



Tools for trainers and learners

## THE SAVE SYSTEM AND RESOURCES OVERALL DESCRIPTION

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**SAVE** - Self Awareness, evaluation and motivation system Enhancing learning and Integration to prevent and contrast ESL and NEET - is a European Project funded by the European Commission within the Erasmus+ Programme.  
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Website: [www.saveproject.it](http://www.saveproject.it)

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## FORWARD

This document presents the overall description of the SAVE System structure, the

process model, the features and the (supporting, guiding, learning) resources addressed to trainers and learners.

The present document represents the updated version of the “SAVE system. Process model, features and contents” delivered at the *initial stage of the IO4* that integrates:

- o the technical features of the choices made;
- o all the modification and integrations made along the IO4 according to both the partners and targets evidences for fine tuning.

The SAVE System tools, functions and resources support the trainers and the learners in the building personalized personal development processes as well as in the managing of the process. The design and development of the “SAVE portfolio” at the beginning is an exercise finalized to support the self-reflection, it is a sort of mirror for the self-awareness rising. During the process the learner, supported by the trainer, improve and update the portfolio, by adding and modifying the contents and the style. In the end the portfolio is expected to be more professional and attained to the job perspective. It is a dynamic process supporting the self-awareness rising.

It is possible to access to the SAVE System from the project website ([www.saveproject.it](http://www.saveproject.it)) and directly to the link <http://save.euleaf.cloud/login/index.php>

In the **login page** you can create the access credentials and choice the **navigation language** (ES, IT, UK).

The process is guided but it is not conditioned. The trainer provides information, suggestions and alerts, each page of the system shows suggestions and instructions about steps progression, but *the learner can move from a section to another*. Since the process is guided but it is not conditioned, the trainer provides information, suggestions and alerts, in each page of the system guiding the process development, giving suggestions and instructions about the steps progression, supporting the learner to move properly from a section to another.

## 1. THE SAVE SYSTEM STRUCTURE

The SAVE System has a structure which contains functions addressed to learners and trainers, including also in that espresso coaches, tutor, social and guidance operators, mentors and in-company trainers, counsellors (hereinafter Trainers for brevity).

### 1.1 SYSTEM ARCHITECTURE, TECHNOLOGICAL CHOICES AND MODULES

The web based enhancing environment chosen for the project is **Moodle**, a very widespread open source system, in the version 2.9.1+, released on July 2015. The needs of the project have required some customization to the standard installation.

The **SAVE self-awareness and self-evaluation** database, algorithms and resources has been integrated as well as several **additional plugins** have been tested; after the validation actions, the following plugins have been added for being used into the courses:



- 1 The module **Checklist**: it allows trainers to create checklist/to do list/assignments and so on task for the learners to work through. The trainer can monitor all the learners progress, as they tick off each of the items in the list. Items can be indented and marked as optional. Learners are presented with a simple bar showing how far they have progressed through the required/optional items and can add their own, private, items to the list.
- 2 The module **OU blog**: this is an alternative blog to the standard one, that operates alongside it. In the project it is used as a course activity by which the learner can keep a "journal" which only they and their trainer can read.
- 3 The module **Questionnaire**: it allows to survey Moodle course participants, so that trainers can "create a wide range of questions to get learner feedback e.g. on a course or activities", with the purpose of gathering data from learners. This module has also been customized at code 120level, in order to meet the output requests of the SAT questionnaire.
- 4 The block **Meet the learners**: it is a block that displays profile pictures of learners enrolled in a course so that learners can easily see who they are studying with. Profiles are displayed in order of last activity.
- 5 The block **Progress bar**: it is a *time-management tool* for learners, that shows progress in activities/resources of a course, with a colour coded to quickly see completed/viewed.
- 6 The block **Level up!**: it allows to gamify learners' learning experience by allowing them to level up in their courses.

In addition to this, some **links have been inserted** to offer a direct connection to the calendar and the **Complete report**. This report provides to learner and trainer

an overview of what have been done by the learner, including the answers of the activities set on the assignment or the OU blog tool. The direct link to the Complete report has been set in order to let the learners view only his/her one.

For what concern the system interfaces, according to SAVE goals, features and target, in order to maximising the engaging and appealing dimensions for young users, the **theme Adaptable** has been chosen in collaboration with the course **format Grid**: the theme offers a high level of customization, and Grid allows to collect the course activities into interactive and colourful boxes.

The number of “**courses**” (in Moodle technical terms; in terms of SAVE architecture, each “course” represents a learning/evaluating/working area). created in the platform is **six, two for each language/country chosen (IT, UK, ES)**. For each country:

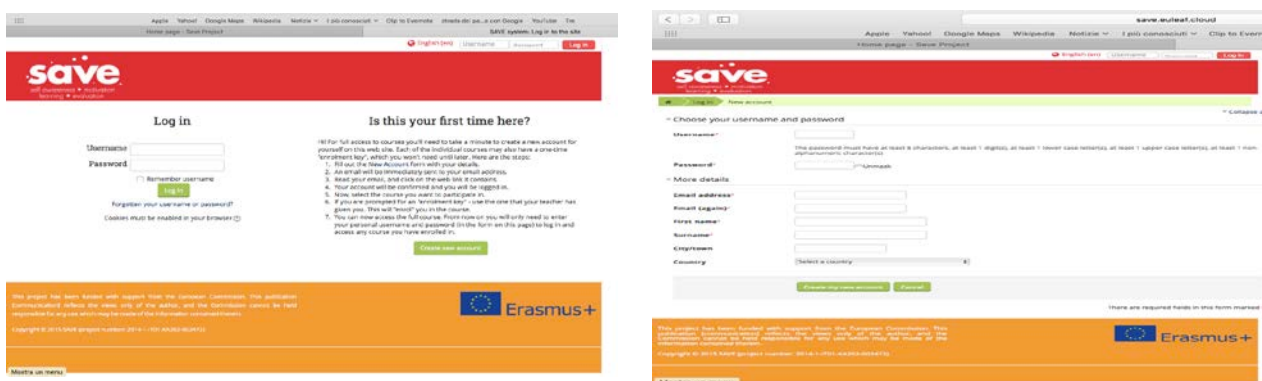
- Learners can access only one course (the main one).
- Trainers can access the learners' course and a course optimized as guide to the training and forum for discussing and cooperating.

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## 1.2 ACCESS AND PROFILES

The SAVE System is accessible from the project website ([www.saveproject.it](http://www.saveproject.it)) and directly to the follow link <http://save.euleaf.cloud/login/index.php>.

The system allows access via credentials, which can be created in the login page.



Access credentials profile the user in relation to the usage profile, as follows:

1. **Administrator**, that can change the structure and the content of the system at all levels and for each area (administrator credentials have been given to SAVE partners representatives in order to access, pilot and directly implement the necessary modification). The other SAVE project staff has access to all the contents but they are not enabled to modify them;
2. A **super-administrator** profile, that was before for NAVREME and then for the ICT manager of the CIOFS FP. This is related to the shift of the SAVE system on the CIOFS FP server, which will handle with the development, integration and gradual upgrade of the system. The super-administrator profile has all the powers and functions of intervention on the system, its back-up and updating, as well as changing levels, areas, tools, including the policy of profiling;
3. **Trainer**, referred, both in the system and in the report/project documents, to trainers of VET schools as well as to all relevant professionals in the prevention of youth exclusion (the SAVE target) and in the personalization of the orientation, training and development processes. Trainer are also considered the teachers, educators, social workers and the company representatives of the work placement;

4. Trainer and **learner** profiles. Learners and trainers access the system with a diversified profile, each with different functions. Basically, both trainer and learner have the same system structure, but with different content and functions.

Learners and the trainers can access the System with a different profile and different functions are available for each of them. The learner section and the trainers section basically present the same structure, yet they offer different contents and functions. Basically, the trainers guide the learners in the effective and powerful use of the tools available in the system to improve their personal plan of development, to plan and realize the internship experience, to build and refine their portfolio. That is the reason behind the choice to make available the same functions for trainers and learners. For each area of the system, trainers can access to some easy guidelines on how to use these tools with their learners. Moreover, trainers have control over the list of their learners and the correspondent profile/process, in order to monitor and intervene when necessary.

