for whom educational and training assistance is granting by projects funded from the Labour Fund: (1) the unemployed; (2) individuals looking for , including the specific categories: reserve soldiers, individuals collecting training pensions, employees discharged from establishments going bankrupt, individuals receiving social benefits, participants of integration programmes, families of farmers; (3) employees aged 45 and more.

These persons may benefit from forms of assistance organised or financed by employment agencies, including: (1) trainings; (2) refund of the costs of exams and licenses; (3) financing of post-graduate studies; (4) loans for training; (5) scholarships for further education in the school system; (6) internships.

The Act on Professional and Social Rehabilitation and Employment of Disabled Persons of 1997 defines the following target groups supported, among others, in obtaining adequate professional preparation: (1) adults classified by decision-making bodies to one of the three disability levels (significant, limited and slight); (2) adults totally or partially unable to work.

These individuals are entitled to participate in various forms of professional rehabilitations, in training sessions and in internships with the purpose of gaining qualifications for a , retraining or developing professional qualifications. The employers may get a refund of 90% of the costs of training disabled employees.

The Social Services Act of 2004 defines the target groups - supported, among others, in the scope of learning – as individuals threatened with marginalization and social exclusion due, among others, to poverty, being an orphan, homelessness, unemployment, disability, a severe illness, home violence or helplessness, or individuals in trouble with integration, such as foreigners, formerly imprisoned or addicted persons.

Provisions of the Social Employment Act of 2003 are addressed to the unemployed, alcoholics and drug-users, psychically disabled, long-unemployed or formerly imprisoned persons, refugees or disabled persons. Under this act social integration centers and clubs are created which work for social integration by providing services such as: training of abilities allowing to play social roles, gain professional qualifications, retrain oneself or increase qualifications, plan one's life and cater for one's own needs through one's own efforts, as well as to learn how to manage financial resources.

Provisions of the Social Cooperatives Act of 2006 are addressed to unemployed persons (defined in the Act on Promotion of Employment and Institutions of the Labour Market), individuals threatened with marginalization (defined in the Social Employment Act) and disabled persons (defined in the Act on Professional and Social Rehabilitation). They allow for creation of social cooperatives for a joint venture aimed at recreating the individual's participation in local community life and his/her employability. A social cooperative may run social and educational-cultural activities, as well as organise volunteer services.

1.c. Financial means:

Training programmes for job-seekers and employees in an integration process

Training programmes are job-seekers and employees are defined on a national level and implemented by training institutions and employment agencies locally.

The following programmes were financed from the **Labour Fund** reserve remaining at the disposal of the **minister of labour:**

- **a Good Start**, which covered 11.5 thousand of youth benefiting from the key competence and professional development courses combined with in-service training, financial grants for starting business activities, refund of exams and professional licenses costs,

- **Investment in qualifications deficit on the labour market**, which covered 21 thousand unemployed persons benefiting from courses (with elements of the key competences – computer literacy, running own business, basics of foreign languages, -searching skills),

- **Active Woman** which covered 2.5 thousand unemployed women over the age of 50 benefiting from projects aimed at finding and keeping jobs or starting a new business,

- **Programme 45/50 plus**, which covered several thousand unemployed women, aged over 45 aimed at restoring their employability.

The following programmes were financed from the means of the **State Fund for Rehabilitation of Disabled Persons** affecting the increase of education availability to the disabled:

− **Student** – continuous learning, which covered around 35 thousand students with special education needs,

− **Pythagoras** – a programme aiding deaf or partially hearing individuals,

− **Computer for Homer 2003** – a programme aiding digital competence of blind and partially sighted persons, which covered over 31 thousand people (support in buying equipment),

including over 3.5 thousand of those participating in the ICT courses.

Another source of funding are operational programmes absorbing the **European Social Fund** funds. Within its framework the following activities were funded:

− Active social policy promotion by supporting special risk groups (over 63 thousand participants),

− Professional integration and re-integration of women (over 48 thousand women),

− Development and modernisation of institutions of the labour market (over 37 thousand staffs of institutions of the labour market).

In October 2008 the **Ministry Council** adopted the **Solidarity Between Generations Programme.** Action for the increase of professional activity of persons aged 50+. This is a multi-year complex programme conducted by many actors (the government and selfgovernment administrations, social partners and non-government institutions).

The following aims related to lifelong learning have been included in the programme:

– increase of competence and qualifications of employees aged over 50,

– facilitating activity of the unemployed persons and those threatened with the loss of s aged over 50.

2. Definition of basic competences recognized in each country and the concerned actors in private and public sectors

Definition of Key competencies in Poland are equal to those defined by Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006] **Key competencies definitions are the same on every level of education.**

1. Mother tongue

The fluent communication competence is mastered at all stages of education, enriched by deepened reflection on the language, allowing for reception and production of elaborate and complex messages.

2. Foreign languages

The main aim of teaching modern foreign languages has been defined as fostering effective written and oral communication in the foreign language.

3. Math, science and technology

This mainly refers to skills, such as modeling, strategic thinking connected with logical reasoning and argumentation.

4. Digital competence

Preparation for efficient functioning in the information society. The abilities to safely operate computers and software, to search, store and process information, as well as to assess threats and limitations and value the social aspects of the IT applications development.

5. Learning to learn

Learning how to learn puts emphasis on building autonomy and responsibility. It is executed by individual and group projects, which encourage active acquisition of knowledge. Also, preparing for making important choices of the future areas of studies, ways of improving qualifications, up to the choice of profession is important.

6. Social and civic competence

Social and civic competences are aimed at fostering attitudes, such as: honesty, reliability, responsibility, interest in gaining knowledge, personal culture, readiness to participate in culture and teamwork. Shaping the civic posture, the attitude characterized by respect for the tradition and culture of one's own nation, as well as respect for other cultures and traditions are crucial for the social development.

7. Initiative taking and entrepreneurship

Realities of functioning of economy, preparing to enter the labour market.

8. Cultural awareness and expression

This competence is to develop a creative attitude and motivate to participate in various forms in culture, equip with intellectual tools enabling analysis of work of arts, awaken musical interests and gifts, as well as to create conditions for individuals to create and present their artistic output.

3. Tools used, methodology and how are they applied

No ministry document on methodology of key competencies teaching.

A number of teaching programmes and frameworks created within ESF programmes.

4. Accessibility to these evaluations to vulnerable groups (they need to pay, easy to know about, …etc)

Access to form of training are free for vulnerable groups and widely promoted.

The adult target groups entitled to special forms of assistance with regard to learning have been specified in several acts passed by the Parliament.

The Act on Employment Promotion and Labour Market Institutions of 2004 lists the following target groups for whom educational and training assistance is granting by projects funded from the Labour Fund:

(1) the unemployed;

(2) individuals looking for employment;

(3) employees aged 45 and more.

The Act on Professional and Social Rehabilitation and Employment of Disabled Persons of

1997 defines the following target groups supported, obtaining adequate learning support:

(1) adults classified by decision-making bodies to one of the three disability levels (significant, limited and slight);

(2) adults totally or partially unable to work.

The Social Services Act of 2004 defines the target groups – supported in the scope of learning – as individuals threatened with marginalization and social exclusion due to poverty, being an orphan, homelessness, unemployment, disability, a severe problems.

Provisions of the Social Employment Act of 2003 are addressed to:

1. the unemployed,
2. alcoholics,
3. drug-users,
4. psychically disabled,
5. long-unemployed,
6. formerly imprisoned persons,
7. refugees,
8. disabled persons.

5. Efficiency and limitations

Efficiency is measured by:

(1) cyclical research in the public statistics system,

(2) administrative bases related to the ministries' execution of tasks and related to institutions subject to the ministries,

(3) ordered statistical research or such research conducted for scientific purposes.

Efficiency of inclusion and employment instruments is currently on the level of 20%. Therefor there is a severe need to search for more effective tools and methodologies.

Limitations from the professionals point of view:

Programmes should be tailor made for specific groups, as now vulnerable groups are given the same measures of intervention regardless their real needs. Currently a number of social experimentation projects are in progress which aim at crating better suited tools for specific target groups.

SPAIN

A mapping for all laws, policies, and programmes that exist on a national, regional and/or local level concerning the evaluation of competences

1.a. Basic knowledge, key competence, illiteracy, analphabetism, what do we mean by that?

Competence is the *ability to resolve a situation in a given context*.

Basic competencies are the set of cognitive skills, procedures and attitudes that can and should be achieved throughout life and that are essential to ensure the personal and social development and adaptation to the needs of life and to exercise the rights and duties of citizens.

Key competences can be defined as permanent skills that are necessary to carry out a satisfactory learning throughout life. In other words, it would be basic competencies for a comprehensive development in today's informative societies. The European Union defines competence as *a combination of knowledge, skills and attitudes appropriate to the context and key competences as those that all individuals need for personal fulfillment and development, as well as active citizenship, social inclusion and employment.*

DeSeCo (Definition and Selection of Competences) identifies three categories of key competencies:

1. Competences that allow you to act autonomously, such as understanding the context in which we act and decide, create and manage life plans and personal projects, and to defend and assert one's rights, interests, needs and limits.
2. Competences that allow you to master the tools needed to interact with cultural knowledge, such as language, symbols and numbers, information and previous knowledge, as well as physical instruments such as computers.
3. Competences that permit you to interact in heterogeneous groups, such as getting along with others, cooperation and teamwork, and manage and resolve conflicts.

<u>Key competences for success in life and proper functioning of society</u>

Act in an autonomous manner

- Ability to defend and assert their rights and interests, as well as their responsibilities, limits and necessities.

- Ability to develop and conduct projects, both professionally and personally.

- Ability to operate on the overall situation/ the greater context

Use tools interactively

- Ability to use language, symbols and text interactively

- Ability to use knowledge and information in an interactive manner

- Ability to use (new) technology interactively

Function (intervene) in socially heterogeneous groups

- Ability to maintain good relations with others

- Ability to cooperate

- Ability to manage and resolve conflicts

Illiteracy would consist of people who lack these key competences, or at least the vast majority of them, as it is quite unlikely to find someone who lacks all.

1.b. The texts of law:

The legal framework is established for the development of measures related to unemployment and is based on guidelines established in Europe. In the following diagram we see how it will specify to different geographical areas to get to Benalmadena on a local level.

REGULATED FRAMEWORK FOR EMPLOYMENT	
EUROPEAN LEVEL	EUROPEAN STRATEGY 2020
NATIONAL LEVEL	NATIONAL PLAN FOR REFORMS 2011-2014 PROGRAM FOR STABILITY 2012-2015 NATIONAL REFORM PROGRAM FOR 2012 IN THE PROCESS OF FINISHING THE CONTENT IN ORDER TO PRESENT IT TO THE EUROPEAN COMMISION
ANDALUSÍAN LEVEL	DECREE OF 1542/2011, OCTOBER 31, 2011, APPROVING THE SPANISH STRATEGY FOR EMPLOYMENT 2012-2014. (NR. 279, NOVEMBER 19, 2011) III ANDALUCÍAN PACT FOR THE SOCIAL ECONOMY AGREEMENT OF NOVEMBER 20, 2007, THE BOARD OF GOVERNMENT, APPROVING THE PLAN FOR EMPLOYMENT FOR PEOPLE WITH DISABILITIES INANDALUSÍA, 2007-2013. (NR. 7, JANUARY 10, 2008) ORDER OF APRIL 28, 2011, APPROVING THE COMPREHENSIVEPROGRAM FOR EMPLOYMENT FOR YOUNG PEOPLE IN ANDALUSIA AND AMENDINGTHE ALREADY CITED COMMANDS (NR. 93, MAY 13, 2011)
PROVINCIAL LEVEL	*PROVINCIAL AGREEMENT ON SOCIAL RESPONSIBILITY OF THE PROVINCE OF MÁLAGA*
LOCAL LEVEL	*LOCAL PACT FOR EMPLOYMENT IN BENALMÁDENA*

1.c. Financial means:

PROGRAMS OF EMPLOYMENT WITH REGULATION OF ANDALUCIA THAT ARE DEVELOPED IN BENALMÁDENA	WHO DEVELOPS/PROVIDES ADVISE TO USERS
• Order of December 26, 2007, which develop programs of career guidance, pathways to integration, experimental actions, research and dissemination of the labor market, work experience for employment and job placements, established by the decree 85/2003, dated April 1, and determine the rules for granting aid for implementation. (nr.	• Hospitality School Consortium, "La Fonda" o Resolution of March 18, 2011, by announcing the call for 2011 to apply for grants to the consortium of school's job training, participated in by the

7, January 10, 2008) • Order of December 3, 2010, by amending the order of December 26, 2007, which develop programs of career guidance, pathways to integration, experimental actions, research and dissemination of the labor market, work experience for employment and job placements, established by decree 85/2003, dated April 1, and determine the rules for granting aid for implementation. (nr. 24517 December 2010) • The council of Benalmádena. Area of Business Development, Employment and Equality.	regulatory board of Andalusia the order of May 10, 2005. (nr. 70 of 08/04/2011) ○ Hospitality School Consortium, "La Fonda" ▪ Order of December 5, 2006, which regulates the school's workshops, trade, employment workshops and promotion and development units on the board of Andalusia, and sets the rules for the public granting of aid to such programs. (nr. 241 of 15/12/2006) ▪ The council of Benalmádena. Area of Business Development, Employment and Equality.
• Decree 335/2009 of September 22, which regulates the Management of Professional Training for Employment in Andalusia (nr. 195 of 05/10/2009). • Order of February 24, 2010, laying down the rules for state aid to promote equal opportunities between women and men in the workplace. • UTEDLT "Costa del Sol"- The council of Benalmádena. Area of Business Development, Employment and Equality.	
• Order of April 26, 2010, laying down the rules for aid to establish and maintainself-employment in Andalusia.	
PROGRAMS OF EMPLOYMENT WITH REGULATION OF ANDALUCIA THAT ARE DEVELOPED IN BENALMÁDENA	WHO DEVELOPS/PROVIDES ADVISE TO USERS
• Order of January 21, 2004, laying down the foundations of public aid to local corporations, consortiums of Territorial Units for Employment, Local Development and Technology, as well as Businesses Qualified as R &E for promoting local development (nr. 22of03/02/2004) • The council of Benalmádena. Area of Business Development, Employment and Equality.	
• Order of October 11, 2011, announcing the grant for the Andalusian Institute of Women to the city council, associations of municipalities and partnerships for development programs in the Women's Employment Unit for the year 2011, under the protection of the order of October	

10, 2011, laying the regulatory basis for the award of grants by the AIW on a competitive basis. (nr. 210 of October 26, 2011)	
• Resolution of the Secretary of State for Regional Cooperation, by adopting the 2011 call for aid from the European Social Fund during the intervention period2007-2013.(nr. 46, day 23) • The council of Benalmádena. Area of Business Development, Employment and Equality.	

2. Definition of basic competences recognized in each country and the concerned actors in private and public sectors

Basic competences of compulsory secondary education are set forth in Annex I of Royal Decree 1631/2006 dated December 26, establishing the minimum knowledge according to the Obligatory Secondary Education, and on the article 6.2 of the decree 231/2007, dates July 31.

1. Linguistic competences.

2. Mathematical competences

3. Knowledge of and interaction with the physical world.

4. Processing of information and digital competence.

5. Social and civic competences.

6. Cultural and artistic competences.

7. Competence in learning to learn.

8. Independence and personal initiative.

The actors involved in evaluating them are always public, as they are in charge of issuing or validating any transcript.

As the responsibility for education in Spain belongs to the autonomous regions, they are in charge of evaluating either through formal education, or by means of free trials in all secondary education, like high school or vocational training.

According to the article number 38 of the E.L.A. (Education Law in Andalucia) include at least these basic competences:

1. Competence in linguistic communication, about using the language as a tool of written and spoken communication, both in Spanish and foreign languages.
2. Competence of mathematical reasoning, understood as the skill to use numbers and basic operations, symbols and the ways of expression of mathematical reasoning in order to produce and interpret information and solve problems related to daily life.
3. Competence in the knowledge and interaction with the physical and natural world, which will contain the ability to understand events, prediction of consequences and the activity about the healthy status of people and environmental sustainability.

4. Digital competence and processing information, understood as the ability to look for, get, process and communicate the information and transmit it as knowledge, including the use of Information and Communication Technology, as a basic element to inform and communicate.
5. Social and citizen competence, understood as that one which allows living in society, understand the reality of the world we live in and to exercise the democratic citizenship.
6. Cultural and artistic competence, which means appreciate, understand and critize different cultural and artistic values, use them as source of enjoyment and personal enrichment, and consider them as a part of the cultural heritage of the different places.
7. Competence and attitudes to keep learning in an independent way along the life.
8. Competence for the autonomy and personal initiative, which includes the possibility to choose under judgment and follow the necessary initiatives to develop the chosen option y to become responsible of it. This also includes the entrepreneurship to devise, plan, develop and evaluate a project.

In Andalusia, the Ministry of Education established the presence of competences in the different educational levels. In the curriculums that are developed in each cycle is taken into account the evaluation of different competences, as they rely on them to develop the contents taught and have to acquire the alumnies.

In part of the Ministry of Economy, Innovation and Employment is taking into account the basic competencies in care programs for unemployed people (Andalucia Orienta, Accompaniment Programme insertion, Internship Programs in Business, Education for Employment ...). The domain itself serves the unemployed person to learn to face the labour market and promote their inclusion in it.

Complementary services are being developed, Entrepreneurs Care (consortia UTEDLT-Alpe, CADE) where they work with specific competences to provide people with a business idea the implementation thereof.

3. Tools used, methodology and how are they applied

The tools and methodologies of evaluation of basic competences are registered in the II Annex of the Royal Decree, dated December 29 and in the I Annex of the order from August 10, 2007, in order to develop the CV according to Secondary Education in Andalucia.

4. Accessibility to these evaluations to vulnerable groups (they need to pay, easy to know about, etc.)

The accessibility to these evaluations is completely free, and the only limit is on the age.

For the free tests of Secondary Education, they need to be over 18 years old, in the year the student is having that test. If the youngsters are under 18, they need to be evaluated in their own Schools, because they will be in the corresponding age of Secondary Education.

The basic competences in Spain are governed by the minimum instruction of the Obligatory Secondary Education and anyone who is not able to prove to be certified in Secondary Education (or any of its equivalents) is supposed to not have the basic competences for life, even when this is not real, but it is shown by the certificate.

5. Efficiency and limitations

Assessment report of 2008 in PACA region–Programme “Territorial Space to Access the First Knowledge (ETAPS):

Analysis (weaknesses, threats, strengths and opportunities) of the employment:

<u>Weaknesses:</u>

1. Seasonality of tourism.

2. Dependence on outside investors.
3. Deficit on the structure of trade.
4. Large increase of unstable population in holiday periods.
5. Technological weakness of the companies.
6. Unstructured and incomplete management model.
7. Loss of agricultural production.
8. Specialized training centers in other areas, causing the emigration of skilled labour.
9. Lack of consolidated and developed industry, based on shortage of land and public advocacy for empowerment.
10. Skilled labour moves to other areas due to lack of demand, also excess supply in various occupations.
11. Lack of entrepreneurial culture and business modernization.
12. Sustainable development at risk, due to the high pressure that favours urban residential tourism and hospitality.
13. Weak awareness of environmental protection.
14. Seasonality in employment.
15. Aging population.

