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A2.1 THE COLLECTION OF GOOD PRACTICES





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Introduction

Promoting inclusion and diversity is at the core of the project “Understanding and unlocking learners’ and educators’ potentials in diverse courses - Diverse Courses”. The project aims at contributing to inclusion, in order to support equal opportunities and access for all learners, lowering the barriers for successful participation for those with fewer opportunities. A broad range of barriers such as disabilities, health problems, or social barriers – to name just a few - hinder learners to successfully participate in courses and their potentials are not recognized. On the other side, the educators dealing with the diverse composition of learners face the challenge responding to the different needs and backgrounds.

Objective of the collection

The purpose of the present document is to collect good practices and tools for understanding the background, needs and competences of learners and educators that allow educational organizations to identify existing diversity (of educators and learners) in the courses to understand their potentials.

This collection takes place within WP2 of the project which aims to increase educators' awareness of their competences and approaches to teaching in a diverse course and on the other hand intends to improve educators' ability to better understand and meet the learning needs of learners.

This to enable organizations to explore diversity and profile their educators and students, as well as their backgrounds and competences through experiments that the partners will implement adapting the tools in their courses and which will allow, based on the results, to define a tutorial for the creation of educators' and students' "Personas".

The purpose of the collection is to make visible the different types of methods, tools, approaches and exercises that educational organizations use to understand students and educators and to give an overview of how they obtain this information.

Methodology

In order to collect good practices among the six different partners, a detailed and structured format was developed in order to help organisations to describe and contextualise the practice they were going to share. This format, conceived as a checklist, is attached at the end of the present collection as annex 1).

It consisted of an initial section focusing on the context of the good practice in which partners could specify its origin, field of use, needs and aims.

Organization were asked to fill the second section of the checklist if the GP they were going to propose was focused on learners or to fill the third section if the GP was rather focused on educators.

In the second section, partners could provide information about the GP and specify the fields of information about the learner the good practice allowed to collect (the social, demographic, cultural aspects, but also those relating to skills, obstacles, values, motivations, objectives) and how these information were collected.



In the second section focused on educators, partners could provide information about the GP and specify the fields of information regarding educators the good practice allowed to collect (teaching skills, previous teaching experiences, methods used, obstacles, values, motivations etc.). Other questions asked how profiling was done.

The compilation of this frame for the description of good practices enables the collection of 23 methodologies, approaches and tools, that we convey in summary form in the following chapter. For each good practice, a factsheet is prepared with a short summary, a table with the main information and links for further information. **Additional data on the proposed GPs can be requested by contacting the project coordinator:** [info\(at\)fh-joaanneum.at](mailto:info@fh-joaanneum.at).



The good practices

1. Barrier-free ProfilPASS in Easy Language

Proposing Partner: DAFNI KEK

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners: People with cognitive impairments and learning difficulties	Document with easy to understand questionnaire	Competences and skills

Description:

ProfilPASS in easy language is a colorful and example-based document suitable for group or individuals with cognitive impairments or learning difficulties. The document is easy to understand and allows users to assess their competences.

The practice was developed by DAFNI KEK and DIE (German Institute for adult education) and it was implemented in Greece.

ProfilPASS is structured as playful and easy to understand questionnaire that can be filled by individual or in workshop groups with the help of educators. The same figure will additionally collect information about the learner through personal interviews, focus groups and job centres.

The GP deals with the following diversity types (with regard to Erasmus+ priorities): Barriers to education; Cultural differences, Social, economic barriers, Barriers linked to discrimination.

Due to its nature and adaptability to content and requirements of the addressing target, the ProfilPASS is easy to transfer to other educational contexts and audiences.

More information:

https://coocou.profilpass-international.eu/files/barrier-free_profilpass_in_easy_language.pdf



2. Assessment procedure to Master Curriculum Social Work

Proposing Partner: FHJ

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners: Bachelor graduates (18 -25 y.o) in social work	Competitive assessment Procedure	- Professional and scientific experience - needs

Description:

It consists in a competitive assessment procedure of student candidates of the Master Program Social Work at FHJ in Graz in order to identify and understand different needs and previous (professional and scientific) experience of learners in the Master curriculum to allow them to be lifted up to a common level.

The candidates are diverse according to their previous learning experience, differing in the extent of experience in social work training, other disciplines qualifications, and professional experience in social work, so that three groups can be kept distinct.

Information about learner are acquired during the application process through the following steps: 1) a Curriculum Vitae of the applicant; 2) an essay or exposé on an intended topic of a Master thesis (reflecting different competencies in doing scientific research); and 3) an oral interview with a commission. On the basis of these tools of the application process, the commission decides on the admission of the students and assigns them to three different groups. 4) Self-identification: Accepted students are also asked whether they can fundamentally confirm the requirements for this group assignment (extent of previous academic and professional experience).

In order to bring the three groups mentioned to a similar level of knowledge by the end of the first semester, they will receive tailor-made training: (1) Group A receives an introduction to the theory and empiricism of social work; (2) Group B will have the opportunity to gain more professional experience in social work; (3) Group C receives a "Studium Generale" to support academic work. This tailored training in the first semester of study provides three scenarios, methodologies or methods to take into account the diversity and different needs of the three groups of students. The GP deals with the following diversity types (with regard to Erasmus+ priorities): barriers linked to education and training system. The GP transferability is limited, since this is an assessment procedure for a specific program. However, the GP is innovative in dealing with diverse barriers linked to education and training system and its main ideas are adaptable for other contexts as well.

More information: <https://www.fh-joanneum.at/soziale-arbeit/master/en/>



3. Questionnaire on identifying attitude of learners with regard to English as a foreign language

Proposing Partner: FHJ

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners: Students of the BA program "Social Work" at FHJ	Questionnaire	<ul style="list-style-type: none">- Language skills- biographical info- professional experience- education

Description:

Instructors/ educators of the course "International and Intercultural Social Work" (1st semester Bachelor study Social Work – FHJ -Graz) use this questionnaire to point out the knowledge and application/use of the English language by their students. This also discovers diverse prepositions of the students regarding their experience and attitude in the application and use of English in various contexts (semester abroad, internship abroad, voluntary work, migration background etc.).

The questionnaire collects biographical information, about schooling and education, past work experience, skills and competences: Specifically collected was biographical info (year of school graduation; type of school; experience/longer stays abroad). Moreover, the questionnaire asked about familiarity with the English language.

The GP deals with the following diversity types (with regard to Erasmus+ priorities): differences according to language, multilingualism, internationalization.

The GP is highly transferable as it's a questionnaire.