The SAVE system has been developed and integrated in **multiple languages: Italian, Spanish and English**. In the login page the users can choose their language to support the system accessibility. In fact, the set up of the trial has been organized for the translation of the system and navigation in the 3 languages.



### 1.3 SAVE SYSTEM MENU AND NAVIGATION

The SAVE System has a lateral bar showing

- Online users
- Level up!
- My new badges
- Progress bar
- Next events
- Meet other learners
- Navigation line
- Administrator (for learners it is equivalent to the "My new badges" section)



It aims to let learners group among each other, to visualize the events for the relative course, to show the progression both to learners and trainers, and to guide thought the navigation on the SAVE System or to move from one tool to one another.

The steps progression of the SAVE System process (My skills - My plans - My Internship - My portfolio) is an interactive menu showing the percentage of completion of process' phases, completed tasks, badges, etc. Each step of the process coincides with a page, following described.

Each page presents a fixed and always available tool/navigation bar containing:

- Notifications

- Interactive process line
- Main content frame

Contents and functions are different depends on whether the user is the trainer or the learner, as following described.

SAVE system is intended to respect high usability standards; its graphic style of the System has been designed to be:

- Appealing for younger
- Energetic
- Clear
- Supportive
- Redundant

Due to these features relevance on the trainers “empowerment” and, mostly, for the “youth engagement” effectiveness, they has been specifically assessed with many youths and many different trainers profiles (from social services professionals to ICT user experience experts to teachers and trainers). According to the evidences collected time by time, graphics, interfaces and navigation system have been progressively fine-tuned and improved.

## 2. SAVE SYSTEM PROCESS MODEL

The learners’ SAVE System process model guides learners to acquire awareness of their competences, interests, attitudes and aims; offers the trainers resources, tools, methods to guide this process.

The tools and resources provided in each stage of the process correspond to the Portfolio frame (IO3) and support the development pathway of the learner that move from the condition of “I do not want” to the stage of “I did it better than I thought”. The final tangible output of the process is the release of the portfolio to be used both to proceed with new educational experiences either to access to the workplace. The final intangible output of the process is the self-confidence, self awareness and motivation acquired by the learners.

The trainers’ process model mirrors the learners’ process stages.

The tools and resources provided in each stage of the process support the trainers to guide the learner through the portfolio development (according to the Portfolio frame IO3) and with this to the new condition of confidence, self awareness and motivation.

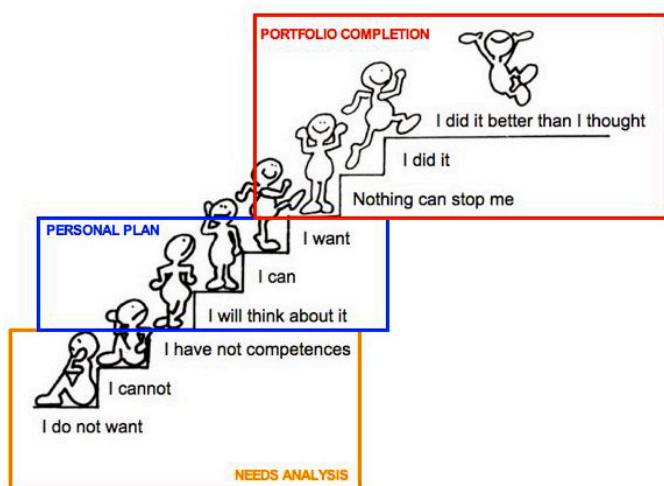
The areas of the SAVE System are:

- My skills
- My plans
- My Work experience
- My SAVE portfolio





The SAVE system stages reflect the stages of self-realization process designed in the Portfolio frame as the following picture and table exemplify:



## MY SKILLS

Table 7 - Biography guide step 4

Table 5 step 3 - Self portrait guide

Web profile draft - Avatar - step 1

## MY PLANS

Table 4 step 2

Table 6 step 4 – Self evaluation guide

Table 8 step 4 – Learning Agreement

## MY SKILLS

Table 1 step 1

Table 2 step 1

SAT feedbacks and profiles

Table 3 step 2 - Learning styles

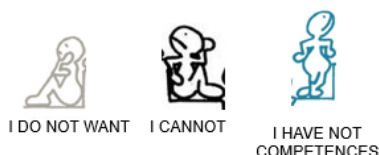
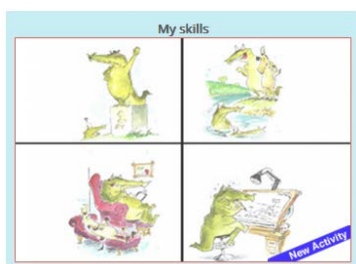
Table 5 step 3 Self portrait guide

## MY INTERNSHIP

Evidences collected during the internship. According to the learning styles the trainer will suggest to collect evidences by: writing a daily diary, taking pictures, video, collecting interview of testimonials, etc.

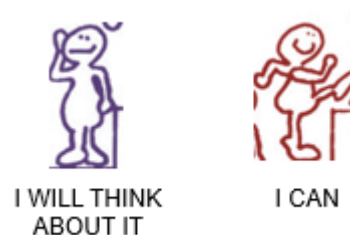
For each collected evidence, the trainer invites the learner to prepare a title and caption.

Deepening the areas of the SAVE System, describing them and defining their aims:



**My skills:** this area contains all the supports and tools fit to guide the learner to recognize and acquire awareness about what he/she is able to. The correspondent stages are "I do not want" "I can not" "I have not competences", then this is the stage of empowerment, motivation and self confidence building. The learner collects all the information necessary to move to the next steps.

**My Plans:** the learner co-designs with the trainer the personal plan of development, mainly but not only oriented to the choice of the internship experience. This area mainly corresponds to the stages "I will think about it" and "I can". This area contains all the supports and tools fit to guide the learner in the co-set of learning and improvement aims and challenges, to plan the mid term deadlines and the sub-objectives necessary to reach the planned aims.

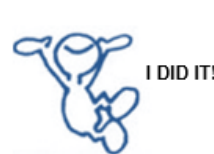


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**My internship:** This area corresponds mainly to the stage of “I want” when plans are enacted. This stage of the process requires the learner to collect evidences of the work and of the internship experience, using the resources that support this experience. This area of the system then contains all the tools and support necessary to collect and organize these evidences, as well the tools and guides for the trainer to interact, monitor, guide support the learner also at a distance.

**My SAVE portfolio:** this area of the system mainly coincides with the stage of the process “I did it” and “I did it better than I thought” when the result is achieved, it collects the tangible result of the process. In the beginning the portfolio is mainly a “mirror”, a tool to support personal reflection.



**The process is guided but it is not conditioned.** The trainer provides information, suggestions and alerts, each page of the system shows suggestions and instructions about steps progression, but *the learner can move from a section to*

*another*. Since the process is guided but it is not conditioned, the trainer provides information, suggestions and alerts, in each page of the system guiding the process development, giving suggestions and instructions about the steps progression, supporting the learner to move properly from a section to another. The learner, on the other hand, is free to move from one section to the other, each section of the system shows tips and self-consistent and easy instructions on the steps of the process and on the available functions of the tools, indicating "what it is" and "what it is its purpose".

## 3. SAVE FOR LEARNERS

### 3.1 Learners' SAVE System features

#### Notifications section contains:

- Reminders
- Assignments
- Deadlines
- Messages (receive and send)
- Highlights
- News
- Cockades notification

#### Interactive process line contains

Percentage of completion by the learner of process' phases, completed tasks, next deadlines and the badges received.

## Main content section contains

Visualize the contents and functions of the selected process' phase

- My skills
- My plans
- My Internship
- My portfolio

Each page and element of the system is provided with a caption that explains:

- What is
- What is for

For learners, it illustrates how to

- access the tools,
- receive simple instruction and guide;
- visualize him/her achievement.

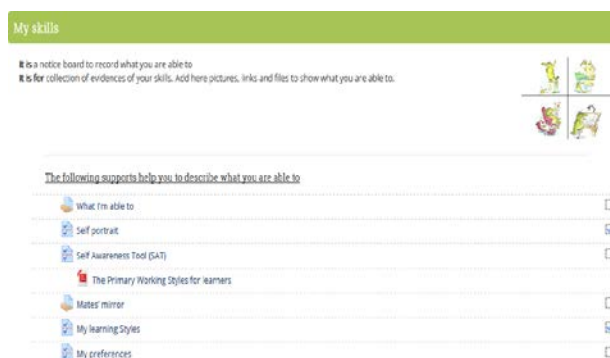
### 1. My skills

This area supports the first three stages of the process and guides the learner to recognize and acquire awareness about what he/she is able to.