Threats:

1. Poor planning of the commercial offer.
2. Theinternational crisis.
3. Lack of industrial land.
4. Market saturation due to excessive competition.
5. Heavy reliance on tourism and economic cycles.
6. High turn overbusiness.
7. Strong uncontrolled speculation.
8. Poorly organized innovation.
9. Shortage of parking and infrastructure for industrial promotion.
10. Inadequate rail and road collapse.
11. Service sector closely linked to the dominant sectors.
12. Alternative leisure in other areas, causing loss of competitiveness.
13. Primary sector and craft tend to disappear.
14. Close to two high-quality tourist resorts (Marbella and Soto Grande)
15. Promoting industrial land in adjoining territories, with priority on infrastructure, urban planning and residential facilities in the area.

Strenghts:

1. Dynamic structure of production.
2. Empowerment and enhancement of cultural heritage.
3. Interculturality with full integration.
4. Structured public resources for local development, with different actors from different institutions with competitive behaviour.
5. Support and presence of public administration.
6. Utilization of the local value system.
7. Rapidly expanding service sector.
8. Alternative leisure activities.
9. Mature product marketing.
10. Located in the Costa del Sol; tourist attraction, recognized internationally.
11. Protected natural areas and diverse cultural heritage, ethnographic and archaeological monuments.
12. Year-round mild climate that attracts investers and tourists all year round.
13. Increase in migration.
14. Increasing number of associations for welfare and business
15. Professional training for employment related to those sectors that employ more staff.

Opportunities:

1. Using the local value system.
2. Diversification of tourism.
3. Liberalization of the markets of New Information Technologies and Communication.
4. Ability to penetrate international markets (globalization of the economy).
5. Geographical location with strong appeal for investors: Costa del Sol
6. Institutional support for endogenous business projects
7. Increase in foreign population, with a demand for services for everyday life and a significant increase in domestic residents attracted by the mild climate and deep-rooted customs and traditions.
8. Area with high income per capita.
9. Sustainable development and implementation of an urban planning that considers the protection of the environment as a key factor in strengthening the quality of the country as a tourist resort.
10. Diversification of business activities.
11. Enhance business activities and occupying niches in the territory (care, education, local services, etc).
12. Foreign investment in innovative and energizing effects in the area.
13. Establishment and strengthening of structures for business revitalization
14. Building new commercial structures.
15. Proximity to 2 airports (Malaga and Gibraltar) and 2 ports (Malaga and Algeciras).

« See Your Skills »

Phase 1

FINAL GRIDS FOR THE EVALUATION OF PRE-ACQUIRED SKILLS

KEY COMPETENCES 1-8

« See Your Skills »

Phase 1

- Details of Key competences

- Procedures of evaluating pre-acquired Skills

K1

Communication in the mother tongue (K1)

Definition: Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure.

(BA = Be Able)

Expected Competences	Detailed Competences (descriptions)	Procedure of evaluating the pre-acquired competences	Evaluation Tool	Experimental Information
- Oral Communication (listening and speaking)				
- BA to express orally and to use an appropriate vocabulary according to the situation	- Express exaclty an idea to let oneself be understood during the communicative exchanges - Share the sense of words and use them orally with other communication participants - Produce a story orally structured understandable to all kinds of interlocutors	**SPAIN** - Organization of a conversation or a debate of common interest - Developing the necessary knowledge to manage K2 (scientific article, audiovisual presentation, …) preparation of an argumentation. - Individual reading of a	**SPAIN** Attached file name: EVALUATION TOOL MOTHER TONGUE **ITALY** Attached file name: Presentazione	**SPAIN** - We believe that this publication is useful for several reasons: - Give teachers the possibility of having, in one document, all the questions used in these tests, aimed at students who finished second year of secondary school. - Provides a validated instruments for
	- Ask a pertinent question, or			

- BA to take part in a meeting, in a verbal exchange, respecting communication rules	formulate it again - Give answers suitable to the questionsapporter - Listen and give a point of view respecting communication rules - Accept different ideas and positions	document - Preparation of the argumentation - Participation to the dibate respecting communication rules (speaking, speaking time, respecting others' ideas…) - Distinguish and use different type of text - Looking for information, collecting it and elaborating it - Reading a train or bus timetable - Reading an instruction manual **ITALY** - Distinguish and use different types of text - Looking for information, collecting and elaborating it - Reading a train or bus timetable - Reading an instruction manual For example : **EXPERIMENTATION WITH: over 18 unemployed trainees** **EXPERIMENTATION WITH: drop out students entering a vocational training course**	See your Skills	secondary school teachers to determine the acquisition of basic skills of their students. It provides application and correction at the same time and results with concrete evidence, can determine the level of performance of each student or student, according to the results obtained in the application of the corresponding year. **ITALY** EXPERIMENTATION WITH: over 18 unemployed trainees 1.Reading and comprehend a message through the help of illustrations. 2. Matching questions and answers 3.Reading comprehension and multiple chioice - Easy to test a group of peole with homogeneus competences EXPERIMENTATION WITH: drop out students entering a vocational training course 1. Credit Recognition request 2. Description of previous school experiences 3. Description of formal and non formal activities Matching experiences with KC learning - The evaluating procedure is not a very practical instruments with young students, who have not many certified experiences **EXPERIMENTATION WITH: over 18 unemployed trainees** Easy to test a group of peole with a writen text **EXPERIMENTATION WITH: drop out students entering a vocational training course** The evaluating procedure is not a very practical instruments with young students, who have not many certified experiences
- BA to read alone and understand a brief text, a sentence, a simple task	- Read silently and understand the meaning. - Isolate essential ideas which can be extracted by reading			
- BA to study silently a text decoding unknown words and to show the comprehension through a sum up or answering questions	- Identify characters, events and spacial and temporal circumstances of an event - Express orally the meaning of a studied text			
- Reading and Writing Communication				
- BA to copy a brief text without mistakes in a written, cursive and readable text, with an accurate presentation	- Copy a brief text through entire words or word groups, respecting orthogrphy, punctuation and capital letters - Copy respecting page layout and jounalistic text	Produce 2 kinds of texts : - A 5 line presentation (professional profile, family profile, studing, activities, spare time…) - 5 lines presentation on the theme of the chosen sector, in order to promote the interest and the participation - Using subsidies (dictionary, manuals…) - Fill in a form with personal information - Write a standard CV		
- BA to use and to document knowledges that are necessary to write a brief text	- Read again one's own production and correct it according to the given indications, a copied text written independently - Write sentences or a brief text (5 lines) from dictation without mistakes using and verifying one's own othografical and grammatical knowledge			
- BA to write independently a text by 5 to 10 lines	- Conceive and write a narrative or explicative text from 5 to 10 lined independently - Research and organise the ideas, choose vocabulary, build and link sentences, pay attention to othography			

« See Your Skills »

Phase 1

- Details of Key competences

- Procedures of evaluating pre-acquired Skills

K2

KEY COMPETENCES IN FOREIGN LANGUAGES (K2)

Definition: Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing)

in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual's social and

cultural background, environment, needs and/or interests.

BA = (Be able)

Expected Competences	Detailed Competences	Procedure of evaluating the pre-acquired competences	Evaluation Tools	Experimental Information
UNDERSTANDING				
LISTENING				
BA to recognise familiar words and very basic phrases concerning themselves, their family and immediate concrete	➢ To understand when someone speaks very slowly and articulates carefully, with long pauses for them to assimilate meaning.	- If they go to a city they have to listen to people (a recording), ask for instructions on how to get to certain places on the map, opening hours and prices of tickets what they have to make notes about.		**SPAIN** - THE GUIDE AUTONOMOUS GOVERNMENT OF ANDALUSIA: "Guide to Basic competency assessment in linguistic communication (foreign languages). Compulsory Secondary Education".

surroundings when people speak slowly and clearly.	➢ To understand simple directions how to get from X to Y, by foot or public transport. ➢ To understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. ➢ To understand numbers, prices and times.	- Listen to a recording on personal data of 2 people. Answer the comprehension questions.	SPAIN Attached file name: EVALUATION TOOL FOREIGN LANGUAGE POLAND	- We believe that this publication is useful for several reasons: - Give teachers the possibility of having, in one document, all the questions used in these tests, aimed at students who finished second year of secondary school. - Provides a validated instruments for secondary school teachers to determine the acquisition of basic skills of their students. - It provides application and correction at the same time and results with concrete evidence, can determine the level of performance of each student or student, according to the results obtained in the application of the corresponding year. **POLAND** - Testing can be organized in group or individual form, on any level. - It is highly recommended to guarantee good quality recordings and adequate listening conditions, preferable language lab.
READING				
BA to understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	➢ To understand information about people (place of residence, age, etc.) in newspapers. ➢ To locate an event on calendars of public events or posters and identify where it takes place and at what time it starts. ➢ To understand a questionnaire (entry permit form, hotel registration form) well enough to give the most important information about themselves (name, surname, date of birth, nationality). ➢ To understand words and phrases on signs encountered in everyday life (for instance “station”, “car park”, “no parking”, “no smoking”, “keep left”. ➢ To understand the most important orders in a computer programme such as “PRINT”, “SAVE”, “COPY”, etc.	- After receiving a series of booklets, they will have to answer questions about them, noting them in a computer in the desired language. - Look for a particular information in simplified articles on travel and tourism. Answer yes/no questions, arrange paragraphs in a correct order.		**POLAND** - Testing can be organized in group or individual form, on any level. - It’s recommended to use real reading materials for testing where possible.

	➢ To follow short simple written directions (e.g. how to go from X to Y). ➢ In everyday situations to understand simple messages written by friends or colleagues, for example "back at 4 o'clock".			
SPEAKING				
SPOKEN INTERACTION				
BA to interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help them formulate what they are trying to say. BA to ask and answer simple questions in areas of immediate need or on very familiar topics.	➢ To introduce somebody and use basic greeting and leave-taking expressions. ➢ To ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. ➢ To make themselves understood in a simple way but being dependent on their partner to repeat more slowly and rephrase what they say and to help them to say what they want. ➢ To make simple purchases where pointing or other gestures can support what they say. ➢ To handle numbers, quantities, cost and time. ➢ To ask people for things and give people things. ➢ To ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to them provided they are articulated slowly and clearly. ➢ To indicate time by such phrases as "next week", "last Friday", "in November", "three o clock".	- They will have to answer very simple personal questions as in a job interview in front of a panel. - Answer personal questions which checking in a hotel.		POLAND - Testing should be organized as a practical performance test. Can be organized on any level. - It's recommended to have clear assessment criteria, to avoid subjectivity in scoring one's performance.
SPOKEN PRODUCTION				
BA to use simple phrases and sentences to describe where they	➢ To give personal information (address, telephone number, nationality, age, family, and	- They will have to answer very simple personal questions as in a job		- Testing should be organized as a practical performance test. Can be

live and people they know.	hobbies). ➢ To describe where they live. ➢ To say that they don't understand. ➢ To ask somebody very simply to repeat what they said. ➢ To ask somebody very simply to speak more slowly.	interview in front of a panel. - Prepare a short personal presentation for job interview or school/university interview. Include basic information.		organized on any level. - It's recommended to have clear assessment criteria, to avoid subjectivity in scoring one's performance.
WRITING				
BA to write a short, simple note. BA to fill in forms with personal details, for example entering their name, nationality and address on a hotel registration form.	➢ To fill in a questionnaire with their personal details (job, age, address, hobbies). ➢ To write a note to tell somebody where they are or where they are to meet. ➢ To write sentences and simple phrases about themselves, for example where they live and what they do.	- They will have to fill in their own Europass CV in the target language. - Write a letter to a friend informing about coming to stay for a weekend.		- Testing should be organized as a practical performance test. Can be organized on any level. - It's recommended to have clear assessment criteria, to avoid subjectivity in scoring one's performance.

« See Your Skills »

Phase 1

- Details of Key competences

- Procedures of evaluating pre-acquired Skills

K3

Mathematical competence and basic competences in science and technology (K3)

Definition: A. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).
B. Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.
(BA = Be Able)

Expected Competences	Detailed Competences (descriptions)	Procedure of evaluating the pre-acquired competences	Evaluation Tool	Experimental information
- Numbers and calculation				
- BA to resolve problems of the daily life that are related to addition, subtraction, multiplication and division	- Solve problems that involve the 4 operations on paper	- Establish a budget related to buying products, and/or materials necessary to implement the mathematic workshop - Calculate the cost of the activity per person	GREECE Name of the attached file: EVALUATION TOOL MATHS COMPETENCE	**GREECE** **Experimental in target groups as :** **1) Students of peripheral schools** **2) Parents of rural and degrading areas**

- BA to calculate mentally by using additions, subtractions, multiplications and simple divisions	- Solve problems that involve the 4 operations mentally	- Solving simple problems of daily life in the paper, mainly related to buy or sale of products/materials and their distribution with collection of necessary data, organization and solution. - For example : - Dinner in restaurant for a number of persons, order from menu, calculation of total cost and cost per person. - The time of the train	ITALY Name of the attached file: Presentazione See your Skills	Easy for parents and for students Easy for parents but difficult in planning for students **Use of calculator** → easy especially for students **Geometry** → Difficulties in the use of the appropriate terminology and tools - Easy for students but difficult enough for most of the parents **ITALY** **EXPERIMENTATION WITH: over 18 unemployed trainees** Easy to test a group of peole with homogeneus competences **EXPERIMENTATION WITH: drop out students entering a vocational training course** The evaluating procedure is not a very practical instruments with young students, who have not many certified experiences
- BA to manage the basic functions of a calculator	- Use basic functions on the calculator to make simple operations - Know and master the on/off, cancel and enter buttons	- Use of a calculator or the cell phone calculator to solve a problem like the one above.		
- Geometry				
- BA to perceive and identify few relations and geometrical properties	Perceive and identify: - An alignment, - A straight angle, - A symmetrical axis, - Equal lines	- Orientation in the space with the use of basic geometric figures, as, straight on, parallel, vertical, right angle, straight angle. Manufacture of simple plans for the approach of a location. - Creation of forms and repeated patterns with use of basic forms as triangular, square, parallelogram and circle. - EXPERIMENTATION WITH: drop out students entering a vocational training course 1. Credit Recognition request 2. Description of previous school experiences 3. Description of formal and non formal activities 4. Matching experiences with KC learning		
- BA to spot cases and knots in a congruent square	- Identify directions - Spot cases and knots from a coordinated square			
- BA to identify , name and explain coordinate plane and solids	- Explain a square, rectangle, triangle.. - Identify, explain, name some solid shapes (cube, …). - Know and use basic appropriate geometrical vocabulary.			
- BA to use ruler, straightedge and a compass to trace correctly and precisely geometrical figures	- Reproduce and trace a square, a rectangle, triangle and a circle. - Use instruments to trace correctly (ruler, straightedge and a compass).			
- Solve a geometrical problem	- Reproduce a shape on a square paper with the hand alone or by using materials ; - Reproduce a shape on a paper with lines with the hand alone or by using materials as well as on plain paper ; - Create a figure from a model; - describe a shape during its reproduction			
- **Sizes and measurements**				
- BA to use the usual units, as well as estimate measurements	- Know the relationship between hour and minute, meter and kilometre, gram, and kilogramme, cent of a euro and a euro - Know a unit for contents (litre) - Track events of the day by using hours	- Understanding of the readings of a scale, a clock and a calendar. Application for understanding the route ways of a bus and simple measurements of time with these. Value of money to buy tickets. For Example: EXPERIMENTATION WITH: over 18 unemployed trainees 1. Calculating the speed of a car, the bill of a restaurant, the time of the train.		**GREECE** **Experimental in target groups as :** - **Students of peripheral schools** - **Parents of rural and degrading areas** Easy to understand the means and the use **ITALY** **EXPERIMENTATION WITH: over 18 unemployed trainees**

	and half hours - Use a calendar to compare durations. - Understand and classify objects according to their height and weight. - Measure segments and distances.			Easy to test a group of peole with homogeneus competences
- **Basic competences in science and technology Environment and sustainable development**				
- BA to mobilise his/her knowledge to understand questions related to the environment and sustainable development	Universe and the Earth - Identify the elements in the organisation of the universe - Identify the structure and geological evolution of the earth. Matter - Know the main characteristics of the matter - Identify the transportation states of matter The living - Perceive the organisation of the living and its diversity - Understand how living organs function - Know the evolution of species - Understand the organisation and work of human body	- Understanding the spherical form and the motion of the planets around the main star (sun). - Knowledge of the chemical elements and molecules. - Knowledge of the three natural states of the materials (Solid, Liquid and Gas). - Understanding of the living species variety. - Knowledge of Mendel Laws - Basic knowledge of the body anatomy **For Example:** **EXPERIMENTATION WITH: over 18 unemployed trainees** **Relation on experiments on the natural states of the matter** **Basic knowledge of the body anatomy**		**GREECE** **Experimental in target groups as :** - **Students of peripheral schools** - **Parents of rural and degrading areas** The motion around the sun is clear. Chemical elements very abstraction mean Physical states is understandable for everybody The variety is easy to apprehend but the Mendel lows is not so easy to explain them. Basic knowledge of the body anatomy by experience. **ITALY** **EXPERIMENTATION WITH: over 18 unemployed trainees** Easy to test a group of peole with homogeneus competences **EXPERIMENTATION WITH: drop out students entering a vocational training course** The evaluating procedure is not a very practical instruments with young students, who have not many certified experiences

Phase 1

- Details of Key competences

- Protocols of evaluation of pre-acquired Skills

K4

Digital competence (K4)

Definition: Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate

and participate in collaborative networks via the Internet.