More information: <https://www.fh-joanneum.at/>

Attachments: see appendix n.1



4. Adaptive Learning Methodologies for Diverse Student Groups

Proposing Partner: FDO

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners: Students between 16 to 50+, with different cultural backgrounds, nationalities, and SEN.	Flexible approach with various Active Learning Methodologies (to adapt to the needs and characteristics of each group of learners).	- Individual needs of each student. - General composition of the group (age, cultural background, nationality, SEN...).

Description:

Educational staff at La Blanca Paloma VET Centre in La Zubia (Granada, Spain) daily implements 'Active Learning Methodologies' tailored to the unique composition of each student group (ranging from ages 16 to 50+), addressing diversity in age, cultural background, nationality, and SEN.

The educators make use of diverse educational methods such as project-based learning, flipped classroom and gamification based on the specific needs and composition of the group.

Information about students is carried out through detailed evaluation of individual students and the overall group by the educational staff.

The GP deals with the following diversity types (with regard to Erasmus+ priorities): learners with disabilities, barriers linked to discrimination, health problems, barriers to education, cultural differences, social and/or economic barriers, and geographical barriers.

The GP is highly adaptable to various educational settings with diverse student populations.

More information: online resources on 'Active Learning Methodologies' (ALM) can be found to adapt them in different contexts.



5. Introductory (informal) assessment/identification of basic skills (reading, writing, understanding)

Proposing Partner: DAFNI KEK

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners: Students with special educational needs and disabilities	User-friendly questionnaire	- skills and competences - problems and obstacles

Description

The GP is an informal Tool which was developed by the General Education teachers (Language, Mathematics, History, Geography) of a Public SEN School Unit in Patras (Greece) in order to better understand who are the students they 'receive' at the beginning of the School year since the School receives a significant number of students with mild or more severe SEN, who had been identified by Specialists that these students need special and complementary Support.

The educators decided to construct this tool in order to build the necessary balance of skills and competences of the students and facilitate the powerful dynamic of the team of students than isolating or disempower ones from being active in learning and socializing.

The tool is a questionnaire easy to perform in which users are free to reply in written or oral mode. The questionnaire is proposed to SEN students during a personal interview.

The results of the questionnaire allow teachers to better place and value the specific diversities of students.

The GP deals with the following diversity types (with regard to Erasmus+ priorities): Learners with disabilities, Barriers linked to discrimination.

More information: Questionnaire available at the link: <https://shorturl.at/1vf7o>



6. Continuing education programme “Gender – Diversity – Intersectionality” Workshops

Proposing Partner: FHJ

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Educators	Reflection groups, discussion groups, practice-work, Self-guided learning, consciousness-raising, presentations	- biographical information - education - work experience - training/educational skills and competences

Description

The program was developed in Austria (Graz) by the “Genderwerkstätte” (network of experts coming from different fields dealing with gender and diversity, based on the cooperation of the associations Verein Frauenservice Graz and Verein für Männer- und Geschlechterthemen Steiermark) it consists of several seminars and teaches central theoretical principles in the areas of gender, diversity and intersectionality.

It's a fee-based continuing education program consisting of 6 seminars for educators in adult education who are dealing with diverse settings. The seminars are: 1) What the hell is gender? An introduction to a complex field 2) Gender work(s) in Labour Market, Education & Language, 3) On the trail of inequalities. Practical analyses and good arguments 4) Diversity, gender & anti-racism in education 5) Managing justice - implementing change processes in a diversity-oriented way 6) Quality and professionalism in your project. The target group of the program are interested persons, current and prospective future experts working in areas such as adult education, university, research, labour market policy, public relations, social work, gender and diversity and equal opportunities.

The collection of information about educators attending the course includes generic background information: biographical information, about schooling and training, in particular past work experience, training/educational skills and competences.

Methods for collecting information about participants include discussion and reflection groups (reflecting own previous knowledge, new knowledge gained in the program, transfer knowledge relevant for working in different fields of expertise), self-guided learning, consciousness-raising, presentations and practice work (done individually or in groups). The aim is the use or the transfer of program contents into the own area of work and expertise. Results from practice-based work are presented and discussed as part of the program of seminar series.

The GP deals with the following diversity types (with regard to Erasmus+ priorities): gender, sexuality, barriers linked to discrimination.



The transferability of the GP to additional contexts of organizations in adult education is regarded as very high.

More information: <https://www.genderwerkstaette.at/lehrgang-gender-diversitaet-intersektionalitaet>



7. Women in STEM | Engenheiras por 1 dia

Proposing Partner: EIA PT

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners: Girls from secondary, vocational and primary schools aged between 10 and 20	survey on age, activity preferences and tastes.	- education information - biographical information

Description

A government program coordinated by the Commission for Citizenship and Gender Equality (CIG) and INCoDe.2030, in conjunction with the Portuguese Association for Diversity and Inclusion (APPDI), the Instituto Superior Técnico and the Order of Engineers and supported by a network of 101 partner organizations and schools that promotes the choice of engineering and technology among female students from secondary, vocational and primary schools and aged between 10 and 20, deconstructing the idea that these are male domains.

The focus of the initiative is on training, empowering, hiring and retaining more girls and women in the field of technology and engineering by proposing various activities, including laboratory practices, role modelling sessions and mentoring.

In order to schedule the learning sessions information about students' areas of study and ages are collected. The information was collected by the teacher in charge of the class, who carried out a survey on age, activity preferences and tastes. After this survey, the data was sent to us, who filtered it to find out which activities were best suited to this audience.

There is a transferability to areas outside its target audience in order to extend the project's lifespan.

The GP deals with the following diversity types (with regard to Erasmus+ priorities): Social, economic barriers, Barriers linked to discrimination.

More information:

<https://engenheirasporumdia.pt/>



8. Class focus group on gender violence

Proposing Partner: CRAMARS

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners: Women participating to the Health Care assistance courses	Focus groups	<ul style="list-style-type: none">- sensitive data- personal information about the domestic environment- problems and obstacles

Description

This good practice is implemented by the training organization Coop. Cramars in Italy and it deals with the organization of 4 hours lesson in form of focus group with a Psychologist expert in different types of gender violence, to arise awareness from learners about the subject and give advice if needed about where and whom to ask in case of need. This practice represents an indirect form of student profiling (considering the delicacy and privacy factor related to the subject matter) since, from experience, afterwards participants who find themselves in a situation of discomfort related to violence address the teacher or the course tutor/coordinator, defining how this discomfort limits their training effectiveness and asking for support.

The practice is aimed at learners, in particular women, participating to the Health Care assistance courses promoted by the training organization.

Information about learners, in this case sensitive data about their family distress in relation to the topic of domestic violence, is collected by the psychologist during the workshop through direct reports.