The learner collects all the information necessary to move to the next steps.

In this phase of the process, the next functions are available:

- a. Self portrait (Table 1 of Portfolio frame document)
- b. SAT (Self Awareness tool adapted)
- c. Mates' mirror (Table 2 of Portfolio frame document)
- d. My learning Stiles (Table 3 of



Portfolio frame document)

e. My preferences (Table 5 of Portfolio frame document)

This area contains also the following functions:

Add/remove: picture/file/video/link also by drag and drop

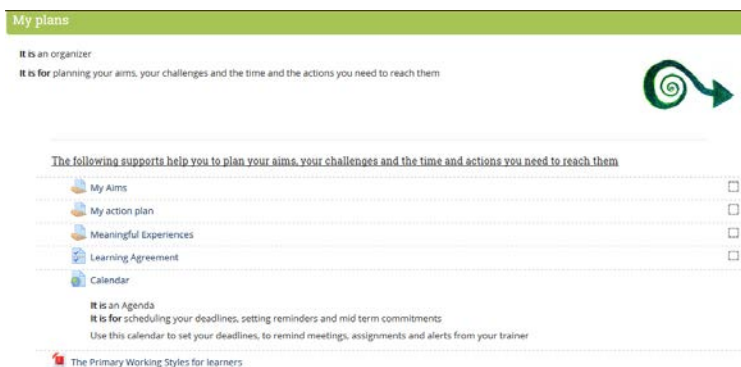
For each added item a caption, describing the added file, is required

## 2. My plans

The learner co-design with the trainer the personal plan of development, mainly but not only oriented to the choice of the internship experience.

In this phase of the process, the next functions are available:

- My goals (Table 4 of Portfolio frame document)
- My Action Plan (Table 6 of Portfolio frame document)
- Relevant/Significant Experience (Table 7 of Portfolio frame document)
- Learning/Training Agreement (Table 8 of Portfolio frame document)
- My Calendar/Agenda



This area contains the following functions:

A text editor

Add/remove: picture/file/video/link also by drag and drop

For each added item a caption, describing the added file, is required.

The beginning of the “My plans” section is finalized to the Internship experience.

At the end of the process this section can be updated and perfected by the learner giving it a new aspect more attained to the job perspective. The contents then can be re-phrased in a professional way.

### 3. My Internship

This area of the system offers the necessary input and tools to support the learner in the collection of evidences of the work and of the internship experience, using the resources that support this experience.


In this area, the next functions are available:


1. Calendar/Agenda: the calendar is co-set by the trainer and the learner, then it can be updated by both according to the personal learning plan co-designed in the previous stage and modified if necessary during the ongoing activities;
2. Diary format


#### My Work Experience

It is a notice board  
It is for taking notes and evidences of your work experience

The following supports help you to schedule your tasks, to collect evidences of your work experiences. You can write down your diary and/or upload videos, pictures, interviews and documents.

 Calendar

 Diary



This section contains also the following functions:

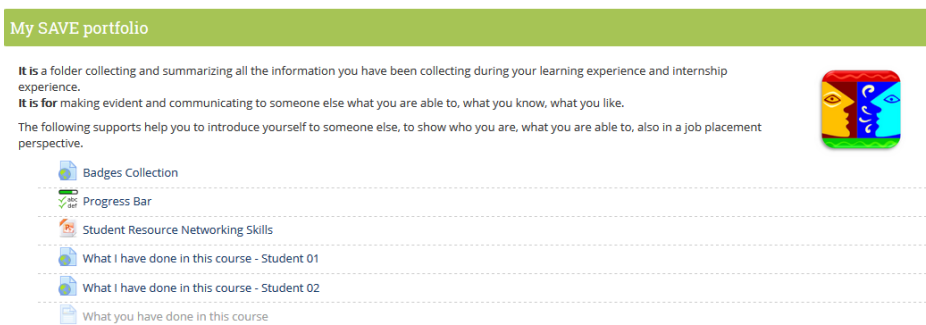
Add/remove: picture/file/video/link also by drag and drop

For each added item a caption, describing the added file, is required

## 4. My portfolio

The portfolio includes two sections:

- Public profile
- Personal profile



The screenshot shows the 'My SAVE portfolio' interface. It features a green header with the title 'My SAVE portfolio'. Below the header, there is a descriptive text: 'It is a folder collecting and summarizing all the information you have been collecting during your learning experience and internship experience. It is for making evident and communicating to someone else what you are able to, what you know, what you like. The following supports help you to introduce yourself to someone else, to show who you are, what you are able to, also in a job placement perspective.' To the right of this text is a colorful icon of a face. Below the text, there is a list of items: 'Badges Collection', 'Progress Bar', 'Student Resource Networking Skills', 'What I have done in this course - Student 01', 'What I have done in this course - Student 02', and 'What you have done in this course'. Each item has a small icon and is separated by a dashed line.

**Public profile:** everybody can see this section.

This section contains the following information and functions:

- name, basic profile
- connection to external social networks and social communication tools

A public notice board, with a text editor

Add picture/file/video/link also by drag and drop

For each added item a caption, describing the added file, is required

**Personal profile:** only the learner and the trainer can see this section.

This section of the portfolio mirrors and live updates step by step the information recorded by the learner during each process phase in a pre-defined frame/format. It contains three frames corresponding to:

- My skills

- My internship
- My plans

At the end of the process this section may be updated and improved by the learner with a purpose more oriented to get a professional job. The teacher / tutor can guide the learner to improve the portfolio by formalizing the contents, using instruments and repertoire of qualifications descriptors, or the EQF system for describing the possessed and acquired skills during the internship and their relative levels.

This area offers the following functions:

Add/modify contents/descriptions

Make contents public/hide contents

And the following links:

Networking Skills

### 3.2 Learners' SAVE System contents

#### MY SKILLS

**It is** a notice board to record what you are able to

**It is for** collection of evidences of your skills. Add here pictures, links and files to show what you are able to.

*"Add/remove: picture/file/video/link also by drag and drop button"*

*"picture/file/video/link space"*

*“caption space-text editor”*

Write here a brief description of the element you added. What are you doing? Why? What tools are you using?

ex: this picture shows myself repairing an object. I’m using a screwdriver, a hammer. It was for a friend of mine.

The following supports help you to describe what you are able to

*“Interactive menu – showing the brief caption containing the description It is – It is for”*

- Self portrait
- Self Awareness Tool
- Mates’ mirror
- My Learning styles
- My preferences.

## Self portrait

It is a grid with some options to be selected

It is for indicating what you are able to or what you would like to be able to

Just mirror yourself in the following statements and select the most fit to you.

*“Table 1 space including combo box and text editor to add descriptions”*

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**Autoritratto**

**SELF-PORTRAIT**

Scegli l'affermazione in cui ti riconosci

Pagina 1

1 Suonare uno strumento musicale

Sono capace  Mi piacerebbe essere capace  Non mi interessa  Nessuna risposta

Pagina 2

2 Cucinare

Sono capace  Mi piacerebbe essere capace  Non mi interessa  Nessuna risposta

Pagina 3

3 Riparare un computer

Sono capace  Mi piacerebbe essere capace  Non mi interessa  Nessuna risposta

Pagina 4

4 Riparare uno scooter

Sono capace  Mi piacerebbe essere capace  Non mi interessa  Nessuna risposta

Pagina 5

5 Organizzare una festa

Sono capace  Mi piacerebbe essere capace  Non mi interessa  Nessuna risposta

Home

- Area personale
- SAVE system
- Corso in uso
- SAVE per i ragazzi
  - Partecipanti
  - Badge
  - Benvenuti
  - Le mie competenze
  - Cosa so fare
  - Autoritratto**
  - Lo strumento Self Awareness (SAT)
  - Lo specchio degli amici
  - Il mio stile di apprendimento
  - Le mie preferenze
  - I miei piani
  - Il mio esercizio
  - Il mio portfolio
- I miei corsi

**SKILLS**

**STUDENT'S DEGREE OF AWARENESS**

## Self Awareness Tool

It is a self evaluation tool

It is for describing your profile and obtaining suggestions to develop

“SAT space including all SAT functions and-feedbacks for learners that will be visualized in the page and also in the notifications”

**Candidate Feedback**

for **Laura Vettriano**

**Laura's Qualities**  
 articulate, optimistic, convincing, positive, thoughtful, eloquent, encouraging, promoter of ideas, persuasive, inquisitive, compelling, commanding, imposing, self-esteem, high empathy, cooperative, warm, composed

**Laura's Foundations**

- Works towards working conditions
- Strong-willed and stubbornly independent
- Supportive
- Demonstrates loyalty, develops relationships
- Strives to please people, dislikes rejection

**Working Style**

Laura is a positive, influential and relaxed individual who can easily chat about her strongly held views. She can cope readily with, though not necessarily at a low level and although she may accept the role of the job, she may not always agree with them. Laura has a sincere interest in people and is a fair leader. She has a degree of drive and the determination to achieve results. Laura prefers things to stay the same if it isn't broken, don't fix it) and she may view change with some resistance particularly if it is outside activity.