(BA = Be Able)

Expected Competences	Detailed Competences	Procedure of evaluating the pre-acquired competences	Evaluation Tools	Experimental information
Civic and ethics in the digital activity				

BA to use IT and internet as well as respect its rules and use	- Identify and respect basic rules and laws related to its usage - Protect his/her identity and personal data - Show s proof of a critical spirit in front of the information coming from digital sources and its use - Participate in a group work that respects all rules and stakes.	FTP of data and use of them offline. Research work and use of data online, to coproduce an audiovisual reportage, that presents the French learners and their learners. Learn the notions of rights of image, protection of personal data, etc	EVALUATION TOOL "K4 EVALUATION TOOL"	Impossible for Parents Able for students after the age of 13 year old Impossible for Parents Able for some of students after the age of 15 year old General idea for parents and some knowledge for students mainly through their surfing in the Internet
Competences to create, produce and use data				
BA able to create a digital document.	- write and edit a text, organise a page layout - edit an image, voice or a video - Organise the composition of a document - prepare its presentation according to its destination	Creation of a newsletter Elaboration of a reportage Stock and diffuse data on the website dedicated to the project See you Skills	EVALUATION TOOL "K4 EVALUATION TOOL"	Able both groups in a general plan Difficulties to understand the real meaning of reportage, but easy enough for a general presentation of a subject. Difficulties to manipulate the data
Competences to learn, be informed and documented				
BA to search and choose relevant information, by taking into consideration the richness and limitations of Internet resources.	- Consult simple documentary data bases - Identify, choose and evaluate resources - Research and select requested information.	Research and selection of requested information on the Thessaly region, Magnesia prefecture, the area around the city of Volos, the residence village, the neighbourhood, the population,… to present them to other learners.	EVALUATION TOOL "K4 EVALUATION TOOL"	Many info, easy to express but difficulties to present in an understandable way-form-process
Competences to communicate and exchange online				
BA to communicate, exchange and publish by using IT&C tools.	- Write, send, disuse and publish - Receive and send e-mails including attached documents.		EVALUATION TOOL "K4 EVALUATION TOOL"	Easy for students but not for parents

	- Use different real communication tools online or offline (sms, Skype, msn, chat, …).	Periodic exchanges between learners and professionals Practice test on sending and receiving e-mails.		Some difficulties in the use of the tools.

« See Your Skills »

Phase 2

- Details of Key competences

- Procedures of evaluating pre-acquired Skills

K5

Learning to learn (K5)

Definition: Learning to learn is the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to
an individual's competence.

(BA = Be Able)

Expected Competences	Detailed Competences	Procedure of evaluating the pre-acquired competences	Evaluation tools	Experimental information
Getting information				

BA to look for, identify and process required information	- Looking for information using different media and placess, libraries, magazines, the Internet - Cathegorise and classify information, arrange into logical chunks - Storing, archivisation, considering resource availability and accessibility, etc.; - Evaluating information: extracting meaning, attributing relevance.	Looking for information on a particular topic Making definitions of selected concepts Classifying information from a given text Summarize a text/piece of information	Evaluation tool "K5 tool"	This tool can be used to assess personal learning skills and strategies. It is recommended that topic that is searched for was unknown or little known to tested benefriciaries. It is recomment to provide flexibility and easy access to different sources while testing.
BA to share information	- Presenting relevant information, using appropriate channels, - Mastering knowledge exchanges , being concise, using appropriate language, etc.; - Relating, establishing connections, communicating, understanding peers, etc.; - Collaborating, sharing tasks, working to common goals, etc.			
Critical thinking				
BA to adopt a critical ability in the process of learning	- BA to form and express opinion on a particular topic, - BA to find, understand and exchange arguments - BA to assess relevance in given information and its credibility - BA to comment on article, opinion, event	Present and justify one's opinion on a selected or given topic Find arguments for and against a given topic	Evaluation tool "K5 tool"	This tool can be used to assess personal learning skills and strategies. During assessment it's important to remember that K5 skills are assessed, not particular expressed concepts.
Creativity				
BA to develop a creative attitude to lifelong learning	- BA to imagine unexpected and unusual connections between the possible associations and links. - BA to interpret, propose and experiment new concepts. - Create a concept basing on the gathered data and facts	Make a presentation on a given topic using at last two channels Transform given information into a message to a given target group (EG. Youth, scientists, etc.) Make an assumption/ prognosis on development based on a given set of data.	Evaluation tool "K5 tool"	This tool can be used to assess personal learning skills and strategies. It is recommended to give a lot of flexibilty to students during testing.

« See Your Skills »

Phase 2

- Details of Key competences

- Procedures of evaluating pre-acquired Skills

K6

KEY 6: Social and civic competences

Definition: These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and commitment to active and democratic participation.

BA = (Be able)

Expected Competences	Detailed Competences	Procedure of evaluating the pre-acquired competences	Evaluation Tools	Experimental Information
Evolution of historical reality.				
BA to acquire the knowledge, mostly related to the history, geography and other social sciences with the principles underlying the Constitution and other basic rules,	➢ Difference of social facts of neture. ➢ Identify changes in phenomena that have a direct experience. ➢ Understand the temporal expresión of facts of everyday life (befote and alter, past, present and future). ➢ Recognice the cause more patent facts of	➢ Questionnaire relevant to the acquired detailed competences	ITALY, GREECE AND SPAIN Attach the evaluation tools of social and civic	ITALY Questionnaires for the evaluation of the social and civil competences have been experimented with : 1. A group of 40 long term unemployed adults who were entering vocational training courses for the qualification 2. A group of adults participating to a lifelong learning course to inmprove

with the main organizational models and the political system.	everyday life and social phenomena of the enviroment. ➢ Recognice the most impertant protagonists events analysed.		competence.	their competences in a specific professional field. The questionnaires were filled correctly with the help of the interviewers. The results were quite satisfactory . it seems that the interviewed are able to interact with empathy during a conversation, respecting other person's time, paying attention on not interrupting and not answering the mobile phone while having the conversation. Most of the interviewed people prefer working in a group instead of working in authonomy. They also say that it is not easy to evaluate their own competences and capacities , but on the contrary they easily identify the objectives they want to achieve. From the point of view of integration in the social context we have to notice a very small knowledge of the activity of local associations and volunteering groups. Nobody is member of an association. This means that the interviewed have a strict circle of friend and relatives and have a little interest in social activities. This attitude is due to the fact that many people are concentrated in the research of a job or, on the contrary, they are very bysy at work and have a very little free time.
Society: Functioning, achievements and challenges.				
BA to make decisions and identify social characteristics.	➢ Points out diverse forms of family organization present in today's society and describes some of the features and functions of the family. ➢ Recognizes different ways of expression in society basic aspects such as clothing, food, entertainment, etc. ➢ Indicates some problems, such as unemployment, poverty and immigration. ➢ Identifies basic characteristics of the different habitats in the country. ➢ Identifies some public services you use and relate to your goal. ➢ Identifying healthful/harmful choices ➢ Creating a personal health plan	➢ Discussing about the practice of the newly learned behaviours ➢ Observing the changes of the behaviour ➢ Role-playing ➢ Questionnaire relevant to the acquired detailed competences		<u>GREECE</u> - This instrument was developed by the scientific staff of the Prevention Centre of the Prefecture of Magnesia, "Protasi Zois" . It includes questions for the evaluation of the acquisition of competences in communication , desicion making and sentiments. - This instrument provides information, for each member of our groups, about the level of achievement of the detailed competences (specific goals), in each one of the three Expected Competences (communication , desicion making and sentiments). - We believe that the higher the level of the acquisition of the three Expected Competences (communication , desicion making and sentiments) is, the easier it will be for the members of our groups, to practice them in everyday life, including family, personal and business relationships.
Working, economy, production and consumption.				
BA to identify and analyse the characteristics and rules of the labour	➢ Identify the basic needs of people and points to ways of satisfying (leisure, friendship, consumption, ...).	➢ Discussing about the practice of the newly learned behaviours ➢ Observing the changes of the		<u>SPAIN</u> This instrument has been tested with a group of young people between 18-30 years of different educational levels. In the first part of the historical

market.	➢ Identify Common occupations in the environment and related to the specific activity to play. ➢ Identify the risks of certain professions, and the means to protect themselves. ➢ Mention the different tasks performed at home and determines its purpose. ➢ Understand the purpose of advertising and identify some personal actions of recycling and consumption savings.	behaviour ➢ Role-playing ➢ Media search ➢ Questionnaire relevant to the acquired detailed competences		evolution did not have many difficulties to understand that they are asked, but the second part about social skills, values, etc. that they need a professional to explain the questions and clarificate concepts. We believe that this questionnaire should be adapted to the profile of young people interviewed, especially his/her educational level and background.
Information and communication.				
BA to communicate with the others in verbal and nonverbal level	➢ Identify the basic needs of people and points out ways to satisfy it. (leisure, friendship, consumption, ...). ➢ Points Common occupations in the environment and the specific activity related to performing ➢ Identify the risks of certain professions, and the means to protect themselves. ➢ Name the different tasks performed in the home and determines its purpose. ➢ Understand the purpose of advertising and identifies some personal actions recycling and consumption savings. ➢ Taking turns when talking ➢ Listening and showing interest in what the other person has to say ➢ Being supportive ➢ Maintaining contact ➢ Using Empathy ➢ Being tactful when making critical comments ➢ Being familiar with team work ➢ Taking the time to listen to each other ➢ Avoiding giving advices to others ➢ Using open-ended questions ➢ Making frequent eye contact ➢ Showing "confident" body language ➢ Showing interest in others ➢ Nodding and smiling to indicate that you are following along	➢ Discussing about the practice of the newly learned behaviours ➢ Observing the changes of the behaviour ➢ Role-playing ➢ Questionnaire relevant to the acquired detailed competences		

Fundamentals and coexistence organization.				
BA to develop awareness and attitudes necessary to function in society as citizens informed and responsible.	➢ Points what is the main function of the school and the basic task the council satisfies. ➢ Identify the President of the state government and relates to the exercise of executive power. ➢ Differentiates situations in their daily lives which are illegitimate and arbitrary imposition situations, injustice and lack of freedom. ➢ Cites examples from everyday life situations in which people hold rights and responsibilities.	➢ Questionnaire relevant to the acquired detailed competences ➢ Discussing about the practice of the newly learned behaviours		
Human rights and global citizenship				
BA to identify and respect the Civil rigths and duties.	➢ Understand the purpose of an assembly of students and its basic operation. ➢ Identify different forums of direct social participation (school, neighborhood associations ...). o Name different kinds of associations present in your environment and describe the work that monitors and other people who spend their time for. o Understand the specific meaning of some child rights and universal rights o Understand that all people have equal rights, even if they have different physical and sexual characteristics o Difference types of abuse, injustice or discrimination o Participate in solidarity activities planned in school o Identify non-compliance of the basic rights of persons. ➢ Appreciates the existence of various cultural manifestations in the environment.	➢ Discussing about the practice of the newly learned behaviours ➢ Observing the changes of the behaviour ➢ Role-playing ➢ Questionnaire relevant to the acquired detailed competences		
Conflict Resolution				

BA to mobilize and actively participate in political, social and cultural development of the community. Capacity to improve their capacity for active participation and skills to implement effective intervention and collaboration. BA to express sentiments	➢ In a conflict, is able to listen and take turns of speech to express his opinion. ➢ Identify conflicts of family and personal life and points some of its causes. ➢ Recognizes that solutions to a conflict must be fair. ➢ Communicating /expressing feelings in a positive way ➢ Copying with stress ➢ Resolving conflicts	➢ Discussing about the practice of the newly learned behaviours ➢ Observing the changes of the behaviour ➢ Role-playing ➢ Questionnaire relevant to the acquired detailed competences		
Personal identity and ethical position				
BA to make judgments and evaluations	➢ Understands own emotions and those of others. ➢ Regulate their behavior in new situations through training in the game and in schoolwork. ➢ Is able to make their own decisions in group situations of injustice and discrimination ➢ Recognizes cultural differences in their environment. ➢ Recognizing my values ➢ Determining my personal goals ➢ Investigating how choices affect myself and others ➢	➢ Discussing about the practice of the newly learned behaviours ➢ Observing the changes of the behaviour ➢ Role-playing ➢ Questionnaire relevant to the acquired detailed competences		
Regulating coexistence				
BA to recognize sentiments	➢ Understanding the intentions of others. ➢ Through sports, computer games, etc. identifies the skills needed to work in a team (trust, distribution of responsibilities, communication ...). ➢ Know the basic living standards (rights / responsibilities) that regulate the behavior of people in school and family areas. ➢ Identify situations of non-compliance in school, at home and on the street and know the consequences.	➢ Discussing about the practice of the newly learned behaviours ➢ Observing the changes of the behaviour ➢ Role-playing ➢ Questionnaire relevant to the acquired detailed competences		

	➢ Participate in the proposed rules to regulate coexistence in school classroom, on the playground, in the family. ➢ Developing a sentimental vocabulary ➢ Recognizing my feelings ➢ Accepting my feelings ➢ Understanding the impact of my reactions on others ➢ Noticing other people's feelings			

« See Your Skills »

Phase 2

- Details of Key competences

- Procedures of evaluating pre-acquired Skills

K7

KEY 7: Sense of initiative and entrepreneurship

Definition: Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

BA = (Be able)

Expected Competences	Detailed Competences	Procedure of evaluating the pre-acquired competences	Evaluation Tools	Experimental Information
Be able to turn ideas into action. It includes creativity innovation and	• He/She can self-assesses his/her attitude and activities in some daily situations involved in his/her own environment. • He/She Finds solutions to everyday problems and knows how to solve them effectively	• Questionnaire relevant to the acquired detailed competence. • Observing the change of the	Spain developed the evaluation tool	The evaluation instrument for the Key Competencie "sense of initiative and entrepreneurship", was conducted with youth of different ages within the range of 16-30 years old in the city of Málaga, Spain.

risk-taking.	• He/She keeps coherence between what he says and what he does. • He/she can limit them behaviors in order to manage the efforts (intellectual and emotional) • He/She applies in practice theoretical knowledges. • He/She concludes intentions into achievable goals and potential to perform. • He/She knows how to make indicators or has an idea about how develop them. • He/She applies different methodologies of work as the situation demand. • His/Her projects have a long-term vision. • He/She creates her/his own knowledge through the transformation of information. • He/she solves with creativity, positivity and poise changes, conflicts and problems. • He/She faces decisions rationally and critically, taking into account the possible future consequences.	behaviaur. • Evaluation of behavioral and qualitative aspects. • Sheet compliance indicators	which is attached in PDF	The instrument is serialized by descriptors representing and the development of the questions intended to respond to sub descriptors. There are closed multiple-choice questions and open questions where the participant can express themselves freely, which allows you to see and analyze their ideas and more aspects. As part of the results of this evaluation instrument, it shows us that the questions were understandable, confidence generated by the simplicity of the questions. At the same time, it is important to note that the objective of this tool is to allow the young people to understand they think and act during then daily lives. To test this evaluation instrument show us also that will provide the information necessary for the analysis is determined by whether the person has these skills.
Be able to plan and manage projects in order to achieve objetives.	• He/She finds useful information and manages the mains sources of information (newspapers, books, encyclopedias, Internet). • He/She can run and evaluate a project to improve it, without changing the goals and / or objectives for which the project is done. • He/She proposes and carry out applicable projects and coherent with the environment. • He/She has the ability to research and stay in touch with the entities that support the project. • He/She can innovate and undertake new projects. • He/She has a basic understanding of the environment surrounding their work, microenterprises and / or professionals. • He/She knows and recognizes which networks connect his/her work with others. • He/She can take everyday decisions that affect him/her-self. • He/She has the ability to work cooperatively and flexibly as a part of a team. • He/She sets and identifies clear objectives in the short, medium and long term. • He/She can develop projects according to an organization. • He/She is aware of which basic skills he/she has developed more, and recognizes them critically. • He/She assumes constructive critical opinions. • He/She has basic knowledges about how to make projects and manage them.	• Questionnaire relevant to the acquired detailed competence. • Observing the change of the behaviaur. • Evaluation of behavioral and qualitative aspects. • Sheet compliance indicators	Spain developed the evaluation tool which is attached in PDF	

Be able to be aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity.	• He/She has full knowledge of his/her abilities, skills and talents. • He/She contextualizes his/her work environment, professional and emotional. • He/She has the ability of carry out initiatives which are innovative and applicable in context. • He/She knows the economic, micro-enterprise and business networks that are conected with the project. • He/She finds motivations in his/her daily life. • He/She make the most of his/her new knowledges, unprejudiced about what new to discover.	• Questionnaire relevant to the acquired detailed competence. • Observing the change of the behaviaur. • Evaluation of behavioral and qualitative aspects. • Sheet compliance indicators	Spain developed the evaluation tool which is attached in PDF	
Be able to include awareness of ethical values and promote good governance	• He/She prioritizes the implementation of the values before finding any economic and / or material profit. • He/She has attitudes and interest to know himself. • He/She recognize his/her emotions. • He/She knows his/her goals and questions his/her work. • He/She understand the most basic capabilities that can promote active life, socially and personally. • He/She gives preference to the common good than the individual one. • He/She fosters respect for the law and the rights of every human being. • He/She promotes transparency as a fundamental value in the work of each person and in himself/herself. • He/She has skills to calm down, relax, concentrate, memorize and speak, and be emotionally regulated. • He tries hard and cares about maintaining healthy and active mental habits. • Recognize what its de ethical and moral values and act consequently.	• Questionnaire relevant to the acquired detailed competence. • Observing the change of the behaviaur. • Evaluation of behavioral and qualitative aspects. • Sheet compliance indicators	Spain developed the evaluation tool which is attached in PDF	

« See Your Skills »

Phase 1

- Details of Key competences

- Procedures of evaluating pre-acquired Skills

K8

Cultural awareness and expression (K8)

Definition: Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.