The practice tackles gender discrimination (with regard to Erasmus+ priorities). It's possible to adapt the GP to other contexts and audiences.

More information: <https://www.direcontrolaviolenza.it/>
https://asufc.sanita.fvg.it/it/news/ssc_sunrise_sportello-antiviolenza-donne.html
<https://www.pariopportunita.gov.it/it/news-e-media/news/archivio/requisiti-minimi-dei-centri-per-uomini-autori-di-violenza-raggiunta-l-intesa-in-conferenza-stato-regioni/>



9. Femeco – Training breakfasts

Proposing Partner: CRAMARS

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners: Women entrepreneurs in different fields	Training breakfast (meetings)	<ul style="list-style-type: none">- expectations- objectives- desires- training needs- professional and personal skills- work experience

Description

This good practice developed by the Cooperativa Cramars in Italy comes from a funded equal opportunities project whose aim was to bring together groups of adult, entrepreneurship-oriented women to foster mutual collaboration in order to create long-term creative links and partnerships as drivers for gender equality and social cohesion and inspire participants to change in the fields of arts, culture, tourism and sustainable development.

This was done by organizing a system of training breakfasts run at the local, national and community levels, involving female participants in meetings aimed at transferring specific creativity and creative thinking skills to them and sharing their challenges and opinions.

Already from the first meeting, the informal mode, the common problems, the drive for exchange and change allowed an easy and reciprocal openness that enabled the organizers to collect sensitive data declined in expectations, objectives, hopes, need for help and support, need for exchange and to define common training needs (even if only pills) and to allow the educational center to focus the training on the requested topics.

This was intended to promote active participation and women's empowerment by creating a community of practice that would encourage women to support causes close to their hearts and a supportive environment in which they could take advantage of informal learning and peer-mentoring also to develop new projects or business ideas for social change.

In addition to sharing a training breakfast, an online exchange platform was implemented that enabled the women's group formed to activate networking opportunities and to share knowledge and experiences.

The practice is scalable on different geographical areas, different training contents and target groups.

The practice tackles diversity based on gender.

More information: <https://www.coopcramars.it/blog/corso/sviluppo-femeco-business-al-femminile-transfrontaliero/>



10. The near peer Learning framework (the learners' choice)

Proposing Partner: DAFNI KEK

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners/ educators	Workshop	<ul style="list-style-type: none">- expectations- objectives- personal experiences and ideas- obstacles and issues- traumatic past experiences

Description

It's a specific approach in adult education developed within an Erasmus cooperation project based on realizing the importance of your own experience. It's used in groups of learners or educators which start discussing and consulting between peers. Afterwards the educator slightly enters in the discussion giving feedback. The method is based on four foundational principles: psychological safety, equality, mutual support, and growth mindset. The application of these principles allows to create a safe space for learning and enable the group of learners to feel safe and trusting enough to share experiences and discuss problems that may tackle traumatic past references.

Part of the information about participants is provided by job centers, another part results from the participation of peers in the workshop.

The GP deals with the following diversity types (with regard to Erasmus+ priorities): Learners with disabilities, Barriers linked to discrimination.

The methodology can be applied in whatever context.

More information:

- 1) https://supportae.eu/wp-content/uploads/2021/12/FINAL_SUPPORT-Neer-Peer-Learning-Framework.pdf
- 2) <https://supportae.eu/index.php/land/support-project-homepage-en/supporting-trainers-en/model-3/>



11. Peer Mentoring for 1st generation students and students with migrant background

Proposing Partner: FHJ

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners: Students who are the first of their family to pursue a university degree and/or have a migrant background.	Personal interview and events (trial days)	<ul style="list-style-type: none">- biographical information- education- past work experience- skills and competences- obstacles and issues

Description

The good practice is aimed at profiling learners, in detail people from a non-university- and/or a migration background. It aims to support people with little knowledge of the university landscape in Austria.

The GP was developed by the University of Graz, student services.

The students may contact the Peer Mentoring Office in case they think they need support due to their diverse background. Hence, a well-structured website presence was set up with all information necessary. Moreover, the Peer Mentoring Office holds “trial days” for ongoing students and organizes other events to learn more about the needs of their target group. They are advertising the programme at their own event but also on “open door days” and “school-fairs”. The office collects information about applicants through a (unscripted) first talk about their personal situation and during the planned events.

What info about learners was collected: Generic information such as: biographical information, about schooling and education, past work experience, skills and competences.

Offering a structured website and organizing info events is a highly transferable method. Diversity type according to Erasmus+ priorities the GP faces: Barriers linked to education and training systems, cultural differences, social and economic barriers, barriers linked to discrimination.

More information:

- 1) <https://www.uni-graz.at/en/study/studying-at-the-university-of-graz/peer-mentoring/> ENG
- 2) <https://www.uni-graz.at/de/neuigkeiten/ein-stueck-gemeinsam-gehen/> GER



12. Mentoring Programme – MAIA

Proposing Partner: EIA PT

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners National and international mobility students – University Level; Educators: Undergraduates at different levels as volunteer guides and mentors.	Application and Selection process: - for learners: (online form, personal interview, focus groups); - for educators: online form + motivational letter	- biographical information - education - past work experience - skills and competences - obstacles and issues - fears -needs

Description

The MAIA Programme of the Instituto Universitário Atlântica, implemented in the 2021/2022 academic year, aims to welcome, help and integrate all new students (national and international mobility students) into the institution. In order to facilitate the transition of new students in the academic year (Mentors) to a new cycle of higher education, the Instituto Atlântica relies on the help of undergraduates from a wide range of degrees (Mentors). These students, on a voluntary basis, have the ideal characteristics for integrating new students. In addition to national students, the Mentors also support foreign students who come to study at Técnico under various mobility programmes.

National and international mobility students may come from completely different countries and cultures, and a quick integration into the city and the institution is essential for the success of this experience. The necessary support focuses on resolving some bureaucratic obstacles (transport passes, mobile phones, among others), introducing them to Portuguese culture and finding accommodation, as well as helping them with various issues related to the curricular units, classes and teachers. Providing support in the first weeks of classes with guided tours of the institution, information sessions, help with the material and bibliography needed for the course units, personal support, if necessary, among other things.

Information about learners is collected through online form, a personal interview and the organization of focus groups.

Information about educators is provided by the online application process (online form providing personal data + motivation letter+ meeting the criteria)

The mentoring project ends up being transversal to several areas and allows for cohesion between them. The GP deals with the following diversity types (with regard to Erasmus+ priorities): Barriers to education, Social, economic barriers, Geographical barriers, Barriers linked to discrimination.