Laura has good administrative abilities and likes to plan and organize. Being sincere and people oriented, Laura can become emotionally involved and react accordingly. She can be hard spoken and though may not show it, Laura is best suited to a people-oriented, structured working environment. Laura has the ability to generate the trust of her colleagues and is team-oriented. A good communicator – is that she can both listen and chat about others in problems. She may choose to lead between the lines and look for hidden intentions. Not being particularly direct in approach, Laura may lash heavily in the first instance on persuasion and appeals to reasonableness.

The ability to communicate her ideas to others in an authentic manner is the primary value that Laura brings to any job. She likes challenge and will go great lengths to follow, her optimism and cheerfulness and she may demand the same from others. She is a good listener. She is a team player and will go to a deliberate and patient approach. Laura is unlikely to make any unromanticized decisions, preferring to consult for the options before reaching a conclusion. She displays persistence and a certain calm doggedness in achievement of her goals.

**How and How To Use Interview for Laura**

- Don't be too fast in your work.
- Listen to each question, answer it exactly, be descriptive and explain your reasoning
- Stay cool and go for a moderate approach, don't overreact
- Don't be too rigid in your attitude
- Demonstrate your decision-making ability

**Self Awareness Tool (SAT)**

Pagina 1

1\*

Sono competente in Sono disadatto Sono in disaccordo

Sono una persona orientata ai risultati	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verifico sempre i fatti prima di agire	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ho un approccio positivo	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono oggettivo e fico	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono gentile e supportivo	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posso gestire il cambiamento	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono preciso e accurato	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resto fermo sulle mie posizioni	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pagina 2

2\*

Sono competente in Sono disadatto Sono in disaccordo

Sono una persona che non ha paura del cambiamento	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ho un approccio passivo	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ho dei modi amichevoli	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ho un approccio serio	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ho un approccio calmo, paziente	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ho un approccio flessibile	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ho un approccio logico	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono persistente	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**MY STYLE..**

Style A	Style B	Style C	Style D
I like to work (alone/quietly)	I like working with others	I'm dependable	I enjoy high-challenge
I'm successful	I'm useful	I'm trustworthy	I'm diligent
I don't like interruptions	I don't like interruptions	I don't like sudden changes	I need to be accurate
I keep busy	I enjoy meeting new people	I like to finish things	I'm logical in process in my
I like to win	I like to win (but not to win)	I'm reflective, calm, and thoughtful	I see connections need to do this
I'm competitive	I like the big picture (but not to do it)	I'm a supportive, kind person	I'm helpful in process in my
I like big ideas	I'm organized	I work calmly and thoughtfully	I enjoy my background music
I'm focused	I'm an able and capable person	I'm an excellent listener	I need detail and data
I'm demanding	I like to finish things	I'm comfortable with routine	I like to plan and anticipate

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### Mates' mirror

It is a notice board

It is for listing tasks (just two or three) that your parents, your friends, your teachers think that you are able to

*"Table 2 space including text editor to add descriptions"*

### Mates' mirror

It is a notice board

It is for inviting the learner to list just two or three tasks that learners' parents, friends, teachers think that s/he is able to

My parents think that I'm able

Separate groups  
All participants

### Grading summary

Participants	3
Submitted	0
Needs grading	0

### My Learning Styles

It is a detector

It is for recognizing your preferred learning style

*"Table 3 space including combo box to select the description – the selected description corresponds to the related suggestions indicated in pag.19 of Portfolio frame document, that will be visualized in the page and also in the notifications"*

## My preferences

It is a notice board

It is for describing how you are, your preferences, your expectations.

*“Table 5 space including text editor to add descriptions”*

Gruppi separati: Tutti i partecipanti  
 Visualizza tutte le risposte. Tutti i partecipanti. Default  Risposte: 2

### My preferences

1	Elenca tre aggettivi che descrivono come sei:
<b>Partecipante</b>	<b>Risposta</b>
Paola Iaria	Ordinata Organizzata razionale
2	Elenca tre cose che sei capace di fare:
<b>Partecipante</b>	<b>Risposta</b>
Paola Iaria	organizzare un evento preparare le torte Sbrigare le pratiche
3	Afferma una cosa nella quale sei esperto:
<b>Partecipante</b>	<b>Risposta</b>
Paola Iaria	Conoscere le linee di Moda
4	Dove vorresti essere in questo momento?
<b>Partecipante</b>	<b>Risposta</b>
Paola Iaria	Al mare

## MY PLANS

It is an organizer

It is for planning your aims, your challenges and the time and the actions you need to reach them

The following supports help you to plan your aims, your challenges and the time and actions you need to reach them

*“Interactive menu – showing the brief caption containing the description It is – It is for”*

- My aims

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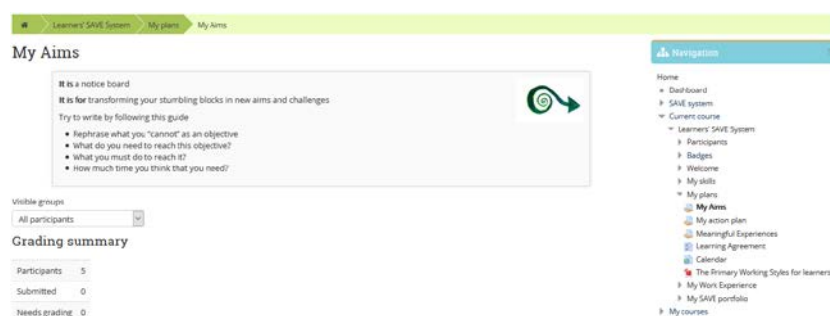
- My Action Plan
- Meaningful experience
- Learning Agreement
- Calendar

## My aims

It is a notice board

It is for transforming your stumbling blocks in new aims and challenges

*"Table 4 space including text editor to add descriptions"*



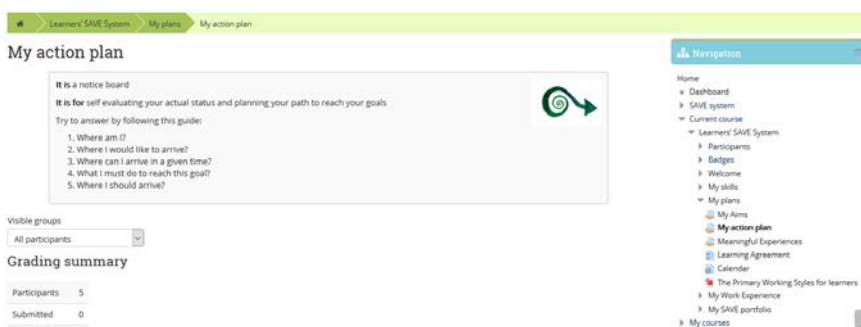
## My Action Plan

It is a notice board

It is for self evaluating your actual status and planning your path to reach your goals

*"Table 6 space including text editor to add descriptions"*

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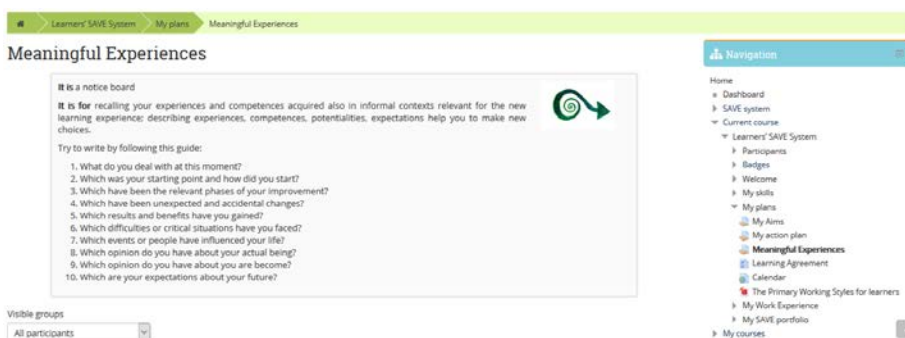


## Meaningful experience

It is a notice board

It is for recalling your experiences and competences acquired also in informal contexts relevant for the new learning experience; describing experiences, competences, potentialities, expectations help you to make new choices.