(BA = Be Able)

Expected Competences	Detailed Competences	Procedure of evaluating the pre-acquired competences	Evaluation Tool	Relevance
Understanding Cultural Life				
BA to recognize major cultural works	• Identify cultural movements according to historical periods • Identify cultural movements according to different types of art • Identify different national heritage	• Organization of a conversation or a debate on cultural subject • Questionnaire • Visit art sites on internet • Museums and art gallery visits • Identifying a composer or a painter	Attached file name: EVALUATION TOOL: Questionnaire relevant to the acquired detailed competences	- This instrument was developed by the scientific staff of the Prevention Centre of the Prefecture of Magnesia, "Protasi Zois", with the co-operation of the teacher of art history, with whom we oganise and realise the seminar. It includes questions for the evaluation of the acquisition of competences in: Understanding Cultural Life, Participating in Cultural Life, Cultural Expression. This instrument provides information, for each member of our seminar, about the level of achievement of the detailed competences (specific goals), in each one of the three Expected Competences (Understanding Cultural Life, Participating in Cultural Life, Cultural Expression). We believe that the higher the level of the acquisition of the three Expected Competences is, the easier it will be for the members of our groups, to use culture and art as a means of prevention of any form of addiction and psychosocial health, both in their personal and family life.
Participating in Cultural Life				
BA to choose consciously cultural events	• Knowing the cultural offer at local level • Participating in events and cultural activities • Searching additional information for cultural offer	• Organization of a conversation or a debate on cultural subject • Questionnaire • Visit art sites on internet • Museums and art gallery visits • Identifying a composer or a painter	Attached file name: EVALUATION TOOL: Questionnaire relevant to the acquired detailed competences	- This instrument was developed by the scientific staff of the Prevention Centre of the Prefecture of Magnesia, "Protasi Zois", with the co-operation of the teacher of art history, with whom we oganise and realise the seminar. It includes questions for the evaluation of the acquisition of competences in: Understanding Cultural Life, Participating in Cultural Life, Cultural Expression. - This instrument provides information, for each member of our seminar, about the level of achievement of the detailed competences (specific goals), in each one of the three Expected Competences (Understanding Cultural Life, Participating in Cultural Life, Cultural Expression). - We believe that the higher the level of the acquisition of the three Expected Competences is, the easier it will be for the members of our groups, to use culture and art as a means of prevention of any form of addiction and psychosocial health, both in their personal and family life.
BA to understand cultural and artistic expression	• Participating emotionally in the event • Having an opinion about your experience			
Cultural Expression				

BA to produce artistic manifestation	• Expressing oneself artistically in everyday life • Expressing oneself artistically in social life • Expressing oneself artistically in professional life	Organization of a conversation or a debate on cultural subject • Organizing, financing, inviting (to) an event • Roleplaying • Designing a logo for a cultural event	Attached file name: EVALUATION TOOL: Questionnaire relevant to the acquired detailed competences	- This instrument was developed by the scientific staff of the Prevention Centre of the Prefecture of Magnesia, "Protasi Zois", with the co-operation of the teacher of art history, with whom we oganise and realise the seminar. It includes questions for the evaluation of the acquisition of competences in: Understanding Cultural Life, Participating in Cultural Life, Cultural Expression. - This instrument provides information, for each member of our seminar, about the level of achievement of the detailed competences (specific goals), in each one of the three Expected Competences (Understanding Cultural Life, Participating in Cultural Life, Cultural Expression). - We believe that the higher the level of the acquisition of the three Expected Competences is, the easier it will be for the members of our groups, to use culture and art as a means of prevention of any form of addiction and psychosocial health, both in their personal and family life.
BA to promote culture	• Being a member of cultural groups • Supporting an event			

« See Your Skills »

Phase 3

Tools

K1: Communication in the mother tongue

Italy: K1 - Tool 1. Entry Test

TEST DI SELEZIONE

CORSO **MANUTENTORE DI MACCHINE E IMPIANTI INDUSTRIALI**

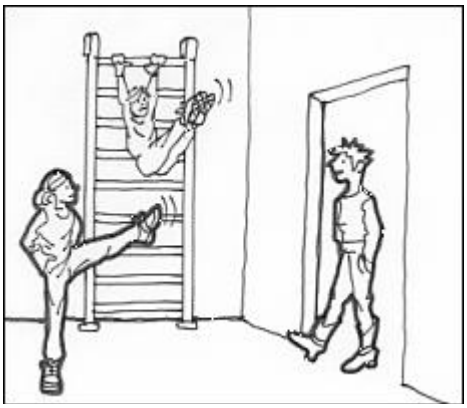
COD **PG 12.022.E.004** DATA **06/06/2012**

COGNOME_____**NOME**_____

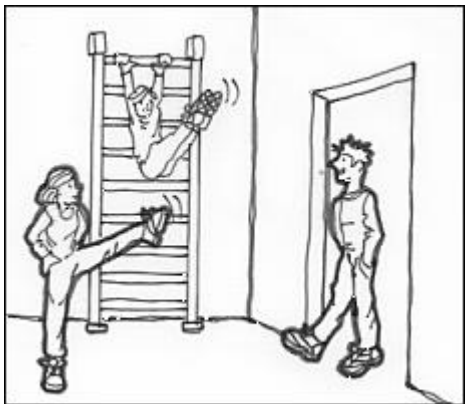
1) Leggere i messaggi. Guardare le illustrazioni sotto i messaggi. Solo una delle due illustrazioni rappresenta l'azione giusta. Indicare con una X la lettera corrispondente alla risposta scelta.

- **Per entrare in palestra sono necessarie scarpe da ginnastica**

A



B



- **È vietato usare il telefono cellulare all'interno della biblioteca**

A

B

- **Aspettare il proprio turno dietro la linea segnata sul pavimento**

A

B

- **Tenere la schiena dritta e i piedi appoggiati a terra**

A

B

- **Posto riservato alle persone anziane**

A

B

2) Leggere i testi da 1 a 5. Guardare le illustrazioni seguenti. Abbinare ogni testo all'illustrazione opportuna indicata con una lettera.

1

Hai indovinato il nome del cantante? Invia un sms dal tuo cellulare e partecipa al nostro concorso. Puoi vincere un ingresso gratuito al suo prossimo concerto!

(Rock station)

2

Per le vostre ricerche scolastiche, ma anche per avere informazioni su vari argomenti, oltre alle classiche enciclopedie, il mezzo più pratico e veloce è Internet. Se vi sedete davanti al computer e vi collegate avrete il mondo davanti a voi.

(Internet)

3

I miei amici mi hanno fatto un regalo bellissimo: è uno zaino che ha due ruote e un manico e si può tirare come una valigia. Mi piace molto ed è comodissimo perché non sento il peso dei libri quando vado a scuola.

(Il Giornalino)

4

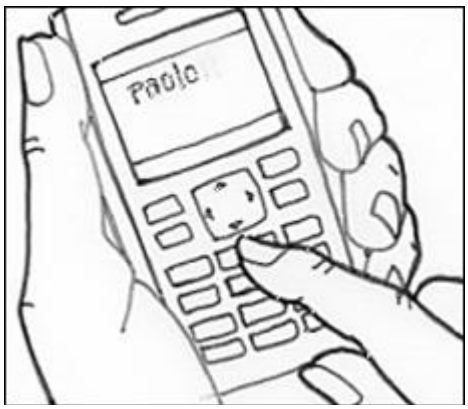
Il nuovo **mini-lettore**, della TrekStor, riproduce filmati, brani musicali e registra anche la voce. È piccolissimo, sta in una mano, lo puoi portare sempre con te e costa 64 euro.

(Internet)

5

Sei un ragazzo timido e non hai molti amici? Perché non vai in palestra quando hai un po' di *tempo libero? Sarà utile per fare attività sportiva e per conoscere molta gente.*

A: _____ B: _____ C: _____



3) Ricostruire le frasi divise in due parti

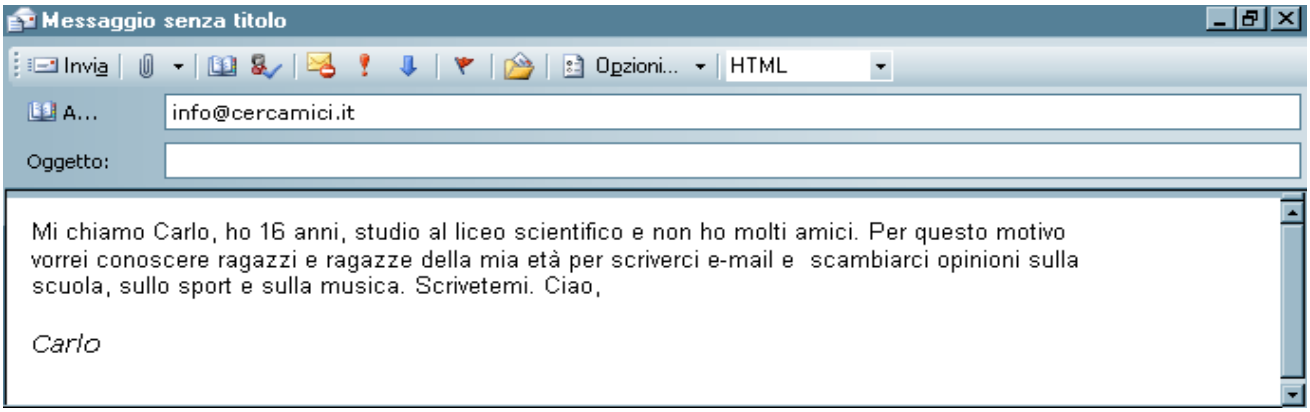
1 Marco ha cambiato casa	**A e non so il suo nuovo indirizzo**
2 Lucia e Marta hanno litigato	**B così non arrivi in ritardo**
3 Ti devi alzare presto	**C vengo anch'io**
4 Ha ascoltato un messaggio	**F nella sua segreteria telefonica**
5 Se mi aspetti	**G e non si salutano più**

4) Abbinare a ogni domanda la rispettiva risposta.

1 Cosa fanno stasera i tuoi genitori?	**A No, perché piove**
2 Hai visto il film di Harry Potter sabato?	**B Forse restano a casa**
3 Oggi vai a scuola con il motorino?	**C Sì, e mi è piaciuto tanto**
4 Claudia ieri ha superato l'esame?	**F Sulla scrivania, in camera**

5 Dove hai messo il mio dizionario? **G Non lo so perché non l'ho sentita**

5) Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.



Carlo scrive questa e-mail per:

A **conoscere altri studenti di liceo**

B **poter fare nuove amicizie**

C **incontrare ragazzi per uscire**

6) Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.

Il sito è utile a chi deve:

A **comprare un buon computer**

B **migliorare le capacità informatiche**

C **leggere la posta elettronica**

7) Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.

"Ho un braccialetto che mi ha regalato la mia amica del cuore e è diventato il mio portafortuna. Lo porto sempre con me, anche agli esami. Questo oggetto mi dà coraggio e mi fa sentire più sicura."

Un portafortuna

A **è un regalo molto comune**

B **aiuta ad avere più sicurezza**

C **fa prendere buoni voti agli esami**

8) Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.

*Il **Liceo linguistico Pascoli di Milano** organizza, nel mese di giugno, al termine dell'anno scolastico, vacanze studio all'estero per gli studenti della scuola. Tutti i gruppi saranno accompagnati da un insegnante. Per informazioni gli interessati possono rivolgersi alla segreteria del Liceo, tutte le mattine dalle 8.00 alle 12.30.*

L'avviso si rivolge

A **agli insegnanti di lingue straniere**

B **ai gruppi in partenza per l'estero**

C **agli studenti di un Liceo di Milano**

9) Completare il testo con i termini dati. Usare una sola parola per ogni spazio.

Termini: Con - Anni – Sono - Lingue – Casa.

Caro diario,

da oggi voglio scriverti tutti i giorni. Mi presento: mi chiamo Paola, ho 16 ....., sono una ragazza italiana e abito a Firenze…..…... la mia famiglia. La mattina mi alzo alle 7 e vado a scuola. Mi piace studiare soprattutto matematica e …..…... molto brava. Parlo anche due ..... straniere. Alle 13.30 torno a …..…..., pranzo, porto a passeggio il mio cagnolino.

Ciao, a domani

10) Una automobile impiega 4 ore per percorrere un tragitto 180 Km, parte in salita e parte in pianura. Quale sarà il tempo impiegato da una automobile che viaggia a una velocità media doppia?

a) 1 ora

b) 3 ore

c) 2 ore

d) 5 ore

11) Indicare con una X la risposta giusta.
Angela guarda lo scontrino del supermercato e si accorge che una macchia ha coperto il prezzo del detersivo. Quanto è costato il detersivo?

01 - 2,10 euro

02 - 2,20 euro

03 - 2,70 euro

04 - 3,10 euro

12) Giovanni ha nel suo portafoglio più euro di Anna e Matteo ha meno euro di Giovanni. Quale delle seguenti frasi è sicuramente vera?

1) Matteo ha più euro di Anna.

2) Giovanni è quello che ha più euro di tutti.

3) Non si può sapere quale dei tre ha più euro.

4) Anna ha più euro di Matteo.

13) Teresa è in fila alla posta. Si guarda intorno e pensa: "sono la quindicesima sia che si conti dall'inizio che dalla fine della fila". Quante persone ci sono in fila?

1) 28

2) 31

3) 29

4) 30

14) Nella tabella sono riportati gli orari di due treni Eurostar che viaggiano da Roma a Milano.

	Eurostar 856	**Eurostar 945**
Roma	8:30	10:45
Orte	-	-
Arezzo	-	-
Firenze	10:14	12:29
Bologna	11:16	13:31
Milano	13:04	15:19

- **A che ora arriva a Firenze l'Eurostar 945?**

……

15)Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.

Due anni fa a scuola avevo un professore di matematica molto severo. Quando entrava in classe tremavamo tutti e quando mi guardava io diventavo rossa anche se ero sempre preparata. Poi è andato in pensione e, al suo posto, è venuta una professoressa più tranquilla. Oggi ho capito che il professore era severo solo perché amava il suo lavoro e i suoi alunni.

(Il Giornalino)

La ragazza

A **ha ammirato molto una sua professoressa**

B **ha avuto difficoltà nello studio della matematica**

C **ha compreso il comportamento di un insegnante**

16) Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.

Gentile Direttore,

ho sedici anni e, a volte, leggo il Suo giornale perché lo comprano i miei fratelli. Mi piacciono molto gli argomenti che trattate perché sono interessanti e comprensibili. Però vorrei chiedere se è possibile avere una rubrica dedicata ai ragazzi, dove noi giovani possiamo esprimere le nostre opinioni e dare consigli.

Ilaria

Ilaria scrive al giornale per

A **parlare delle abitudini dei fratelli**

B **dare dei consigli agli altri lettori**

C **fare una proposta al Direttore**

17) Nella tabella sono riportati gli orari di due treni Eurostar che viaggiano da Roma a Milano.

	Eurostar 856	**Eurostar 945**
Roma	8:30	10:45
Orte	-	-
Arezzo	-	-
Firenze	10:14	12:29
Bologna	11:16	13:31
Milano	13:04	15:19

- **Il treno Eurostar 856 si ferma ad Arezzo? Si □ No □**

18) Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.

Regolamento - *Per ricevere in regalo la fotografia con l'autografo di uno dei tuoi cantanti preferiti, ritaglia per 8 settimane i punti che trovi sul giornale e incollali sulla tessera. Scrivi il tuo nome, cognome e indirizzo e il nome del*

cantante che hai scelto. Se hai più tessere e vuoi ricevere più fotografie,

spediscile in buste separate. Hai tempo fino al 30 giugno.

Secondo il regolamento

A **è possibile ricevere delle fotografie in base ai punti raccolti**

B **è necessario riempire più tessere per richiedere una fotografia**

C **è permesso inviare una sola busta per richiedere più regali**

19) Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.

Frequento la scuola superiore a Bologna. A marzo la mia città ha ospitato la prima edizione del Festival internazionale giovani e cinema: un concorso di film in varie lingue, con i sottotitoli in italiano, sull'adolescenza. Siamo stati noi studenti a fare da giuria e a scegliere il film vincitore. Invito tutti gli studenti che studiano inglese, francese, tedesco e spagnolo a venire al cinema Odeon di Bologna, per vedere tutti i film che hanno partecipato. Gli spettacoli ci saranno tutti i sabati, alle ore 17.00, per tutto il mese di aprile. Vi aspettiamo!

(Il Giornalino)

La notizia ha lo scopo di

A **pubblicizzare un nuovo cinema di Bologna**

B **informare su un evento dedicato ai giovani**

C **invitare a partecipare al prossimo concorso**

20) Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.

Un giorno ero in treno con due mie amiche ed eravamo sedute vicino ad un signore che cantava. Abbiamo iniziato a ridere e gli abbiamo anche detto che cantava malissimo. Questo signore si è arrabbiato e ci ha risposto che non è buona educazione ridere in faccia agli altri. Due settimane dopo lo abbiamo incontrato davanti alla scuola: era il papà di un nostro compagno di classe che, tra l'altro, non ci è simpatico. Non sappiamo se ci ha riconosciute, speriamo di no!

Le ragazze

A **si sono divertite a criticare il comportamento degli altri**

B **hanno avuto poco rispetto per una persona adulta**

C **hanno disapprovato la reazione di un compagno di scuola**

21) Collega una frase contrassegnata da un numero con una frase contrasseganta da una lettera

1. Vado a dormire
2. Compro i vestiti al mercato
3. Vengo a trovarti
4. Mangio la frutta
5. Mio marito mangia troppo

a) perché costano meno
b) se finisco presto di lavorare
c) anche se non sono stanco

d) anche se gli fa male
e) perché mi piace

22) Leggere il testo. Non tutte le affermazioni da 1 a 17 sono presenti nel testo. Indicare quali.

DIECIMILA EURO PER FAR VIAGGIARE IL GATTO!

I miei nonni si chiamano Caterina e Gennaro Priolo. Sono nati in Sardegna, a Nuoro, e sono pensionati. Fino a poco tempo fa abitavano a Roma per lavoro. Hanno tre figlie, Paola, Lisa e Giulia (la mia mamma) che abitano in Sardegna dove abito anche io. A Roma i miei nonni erano da soli e per sentire meno la solitudine avevano preso un gatto, Fufi, che per loro è come un altro figlio. Lo avevano trovato lungo una strada dove stava per morire: era ferito e lo hanno curato. Tempo fa nonna Caterina e nonno Gennaro hanno deciso di ritornare a Nuoro, ma non sapevano come fare con Fufi perché soffre il mal d'aria, il mal di mare e ha una grande paura di tutti i mezzi di trasporto. Allora, per farlo viaggiare da Roma alla Sardegna, hanno affittato un elicottero, hanno fatto addormentare Fufi con un'anestesia e hanno chiesto ad un medico veterinario di accompagnarli. Per fare tutto questo hanno pagato diecimila euro!
L'elicottero ha impiegato due ore per arrivare a Nuoro e durante il volo Fufi è stato bene, non si è accorto di niente perché ha dormito sempre e quando l'elicottero è arrivato Fufi era in perfetta forma. Nonna Caterina, anche se ha pagato tanto, è molto felice perché ha aiutato il suo amato gatto.

(Il Giornalino)

1 - Caterina e Gennaro hanno vissuto lontano dal loro paese natale

2 - I signori Priolo hanno viaggiato molto per motivi di lavoro

3 - Paola, Lisa e Giulia non abitano più con i genitori

4 - Le figlie di Caterina amano molto il gatto dei genitori

5 - Fufi è un gatto che ha dei problemi di salute molto gravi

6 - Caterina e Gennaro hanno salvato il gatto

7 - In Sardegna Fufi starà meglio che a Roma

8 - Caterina, Gennaro e Fufi sono partiti insieme ad un dottore

9 - Il gatto ha avuto qualche problema durante il viaggio

10 - A Caterina non interessa di aver pagato diecimila euro

Italy: K1 - tool 2. Recognition of credits

Richiesta di riconoscimento dei crediti formativi

nell'ambito della formazione professionale nella Regione dell'Umbria
ai sensi della DGR 1429 del 3/09/2007

Io sottoscritto (cognome nome) …… nato a …….. il …….. di nazionalità

ITALIANA codice fiscale …… residente in ……CAP …….. e

domiciliato in (V.SOPRA) Recapiti : telefono ……

CHIEDO

per l'azione formativa (titolo) ……. – II annualità gestita da

…….. a cui sono iscritto dal (data)……

[X] di avviare la procedura di riconoscimento del **credito di ammissione** ai fini della partecipazione alla selezione dell'azione formativa in oggetto;
[ ] di avviare, in caso di ammissione all'azione formativa, la procedura di riconoscimento dei **crediti di frequenza** per la dispensa dai segmenti/unità/moduli formativi di seguito indicati:

Segmenti/unità/moduli formativi richiesti a credito
Di ammissione

A tale fine, consapevole della nullità del procedimento in caso di false o mendaci dichiarazioni e/o del non rispetto di quanto sotto indicato,

MI IMPEGNO A:

 consegnare il Curriculum Vitae, sottoscritto in originale ed aggiornato alla data della presente richiesta, entro il termine ultimo definito dal soggetto attuatore (____), in conformità allo standard documentale da quest'ultimo fornitomi;

- partecipare attivamente all'intero processo di riconoscimento dei crediti richiesti, in particolare prendendo parte agli incontri con il tutor di credito ed alle eventuali prove definite dalla Commissione di Valutazione;
- fornire informazioni veritiere e corrette durante l'intero processo di riconoscimento;
- mettere a disposizione le informazioni e la documentazione necessaria allo svolgimento del processo di riconoscimento;
- comunicare tempestivamente al soggetto attuatore qualsiasi cambiamento sopravvenuto nel corso del processo di riconoscimento;
- partecipare alle eventuali azioni di accompagnamento e supporto all'apprendimento definite nel progetto formativo individualizzato conseguente al riconoscimento, anche parziale, dei crediti richiesti

Dichiaro inoltre di aver ricevuto dal soggetto attuatore dell'attività formativa la documentazione di supporto alla predisposizione della richiesta, ed in particolare:

 la "Brochure informativa sull'esercizio dei crediti";

 il "Curriculum Vitae standard".