More information: <https://www.aeroatla.com/projetos/mentoria-acad%C3%A9mica-do-instituto-universit%C3%A1rio-atl%C3%A2ntica-maia>



13. Letras Prá Vida (Letters for life)

Proposing Partner: EPATV

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners Mostly women, Roma people, immigrants, non-institutionalized and institutionalized elderly people, some with early-stage dementia and special educational needs	Workshops	<ul style="list-style-type: none">- biographical information- education information- professional experience- skills and competences- personal information (phone number, address, ...)

Description

Workshop implemented by Coimbra Higher Education School in Portugal promoting literacy(ies), equal learning opportunities, training and empowerment; stimulating self-esteem, participation and social inclusion of participants.

The participants are between 20 and 95 years old, mostly women, Roma people, immigrants, non-institutionalized and institutionalized elderly people, some with early-stage dementia and special educational needs. They meet once a week, in various locations, days and times.

This GP is inspired by Paulo Freire's approach.

Biographical information (about schooling and education, but also work experience, hobbies) is provided by interested parties after the work of the Letras Prá Vida association has been publicized in job centres, aid associations, refugee centres and municipalities .

The GP deals with the following diversity types (with regard to Erasmus+ priorities): cultural differences according to language, disabilities, health problems, barriers linked to discrimination.

Considering that this good practice uses a methodology that values the individual and the resources for its implementation can be produced depending on each group, we believe that this good practice is easily transferable to other areas. In fact, since its creation until today, it has been replicated in other places.

More information:

- 1) <https://www.esec.pt/investigacao-projetos/projetos-de-investigacao-intervencao/letras-pra-vida/>
- 2) <https://www.facebook.com/letraspravida/about>



14. Passaporte Qualifica

Proposing Partner: EPA TV

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners People looking for a professional qualification and for people who dropped out school early.	Online questionnaire	<ul style="list-style-type: none">- biographical information (education, age, gender, professional situation, hobbies)- needs- expectations- goals

Description

The Qualifica Passport is a technological instrument for recording the qualifications and skills acquired or developed throughout an adult's life and providing guidance on learning paths.

This tool allows the user to access to all possibilities of qualifications available according to his/her needs/expectations. The main goal of this GP is to upskill/motivate people to lifelong learning.

The online tool is promoted by ANQEP (National Agency for Qualification and Vocational Education and Training) and it's used by the Adult Education Centres in Portugal.

This tool can be used by any learner as long as they register on the platform. In practical terms, it is more aimed at people looking for a professional qualification and for people who dropped out school early.

It collects biographical information (about schooling and education, age, gender, professional situation, hobbies) to understand and build the profile of the participant and propose a qualification path.

This tool is used at a national level already, but it only gives answer to a specific profile. This way, to be transferable, it should be adapted to other contexts.

The GP deals with the following diversity types (with regard to Erasmus+ priorities): Barriers to education, (individuals struggling to perform in education and training systems for various reasons, early school-leavers, NEETs and low-skilled adults may face barriers).

For more information:

<https://www.passaportequalifica.gov.pt/cicLogin.xhtml>



15. Processo RVCC – Recognition, Validation and Certification of Competences

Proposing Partner: EPA TV

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners All learners + 25 y.o. who wish to reskill or upskill	Reflective learning + key competences framework	<ul style="list-style-type: none">- personal and professional skills- biographical information (education, age, gender, professional situation, hobbies)- needs- expectations- goals

Description

Methodology promoted by ANQEP (National Agency for Qualification and Vocational Education Training) to recognize skills acquired in formal, non-formal and informal contexts, according to a qualification framework (EQF - European Qualification Framework). that allows learners to obtain an academic or professional qualification degree.

This GP is intended to all learners, from 25 years old (and without limit) who wish to reskill or upskill.

The instrument is used in all Adult Education Centres in Portugal so its adaptability is guaranteed.

The collection of information about learner is based on a biographical approach (learners are invited to write their biography and reflect on topics according to the key competences framework – document used to guide the trainers). The process is based on the construction of a reflective learning portfolio.

The GP deals with the following diversity types (with regard to Erasmus+ priorities): Barriers to education, (individuals struggling to perform in education and training systems for various reasons, early school-leavers, NEETs and low-skilled adults may face barriers).

For more information:

<https://www.qualifica.gov.pt/#/>



16. TSEMY: Training for Sustainable Employment of Youth and Young Adults

Proposing Partner: EIA PT

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners 20-29 year-old unemployed population with tertiary education.	online forms and Interviews	- professional needs - personal information (academic background, name, age and interests)

Description

New methodology developed by Atlântica - Higher Institution in Portugal, leading to the production of training content that meets the needs of employers and integrates a training in the business market and mentoring through a digital platform for monitoring the trainees. The E-learning is based on a digital platform that monitors the trainees and allows them to enter the labor market and continuously improve their skills.

The general aim of the project is to help reduce unemployment among the 20-29 year-old unemployed population with tertiary education.

No information about learners is collected other than what was necessary: academic background, name, age and interests. The aim is to simplify the sample and keep the essential.

There was a sharing of knowledge that allowed participants to transfer their knowledge to areas within their respective labour market. Information on their account was collected by online forms and Interviews.

In terms of transferability, the TSEMY project could be used by trainers and trainees easily and it's effectively adaptable to user's needs. With the presence of an easy-to-interpret toolkit, its users could adapt it to develop new ways of learning.

The practice tackles diversity as barriers to education, Social, economic barriers, Barriers linked to discrimination.

For more information:

<https://tsemy.org/>



17. Profiling and Support for Students with SEN in VET

Proposing Partner: FDO

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners VET students with SEN diagnosed by the Regional Education Government of Andalusia - Educational Council or identified by the education staff.	Evaluation by educational staff, data from the Government diagnosis (initial and ongoing assessments).	Identification of: <ul style="list-style-type: none">– Strengths.– Weaknesses.– Learning styles.– Potential barriers.– Educational. Background.– Specific support needs.– Diagnosis reports from specialists (psychologists, speech therapists, etc.) from the Regional Education Government of Andalusia – Educational Council.

Description:

Evaluation and adaptation process for students with special educational needs (SEN) implemented in La Blanca Paloma VET center in Granada (Spain). It involves initial and ongoing assessments to identify and address specific needs. The aim of the GP is to ensure comprehensive support and inclusion through tailored educational strategies.

It's addressed to VET Students with SEN diagnosed by the Regional Government of Andalusia - Educational Council or identified by the educational staff.

User information is collected through an initial evaluation by educational staff, supplemented by government diagnosis when available.

The practice tackles diversity regarding learners with disabilities, health problems, barriers to education and discrimination. The practice is highly transferable to other educational settings, adaptable for various types of SEN.