*“Table 7 space including text editor to add descriptions”*



## Learning agreement

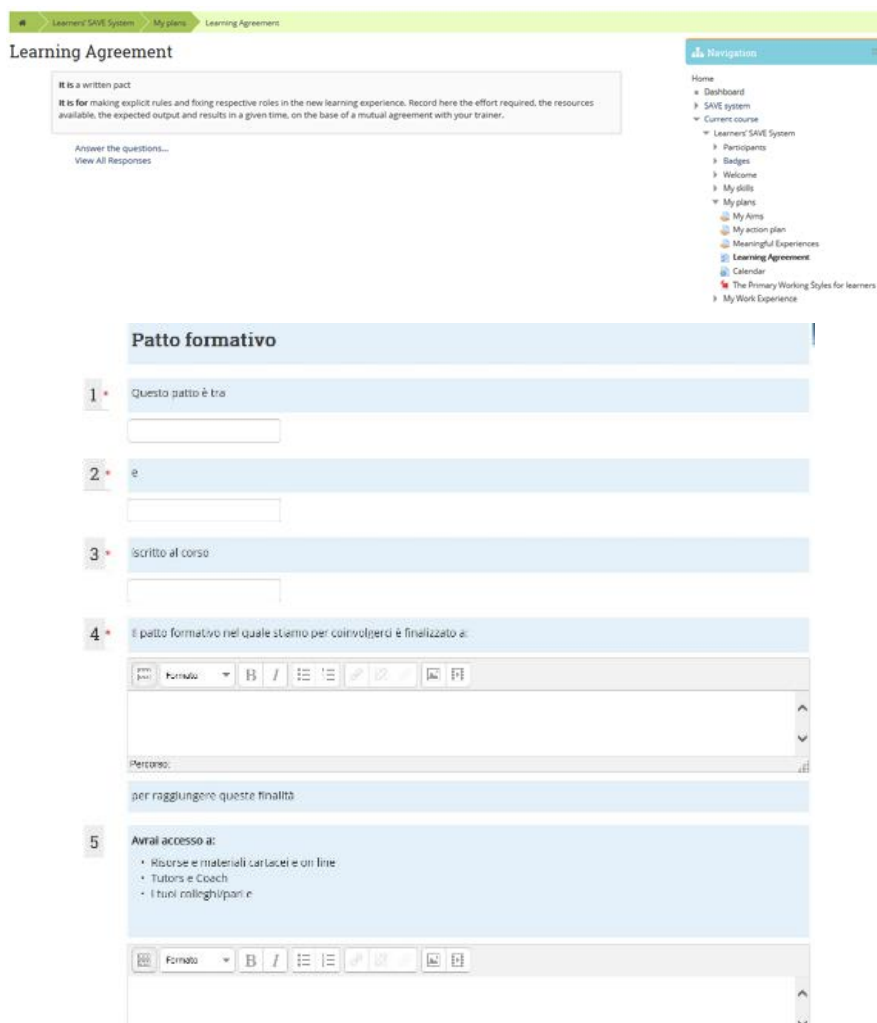
It is a written pact

It is for making explicit rules and fixing respective roles in the new learning experience. Record here the effort required, the resources available, the

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expected output and results in a given time, on the base of a mutual agreement with your trainer.

*“Table 8 space including text editor to add descriptions”*



## Calendar

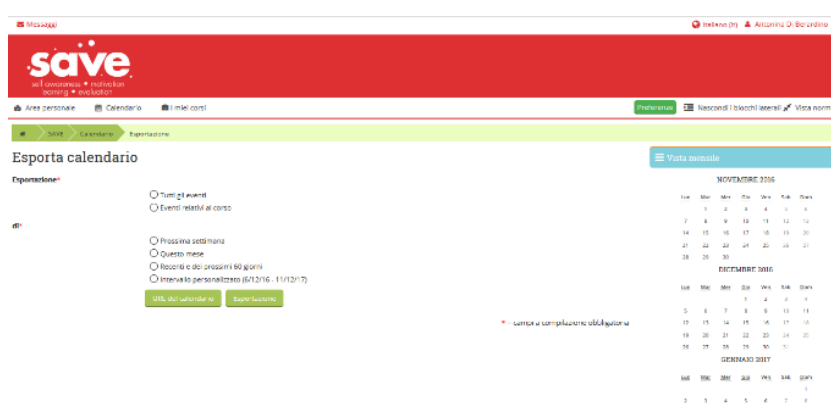
It is an Agenda

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**It is for** scheduling your deadlines, setting reminders and mid term commitments

*“Calendar tool space”*

Use this calendar to set your deadlines, to remind meetings, assignments and alerts from your trainer.



## MY INTERNSHIP

**It is** a notice board

**It is for** taking notes and evidences of your internship experience

The following supports help you to schedule your tasks, to collect evidences of your internship experiences, of the acquired knowledge and competences.

- Calendar
- Diary

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## Calendar

It is an Agenda

It is for scheduling the learner tasks, meetings, deadlines related to the internship

*"Calendar tool space"*

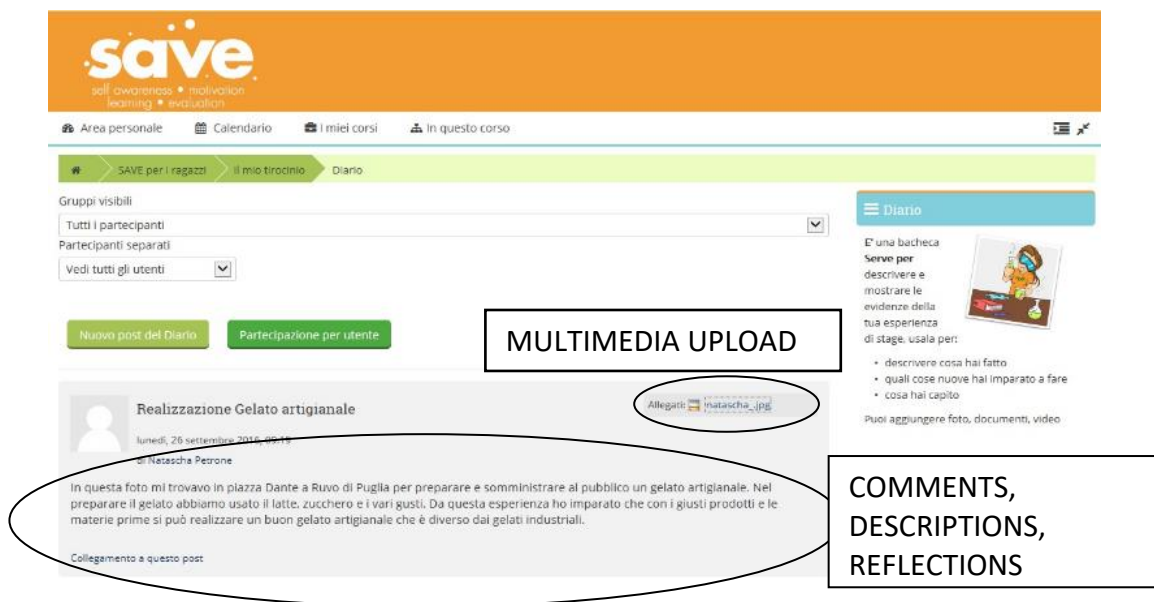
## Diary

It is a notice board

It is for taking notes and record evidences of your internship experience. Use it to:

- describe what did you do; what are new things that now you are able to; what did you understand?