Allego la documentazione di seguito dettagliata, che chiedo sia assunta come evidenza nell'ambito del processo di riconoscimento dei crediti da me richiesti:

Esprimo infine il mio consenso affinché i dati personali forniti siano trattati dal soggetto attuatore dell'attività formativa, dalla Regione dell'Umbria e dalla Provincia di Perugia per gli adempimenti connessi alla gestione del presente procedimento di riconoscimento dei crediti, nel rispetto della D.Lgs. 196/2003 e sue successive modificazioni.

Luogo e data Firma[6]

A cura del soggetto attuatore

Data di ricezione della domanda di riconoscimento	
Numero identificativo del procedimento di riconoscimento	

[6] Se il richiedente è minorenne, la sottoscrizione deve avvenire anche da parte di un genitore o di chi ne fa le veci.

Ricevuta di consegna

Richiesta di riconoscimento dei crediti formativi ai sensi della DGR 1429 del 3/09/2007

per l'azione formativa (titolo) …….– II annualità

gestita da (soggetto attuatore) Ass. CNOSFAP Regione Umbria Sede di Marsciano

presentata da …….

in data _____ con numero identificativo di procedimento _____

completa in tutte le sue parti obbligatori e recante la seguente documentazione allegata:

CURRICULUM VITAE…….....

.....

.....

.....

Firma e timbro del soggetto attuatore

Firma del richiedente

Curriculum Vitae

rivolto al riconoscimento di crediti formativi a supporto della richiesta avanzata a:

…… in data: _____

1. Coordinate individuali

Cognome e Nome:	
Codice fiscale:	

Titolo di studio:	
Condizione attuale:	disoccupato
Professione:	studente

[9] Indicare il titolo di studio più alto posseduto e riconosciuto in Italia. Tale evidenza va comunque riportata e dettagliato tra le evidenze biografiche alla sezione 2.2.1 – "Percorsi educativi e formativi". Nel caso in cui il titolo di studio non sia riconosciuto in Italia, indicarlo come referenza esclusivamente nella sezione 2.2.1

[10] Indicare la propria condizione occupazionale, con riferimento a:

- disoccupato "soggetto privo di lavoro";
- occupato "soggetto che sta svolgendo un lavoro";
- studente "soggetto privo di lavoro e che si trova in modo strutturato e prevalente all'interno di sistemi di istruzione e formazione

[11] Indicare la professione attuale o, se disoccupato, l'ultima esercitata.

2. Evidenze biografiche significative

2.1 Percorsi di istruzione e formazione

Periodo di svolgimento effettivo	dal _____ al _____
Denominazione del percorso	
Nome del soggetto presso cui è stato svolto	
Sede del soggetto presso cui è stato svolto	
Titolo/certificazione/attestazione conseguita	
Votazione o giudizio conseguito	
Durata complessiva del percorso svolto	
Principali contenuti oggetto dello studio svolto	
Presenza di stage/tirocinio	
Ente/azienda ospitante lo stage/il tirocinio	

(da ripetersi per ogni percorso svolto)

Periodo di svolgimento effettivo	dal _____ al _____
Denominazione del percorso	
Nome del soggetto presso cui è stato svolto	
Sede del soggetto presso cui è stato svolto	
Titolo/certificazione/attestazione conseguita	
Votazione o giudizio conseguito	
Durata complessiva del percorso svolto	
Principali contenuti oggetto dello studio svolto	
Presenza di stage/tirocinio	
Ente/azienda ospitante lo stage/il tirocinio	

Periodo di svolgimento effettivo	dal _____ al _____
Denominazione del percorso	
Nome del soggetto presso cui è stato svolto	
Sede del soggetto presso cui è stato svolto	
Titolo/certificazione/attestazione conseguita	
Votazione o giudizio conseguito	
Durata complessiva del percorso svolto	
Principali contenuti oggetto dello studio svolto	
Presenza di stage/tirocinio	
Ente/azienda ospitante lo stage/il tirocinio	

2.2 Esperienze lavorative :

Periodo del rapporto di lavoro:	data di inizio __ / __ / ____ data di cessazione __ / __ / ____
Tipo di rapporto	
Settore economico	
Principali attività e ruoli svolti	
Nome del datore di lavoro	
Indirizzo del datore di lavoro	

2.3. Attività non professionali giudicate significative in termini di apprendimento :

Periodo	anno di inizio ____ anno di termine ____
Settore di riferimento	
Posizione ricoperta	
Principali attività svolte	
Nome dell'ente	
Indirizzo dell'ente	

(da ripetersi per ogni esperienza svolta)

2.4 Altre conoscenze e competenze ritenute utili ai fini del riconoscimento dei crediti richiesti

3. Ulteriori attestazioni ed abilitazioni

Possesso di patente di guida

Possesso di abilitazioni

4. **Elementi esposti nel CV a giustificazione dei crediti richiesti**

Ai fini del riconoscimento dei crediti formativi, indico alla Commissione di valutazione le referenze biografiche esposte nel presente Curriculum Vitae che, a mio giudizio, concorrono a dimostrare il possesso dei requisiti richiesti, fermo restando il mio diritto di integrarle e riformularle nel corso del procedimento, anche sulla base degli esiti della matrice di trasparenza degli apprendimenti.

Credito richiesto	Referenze del presente CV a supporto
Di ammissione	Percorsi di istruzione
	Apprendimento non formale e informale

Il presente Curriculum Vitæ è aggiornato alla data del __ / __ / ____
Il sottoscritto, consapevole della nullità del procedimento di riconoscimento dei crediti formativi in caso di falsa o mendace dichiarazione, dichiara sotto la sua responsabilità che tutte le informazioni fornite alle sezioni 1, 2 e 4 del presente Curriculum Vitae sono vere, assumendosi l'impegno di fornire – ove richiesto – le evidenze necessarie alla loro verifica da parte dei competenti soggetti.
Il sottoscritto esprime infine il proprio consenso affinché i dati personali forniti possano essere trattati nel rispetto del D.Lgs. 196/2003 e successive modificazioni, per gli adempimenti connessi alla gestione del procedimento di riconoscimento dei crediti avviato in data _____ per l'attività formativa "…….. - II annualità", con il soggetto attuatore……

Firma in originale

2.3 Documento di messa in trasparenza degli apprendimenti

Documento di messa in trasparenza degli apprendimenti

1. Dati del procedimento

Riconoscimento dei crediti avviato da (nome e cognome) ……..

in data _____ con riferimento all'azione formativa OPERATORE ……..- II anno

svolta dall'ente ……..

Crediti richiesti

[X] di ammissione	1. Unità/Modulo Re Cred A Ling 1 a - AREA LINGUISTICA - ITALIANO 2. Unità/Modulo Re Cred A Ling 1 b - AREA LINGUISTICA - INGLESE 3. Unità/Modulo Re Cred A St/Ec 1 - AREA STORICO-SOCIALE 4. Unità/Modulo Re Cred A Tecn 1 - AREA TECNOLOGICA 5. Unità/Modulo Re Cred A Scient 1 - AREA SCIENTIFICA 6. Unità/Modulo Requisiti cognitivi - REQUISITI COGNITIVI
[ ] di frequenza	

Sessioni di messa in trasparenza svolte

Data	Risorse professionali impegnate[1]
	TUTOR CREDITI

[1]Si rammenta l'obbligo di impegno diretto di almeno una risorsa dotata delle competenze certificate di cui all'art. 15 della DGR 1429 del 3/09/2007 Ai fini rendicontuali fa fede esclusivamente il registro di prestazione controfirmato dal beneficiario, così come disposto dalle norme di gestione applicabili.

Matrice tipo di messa in trasparenza degli apprendimenti acquisiti : credito di ammissione

EXAMPLE

Esperienze esposte nel curriculum vitae	Prerequisiti di ammissione richiesti						
	Requisito	Requisito	Requisito	Requisito	Requisito	Requisito	Requisito
Esperienza	Testo di trasparenza[40]	AREA LINGUISTICA - ITALIANO: Comprende il significato di un messaggio orale - Conosce le principali strutture grammaticali in lingua italiana - Sa interpretare testi scritti di vario tipo	AREA LINGUISTICA – INGLESE Comprende semplici messaggi in lingua inglese - Sa interagire in semplici conversazioni in inglese	AREA STORICO-SOCIALE Sa collocare nel tempo i più rilevanti eventi storici	AREA TECNOLOGICA:Conosce concetti generali della tecnologia dell'informazione e della comunicazione - Svolge normali funzioni di un PC e del SO	AREA SCIENTIFICO-MATEMATICA: Comprende il significato e le proprietà delle operazioni e utilizza correttamente strumenti, tecniche e strategie di calcolo - Confronta e analizza figure geometriche individuando varianti e relazioni; descrivere fenomeni appartenenti alla realtà naturale e artificiale	REQUISITI COGNITIVI: Individua il problema – Descrive come si manifesta – Descrive le cause che lo generano – Descrive le conseguenze – Delinea le strategie di intervento – Definisce le modalità di verifica dell'efficacia dell'intervento
IPC Salvatorelli Marsciano	Frequenza di 1anno del percorso commerciale	Il percorso scolastico ha permesso al richiedente di approfondire la sua competenza comunicativa nella lingua italiana	Il richiedente afferma di aver sviluppato le competenze di base della lingua inglese	Il richiedente ha sviluppato contenuti nel settore storico sociale	Durante il percorso scolastico il richiedente ha sviluppato conoscenze di base in materia tecnologica e dell'informatica e alle competenze tecnico professionali specifiche del settore commerciale	Il richiedente mostra una sufficiente preparazione sugli argomenti scientifici, soprattutto legati alla matematica e alle scienze	Grazie al percorso il richiedente ha sviluppato capacità di problem solving, . E' inoltre in grado di lavorare in gruppo e di collaborare
Scuola Media B. Moneta Marsciano	Studio delle discipline di base e conseguimento licenza media	Il percorso ha sviluppato le competenze di base della lingua italiana	Il percorso ha previsto lo sviluppo di competenze base della lingua inglese	Il percorso ha previsto lo sviluppo delle competenze base delle discipline storico sociali	Attraverso il percorso di studi il richiedente ha sviluppato i concetti di base riguardanti le competenze ICT	Il richiedente ha approfondito le competenze scientifico matematiche	Il richiedente è in grado di utilizzare strategie di intervento adeguate e ha sviluppato la capacità di problem solving

Esiti generali del colloquio svolto[41]				

Spain: K1 – TOOL 3 *(See PDF Document)*

Agencia Andaluza de Evaluación Educativa
CONSEJERÍA DE EDUCACIÓN

GUÍA DE EVALUACIÓN

DE LA COMPETENCIA BÁSICA EN COMUNICACIÓN LINGÜÍSTICA (LENGUA ESPAÑOLA)

EDUCACIÓN SECUNDARIA OBLIGATORIA

Modelos de referencia 10

JUNTA DE ANDALUCIA

K2

Poland K2 – tool 1

K2: Communication in foreign language

[ENGLISH AS A SECOND LANGUAGE TEST]

This is to assess your English language level. Take your time and provide correct answers. Good luck!

English As a Second Language Test

Name _____

Address_____

Phone _____

Email Address _____

Score _____

Suggested Level _____

Part I. Please CIRCLE the correct answer.

Example *They* _____ *over there*.

a. *am*

b. *is*

c. *are*

1. Mark ____ at 6:00 every day.

a. get up

b. gets up

c. is getting up

2. You always ____ when you are angry.

a. shouted

b. shouting

c. shout

3. When my children are hungry, I feed ____ .

a. they

b. them

c. their

4. ____ Jane work on Saturday?

a. Do

b. Was

c. Does

5. Did you see Bob last night? No, but I ____ his wife.

a. seed

b. saw

c. see

6. I ____ here tomorrow.

a. will be

b. am be

c. be

7. How ____ bread do we need?

a. much

b. many

c. few

8. Is that book ____ ?

a. my

b. hers

c. your

9. Please read the instructions ____.

a. careful

b. carefully

c. more careful

10. The police officer told her she ____ drive fast because it's dangerous.

a. mustn't

b. doesn't have to

c. has to

11. I ____ her since 2004.

a. didn't see

b. don't seen

c. haven't seen

12. Where has he ____ ?

a. gone

b. went

c. go

13. Jerry went to the party, and Andy ____ .

a. did either

b. did neither

c. did too

14. When are you going to stop ____ so much?

a. to smoke

b. smoke

c. smoking

15. By the time we got to the theater, the movie ____.

a. had started

b. started

c. has started

16. Mr. Anderson's car was ____ last night.

a. steal

b. stole

c. stolen

17. I'm not sure who took the book. Paul ____ .

a. may

b. might have

c. could

18. Can you tell me when ____ ?

a. did they leave

b. did they left

c. they left

19. If Sandy had known it was going to snow, she ____ her boots.

a. would have worn

b. would wear

c. will wear

20. He sang that song last week, ____ ?

a. does he

b. did he

c. didn't he

Part II. Please read the following letter from Mike about his recent European vacation thatr was sent to Linda. Unfortunately, her dog chewed it up and now Mike needs to put it back in the right order. Can you help him? Put the correct number into each of the boxes in the four missing parts. *There are two extra paragraphs you don't need.*

1. Clive and his wife left us once we got to Germany by train. They went up into Denmark but we continued to Munich. Wow - what a great city. I bought you a surprise gift there. I hope you like it.
2. As I told you yesterday, I am in Rome today. Tomorrow we are getting the train down into the south of the country and then the ship across to Greece
3. I paid nearly $200 for it but it looks magnificent and is made of real leather.
4. OK, that's enough from me for now. I want to post this letter now so you get it by the weekend.
5. At least when we got to Paris, the sun was shining! We only stayed for one afternoon in the French capital because my friends really wanted to visit Euro Disney which is to the east of Paris.
6. I sent her a postcard last night. It had the Eiffel Tower on it, which she has always wanted to visit. Now she can look at it on a postcard every day!

Dear Linda,

How are things with you. It was great talking to you yesterday by phone.

A. _____

I can't wait to arrive in Athens to see all that history. Let me tell you something about where we have visited so far. I know you want to come here on vacation too one day!

We started in England and we spent two days in London and another day in Canterbury. We saw a lot of great history and the only bad thing was the weather - it rained for the whole time we were there. Can you believe it?

B. _____

Well, I have to say I prefer the American Disneyland. But we met some nice people from Canada and spent two great days with them. One of them, Clive, is going to your university next year. How's that for a coincidence!

C. _____

After that, we went south into Switzerland. It was very expensive and we couldn't stay as long as we wanted to, so that's why we're in Italy now!

D. _____

See you soon,

Mike

Part III. **Write an Introduction to a City.** Discuss one aspect of the city in each paragraph. For example, one paragraph about general facts and population, one paragraph about industries, one paragraph about culture, etc.

Helpful Language

Location

X is located in the Y region of (ountry)
X lies between the A and the B (mountains, valleys, rivers, etc.)
Located at the foot of the B mountains

Population

X has a population of Z
More than (number) people live in X
Approximately (number) people live in X
With a population of (number), X ....
inhabitants

Features

X is famous for ...
X is known as ...
X features ...
(product, food, etc.) is important for X, ...

Work

The main industries in X are ...
X has a number of Y plants (factories, etc.)
The main employers of X are ...
The largest employer is ...

ESL Placement Test Answers

Part I

1. b

2. c

3. b

4. c

5. b

6. a

7. a

8. b

9. b

10. a

11. c

12. a

13. c

14. c

15. a

16. c

17. b

18. c

19. a

20. c

Part II

A 2.
B 5.
C 1.
D 4 .

Spain: K2 – TOOL 2 *(See PDF Document)*

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CONSEJERÍA DE EDUCACIÓN

GUÍA DE EVALUACIÓN

DE LA COMPETENCIA BÁSICA EN COMUNICACIÓN LINGÜÍSTICA (LENGUAS EXTRANJERAS)

EDUCACIÓN SECUNDARIA OBLIGATORIA

Modelos de referencia **15**

JUNTA DE ANDALUCIA

K3: Mathematical Competence

Greece: K3 – Tool 1: Evaluation tool *(See PDF Document)*

France: K3 – Tool 2: Test di selezione

TEST DI SELEZIONE

CORSO **MANUTENTORE DI MACCHINE E IMPIANTI INDUSTRIALI**

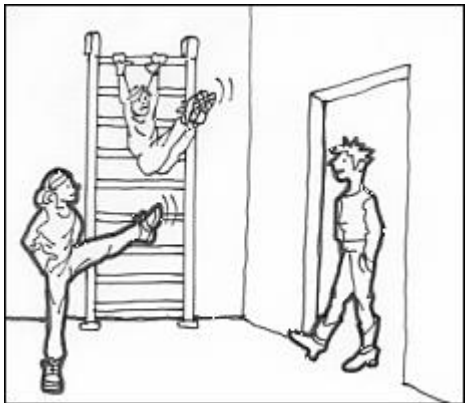
COD **PG 12.022.E.004** DATA **06/06/2012**

NOME_____COGNOME_____

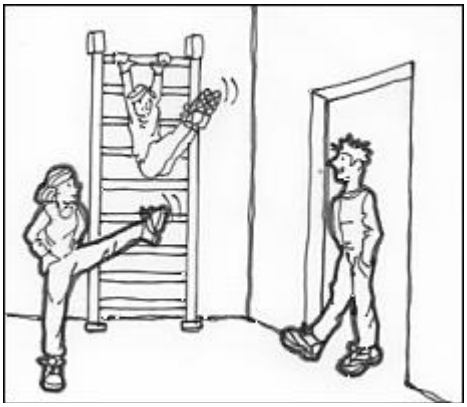
2) Leggere i messaggi. Guardare le illustrazioni sotto i messaggi. Solo una delle due illustrazioni rappresenta l'azione giusta. Indicare con una X la lettera corrispondente alla risposta scelta.