For more information:

[Anexo I - Protocolo.pdf \(juntadeandalucia.es\)](#)



18. Collaborative Learning and Social Integration Activities

Proposing Partner: FDO

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners: Social Integration and Sociocultural Animation and Tourism students, and users of the "Padre Villoslada" Occupational Day Centre for people with mental disabilities.	Direct participation of all students and users in common activities/events.	Fostering a naturally inclusive environment through shared experiences, rather than exhaustive data collection.

Description:

La Blanca Paloma VET Centre and the "Padre Villoslada" Occupational Day Centre engage their students and users in joint activities such as theater, workshops, and sports, enhancing social skills and integration.

The practice is intended for Social Integration and Sociocultural Animation and Tourism students, and users of the Occupational Day Centre for people with mental disabilities. It emphasizes the importance of understanding and catering to diverse needs, promoting inclusivity in educational and social contexts.

Direct participation of all students and users in joint activities. This allows for full integration and inclusion experience, where everyone feels valued and part of the group.

The approach is very adaptable as a model for inclusive learning and social integration in diverse settings. The practice tackles diversity regarding learners with disabilities, health problems, barriers to education and discrimination. The practice is highly transferable to other educational settings, adaptable for various types of SEN.

For more information:

Fundación Docete Omnes' social networks (Facebook, Instagram and Twitter).



19. Tailored Internship Matching and Support

Proposing Partner: FDO

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners: Social Integration and Sociocultural Animation and Tourism Students	A multi-step selection process that combines student preferences, academic performance and soft skills assessment.	Student interest in specific internship locations. Academic performance through average marks in relevant courses. Soft skills assessed through interviews and questionnaires.

Description:

A comprehensive internship programme developed by the educational staff at La Blanca Paloma VET Centre. that involves profiling and matching students with suitable companies and organisations within a vast network of external stakeholders. It ensures workplace adjustments if needed and provides continuous follow-up during internships, setting a high standard compared to other VET centers in Spain.

The organisation conducts user profilation through the established procedures of the educational staff for profiling and matching students with stakeholders. Beforehand, the student makes a list of places where they are interested in doing the internship. Student selection considers academic performance in relevant 1st and 2nd year courses. It follows the following structure: average mark of each course (60%), personal interview (20%) and a selection questionnaire (20%). Once completed, each student will have access (or not) to the chosen work placement.

The practice tackles diversity regarding learners with disabilities, health problems, barriers to education and discrimination. The practice is highly transferable to other educational settings, adaptable for various types of SEN. All in all, this practice is highly transferable to other educational institutions aiming to enhance internship opportunities and collaborations.

For more information see the attached document: Appendix n. 3.



20. Inclusive Teacher Selection Process

Proposing Partner: FDO

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Educators: Teacher candidates for La Blanca Paloma VET Centre.	Personal interview.	<ul style="list-style-type: none">- Language skills.- Diplomas.- Special training.- Professional experience in working with people with disabilities.

Description:

Human Resources department of La Blanca Paloma VET Centre in Granada, Spain, implements a teacher selection process that emphasises experience with people with disabilities and alignment with Fundación Docete Omnes' inclusive approach.

Information on educators is collected through the selection and the meeting of criteria such as language skills, diplomas, special training, and notably, experience in working with people with disabilities.

The inclusive teacher selection process is applicable to other educational institutions focusing on inclusive education.

The practice tackles diversity regarding learners with disabilities, health problems, barriers to education and discrimination.

For more information see the attached document: Appendix n. 4.



21. Planning and profiling disadvantaged users

Proposing Partner: CRAMARS

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners: Learners (age 18-65) that are formally under the assistance of the health and social services	A 4 step process: 1)Meeting with social services 2)Filling form 3)Meeting between social services, educators and learner 4)Mantain relationship with social services	-personal data - behavioural or social issues - obstacles - educational or personal needs

Description

It is a customized individual or group training planning aimed at Learners (age 18-65) that are formally under the assistance of the health and social services. The practice is used by the educational team of Cooperativa Cramars in Tolmezzo, Italy.

It initially consists of sharing a plan with the social services in relation to the needs of the specific learner in order to 1)identify users disadvantages, needs, difficulties; 2) build a specific training path for them 3) find suitable educators for the user.

The collection of user data is organized as described:

- 1) information - the training provider presents to the social services the training possibilities for the learner
- 2) meetings with social serves to fill the form with data and needs of participant. If useful, the user can take part to the meetings;
- 3) meetings are organized with assistants, teachers and learners to present the course and organize the timetable (educators are chosen according to the familiarity of the educators with the user 'diversity
- 4) during the course coordinator/tutor continuously maintains a close relationship with social services and educators.

The GP deals with the following diversity types (with regard to Erasmus+ priorities): Barriers to education; Social, economic barriers.

This practice is carried out with groups that in some way already have a formally recognised diversity, this method can also be used with other targets in the same way through the collection of needs and actual difficulties to follow the courses (perhaps at the request of parents or employment centres) and the subsequent development of a training programme that follows the needs and difficulties of the person concerned.

For more information:

Additional information is provided by contacting the refence e-mail address:

Barbara.hoening@fh-joanneum.at.



22. Academic Peer Counseling Programme

Proposing Partner: FHJ

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners or Educators with Disability who want to pursue a career in the field of academic peer counselling	Pre-information meeting + oral interview	<ul style="list-style-type: none">- Information on disabilities and health problems- Personal background- General biographical information

Description

The GP is targeting a specific group of learners as well of educators as peers: Learners with Disability who want to pursue a career in the field of academic peer counselling. Alumnis of the course are qualified to combine their own experiences of their diverse life situations with their skills in the field of counseling as a basis for successful peer counseling.

The practice is developed by FH Joanneum, Department of Social Work, in Graz, Austria.

Interested people need to have a pre-information meeting with an association or social institution dealing with their particular diverse background with regard to disabilities and health problems. Afterwards generic information about the fellow is collected through a oral interview with at least one regional expert institution in the field of representing groups with disabilities and health problems.

Diversity dimension according to Erasmus+ priorities: disabilities, health problems, barriers linked to discrimination.

Peer Counseling can be transferred to other spheres of diversity.

For more information:

https://www.fh-joanneum.at/akademische-peer-beraterin-akademischer-peer-berater/academic_certificate_programme/en/



23. Profiling learners

Proposing Partner: CRAMARS

TARGET	PROFILING METHOD	INFORMATION COLLECTED
Learners from 18 to 65 that are going to start a long term training course	Personal interview + formal regional enrolment form	<ul style="list-style-type: none">- biographical information- education and work experience- motivations- objectives-obstacles and issues-needs

Description

The GP is used in the Cooperativa Cramars in Tolmezzo, Italy to profile learners that will attend a long term course in order to get as much info as possible to prevent problems and drop outs.