*"Diary format including text editor to add descriptions, files, links, pictures"*



## MY PORTFOLIO

**It is** a folder collecting and summarizing all the information you have been collecting during your learning experience and internship experience.

**It is for** making evident and communicating to someone else what you are able to, what you know, what you like.

The following supports help you to introduce yourself to someone else, to show who you are, what you are able to, also in a job placement perspective.

- Public profile
- Personal profile

### Public profile

**It is** a public card containing your picture, your personal details and general presentation.

**It is for** introducing yourself, establishing new contacts, interact also at a distance with your peers, your trainer, your internship tutor. Add pictures, descriptions, messages you like to make visible to the others.

*“Public profile functions including text editor to add descriptions, files, links, pictures, posts. The learner can synchronize existing profiles (for example on instagram, facebook, pinterest, twitter, linkedin, etc.). This section contains/allows all the social media connections. Public profile is synchronized with the Personal profile, it makes visible the information recorded in the personal profile when the learner mark them as “visible”*”

### Personal profile

**It is** a card, visible just to you and your trainer, mirroring and summarizing all the information you have been collecting during your learning and internship experience.

**It is for** your personal reflection. You can update and finalize the information to a specific aim (for example for a job placement), you can decide if, when and what to make visible to the public.

*“Personal profile, making visible in real time the information recorded by the learner during the learning and internship experience using the tools and supports available on the SAVE System. It includes text editor to modify collected descriptions, files, links and pictures. The learner can make visible or hide information/sections of the personal profile. The information that are marked as “public” become visible also in the public profile.”*

## 4. SAVE FOR TRAINERS

### 4.1 Trainers' SAVE System features

**Notifications section contains the following functions:**

- Assign Reminders
- Assign tasks
- Assign Deadlines
- Send Messages
- Send Highlights
- Write News
- Assign Cockades

## Interactive process line contains

Percentage of completion by the learner of process' phases, completed tasks, deadlines and the badges assigned.

## Main content section contains

Visualize the contents and functions of the selected process' phase.

Each page and element of the system is provided with a caption that explains:

- What is
- What is for

For trainers, per each tool there are:

- wider instructions, guidelines, learning resources;
- learners' interaction tools (badge, assignments, ...);
- single or group (customizable) reports.

## My skills

This area of the system mainly supports the first three stages of the process and allows trainers guiding the learner to recognize and acquire awareness about what he/she is able to.

In this area then the learner collects all the information necessary to move to the next step.

This section shows the information recorded and collected by the learners through the completion of the:

- a. Self portrait (Table 1 of Portfolio frame document)
- b. SAT (Self Awareness tool adapted)

- c. Mates' mirror (Table 2 of Portfolio frame document)
- d. My learning Stiles (Table 3 of Portfolio frame document)
- e. My preferences (Table 5 of Portfolio frame document)

This section contains the following resources available for the trainers and eventual link


1. SAT guideline
2. SAT additional resource for trainers, in Italian and in English
3. The link to the study guide for every type of learners

This area contains also the following functions allowing the trainer to:

- Add/delete Notes
- Add/delete cockades
- Add picture/file/video/link also by drag and drop


For every download document the trainer can ask to the learner to add a caption and describe the added file.

The following supports help the learner to describe what s/he is able to

 What I'm able to

 Self portrait


 Self Awareness Tool (SAT)


 Presentation for trainers

This presentation suggests how to use Self Awareness Tool, how to interpret profiles and how to give the right feedbacks.  
You can also take advantage of the full "Trainers Guide and Associated Resources".

 Resources for Trainers

 Mates' mirror

 My learning Styles

 My preferences

## My plans

The learner co-design with the trainer the personal plan of development, mainly but not only oriented to the choice of the internship experience.

This area of the system shows the information recorded and collected by the learners through the completion of the:

- My aims (Table 4 of Portfolio frame document)
- My Action Plan (Table 6 of Portfolio frame document)
- Meaningful experience (Table 7 of Portfolio frame document)
- Learning Agreement (Table 8 of Portfolio frame document)
- Calendar

This section contains the following resources available for the trainers

4. How to design a personal plan
5. The learning agreement

This section contains also the following functions allowing the trainer to:

Add/delete Notes

Add/remove: picture/file/video/link also by drag and drop

For each added item a caption, describing the added file, is required.

At the very beginning the section “My plans” is finalized to the Internship experience.


At the end of the process the trainer can guide the learner to update this section giving information more attained to the job perspective. The contents then can be re-phrased in a professional way.

The following supports help the learners to plan their aims, challenges and the time and actions needed to reach them


 My Aims

 My action plan

 How to design the personal plan

 Meaningful Experiences

 Learning Agreement

 The Learning Agreement

 Calendar

**It is an Agenda**

**It is for** supporting the learners scheduling their deadlines, setting reminders and mid term commitments.

Use this calendar to co-set deadlines with the learners, to remind meetings, assignments and give alerts.

## My Internship

This area of the system mainly coincides with the stage of the process “I want” that is the moment when plan is enacted. It offers the learner the tools and resources in order to collect evidences of the work and of the internship experience, using the

resources that support this experience. The trainer in this stage uses the available resources to monitor and support the learner during the apprenticeship experience, to help the learner to focus on the task and to bring it to the end, to stay in contact, to share resources and evidences of the ongoing activities, to give and receive feedbacks.

This area shows the information recorded and collected by the learners through the completion of the internship assignment and aims.

The other tool available in this section is the Calendar/Agenda. It is co-set by the trainer and the learner, then it can be updated by both according to the personal learning plan co-designed in the previous stage and modified if necessary during the ongoing activities.

- Add/delete Notes
- Add/remove picture/file/video/link also by drag and drop

For each added item a caption, describing the added file, is required

Take advantage of the following supports to help the learner to collect evidences of his/hers work experiences. Minding the learner favorite learning style him/her to write down a diary and/or upload videos, pictures, interviews and documents .

#### Activities

 Calendar

 Diary

## My portfolio

The portfolio shows the tangible result of the ongoing process. It includes two sections:

- Public profile

- Personal profile

Public profile: everybody can see this section.

This section contains the following functions:

- Connection to external social networks and social communication tools
- A public notice board, with a text editor
- Add picture/file/video/link also by drag and drop
- For each added item a caption, describing the added file, is required

Personal profile: only the learner and the trainer can see this section.

This section of the portfolio mirrors and live updates step by step the information recorded by the learner during each process phase in a pre-defined frame/format. It contains three frames corresponding to:

- My skills
- My internship
- My plans

At the very beginning indeed the portfolio is mainly a mirror supporting the self-reflection.

At the end of the process this section can be updated and perfected by the learner. The trainer can support the learner to improve the portfolio giving it a new aspect more attained to the job perspective. The contents then can be re-phrased in a professional way.

To this aim the whole repertory of qualification repertory and/or EQF framework is here linked as resource to describe the acquired and owned competences at the different level of expertise.

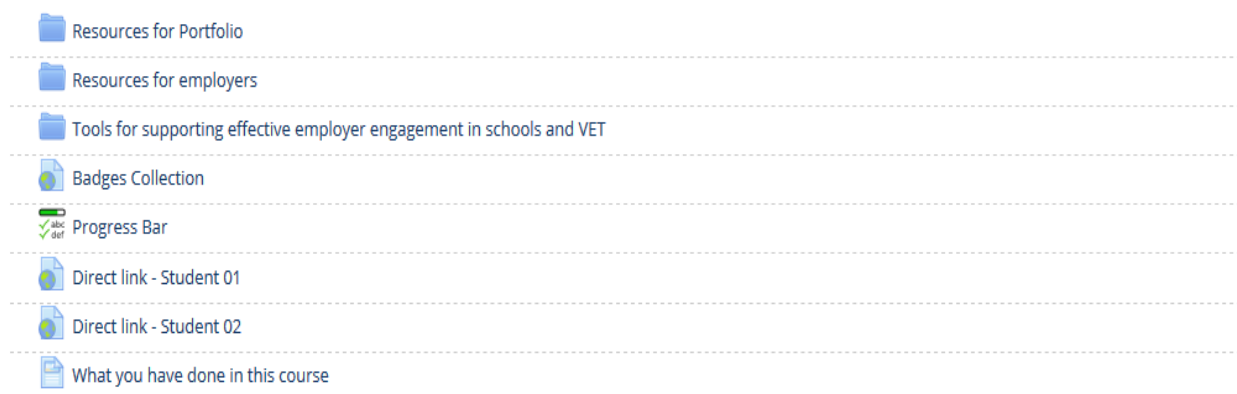
This section offers to the trainer the following functions:

- Add/remove: file/link also by drag and drop
- Add/remove: notes

This section contains the following resources and eventual link

- Portfolio resources on how to use social media
- Resources for employers
- Tools for supporting effective employer engagement in schools and VET

You can valorize the SAVE portfolio within external tool (i.e **BILCO**) or networks (i.e. **Linkedin**), or other social recruiting network and online job recruiting services.