- **Per entrare in palestra sono necessarie scarpe da ginnastica**

A



B



- **È vietato usare il telefono cellulare all'interno della biblioteca**

A

B

- **Aspettare il proprio turno dietro la linea segnata sul pavimento**

A

B

- **Tenere la schiena dritta e i piedi appoggiati a terra**

A

B

- **Posto riservato alle persone anziane**

A

B

2) Leggere i testi da 1 a 5. Guardare le illustrazioni seguenti. Abbinare ogni testo all'illustrazione opportuna indicata con una lettera.

1

Hai indovinato il nome del cantante? Invia un sms dal tuo cellulare e partecipa al nostro concorso. Puoi vincere un ingresso gratuito al suo prossimo concerto!

(Rock station)

2

Per le vostre ricerche scolastiche, ma anche per avere informazioni su vari argomenti, oltre alle classiche enciclopedie, il mezzo più pratico e veloce è Internet. Se vi sedete davanti al computer e vi collegate avrete il mondo davanti a voi.

(Internet)

3

I miei amici mi hanno fatto un regalo bellissimo: è uno zaino che ha due ruote e un manico e si può tirare come una valigia. Mi piace molto ed è comodissimo perché non sento il peso dei libri quando vado a scuola.

(Il Giornalino)

4

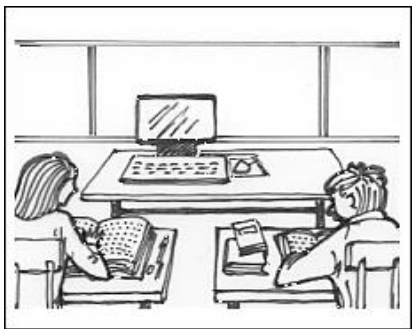
Il nuovo **mini-lettore**, della TrekStor, riproduce filmati, brani musicali e registra anche la voce. È piccolissimo, sta in una mano, lo puoi portare sempre con te e costa 64 euro.

(Internet)

5

Sei un ragazzo timido e non hai molti amici? Perché non vai in palestra quando hai un po' di *tempo libero? Sarà utile per fare attività sportiva e per conoscere molta gente.*

A: _____



B: _____

C: _____

D: _____

E:_____

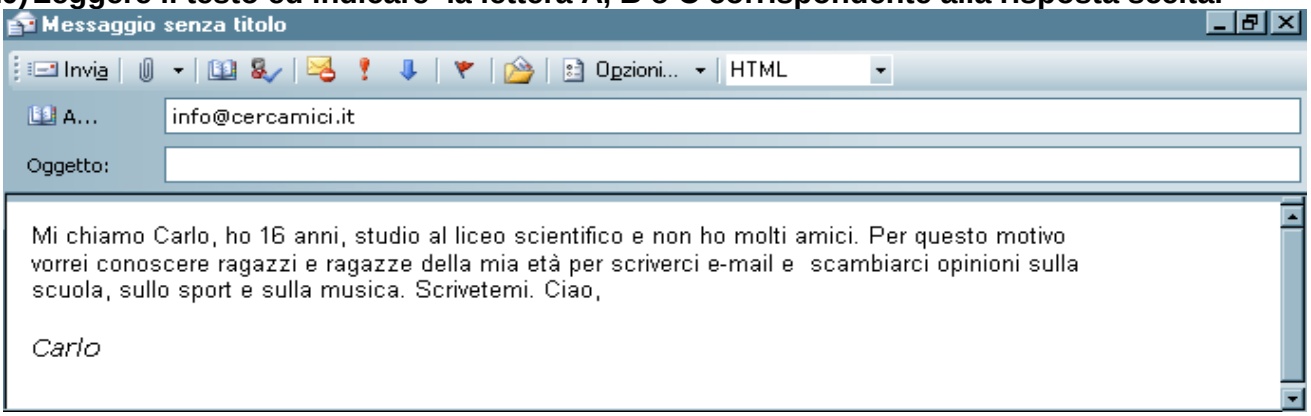
8) Ricostruire le frasi divise in due parti

1 Marco ha cambiato casa	A **e non so il suo nuovo indirizzo**
2 Lucia e Marta hanno litigato	B **così non arrivi in ritardo**
3 Ti devi alzare presto	C **vengo anch'io**
4 Ha ascoltato un messaggio	D **preferisce il miele**
5 Se mi aspetti	E **quando sono andata in biblioteca**
	F **nella sua segreteria telefonica**
	G **e non si salutano più**

9) Abbinare a ogni domanda la rispettiva risposta.

1 Cosa fanno stasera i tuoi genitori?	A **No, perché piove**
2 Hai visto il film di Harry Potter sabato?	B **Forse restano a casa**
3 Oggi vai a scuola con il motorino?	C **Sì, e mi è piaciuto tanto**
4 Claudia ieri ha superato l'esame?	D **Sì, da due anni**
5 Dove hai messo il mio dizionario?	E **Appena ha finito la ricerca**
	F **Sulla scrivania, in camera**
	G **Non lo so perché non l'ho sentita**

10) Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.



Carlo scrive questa e-mail per:

A **conoscere altri studenti di liceo**

B **poter fare nuove amicizie**

C **incontrare ragazzi per uscire**

11) Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.

Il sito è utile a chi deve:

A **comprare un buon computer**

B **migliorare le capacità informatiche**

C **leggere la posta elettronica**

12) Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.

"Ho un braccialetto che mi ha regalato la mia amica del cuore e è diventato il mio portafortuna. Lo porto sempre con me, anche agli esami. Questo oggetto mi dà coraggio e mi fa sentire più sicura."

Un portafortuna

A **è un regalo molto comune**

B **aiuta ad avere più sicurezza**

C **fa prendere buoni voti agli esami**

10) Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.

*Il **Liceo linguistico Pascoli di Milano** organizza, nel mese di giugno, al termine dell'anno scolastico, vacanze studio all'estero per gli studenti della scuola. Tutti i gruppi saranno accompagnati da un insegnante. Per informazioni gli interessati possono rivolgersi alla segreteria del Liceo, tutte le mattine dalle 8.00 alle 12.30.*

L'avviso si rivolge

A **agli insegnanti di lingue straniere**

B **ai gruppi in partenza per l'estero**

C **agli studenti di un Liceo di Milano**

11) Completare il testo con i termini dati. Usare una sola parola per ogni spazio.

Termini: Con - Anni – Sono - Lingue – Casa.

Caro diario,

da oggi voglio scriverti tutti i giorni. Mi presento: mi chiamo Paola, ho 16 ....., sono una ragazza italiana e abito a Firenze…..…... la mia famiglia. La mattina mi alzo alle 7 e vado a scuola. Mi piace studiare soprattutto matematica e …..…... molto brava. Parlo anche due ..... straniere. Alle 13.30 torno a …..…..., pranzo, porto a passeggio il mio cagnolino.

Ciao, a domani

12) Una automobile impiega 4 ore per percorrere un tragitto 180 Km, parte in salita e parte in pianura. Quale sarà il tempo impiegato da una automobile che viaggia a una velocità media doppia?

a) 1 ora

b) 3 ore

c) 2 ore

d) 5 ore

13) Indicare con una X la risposta giusta.
Angela guarda lo scontrino del supermercato e si accorge che una macchia ha coperto il prezzo del detersivo. Quanto è costato il detersivo?

01 - 2,10 euro

02 - 2,20 euro

03 - 2,70 euro

04 - 3,10 euro

12) Giovanni ha nel suo portafoglio più euro di Anna e Matteo ha meno euro di Giovanni. Quale delle seguenti frasi è sicuramente vera?

5) Matteo ha più euro di Anna.

6) Giovanni è quello che ha più euro di tutti.

7) Non si può sapere quale dei tre ha più euro.

8) Anna ha più euro di Matteo.

13) Teresa è in fila alla posta. Si guarda intorno e pensa: "sono la quindicesima sia che si conti dall'inizio che dalla fine della fila". Quante persone ci sono in fila?

5) 28

6) 31

7) 29

8) 30

14) Nella tabella sono riportati gli orari di due treni Eurostar che viaggiano da Roma a Milano.

	Eurostar 856	**Eurostar 945**
Roma	8:30	10:45
Orte	-	-
Arezzo	-	-
Firenze	10:14	12:29
Bologna	11:16	13:31
Milano	13:04	15:19

- **A che ora arriva a Firenze l'Eurostar 945?**

  ……

23)Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.

Due anni fa a scuola avevo un professore di matematica molto severo. Quando entrava in classe tremavamo tutti e quando mi guardava io diventavo rossa anche se ero sempre preparata. Poi è andato in pensione e, al suo posto, è venuta una professoressa più tranquilla. Oggi ho capito che il professore era severo solo perché amava il suo lavoro e i suoi alunni.

(Il Giornalino)

La ragazza

A **ha ammirato molto una sua professoressa**

B **ha avuto difficoltà nello studio della matematica**

C **ha compreso il comportamento di un insegnante**

24) Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.

Gentile Direttore,

ho sedici anni e, a volte, leggo il Suo giornale perché lo comprano i miei fratelli. Mi piacciono molto gli argomenti che trattate perché sono interessanti e comprensibili. Però vorrei chiedere se è possibile avere una rubrica dedicata ai ragazzi, dove noi giovani possiamo esprimere le nostre opinioni e dare consigli.

Ilaria

Ilaria scrive al giornale per

A **parlare delle abitudini dei fratelli**

B **dare dei consigli agli altri lettori**

C **fare una proposta al Direttore**

25) Nella tabella sono riportati gli orari di due treni Eurostar che viaggiano da Roma a Milano.

	Eurostar 856	**Eurostar 945**
Roma	8:30	10:45
Orte	-	-
Arezzo	-	-
Firenze	10:14	12:29
Bologna	11:16	13:31
Milano	13:04	15:19

- **Il treno Eurostar 856 si ferma ad Arezzo? Si □ No □**

26) Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.

Regolamento - *Per ricevere in regalo la fotografia con l'autografo di uno dei tuoi cantanti preferiti, ritaglia per 8 settimane i punti che trovi sul giornale e incollali sulla tessera. Scrivi il tuo nome, cognome e indirizzo e il nome del cantante che hai scelto. Se hai più tessere e vuoi ricevere più fotografie, spediscile in buste separate. Hai tempo fino al 30 giugno.*

Secondo il regolamento

A **è possibile ricevere delle fotografie in base ai punti raccolti**

B **è necessario riempire più tessere per richiedere una fotografia**

C **è permesso inviare una sola busta per richiedere più regali**

27) Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.

Frequento la scuola superiore a Bologna. A marzo la mia città ha ospitato la prima edizione del Festival internazionale giovani e cinema: un concorso di film in varie lingue, con i sottotitoli in italiano, sull'adolescenza. Siamo stati noi studenti a fare da giuria e a scegliere il film vincitore. Invito tutti gli studenti che studiano inglese, francese, tedesco e spagnolo a venire al cinema Odeon di Bologna, per vedere tutti i film che hanno partecipato. Gli spettacoli ci saranno tutti i sabati, alle ore 17.00, per tutto il mese di aprile. Vi aspettiamo!

(Il Giornalino)

La notizia ha lo scopo di

A **pubblicizzare un nuovo cinema di Bologna**

B **informare su un evento dedicato ai giovani**

C **invitare a partecipare al prossimo concorso**

28) Leggere il testo ed indicare la lettera A, B o C corrispondente alla risposta scelta.

Un giorno ero in treno con due mie amiche ed eravamo sedute vicino ad un signore che cantava. Abbiamo iniziato a ridere e gli abbiamo anche detto che cantava malissimo. Questo signore si è arrabbiato e ci ha risposto che non è buona educazione ridere in faccia agli altri. Due settimane dopo lo abbiamo incontrato davanti alla scuola: era il papà di un nostro compagno di classe che, tra l'altro, non ci è simpatico. Non sappiamo se ci ha riconosciute, speriamo di no!

Le ragazze

A **si sono divertite a criticare il comportamento degli altri**

B **hanno avuto poco rispetto per una persona adulta**

C **hanno disapprovato la reazione di un compagno di scuola**

29) Collega una frase contrassegnata da un numero con una frase contrasseganta da una lettera

1. Vado a dormire
2. Compro i vestiti al mercato
3. Vengo a trovarti
4. Mangio la frutta
5. Mio marito mangia troppo

b) perché costano meno
b) se finisco presto di lavorare
c) anche se non sono stanco
d) anche se gli fa male
e) perché mi piace

30) Leggere il testo. Non tutte le affermazioni da 1 a 17 sono presenti nel testo. Indicare quali.

DIECIMILA EURO PER FAR VIAGGIARE IL GATTO!

I miei nonni si chiamano Caterina e Gennaro Priolo. Sono nati in Sardegna, a Nuoro, e sono pensionati. Fino a poco tempo fa abitavano a Roma per lavoro. Hanno tre figlie, Paola, Lisa e Giulia (la mia mamma) che abitano in Sardegna dove abito anche io. A Roma i miei nonni erano da soli e per sentire meno la solitudine avevano preso un gatto, Fufi, che per loro è come un altro figlio. Lo avevano trovato lungo una strada dove stava per morire: era ferito e lo hanno curato. Tempo fa nonna Caterina e nonno Gennaro hanno deciso di ritornare a Nuoro, ma non sapevano come fare con Fufi perché soffre il mal d'aria, il mal di mare e ha una grande paura di tutti i mezzi di trasporto. Allora, per farlo viaggiare da Roma alla Sardegna, hanno affittato un elicottero, hanno fatto addormentare Fufi con un'anestesia e hanno chiesto ad un medico veterinario di accompagnarli. Per fare tutto questo hanno pagato diecimila euro! L'elicottero ha impiegato due ore per arrivare a Nuoro e durante il volo Fufi è stato bene, non si è accorto di niente perché ha dormito sempre e quando l'elicottero è arrivato Fufi era in perfetta forma. Nonna Caterina, anche se ha pagato tanto, è molto felice perché ha aiutato il suo amato gatto.

(Il Giornalino)

1 - Caterina e Gennaro hanno vissuto lontano dal loro paese natale

2 - I signori Priolo hanno viaggiato molto per motivi di lavoro

3 - Paola, Lisa e Giulia non abitano più con i genitori

4 - Le figlie di Caterina amano molto il gatto dei genitori

5 - Fufi è un gatto che ha dei problemi di salute molto gravi

6 - Caterina e Gennaro hanno salvato il gatto

7 - In Sardegna Fufi starà meglio che a Roma

8 - Caterina, Gennaro e Fufi sono partiti insieme ad un dottore

9 - Il gatto ha avuto qualche problema durante il viaggio

10 - A Caterina non interessa di aver pagato diecimila euro

FIRMA_____

Italy: K3 – Tool 3: Recognition of credits

Richiesta di riconoscimento dei crediti formativi

nell'ambito della formazione professionale nella Regione dell'Umbria
ai sensi della DGR 1429 del 3/09/2007

Io sottoscritto (cognome nome) …… nato a …….. il …….. di nazionalità

ITALIANA codice fiscale …… residente in ……..CAP ……. e

domiciliato in (V.SOPRA) Recapiti : telefono ……..

CHIEDO

per l'azione formativa (titolo) ……. – II annualità gestita da

…….. a cui sono iscritto dal (data)……

[X] di avviare la procedura di riconoscimento del **credito di ammissione** ai fini della partecipazione alla selezione dell'azione formativa in oggetto;
[ ] di avviare, in caso di ammissione all'azione formativa, la procedura di riconoscimento dei **crediti di frequenza** per la dispensa dai segmenti/unità/moduli formativi di seguito indicati:

Segmenti/unità/moduli formativi richiesti a credito
Di ammissione

A tale fine, consapevole della nullità del procedimento in caso di false o mendaci dichiarazioni e/o del non rispetto di quanto sotto indicato,

MI IMPEGNO A:

 consegnare il Curriculum Vitae, sottoscritto in originale ed aggiornato alla data della presente richiesta, entro il termine ultimo definito dal soggetto attuatore (____), in conformità allo standard documentale da quest'ultimo fornitomi;

- partecipare attivamente all'intero processo di riconoscimento dei crediti richiesti, in particolare prendendo parte agli incontri con il tutor di credito ed alle eventuali prove definite dalla Commissione di Valutazione;
- fornire informazioni veritiere e corrette durante l'intero processo di riconoscimento;
- mettere a disposizione le informazioni e la documentazione necessaria allo svolgimento del processo di riconoscimento;
- comunicare tempestivamente al soggetto attuatore qualsiasi cambiamento sopravvenuto nel corso del processo di riconoscimento;
- partecipare alle eventuali azioni di accompagnamento e supporto all'apprendimento definite nel progetto formativo individualizzato conseguente al riconoscimento, anche parziale, dei crediti richiesti

Dichiaro inoltre di aver ricevuto dal soggetto attuatore dell'attività formativa la documentazione di supporto alla predisposizione della richiesta, ed in particolare:

 la "Brochure informativa sull'esercizio dei crediti";

 il "Curriculum Vitae standard".

Allego la documentazione di seguito dettagliata, che chiedo sia assunta come evidenza nell'ambito del processo di riconoscimento dei crediti da me richiesti:

Esprimo infine il mio consenso affinché i dati personali forniti siano trattati dal soggetto attuatore dell'attività formativa, dalla Regione dell'Umbria e dalla Provincia di Perugia per gli adempimenti connessi alla gestione del presente procedimento di riconoscimento dei crediti, nel rispetto della D.Lgs. 196/2003 e sue successive modificazioni.

Luogo e data Firma[6]

A cura del soggetto attuatore

Data di ricezione della domanda di riconoscimento	
Numero identificativo del procedimento di riconoscimento	

[6]Se il richiedente è minorenne, la sottoscrizione deve avvenire anche da parte di un genitore o di chi ne fa le veci.

Ricevuta di consegna

Richiesta di riconoscimento dei crediti formativi ai sensi della DGR 1429 del 3/09/2007

per l'azione formativa (titolo) …….– II annualità

gestita da (soggetto attuatore) Ass. CNOSFAP Regione Umbria Sede di Marsciano

presentata da …….

in data _____ con numero identificativo di procedimento _____

completa in tutte le sue parti obbligatori e recante la seguente documentazione allegata:

CURRICULUM VITAE…….....

.....

.....

.....