The process starts with a one-to-one meeting with the learner interested to participate to the course that implies information about past experiences in learning and work, during the meeting the course coordinator evaluates, together with the future learner, the motivations and the proneness towards the course objectives. The learner is then asked to fulfil the formal enrolment form (provided by the Region Friuli Venezia Giulia that is funding the course through the European Social Fund). Once the course as started, the student with particular issues, always has the possibility to meet individually the course tutor/coordinator to find solutions.

By profiling learners the Regional form collects mainly all generic information about the learners such as biographical information, about schooling and education, past work experience, skills and competences and, in addition, the one-to-one interview is focus in guiding the learner to choose the right course and is collecting specific information related to mobility problems, availability of time, motivational learning barriers, physical learning barriers, expectations and personal goals.

By profiling educators, the methods allow to collect generic background information: biographical information, about schooling and training, past work experience, training/educational skills and competences.

The one-to-one interview to define the learner's motivation and to guide learners to training can be transferred to other courses or educational levels and includes all form of diversity; the formal collection form provided specifically by the Region, it includes contents that are easily replicable.

The GP deals with the following diversity types (with regard to Erasmus+ priorities): The one-to-one interview permits to collect information related to all type of diversity, but the GP is meant to deal with all learners not only for a specific type of diversity.

For more information: Additional information is provided by contacting the reference e-mail address: Barbara.hoenig@fh-joanneum.at .



ANNEX

Annex n.1: Checklist for the collection of GP

Diverse Course Partners: _____

Name of the person filling the document: _____

Date: _____

THE CONTEXT OF GOOD PRACTICE (BP)		
1.	Title or denomination of the good practice	
2.	Name of the Institution from which the GP comes from	
3.	Type of Educational Organisation where the GP has been implemented	<input type="checkbox"/> Formal Education (if the case, specify below): <input type="checkbox"/> Post-secondary non-tertiary education <input type="checkbox"/> Short-cycle tertiary education <input type="checkbox"/> Bachelor's or equivalent level <input type="checkbox"/> Master's or equivalent level <input type="checkbox"/> Doctoral or equivalent level <input type="checkbox"/> Vocational education and training (VET) <input type="checkbox"/> Adult education <input type="checkbox"/> Other level, namely _____
4.	Country of the Institution from which the GP comes from:	
5.	Year of the development of the GP (if existing)	
WHO – provide information on people using the GP		



6.	By whom was this GP used?	<input type="checkbox"/> Coordinator <input type="checkbox"/> Tutor <input type="checkbox"/> Secretariat <input type="checkbox"/> Educator <input type="checkbox"/> Other: specify _____
7.	Contact person for additional information on the use of the GP	
WHEN – describe the time when the GP is used		
8.	When the GP is used?	<input type="checkbox"/> in a specific date/event, specify if relevant: _____ <input type="checkbox"/> in a recurrent time <input type="checkbox"/> Daily <input type="checkbox"/> weekly <input type="checkbox"/> by - weekly <input type="checkbox"/> Fortnightly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Half-Yearly <input type="checkbox"/> Yearly
WHERE – provide information on the context of use of the GP		
9.	Place from the GP comes from	<input type="checkbox"/> City <input type="checkbox"/> Rural <input type="checkbox"/> Other: specify _____
10.	In which context the GP was used?	<input type="checkbox"/> class* (if yes, please fill the table at the end of the present section) <input type="checkbox"/> meeting <input type="checkbox"/> laboratory <input type="checkbox"/> External visit <input type="checkbox"/> in a company <input type="checkbox"/> other _____
11.	Describe whether the space in which the practice is used should have special characteristics or functions	
WHY – explain the reasons why the GP is adopted		
12.	Why the GP has been implemented (Motivations and needs)	
13.	Which are the goals of the GP	
HOW – explain in which way the GP was delivered to the target		
14.	Resources needed to use or implement the GP	<input type="checkbox"/> materials: specify _____ <input type="checkbox"/> professionals



		<input type="checkbox"/> testimonial <input type="checkbox"/> mentor <input type="checkbox"/> supervisors <input type="checkbox"/> others _____ <input type="checkbox"/> Other: specify _____
15.	What is the duration of the use of the good practice / how long does it take to use the good practice in the relevant context? (in minutes, hours)	One semester (30ECTS)
16.	To whom the good practice is addressed	<input type="checkbox"/> Individuals <input type="checkbox"/> A group of people, specify the approximate number _____
17.	Which other people are involved in the process of use of the GP	<input type="checkbox"/> Companies <input type="checkbox"/> Other educational organisations <input type="checkbox"/> No profit organisations <input type="checkbox"/> Specific advisors <input type="checkbox"/> Other _____
WHAT – explain what the GP consists of		
18.	Brief description of the good practice collected	Enter link to FH Studienplan, also see the 1 page summary
19.	Add a link or any material adding more information about the GP and its method of use.	
20.	What is the nature of GP	<input type="checkbox"/> Protocol <input type="checkbox"/> Method <input type="checkbox"/> Approach <input type="checkbox"/> Specific intervention <input type="checkbox"/> Company practice <input type="checkbox"/> Additional service <input type="checkbox"/> other
21.	Tools, practices or pedagogical approaches used	
22.	Where does the GP come from	<input type="checkbox"/> Individual educator methodology <input type="checkbox"/> Institution/centre protocols <input type="checkbox"/> Classical/new didactical methods <input type="checkbox"/> Other (specify) _____
23.	If the GP is not generic and refers to a specific category of ‘diversity’ which one does it refer to? (several choices are possible)	<input type="checkbox"/> Learners with disabilities, <input type="checkbox"/> Health problems,



	https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme	<input type="checkbox"/> Barriers to education, (individuals struggling to perform in education and training systems for various reasons, early school-leavers, NEETs and low-skilled adults may face barriers) <input type="checkbox"/> Cultural differences, <input type="checkbox"/> Social, economic barriers, <input type="checkbox"/> Geographical barriers, <input type="checkbox"/> Barriers linked to discrimination <input type="checkbox"/> Other: specify_____
24.	How is your GP suitable for creating synergies between different fields of education, training, youth and sport (how does it have a strong potential impact on one or more of those fields)	
TARGET – indicates who the good practice is aimed at		
25.	Specify the focus of the GP:	<input type="checkbox"/> Learners (go to the Table A) <input type="checkbox"/> Educators (go to the Table B)