## 4.2 Trainers' SAVE System contents

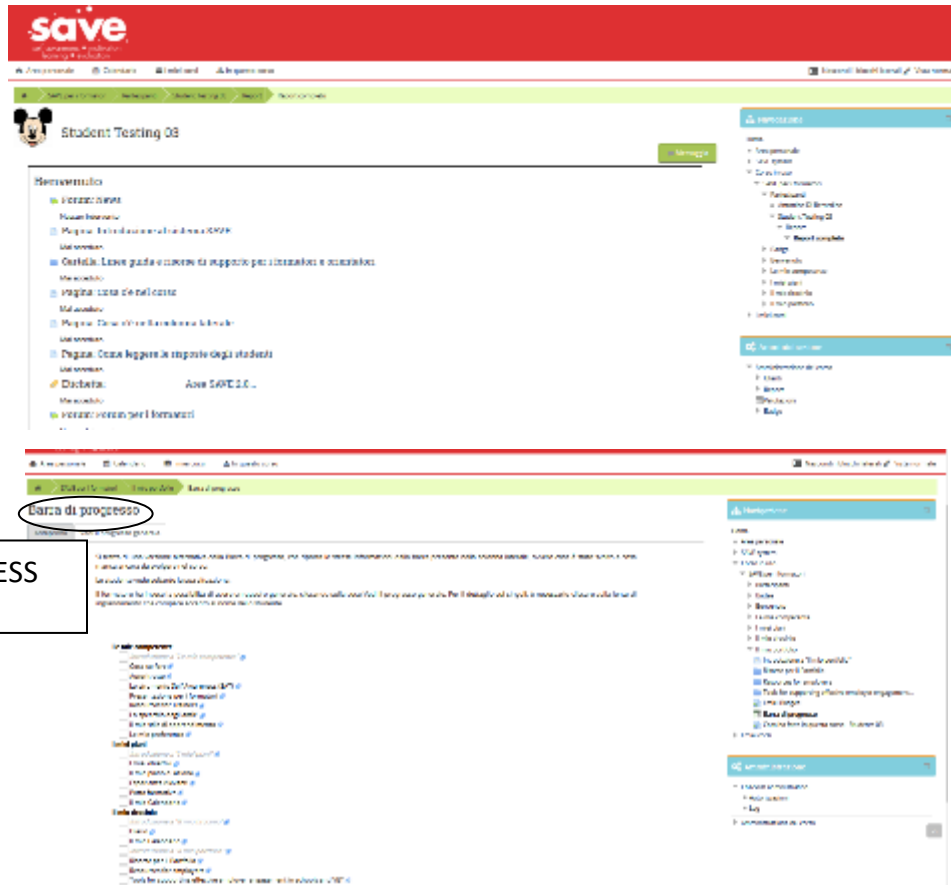
### LEARNERS LIST

**It is** the list of learners the trainer is coaching.

**It is for** accessing their data, monitoring their progresses, tasks and assignment, interacting with them, giving instructions and feedbacks also at a distance.

Trainers can take advantage of the system recommendations to set the coaching

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## MY SKILLS

It is a notice board where the learner records what s/he is able to

It is for the collection of evidences of learners' skills, pictures, links and files to show what s/he is able to.

For each different learner selected trainers can view contents recorded by the learner using the following tools/functions:

- Self portrait
- Self Awareness Tool
- Mates' mirror
- My Learning styles
- My preferences

These preliminary and basic exercises offer to the trainers the preliminary elements for a diagnostic evaluation, they are a warm up activity that help the learner to start thinking about him/herself, giving the trainers the elements to lead the learner to the second step and provide the basic elements to set the portfolio.

By clicking the menu trainers have access to the correspondent Item/page.

### Self portrait

**It is a** grid offered to the learner with some options to be selected. It is aimed at encouraging the learners' self reflection and depicting a first profile.

**It is for** indicating what the learner is able to or what s/he would like to be able to. This simple exercise doesn't require a productive thinking, but encourage the learner to start thinking.

#### *"Table 1 contents"*

At this stage is recommended to do not start by asking the learner to describe him/her self, but just to mirror him/her self in a simple statement.

Trainers can add:

*“Notes/Comments”*: give feedbacks, remarks and suggest how to improve the recorded contents.

*“Messages”*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information. For example, if the learner recorded in the list that s/he is able to cook cakes, the assignment will be “cook a cake and take pictures/evidences of your task”. Invite and guide the learner to draft a profile using the elements collected during the done activities.

*“Cockades”*: at each task accomplished by the learner assign a cockade (positive reinforcement).

*“Grids”*: adapt and integrate the provided resources with trainers own repertoire of tools.