Firma e timbro del soggetto attuatore

Firma del richiedente

Curriculum Vitae

rivolto al riconoscimento di crediti formativi a supporto della richiesta avanzata a:

…… in data: _____

1. Coordinate individuali

Cognome e Nome:	
Codice fiscale:	

Titolo di studio:	
Condizione attuale:	disoccupato
Professione:	studente

[9] Indicare il titolo di studio più alto posseduto e riconosciuto in Italia. Tale evidenza va comunque riportata e dettagliato tra le evidenze biografiche alla sezione 2.2.1 – "Percorsi educativi e formativi". Nel caso in cui il titolo di studio non sia riconosciuto in Italia, indicarlo come referenza esclusivamente nella sezione 2.2.1

[10] Indicare la propria condizione occupazionale, con riferimento a:

- disoccupato "soggetto privo di lavoro";
- occupato "soggetto che sta svolgendo un lavoro";
- studente "soggetto privo di lavoro e che si trova in modo strutturato e prevalente all'interno di sistemi di istruzione e formazione

[11] Indicare la professione attuale o, se disoccupato, l'ultima esercitata.

2. Evidenze biografiche significative

2.1 Percorsi di istruzione e formazione

Periodo di svolgimento effettivo	dal _____ al _____
Denominazione del percorso	
Nome del soggetto presso cui è stato svolto	
Sede del soggetto presso cui è stato svolto	
Titolo/certificazione/attestazione conseguita	
Votazione o giudizio conseguito	
Durata complessiva del percorso svolto	
Principali contenuti oggetto dello studio svolto	
Presenza di stage/tirocinio	
Ente/azienda ospitante lo stage/il tirocinio	

(da ripetersi per ogni percorso svolto)

Periodo di svolgimento effettivo	dal _____ al _____
Denominazione del percorso	
Nome del soggetto presso cui è stato svolto	
Sede del soggetto presso cui è stato svolto	
Titolo/certificazione/attestazione conseguita	
Votazione o giudizio conseguito	
Durata complessiva del percorso svolto	
Principali contenuti oggetto dello studio svolto	
Presenza di stage/tirocinio	
Ente/azienda ospitante lo stage/il tirocinio	

Periodo di svolgimento effettivo	dal _____ al _____
Denominazione del percorso	
Nome del soggetto presso cui è stato svolto	
Sede del soggetto presso cui è stato svolto	
Titolo/certificazione/attestazione conseguita	
Votazione o giudizio conseguito	
Durata complessiva del percorso svolto	
Principali contenuti oggetto dello studio svolto	
Presenza di stage/tirocinio	
Ente/azienda ospitante lo stage/il tirocinio	

2.2 Esperienze lavorative :

Periodo del rapporto di lavoro:	data di inizio __ / __ / ____ data di cessazione __ / __ / ____
Tipo di rapporto	
Settore economico	
Principali attività e ruoli svolti	
Nome del datore di lavoro	
Indirizzo del datore di lavoro	

2.3. Attività non professionali giudicate significative in termini di apprendimento :

Periodo	anno di inizio ____ anno di termine ____
Settore di riferimento	
Posizione ricoperta	
Principali attività svolte	
Nome dell'ente	
Indirizzo dell'ente	

(da ripetersi per ogni esperienza svolta)

2.4 Altre conoscenze e competenze ritenute utili ai fini del riconoscimento dei crediti richiesti

3. Ulteriori attestazioni ed abilitazioni

Possesso di patente di guida

Possesso di abilitazioni

4. **Elementi esposti nel CV a giustificazione dei crediti richiesti**

Ai fini del riconoscimento dei crediti formativi, indico alla Commissione di valutazione le referenze biografiche esposte nel presente Curriculum Vitae che, a mio giudizio, concorrono a dimostrare il possesso dei requisiti richiesti, fermo restando il mio diritto di integrarle e riformularle nel corso del procedimento, anche sulla base degli esiti della matrice di trasparenza degli apprendimenti.

Credito richiesto	Referenze del presente CV a supporto
Di ammissione	Percorsi di istruzione
	Apprendimento non formale e informale

Il presente Curriculum Vitæ è aggiornato alla data del __ / __ / ____
Il sottoscritto, consapevole della nullità del procedimento di riconoscimento dei crediti formativi in caso di falsa o mendace dichiarazione, dichiara sotto la sua responsabilità che tutte le informazioni fornite alle sezioni 1, 2 e 4 del presente Curriculum Vitae sono vere, assumendosi l'impegno di fornire – ove richiesto – le evidenze necessarie alla loro verifica da parte dei competenti soggetti.
Il sottoscritto esprime infine il proprio consenso affinché i dati personali forniti possano essere trattati nel rispetto del D.Lgs. 196/2003 e successive modificazioni, per gli adempimenti connessi alla gestione del procedimento di riconoscimento dei crediti avviato in data _____ per l'attività formativa "…….. - II annualità", con il soggetto attuatore……

Firma in originale

2.3 Documento di messa in trasparenza degli apprendimenti

Documento di messa in trasparenza degli apprendimenti

1. Dati del procedimento

Riconoscimento dei crediti avviato da (nome e cognome) ……..

in data _____ con riferimento all'azione formativa OPERATORE ……..- II anno

svolta dall'ente ……..

Crediti richiesti

[X] di ammissione	1. Unità/Modulo Re Cred A Ling 1 a - AREA LINGUISTICA - ITALIANO 2. Unità/Modulo Re Cred A Ling 1 b - AREA LINGUISTICA - INGLESE 3. Unità/Modulo Re Cred A St/Ec 1 - AREA STORICO-SOCIALE 4. Unità/Modulo Re Cred A Tecn 1 - AREA TECNOLOGICA 5. Unità/Modulo Re Cred A Scient 1 - AREA SCIENTIFICA 6. Unità/Modulo Requisiti cognitivi - REQUISITI COGNITIVI
[ ] di frequenza	

Sessioni di messa in trasparenza svolte

Data	Risorse professionali impegnate[1]
	TUTOR CREDITI

[1]Si rammenta l'obbligo di impegno diretto di almeno una risorsa dotata delle competenze certificate di cui all'art. 15 della DGR 1429 del 3/09/2007 Ai fini rendicontuali fa fede esclusivamente il registro di prestazione controfirmato dal beneficiario, così come disposto dalle norme di gestione applicabili.

Matrice tipo di messa in trasparenza degli apprendimenti acquisiti : credito di ammissione

EXAMPLE

Esperienze esposte nel curriculum vitae	Prerequisiti di ammissione richiesti						
	Requisito	Requisito	Requisito	Requisito	Requisito	Requisito	Requisito
Esperienza	Testo di trasparenza[40]	AREA LINGUISTICA - ITALIANO: Comprende il significato di un messaggio orale - Conosce le principali strutture grammaticali in lingua italiana - Sa interpretare testi scritti di vario tipo	AREA LINGUISTICA – INGLESE Comprende semplici messaggi in lingua inglese - Sa interagire in semplici conversazioni in inglese	AREA STORICO-SOCIALE Sa collocare nel tempo i più rilevanti eventi storici	AREA TECNOLOGICA:Conosce concetti generali della tecnologia dell'informazione e della comunicazione - Svolge normali funzioni di un PC e del SO	AREA SCIENTIFICO-MATEMATICA: Comprende il significato e le proprietà delle operazioni e utilizza correttamente strumenti, tecniche e strategie di calcolo - Confronta e analizza figure geometriche individuando varianti e relazioni; descrivere fenomeni appartenenti alla realtà naturale e artificiale	REQUISITI COGNITIVI: Individua il problema – Descrive come si manifesta – Descrive le cause che lo generano – Descrive le conseguenze – Delinea le strategie di intervento – Definisce le modalità di verifica dell'efficacia dell'intervento
IPC Salvatorelli Marsciano	Frequenza di 1anno del percorso commerciale	Il percorso scolastico ha permesso al richiedente di approfondire la sua competenza comunicativa nella lingua italiana	Il richiedente afferma di aver sviluppato le competenze di base della lingua inglese	Il richiedente ha sviluppato contenuti nel settore storico sociale	Durante il percorso scolastico il richiedente ha sviluppato conoscenze di base in materia tecnologica e dell'informatica e alle competenze tecnico professionali specifiche del settore commerciale	Il richiedente mostra una sufficiente preparazione sugli argomenti scientifici, soprattutto legati alla matematica e alle scienze	Grazie al percorso il richiedente ha sviluppato capacità di problem solving, . E' inoltre in grado di lavorare in gruppo e di collaborare
Scuola Media B. Moneta Marsciano	Studio delle discipline di base e conseguimento licenza media	Il percorso ha sviluppato le competenze di base della lingua italiana	Il percorso ha previsto lo sviluppo di competenze base della lingua inglese	Il percorso ha previsto lo sviluppo delle competenze base delle discipline storico sociali	Attraverso il percorso di studi il richiedente ha sviluppato i concetti di base riguardanti le competenze ICT	Il richiedente ha approfondito le competenze scientifico matematiche	Il richiedente è in grado di utilizzare strategie di intervento adeguate e ha sviluppato la capacità di problem solving

Esiti generali del colloquio svolto[41]				

Eventuali osservazioni del tutor di credito[47]**:**

Eventuali ulteriori annotazioni[48]**:**

Luogo e Data Firma

Il richiedente **Il tutor di credito**

France: K3 – Tool 4: Math Test

Test de pré acquis en Math et SVT

MATH

CALCULS

1. Calculer et donner le résultat sous forme d'une fraction irréductible :

La bonne réponse est

$\frac{5\times10^3\times40\times10^8}{8\times10^{-3}} = ?\quad a)25\times10^{14};\ \ b)25\times10^8\ \ \ c)25^{14}$

La bonne réponse est

2. Mettre la réponse en écriture scientifique : $a)2{,}5\times10^{15};\ \ b)2{,}5\times10^9\ \ \ c)2{,}5\times10^{13}$

La bonne réponse est

ARITHMETIQUE

- Quel est le PGCD de 24 et de 18 ?
- Trouver le PGCD de 1524 et de 768 avec l'algorithme d'Euclide :

RACINES CARREES

- Mettre sous la forme $a\sqrt{b}$ (a et b entiers les plus petits possible) :
$\sqrt{75} = ?a)5\sqrt{15};\ \ b)3\sqrt{5};\ \ c)5\sqrt{3}$

- Mettre sous la forme $a\sqrt{5}$: $2\sqrt{5}+3\sqrt{45}-\sqrt{80} = \sqrt{5}$

-Mettre sous la forme $a+b\sqrt{3}$(a et b entiers) :
$(7-2\sqrt{3})^2 = ?a)49-4\sqrt{3};\ \ b)61-28\sqrt{3};\ \ c)55-28\sqrt{3}$

CALCUL LITTERAL

a) $(2x - 6)^2$ =
b) $25 - 9x^2$ =
c) Une factorisation de $(2x + 3)(5x - 4) + (2x + 3)^2$ est :

EQUATIONS, INEQUATIONS

Résoudre : $4 - 4x = 16 - 2x$

Lesquelles de ces équations sont des équations-produits ?
a) $(3x + 5)(2x - 3) = 5$; b) $(5x + 6) - (2x + 1) = 0$; c) $(3 + x)(3 - x) = 0$

Résoudre : $(2 - x)(2x + 6) = 0$

L'équation '$x^2 = 16$' a solution(s) dans R.
L'équation '$x^2 = - 25$' a solution(s) dans R

Résoudre dans R l'inéquation : $2 - 4x < 2x + 8$

SYSTEMES DE 2 EQUATIONS A 2 INCONNUES

1 café et 2 sodas coûtent 3 €. 3 cafés et 2 sodas coûtent 5,80 €.

Mise en équations :
Si x est le prix d'un café et y le prix d'un soda (en €) alors :

Résolution :

a) *Par substitution*
$x + 2y = 3$ donc x =
En remplaçant x par $3 - 2y$ dans '$3x + 2y = 5,80$' on obtient (après avoir réduit) :
Donc y=
Et x =

b) *Par combinaison* :
Si on soustrait membre à membre : (2ème équation) moins (1ère équation) on obtient :

Donc x =
Et y =

SVT

1. Les empreintes génétiques

Un assassin peut être identifié grâce a son ADN, a condition de trouver l'ADN en quantité suffisante sur les lieux du crime. Le plus souvent, il suffit d'une infime quantité de peau, sueur, sang ou de sperme. L'ADN recueilli est recopié par des appareils, découpé en petits morceaux puis mis dans un gel spécial. En faisant passer un courant électrique, le morceaux vont se ranger en fonction de leur longueur. On obtient alors une sorte de code-barres différent pour chaque individu. La comparaison de l'empreinte génétique du suspect avec celle trouvée sur les lieux du crime permet aux enquêteurs de trouver les coupables.

1. Ecrire à partir de quoi l'ADN peut être extrait ?
2. Indiquer comment on obtient le code-barres ?
3. Indiquer dans quelle condition l'empreinte génétique permet d'identifier un coupable ?

2. Le Chimpanzé et l'homme

La comparaison du chimpanzé avec l'homme montre que les deux espèces partagent la très grande majorité de leur patrimoine génétique. De manière plus précise, 99% de nos molécules d'ADN sont identiques a celles du chimpanzé. Ce sont des réarrangements de segments de chromosomes (par exemple segment d'un chromosome qui est allé se fixer sur un autre) qui expliques ces différences. C'est peu et beaucoup a la fois : la différence entre notre génome et celui du chimpanzé et 10 fois plus grande que celle entre deux être humains….

Des modification génétiques minimes sont donc a l'origine de conséquences de grand ampleur (
par exemple la bipédie et le développent du cerveau qui correspondent aux caractère spécifique de l'homme.

L'extrême proximité génétique de deux espèces confirme ce qu''indiquent les fossiles : la séparation entre la branche humaine et celle des chimpanzés, à l'échelle du monde est relativement récente. La majorité des scientifiques évaluent cette séparation à environ 7 millions d'années.

1. Indiquer l'argument qui permet de dire que le chimpanzé et l'homme sont deux espèces vivantes très proches.
2. Citer les caractères spécifiques de l'homme
3. Préciser la cause de l'apparition de ces caractères chez l'homme
4. Rappeler les indications que donnent les fossiles sur la séparation entre la branche humaine et celle des chimpanzés.
5. Donner la date de cette séparation.

Poland K4 – Tool 1

[ICT COMPETENCE TEST]

This is to evaluate your ICT competence. Take your time in answering and do not forget to SAVE your answers in a "TEST" file one you have finished. Good luck!

PART 1

File management

1. Open Windows Explorer or My Computer and then create three folders called **Costs, Project,** and **Leisure** on your disk/desktop.

2. Copy the following files to the respective folders:

    a. Parkcost.wks, Budget98.xls, and Budget99.xls to the **Costs folder**

    b. Proposal.doc, Members.wdb, and NewLogo.bmp to the **Project folder**

    c. Travel.wps to the **Leisure folder**

3. Close Windows Explorer and start on Part 2.

PART 2

Word editor

1. Open the file **Politics.doc** and then save the file as **Politics Article** .

2. Correct any spelling or grammar errors. Make sure the right correction is selected in the **Suggestions** list box before you click Change. Please check for other errors, such as words spelled correctly, but are used out of context.

3. In the second to last sentence, replace "the BRT Advertising Office" with your name.

4. Change the right margin to 1.5 inches and the left margin to 2 inches.

5. Format the entire document to 12-point Times New Roman font.

6. Format the four paragraphs below "Did you know?" as a point list.

7. Drag the third point (which begins "You can include…") up to make it the first point in the list.

8. Format the first line of the document using a font, font size, and alignment of your choice. Use bold or italic for emphasis.

9. Format the entire document using 1.5 line spacing.

10. Save and print the document.

11. Change the page orientation to landscape. Use print preview; then print and save the document as **Politics Article Landscape** (Use "Save As").

12. Open the file **Politics Article** Save as **Politics Article 2** .

13. Insert a section break after the telephone number in the last paragraph of the document.

14. Create a header for section 2 that aligns your name and the page number at the right margin. Close the Header and Footer toolbar and save your work.

Create the table shown below:

Campaign elements	**Explanation**	**Cost**
Press releases	15 releases, @ PLN 25 a piece	PLN 375
Billboards	4 units , @ PLN 1000 a week	PLN 4000
Radio notices	10 pieces, @ PLN 100 a piece	PLN 1000

15. Display the Tables and Borders toolbar.

16. Sort the table by the first column.

17. Insert a new row just below the Press releases row, and then enter the following information into the new row:

Campaign elements: Posters

Explanation: 2000 units, @ PLN 2 a unit

Cost: PLN 4000

18. Modify the widths of columns A and C to accommodate the widest entry in each, and then right-align the Cost column.

19. Save the document as **Politics Article 3.**

PART 3

Integrating Word Editor and Spreadsheets

1. Start Word, then open the **MusicLetter.doc** document, then save the document as **Test Letter.doc**.

2. Start Excel; then open the **Music Rentals.xls** workbook; save the workbook as **Test Rental.xls.**

3. Copy cells A9 through E17 in the Test Rental worksheet to the Clipboard.

4 Switch to Word

5. Link the Excel worksheet object into the Word document (Test Letter) in the blank paragraph above the second paragraph in the body of the letter, and then save the document.

6. Switch to Excel, and then click the Rentals Chart 2005-2006 sheet tab in the Test Rental workbook to make that worksheet active.

7. Copy the pie chart to the Clipboard. (There is no need to select the chart before you copy it because it is on its chart sheet).

8. Switch to Word; position the insertion point above the last paragraph in the body of the letter, and then click the paste button. When the Paste Button option appears, click it and then select the entire Excel Chart.

9. Click the Chart and resize it to make sure that it is within the page margins.

10. Make necessary adjustments so that the page break is in a logical spot; save and print the document.

PART 4

Presentations

1. Open the file **PackList.ppt**; then save as **PackList Test.ppt**.

2. Apply the design template titled ""Teamwork" (or a design of your choice) and then replace the subtitle in Slide 1 with your name.

3. On Slide 2, change the slide layout so that you can place clipart to the right of the bulleted list. Search for a clip that deals with money, and then insert the clip art that shows a dollar sign in an orange circle.

4. Recolor the clip art so that it is green (the third color from the right in the color palette).

5. Resize the clip art so it fits properly on the slide, and then resize the bulleted-list text box as needed so the text is as large as possible without overlapping the clip art. You can use the Font Size button on the Formatting toolbar.

6. Add a new Slide 9 with the Title and Content layout; type "Thank You" as the title; insert a Pyramid diagram. Apply the Teamwork design template to this slide.

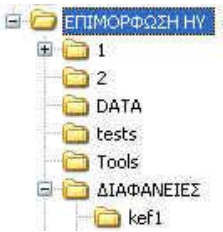
9. Click the bottom placeholder in the diagram. Type "You." Click the middle placeholder and type "Global Humanitarian." Click the top placeholder and type "The World." Then reformat all three labels to 28-point bold Arial.