*CLASS		
If the GP was used in the context of a course / lecture, include details:		
26.	What kind of course/lecture the GP was used for	<input type="checkbox"/> Formal <input type="checkbox"/> Non formal <input type="checkbox"/> Informal <input type="checkbox"/> Other: specify_____
27.	General information about the course:	<input type="checkbox"/> Course/lecture duration (in hours/months/years) <input type="checkbox"/> Subject treated Specify the subject: _____ <input type="checkbox"/> Number of students in the group (if available)
28.	Course mode	<input type="checkbox"/> In-person <input type="checkbox"/> Hybrid <input type="checkbox"/> Synchronous Online <input type="checkbox"/> Asynchronous Online <input type="checkbox"/> Other (specify)_____
29.	Methodology used	<input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Lecture-based learning <input type="checkbox"/> Technology-based learning



	https://www.indeed.com/career-advice/career-development/teaching-methods	<input type="checkbox"/> Group/collaborative learning <input type="checkbox"/> Individual learning <input type="checkbox"/> Inquiry-based learning <input type="checkbox"/> Kinaesthetic learning <input type="checkbox"/> Learning by doing <input type="checkbox"/> Game-based learning <input type="checkbox"/> Expeditionary learning <input type="checkbox"/> Project-based learning <input type="checkbox"/> Other (specify)_____
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TABLE A – LEARNERS (Select the contents the GP refers to)
In this section, you can specify what information about learners the GP allows you to deepen

30.	Age range of learners the GP points up:	<input checked="" type="checkbox"/> 18-24 (University-VET- specific professional education) <input type="checkbox"/> 25-32 (Masters – Adult Education – professional education) <input type="checkbox"/> 33-60 (Adult Education – professional education) <input type="checkbox"/> Over 60 (Adult Education - University of the Third Age)
31.	If data were collected prior to the use of GP, how were they collected?	<input type="checkbox"/> Paper form/frame <input type="checkbox"/> Online form <input type="checkbox"/> Personal interview <input type="checkbox"/> Indirect information collection (via parents, friends, social media info) <input type="checkbox"/> Focus group <input type="checkbox"/> Information coming from specific institutions (Specify below) <input type="checkbox"/> job centre <input type="checkbox"/> temporary agencies <input type="checkbox"/> health company <input type="checkbox"/> aid associations <input type="checkbox"/> refugee centres <input type="checkbox"/> other (specify)_____ <input type="checkbox"/> Other: specify_____
INFORMATION ABOUT LEARNERS THE GP COLLECTS		
32.	Learners' personal information	<input type="checkbox"/> Name <input type="checkbox"/> Address <input type="checkbox"/> Telephone <input type="checkbox"/> e-mail <input type="checkbox"/> day of birth/age <input type="checkbox"/> gender <input type="checkbox"/> family info (married, sons) <input type="checkbox"/> citizenship



		<input type="checkbox"/> religion <input type="checkbox"/> Ethnical group <input type="checkbox"/> Other: specify _____
33.	Education/training information	<input type="checkbox"/> Educational level <input type="checkbox"/> Formal education <input type="checkbox"/> Informal education <input type="checkbox"/> Specific training <input type="checkbox"/> Qualification <input type="checkbox"/> Other: specify _____
34.	Professional information	<input type="checkbox"/> Past working experiences <input type="checkbox"/> Actual working experiences
35.	Abilities and skills	<input type="checkbox"/> Soft Skills (ex: Emotional intelligence, Communication, Adaptability) <input type="checkbox"/> Hard skills (ex: Speaking a second language, writing computer programs, using a specific tool) <input type="checkbox"/> Transferable skills (ex: Communication Skills, Organization, Analytical Thinking, Critical Thinking, Computing, Writing) <input type="checkbox"/> Personal skill (ex: Independence, Integrity, Patience, Compassion, Assertiveness, Resilience) <input type="checkbox"/> Knowledge based skills (ex. Computer Programming) <input type="checkbox"/> Other: specify _____
36.	Main practical/physical barriers to participate to the course	<input type="checkbox"/> Availability of time <input type="checkbox"/> Geographical distances <input type="checkbox"/> Economic problems <input type="checkbox"/> Family problems <input type="checkbox"/> Behavioral diseases <input type="checkbox"/> Health diseases <input type="checkbox"/> Other: specify _____



37.	What types of obstacles / resistances to learning has good practice revealed?	<input type="checkbox"/> Emotional learning obstacles <input type="checkbox"/> Motivational learning obstacles <input type="checkbox"/> Personal learning obstacles <input type="checkbox"/> Other: specify _____
38.	What other information the GP allows to identify?	<input type="checkbox"/> Previous difficulties in learning experience <input type="checkbox"/> successful experiences (work, study, family, relationships, hobbies, free time etc.) <input type="checkbox"/> unsuccessful/difficult experiences (work, study, family, relationships, hobbies, free time etc.) <input type="checkbox"/> Values priorities <input type="checkbox"/> Dreams <input type="checkbox"/> Motivation to participate to the course <input type="checkbox"/> Expectations <input type="checkbox"/> Goals <input type="checkbox"/> Hobbies and free-time activities
39.	Please add any other content useful to implement and better explain the GP collected	



TABLE B – EDUCATORS (Select the contents the GP refers to)
In this section, you can specify what information about educators the GP allows you to deepen

40.	How the institution/school collects educator's information	<input type="checkbox"/> Curriculum Vitae <input type="checkbox"/> Paper form/frame <input type="checkbox"/> Online form <input type="checkbox"/> Personal interview <input type="checkbox"/> Indirect information collection (word of mouth, indication from other educators, social media) <input type="checkbox"/> Information coming from other institutions/schools <input type="checkbox"/> Other: specify_____
41.	the educators deal with the following age range of learners:	<input type="checkbox"/> 18-24 (University-VET- specific professional education) <input type="checkbox"/> 25-32 (Masters – Adult Education – professional education) <input type="checkbox"/> 33-60 (Adult Education – professional education) <input type="checkbox"/> Over 60 (Adult Education - University of the Third Age)
INFORMATION ABOUT EDUCATORS THE GP COLLECTS		
42.	Educators' personal information	<input type="checkbox"/> Name <input type="checkbox"/> Address <input type="checkbox"/> Telephone <input type="checkbox"/> e-mail <input type="checkbox"/> day of birth/age <input type="checkbox"/> gender <input type="checkbox"/> family info (married, sons) <input type="checkbox"/> citizenship <input type="checkbox"/> religion <input type="checkbox"/> Ethnical group <input type="checkbox"/> Other: specify_____
43.	Education/training information	<input type="checkbox"/> Educational level <input type="checkbox"/> Formal education <input type="checkbox"/> Informal education <input type="checkbox"/> Specific training <input type="checkbox"/> Qualification <input type="checkbox"/> Other: specify_____
44.	Professional information	<input type="checkbox"/> Past working and teaching experiences



		<input type="checkbox"/> Actual working and teaching experiences
45.	In which course environment does the educator work?	<input type="checkbox"/> In classroom <input type="checkbox"/> Laboratory <input type="checkbox"/> Open air (outdoor) <input type="checkbox"/> By a company <input type="checkbox"/> Other (specify)
46.	If the educators works in class, in which course mode does the educator teach?	<input type="checkbox"/> In-person <input type="checkbox"/> Hybrid <input type="checkbox"/> Synchronous Online <input type="checkbox"/> Asynchronous Online <input type="checkbox"/> Other: specify_____
47.	What didactical methods does the teacher use?	<input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Lecture-based learning <input type="checkbox"/> Technology-based learning <input type="checkbox"/> Group learning <input type="checkbox"/> Individual learning <input type="checkbox"/> Inquiry-based learning <input type="checkbox"/> Kinaesthetic learning <input type="checkbox"/> Game-based learning <input type="checkbox"/> Expeditionary learning <input type="checkbox"/> Other: specify_____
48.	Major obstacles resistance encountered with classes	<input type="checkbox"/> Emotional learning obstacles Resistance to change Fear of failure Lack of focus <input type="checkbox"/> Motivational learning obstacles Lack of previous knowledge Lack of seeing the big picture Lack of purpose Boredom Isolation <input type="checkbox"/> Personal learning obstacles Different learning styles Impairments <input type="checkbox"/> Other: specify_____
49.	Diversity	<input type="checkbox"/> Successful educational experiences dealing with diversity <input type="checkbox"/> Unsuccessful/difficult/challenging educational experiences dealing with diversity



50.	For the educators, what is important in teaching in a course/institution	<input type="checkbox"/> Stability of the classroom <input type="checkbox"/> Relationship with other educators <input type="checkbox"/> Dealing with focused students <input type="checkbox"/> Development of personal/professional competences <input type="checkbox"/> Autonomy <input type="checkbox"/> Impact of your teaching <input type="checkbox"/> Social recognition <input type="checkbox"/> Other (specify) _____
51.	What other information the GP allows to identify?	<input type="checkbox"/> Previous difficulties in training experience <input type="checkbox"/> successful experiences (work, study, family, relationships, hobbies, free time etc.) <input type="checkbox"/> unsuccessful/difficult experiences (work, study, family, relationships, hobbies, free time etc.) <input type="checkbox"/> Values priorities <input type="checkbox"/> Dreams <input type="checkbox"/> Motivation to teach in the course <input type="checkbox"/> Teaching expectations <input type="checkbox"/> Teaching goals
52.	Please add any other content useful to implement and better explain the GP collected	

If available, add here any image, symbol or other visual content representing the identified good practice



Annex n.2: English attitudes – Questionnaire

The module International Social Work will be taught in English, and we would like to find out what attitudes and feelings you have towards the English language. Please answer all questions spontaneously and honestly.

Please read the statements below and circle the most accurate response:

1 = agree strongly; 5 = disagree strongly

1. I like the English language

1 2 3 4 5

2. I enjoyed my English classes at school.

1 2 3 4 5

3. I like speaking in English

1 2 3 4 5

4. I like reading books/articles in English

1 2 3 4 5

5. I often watch films/series in English

1 2 3 4 5

6. I feel comfortable using English in a group of my peers

1 2 3 4 5

7. I am happy to have English at the FH-Joanneum; I think it makes sense

1 2 3 4 5

Biographical Info:

When (what year) did you do your 'A' levels (Matura)? _____

Which type of school did you attend/where did you take your 'A' levels (Matura)? (please circle)

☐ NMS, AHS, BHS, HTL

☐ Abend Matura Studienberechtigungsprüfung

☐ Other: (please specify): _____

Have you been abroad for a period of longer than a month? _____

If so where and how long? _____



Annex n.3: Tailored Internship Matching and Support Questionnaire

1ST BLOCK

1. What do you think Dual Vocational Training (DVT) will give you compared to traditional vocational training?
2. How do you value teamwork?
3. Would you be willing to work outside Granada?
4. Why have you chosen this study program?
5. What would you like to do at the end of your studies?
6. At the end of your studies, would you like to further your education?
7. What is your greatest weakness and your greatest virtue?
8. Do you have family responsibilities?
9. What could you contribute to the company?
10. Where do you see yourself 10 years from now?
11. How do you think the market is in our sector? How do you think it will evolve? How do you think it is going to evolve?

2ND BLOCK

1. What are the reasons you have chosen to participate in Dual?
2. What time availability do you have?
3. Do you have previous work experience, and where?
4. What is your current employment situation?
5. Do you have your own vehicle or are you able to move around easily?
6. Comment on your language skills, and whether you can prove them.
7. Comment on your knowledge in the use of new technologies, and if you can prove it.
8. Any doubts or concerns you may have about joining the Dual training process.
9. Do you find it easy to organize your studies?
10. Do you currently dedicate yourself exclusively to your studies?
11. What are your hobbies or interests?



3RD BLOCK

1. Which are the target groups with which you feel most identified? Why?
2. For the Dual training process, rank in order of preference your target groups of interest. What would be your target groups of interest?
3. Once you have proposed and ordered your most interesting groups for your dual training, tell us what you think you can contribute to these groups.
4. Finally, once you have analyzed the attached document with the list of available dual training centers, make a well-justified. The first one being the one we are most interested in out of the three requested, and so on with the others.

*In the proposal of each center, you must justify your choice very well.



Annex n.4: Inclusive Teacher Selection Process

- 1-. Interview (max. 5): After the interview with the candidate, a maximum of 5 points will be awarded.
- 2-. Experience (max. 3.5): 0.5 is awarded for every 6 months worked in the position to be filled.
- 3-. Other experience (max. 2): Awarded 0.5 for every 12 months of work in roles other than those for which you intend to apply, but related to an internal role.
- 4-. Qualifications (max. 1): Awarded 1 point if the studies are related to the role to be filled, 0.5 if you have a degree but it is not related to the role and 0 if you do not have a degree. If the job requires a degree and the candidate does not have one, the evaluation is concluded and the candidate is disqualified.
- 5-. Other qualifications (max. 1): 0.5 is awarded for each higher education degree completed (master's, postgraduate, doctorate, other university degree...).
- 6-. Specialisation courses (max. 0.5): 0.1 is awarded for each course of more than 40 hours, related to the function to be performed.
- 7-. Former employees/alumni of the Foundation who have experience or training in inclusion and disability (max. 1): awarded to former employees who are well regarded by the Foundation.
- 8-. Knowledge of other languages with special attention to English (max. 1).
- 9-. In the case of people with the same score, they will be ordered to take into account points 1, 2, 7 and 8.