9. Set up animation on at least three slides (bullets and graphics).

10. Print the presentation in grayscale as handouts with six slides per page. Save and close the file.

Greece: K4 – Tool 2

1) **Name the kind of the service where we complete an online request in a government organization.**
   A. ; E-Government
   B. ; E-Commerce
   C. ; E-mail
   D. ; E-Learning
2) **Which of the following is not operating system;**
   A. ; Office
   B. ; Linux
   C. ; Unix
   D. ; Windows
3) **Compact discs CD-ROM used**
   A. ; Only for data storage
   B. ; For reading and storing data
   C. ; For reading and modifying data
   D. ; Read-only data
4) **The parts of a computer software is**
   A. ; Operating System + Application Software
   B. ; Peripherals Memory
   C. ; Operating system
   D. ; Application Software
5) **The vertical windows application works**
   A. ; For all open and active windows
   B. ; For all windows are minimized
   C. ; For all open windows that are not minimized
   D. ; For all open windows are minimized
6) **Which of the following suffixes is not ending a text file**
   A. ; txt
   B. ; rtf
   C. ; doc
   D. ; xls
7) **How can I view the key features of the used system like memory size, kind of operating system etc.**
   A. ; I cannot see the key features. It is a problem of technical
   B. ; Right-click on the My Computer icon and select Properties
   C. ; Right-click on the My Computer icon and select Add
   D. ; Double-click the My Computer icon
8) **To place solvents on a vowel which of the following key-combinations will you use?**
   A. ; Right Alt + tone + vowel
   B. ; Left Shift + Left Ctrl + vowel
   C. ; Right shift + vowel
   D. ; Left Alt + tone + vowel



9) Which of the following applies to the displayed folder structure?

A. ; The TOOLS folder is a subfolder of a folder 1
B. ; O Envelope "1" does not contain files
C. ; Envelope "DATA" can contain subfolder
D. ; Envelope "1" contains at least one subfolder

10) What "understands" a computer system?

A. ; Presence or not electricity
B. ; Information
C. ; Commands
D. ; Data

11) How to get data from the clipboard (temporary storage area)?

A. ; Gummed
B. ; By copying
C. ; By cutting
D. ; By copying and pasting

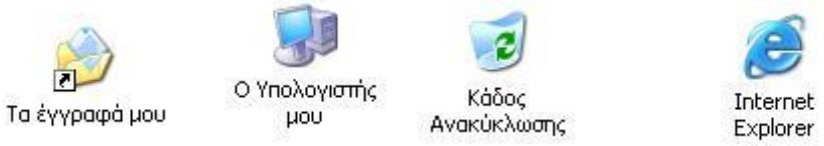
12) What is the size of a plain text file that contains only the word EDUCATION?

A. ; 10bit
B. ; 10Kb
C. ; 10Mb
D. ; 10Bytes

13) What is the auxiliary keys of a keyboard type QUERTY

A. ; Space, Insert, Delete
B. ; F1, F2, F3 ... F12
C. ; Ctrl, Alt, Shift, Caps Lock
D. ; Page Up, Page Down, Home, End

14) Which of the following icons are shortening;



15) With the help which of the following keys I select noncontiguous files or folders in the environment of Windows?

A. ; Ctrl
B. ; F2
C. ; Shift
D. ; Alt

16) What key combination must be pressed to delete a file, folder or icon have been transferred to the recycle bin;

A. ; Ctrl + delete
B. ; Alt + delete
C. ; Shift + delete
D. ; Alt + shift

17) . The PCs

A. ; They are designed for a user
B. ; Used in Universities, Schools, banks, etc.
C. ; Are laptops
D. ; Capable of handling millions of instructions per second

18) Which of the following computers would not use on a computer network in a bank

A. ; Palmtop
B. ; Mainframe computer
C. ; Non-intelligent terminal
D. ; PC

19) The Windows program is

A. ; Open source operating system
B. ; Operating system for PC restricted
C. ; Operating system for PC
D. ; Online program limited use

20) In what display format (menu bar) you can display a file size;

A. ; List
B. ; Details
C. ; Thumbnails
D. ; Icons

21) How much memory capacity occupies a character;

A. ; 1KB
B. ; 1 byte
C. ; 1 bit
D. ; 1024 bit

22) Which of the following describes an advantage of having antivirus software on a system?

A. ; We can be 100% confident that our computer will not infected by a virus
B. ; Greatly reduced the probability to transmit a virus to other computers
C. ; Ensure sending data transaction to complete online forms
D. ; Increasing the performance of our computer

23) To protect the copyright of the authors of the software, this must be accompanied

A. ; License
B. ; Certification that is "free" from viruses.
C. ; Passwords
D. ; Uninstaller

24) Sort from the largest to the smallest capacity drive

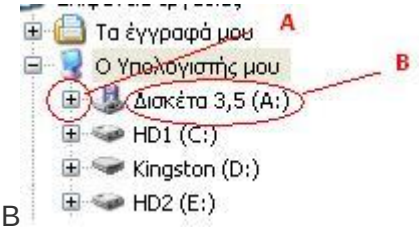
A. ; MB, GB, TB, KB, Byte
B. ; TB, GB, KB, MB, byte
C. ; TB, GB, MB, KB, byte
D. ; KB, TB, GB, Byte, Bit

25) Is it possible to open files only with the help of single left click?

A. ; Is it possible if we change the initial settings of our mouse
B. ; Is not changed but only if you configured during the initial installation of the operating system
C. ; Is it possible if we use the selection tool from the Windows Explorer
D. ; No there is no possibility of change. By definition, single left click evince and double left click Open.

26) To view the disk from the right side of exploration have to click?

A. ; A



B. ; B

27) Because there is a difference in the size of a file to the size of the same file on the disk;

A. ; Due to computational error.
B. ; Because of compression applied to the file during the registration process.
C. ; Because the file system
D. ; Due to the configuration of the hard drive the first time

28) Which of the following devices are characterized as devices output data;

A. ; Mouse
B. ; Scanner
C. ; Keyboard
D. ; Printer

29) In case you want to insert a text form on our computer, we use

A. ; Plotter
B. ; Laser printer
C. ; Keyboard
D. ; Scanner

Which of the following units of data storage has the largest capacity

A. ; CD-R
B. ; CD-RW
C. ; DVD-ROM
D. ; CD-ROM

France: K4 – Tool 3

Bilan de pré acquis en compétences numériques

1. Effectuer des travaux de recherche et d'exploitation des données en ligne, pour coproduire un reportage audiovisuel, présentant la région PACA, le département des Bouches du Rhône, le Pays d'Arles, la Camargue, le village de résidence, le quartier, la population et le présenter sous forme de présentation aux autres. Confrontation aux notions de droits à l'image, protections des données,…

2. Créer un newsletter, élaborer un reportage, stocker des donnés sur le disque dur pour être diffusé sur le site dédié au projet.

3. Echanges périodiques entre les participants (quels forme, moyens, …)

K 5: Learning to learn

Bilan de pré acquis en compétences 5 « Apprendre à apprendre »

4. Expérimentation 1 :

   Vous êtes dans une école maternelle (CP et CE1) et il faut leur expliquer c'est quoi la Camargue.
   Utiliser le dictionnaire, et internet pour faire des recherches. Faire une présentation interactive pour intéresser des enfants de 6-7 ans. Trouver une méthode de présenter l'information qui attirent les enfants.

Bonne Chance

Poland

IRZL

Poland: K5 – Tool 1

[LEARNING TO LEARN]

This is to assess your ability to learn and connected competencies. Take your time and complete the tasks. Good luck!

Task 1

Use dictionaries and the Internet to find definitions of the meaning of “green energy”.

Then create your own definition.

Task 2

Find and give examples of green energy sources.

Task 3

Find 5 arguments for and 5 arguments against “green energy”

Task 4

Make a presentation using at least 2 channels (text, audio, video, etc.) to present and justify your opinion on green energy.

K6: Social and civic competence

Greece: K6 – Tool 1

Questionnaire

Please complete anonymously the following questions, by checking your answers (√), about *Communication, Decision Making and Sentiments*. Try to focus on the last two weeks and evaluate to what extent the following happened:

A. Communication:

During a discussion with others (friends, relatives, colleagues, etc.), how often did you/were you:	Never	Sometimes	Most of the times
1.take turns when you were speaking			
2.listen and show interest in what the others had to say			
3.supportive			
4.use empathy			
5.get in other people's place and understand how they felt			
6.tactful when you made critical comments			

7.familiar with team work			
8.maintain eye contact			
9.show confident body language			
10.nod and smile to indicate that you were following along			
11.take the time to listen to each other			
12.avoid giving advices to others			
13.use open-ended questions			

B. Decision Making:

In case you had to make a decision, how often did you:	Never	Sometimes	Most of the times
1.follow your feeling			
2.consider of/ recognize your values			

3.consider of the advantages and disadvantages of every choice			
4.determine your personal goals and act according to a plan			
5.investigate how choices affect yourself			
6.investigate how choices affect the others			
7.get influenced by the opinions of others			

C. Sentiments:

in reference to your sentiments, how often did you:	Never	Sometimes	Most of the times
1.recognize/ name your feelings			
2.manage to accept your feelings			
3.realize the impact, of how you express your feelings, to the others			
4.manage to recognize the other's feelings			

5.manage to express / communicate feelings in a positive way			
6.encounter positive/ resolve a conflict			
7.copy with stress			

D. General questions:

1. What did you like more about the seminar?

……
……

2. What did you like less or what would you like to change about the seminar?

……
……

3. Can you give an example of how your participation in the seminar helped you in your family and/or personal life?

……
……

4. Would you recommend the seminar to others and why?

……
…….

Spain: K6 – Tool 2 *(See PDF Document)*

EVALUATION INSTRUMENT OF SOCIAL AND CIVIC COMPETENCE

Italy: K6 and K8 – Tool 3

QUESTIONARIO DI VALUTAZIONE DELLE COMPETENZE CHIAVE K6 e K8 (Competenza Sociale e Civica, Competenza Culturale)

Dopo aver letto attentamente le domande di seguito indicate, ti preghiamo di rispondere in modo semplice e sintetico e veritiero a quanto richiesto. Grazie per la collaborazione!

1. Durante una conversazione, di solito ti capita di interrompere una conversazione per rispondere al cellulare o ad un sms?

……
……
…….

2. Ti capita mai di distrarti durante una conversazione o di pensare ad altro senza rispondere al tuo interlocutore?

……
……
……

3. Di solito, nell'esternare un tuo pensiero, riesci a rispettare lo spazio degli altri o ti capita di intervenire interrompendo chi sta già parlando?

……
……
……

4. Nell'interagire con gli altri, di solito sei empatico? Riesci ad entrare in sintonia con l'altro?

……
……
……

5. Hai mai avuto esperienza di lavori di gruppo? Lavori volentieri insieme agli altri o preferisci gestirti autonomamente?

……
……
……

6. Secondo la tua opinione, è facile fare una autovalutazione delle proprie capacità e competenze?

……
……
……

7. Riesci ad individuare gli obiettivi che vorresti raggiungere? E la strada migliore da percorrere per realizzarli?

……
……
……

8. Ti conosci? Sapresti definire e descrivere i tuoi punti di forza?

……
……
……

9. Come trascorri il tuo tempo libero?

……
……
……

10. Fai parte di qualche associazione culturale, musicale, folkloristica?

.....
.....
.....
.....
.....

11. Dedichi parte del tuo tempo ad attività di volontariato?

……
……
……

12. Conosci le bellezze artistiche del tuo territorio? Se dovessi immaginare di guidare un gruppo di turisti ad una visita guidata, cosa gli faresti vedere?

……
……
……
……

13. Nell'arco di un anno, quante volte vai al cinema? Quante volte al teatro?

……
……
……

14. Vai a concerti di musica dal vivo? Ti è piaciuto? Ti sei emozionato? Prova a descriverci la tua esperienza

……
……
……

15. Hai mai visitato una galleria d'arte? Ti è piaciuto? Ti sei emozionato? Prova a descriverci la tua esperienza

……
……
……

16. Utilizzi internet? L'hai mai consultato per avere informazioni su musei e/o gallerie d'arte?

……
……
……

17. Ti sei mai dedicato alla realizzazione di una produzione artistica (pittura, musica, canto, scrittura, ecc)

……
……
…….....

18. Hai mai partecipato ad un concorso artistico, con una tua opera?

……
……
……..

19. Hai mai avuto la possibilità di organizzare un evento culturale? Hai mai raccolto fondi e/o partecipato alla pubblicizzazione o alla vendita di biglietti?

……
……
……..

K7: Sense of iniziative and entrepreneurship

Spain: K7 – Tool 1 (See PDF Document)

INTRUMENTO DE EVALUACIÓN

K7

SENTIDO DE LA INICIATIVA Y

EMPRESARIAL

K8: Cultural awareness and expression

Greece: K8 – Tool 1

Questionnaire

A. Cultural Awareness / Understanding Cultural Life:

Please answer anonymously the following questions, about *understanding culture (knowledge and awareness on cultural issues)* .

Part 1: Global Culture

1. Name some of the world's greatest historical and national monuments, which symbolize cities, countries and/or civilizations.

……
……

2. Name some of the history's most important cultural periods/movements.

……
……

3. Name some of the greatest figures of the world literature.

……
……

4. Name some of the greatest works of the world literature.

……
……

5. Name some of the world's greatest composers of classical music.

……
…….

6. Name some of the world's most important figures of fine arts.

……
……

Part 2: Culture of Greece

1. Name some of Greece's most important monuments.

……
……

2. Name some of Greece's most important personalities (poets, writers, philosophers, historians, etc) and their works.

……
……

3. Name some of Greece's greatest leaders (political and military), of all time

……
……

3. Name some of Greece's most important historical events.

……
……

4. Name some of the most important literature figures of contemporary Greece.

……
……

5. Name some of the most important figures of fine arts of contemporary Greece.

……
……

6. Name some of the most important figures of the music scene of contemporary Greece.

……
……

Part 3: History/Culture of Volos

Built at the innermost point of the Pagasetic Gulf and at the foot of Mount Pilio or Pelion (the land of the _____), Volos is the third of Greece's major commercial ports, with traffic by ferry and hydrofoil to the nearby Sporades Islands, which include _____, _____ and _____. Modern Volos is built on the area of the ancient cities of _____, _____ and _____. Demetrias was established by _____, King of Macedon. Iolkos, Iolcos or Iolcus, was the homeland of mythological hero _____, who boarded the ship _____ accompanied by the _____ and sailed in quest of the _____to _____. To the west of Volos lie the Neolithic settlements of _____, with a ruined acropolis, walls, and two beehive tombs dating to between 4000-1200 BC, _____, with the remains of the oldest acropolis in Greece (6000 BC), and also the foundations of a palace and mansions among its most characteristic examples of Neolithic civilisation.

Byzantine era

According to a Byzantine historian of the 14th century, Volos was known as _____ . The most widely accepted theory for the derivation of the city's name suggests that Volos is a corruption of the Mycenaean Iolkos, which had become distorted through the ages to become "_____", later "_____", and subsequently "Volos". Others contend that the name originates with _____, who according to myth was a wealthy landlord of the region. It was conquered by Stefan Dusan, was king of _____ in 1348 and was managed for 25 years. Volos returned to Byzantine rule in 1373 but was conquered by _____ in 1393. Volos returned to Byzantine again in 1402 but Ottomans retook it in 1423.

Ottoman era

The city marked a Southern border of Vilayet-i Rumeli-i Şarki in the Ottoman Empire, known then as "Golos". Since the early stages of the Greek Revolution, the provisional government of Greece claimed Volos as part of Greek national territory, but the _____ (1832) , which established a Greek independent state, set its northern boundary between _____ and Volos.

Modern Volos

Volos is a relatively new city, beginning its strongest growth in the mid-19th century where an insignificant Turkish hamlet used to lie. According to local evidence, the modern town was first established in _____. The locality of its castle was named Golos by Ottomans and locals, while Ano Volos was known as Gkolos.

After its incorporation into Greece from the Ottoman Empire in 1881, the town had a population of only _____ , but grew rapidly in the next four decades as merchants, businessmen, craftsmen and sailors gravitated toward it from the surrounding area. In the 1920s a large influx of _____ to the settlement took place, especially from Ionia, but also from Pontus, Cappadocia and Eastern Thrace. Volos was occupied by Ottomans in 8 May 1897, during the Greco Turkish War. The development of the city was closely bound up with the establishment of its _____estate, the upgrading of the _____ , and

the growth of tourism, due to the city's location near the Mt. _____, the home of _____ the Centaur, and the beaches of the Magnesia Prefecture, particularly those of the Northern Sporades. The city has been linked with a number of significant social movements in the past, such as the early teaching of Dimotiki, by _____ in the early 20th century (when Katharevousa was the officially sanctioned version). Volos is also well known for its assortment of mezedes and a clear, alcoholic beverage known as _____.

B. Participating in Cultural Life

Please complete anonymously the following questions, by checking your answers (√), about *your participation in cultural life (choosing consciously cultural events and understanding cultural and artistic expression)* .

After your participation in our seminar about: Cultural awareness and expression, how often do you now…	Never	Sometimes	Most of the times
1.get informed about the cultural offer in your town and other towns of your country			
2.participate in events and cultural activities			
3.search for additional information on cultural offers			
4.participate emotionally in the event			
5.have and express an opinion about your experience			

C. Cultural Expression:

Please complete anonymously the following questions, by checking your answers (√), about your *cultural expression (producing artistic manifestation and promoting culture).*

After your participation in our seminar about: Cultural awareness and expression, how often do you now…	Never	Sometimes	Most of the times
1.express yourself artistically in everyday life			
2. express yourself artistically in social life			
3. express yourself artistically in professional life			
4.become a member of cultural groups			
5.support a cultural event			

D. General questions:

5. What did you like more about the seminar?

……
……

6. What did you like less or what would you like to change about the seminar?

……
……

Would you recommend the seminar to others and why?

……
……

Poland

IRZL

Poland: K8 – Tool 2

[CULTURAL AWARENESS AND EXPRESSION]

This is to assess your cultural awareness and expression. Take your time and complete the tasks. Good luck!

Task 1

Answer the following questions.

1. Who painted “Mona Lisa”?
2. Give one example of a gothic cathedral in Europe.
3. Which painting style was represented by Picasso.
4. Give one example of Vincent van Gogh’s painting.
5. Give a name of a European Romantic composer.
6. Give a name and nationality of a literary Nobel Prize winner.
7. Give an example of Andy Warhol’s piece of work.
8. Name 2 representatives of impressionism.
9. In which period did Jan Sebastian Bach composed?
10. Give a title of your favourite ballet and opera.

Task 2

Make a list of your favourite art galleries. Write a short review on two of them.

Task 3

You are the main manager of the polish 50s cinema.

- Design a festival name and logo
- Design a poster
- Create a programme and accompanying events for the 3 days of the festival.

Task 4

Writs a short article on the topic “We need more artistic activities in primary schools”. You can agree or disagree.

« See Your Skills »

Phase 4

Training modules

(See PDF Document)

We want to thank to all thepartners, universities, organizations, townhalls, and people from Spain, Greece, Poland, Italy, France and Austria who participated directly or indirectly in the project.

2011 -2013