## Self Awareness Tool

**It is** a self evaluation tool

**It is for** returning the learners’ profile and suggestions to improve

*“SAT space including all SAT functions and-feedbacks for trainers”*

Style A People	Style B People	Style C People	Style D People
<p><b>Style A People are usually:</b></p> <ul style="list-style-type: none"> <li>Results orientated</li> <li>Direct</li> <li>Disinterested</li> <li>Fearful</li> <li>Direct</li> <li>Demanding</li> <li>Determined</li> <li>Inquisitive</li> <li>Risk-takers</li> <li>Focused</li> <li>Adventurous</li> <li>Ambitious</li> <li>Assertive/aggressive</li> <li>Like making things happen</li> <li>Decisive</li> <li>Impatient</li> <li>Strong-willed</li> <li>Competitive</li> <li>Self-reliant</li> <li>Self-assured</li> <li>Quick</li> <li>Assumes authority</li> <li>Accepts challenges</li> </ul> <p><b>YOU WILL OFTEN SEE THAT THEY:</b></p> <ul style="list-style-type: none"> <li>Like to solve problems and get quick results</li> <li>Tend to question the rules</li> <li>Like direct answers, variety and independence</li> <li>Like being in charge of their life</li> <li>Like to assume authority</li> <li>Know what they want and go after it</li> <li>Like to test themselves with new challenges</li> <li>Like to venture into the unknown</li> <li>Accept challenges for themselves and others</li> </ul> <p><b>SOME KEY MOTIVATORS:</b></p> <ul style="list-style-type: none"> <li>Achievement, power, authority and control</li> </ul> <p><b>SOME KEY FEARS:</b></p> <ul style="list-style-type: none"> <li>Will usually work hard to avoid failure</li> </ul> <p><b>LIKELY COMMUNICATION STYLE:</b></p> <ul style="list-style-type: none"> <li>Telling (usually has poor listening skills)</li> </ul> <p><b>APPROACH TO LEARNING:</b></p> <ul style="list-style-type: none"> <li>Naturally pragmatic and likes short term results</li> </ul> <p><b>TO SWITCH ON LEARNING:</b></p> <ul style="list-style-type: none"> <li>Link the subject to a problem or opportunity, let them discover things and argue facts, not feelings</li> </ul> <p><b>AREAS TO DEVELOP:</b></p> <ul style="list-style-type: none"> <li>Reflection and planning</li> </ul>	<p><b>Style B People are usually:</b></p> <ul style="list-style-type: none"> <li>Charismatic</li> <li>Generous</li> <li>Demonstrative</li> <li>Persuasive</li> <li>Promoters of ideas</li> <li>Friendly</li> <li>Charming</li> <li>Sociable</li> <li>Charity</li> <li>Confident</li> <li>Communicative</li> <li>Interested</li> <li>Positive</li> <li>Lively</li> <li>Enthusiastic</li> <li>Gregarious</li> <li>Impulsive</li> <li>Optimistic</li> <li>Motivational</li> <li>Emotional</li> <li>People orientated</li> <li>Self-encouraging</li> <li>Committed</li> <li>Trusting</li> <li>Good at making a first impression</li> </ul> <p><b>YOU WILL OFTEN SEE THAT THEY:</b></p> <ul style="list-style-type: none"> <li>Like to persuade others and talk people into things</li> <li>Tend to be open and talk about feelings and their emotions</li> <li>Like to work in a group rather than alone</li> <li>Enjoy telling stories and entertaining people</li> <li>Get enthusiastic about people and things</li> <li>Don't like dealing with little details</li> <li>Uses lots of body language</li> </ul> <p><b>SOME KEY MOTIVATORS:</b></p> <ul style="list-style-type: none"> <li>Public recognition and working with groups of people</li> </ul> <p><b>SOME KEY FEARS:</b></p> <ul style="list-style-type: none"> <li>Will work hard to avoid rejection of themselves and their ideas</li> </ul> <p><b>LIKELY COMMUNICATION STYLE:</b></p> <ul style="list-style-type: none"> <li>Selling, enthusing, persuading</li> </ul> <p><b>APPROACH TO LEARNING:</b></p> <ul style="list-style-type: none"> <li>A naturally active and inclusive learning style and like working with positive groups of people</li> </ul> <p><b>TO SWITCH ON LEARNING:</b></p> <ul style="list-style-type: none"> <li>Use teamwork tasks and role play</li> </ul> <p><b>AREAS TO DEVELOP:</b></p> <ul style="list-style-type: none"> <li>Setting goals and priorities, developing a memory for detail</li> </ul>	<p><b>Style C People are usually:</b></p> <ul style="list-style-type: none"> <li>Supportive</li> <li>Friendly</li> <li>Consistent</li> <li>Deliberate</li> <li>Participator</li> <li>Amiable</li> <li>Sympathetic</li> <li>Persistent</li> <li>Procedural</li> <li>Natural listeners</li> <li>Cooperative</li> <li>Loyal</li> <li>Kind</li> <li>Observers</li> <li>Calm</li> <li>Lovely</li> <li>Relaxed</li> <li>Trustworthy</li> <li>Self-controlled</li> <li>Patient</li> <li>Warm</li> <li>Fair</li> <li>Moderate</li> <li>Easy going</li> </ul> <p><b>YOU WILL OFTEN SEE THAT THEY:</b></p> <ul style="list-style-type: none"> <li>Like to have things organised</li> <li>Tend to be patient and good active listeners</li> <li>Like to participate in a group (rather than lead it)</li> <li>Like to support people</li> <li>Like being with people who get along</li> <li>Enjoy helping people</li> <li>Can be counted on to get a job done</li> <li>Prefer things to stay the same, don't much like change</li> </ul> <p><b>SOME KEY MOTIVATORS:</b></p> <ul style="list-style-type: none"> <li>Understanding what is needed, harmony, security and keeping things as they are</li> </ul> <p><b>SOME KEY FEARS:</b></p> <ul style="list-style-type: none"> <li>Insecurity and sudden unexplained changes and controversy</li> </ul> <p><b>LIKELY COMMUNICATION STYLE:</b></p> <ul style="list-style-type: none"> <li>Listening (actively), supporting</li> </ul> <p><b>APPROACH TO LEARNING:</b></p> <ul style="list-style-type: none"> <li>A naturally reflective style, they like to think a lot about the subject and how to do things, before trying out. E.g. prefer structured group work to role play</li> </ul> <p><b>TO SWITCH ON LEARNING:</b></p> <ul style="list-style-type: none"> <li>Give structured experiences and allow time for them to prepare their data</li> </ul> <p><b>AREAS TO DEVELOP:</b></p> <ul style="list-style-type: none"> <li>Assertiveness and risk taking</li> </ul>	<p><b>Style D People are usually:</b></p> <ul style="list-style-type: none"> <li>Balanced</li> <li>Open-minded</li> <li>Orderly</li> <li>Careful</li> <li>Cautious</li> <li>Systematic</li> <li>Good at planning</li> <li>Logical</li> <li>Conservative</li> <li>Neat</li> <li>Precise</li> <li>Accurate</li> <li>Correct</li> <li>Perfectionists</li> <li>Restrained</li> <li>Disciplined</li> <li>Fact-finders</li> <li>Analytical</li> <li>Sensitive</li> <li>Diplomatic</li> <li>Conventional</li> <li>Formal</li> <li>Quality conscious</li> <li>Conscientious</li> <li>Tactful</li> </ul> <p><b>YOU WILL OFTEN SEE THAT THEY:</b></p> <ul style="list-style-type: none"> <li>Like to meet high personal standards</li> <li>Tend to think a lot about things before deciding</li> <li>Like to have clear rules and assignment guidelines</li> <li>Enjoy working things out</li> <li>Don't like it when people question their work</li> <li>Like working with people who are organized and good at doing things</li> </ul> <p><b>SOME KEY MOTIVATORS:</b></p> <ul style="list-style-type: none"> <li>Rules, regulations and order</li> </ul> <p><b>SOME KEY FEARS:</b></p> <ul style="list-style-type: none"> <li>Conflict and hassle, controversy and error</li> </ul> <p><b>LIKELY COMMUNICATION STYLE:</b></p> <ul style="list-style-type: none"> <li>Writing and note-taking. Minimal eye contact and body language</li> </ul> <p><b>APPROACH TO LEARNING:</b></p> <ul style="list-style-type: none"> <li>Naturally analyse information and their experiences in a detached manner</li> </ul> <p><b>TO SWITCH ON LEARNING:</b></p> <ul style="list-style-type: none"> <li>Discuss theory and give them the opportunity to ask "why?" and solve problems</li> </ul> <p><b>AREAS TO DEVELOP:</b></p> <ul style="list-style-type: none"> <li>Working with others and empathy</li> </ul>

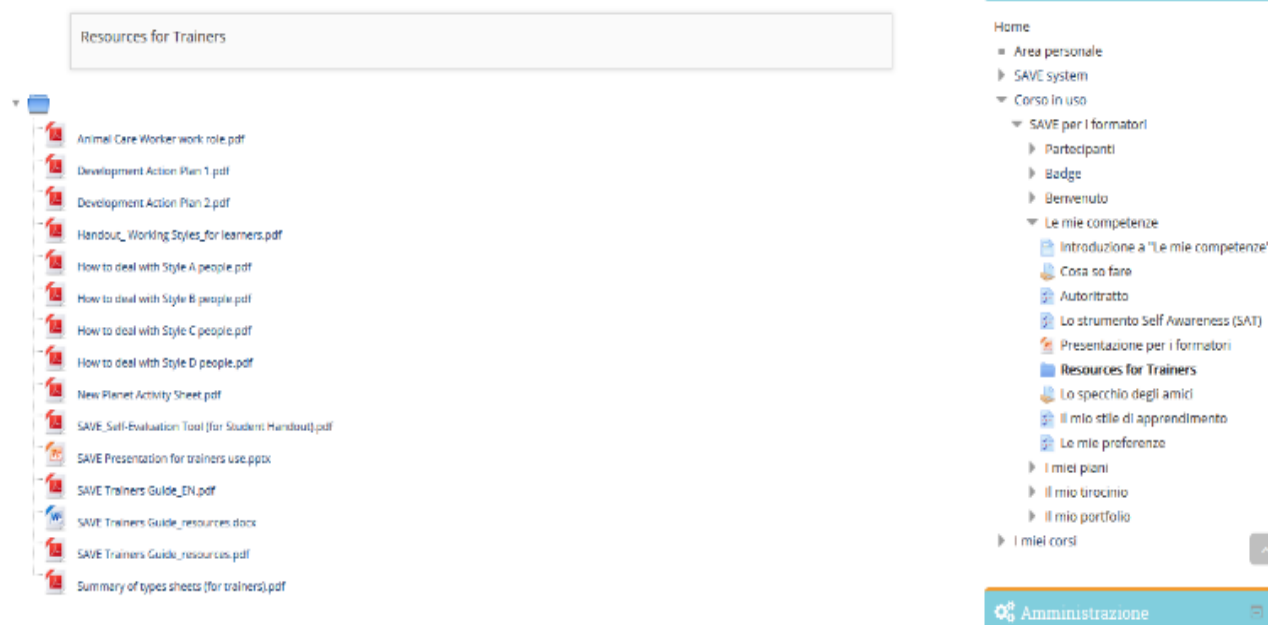
The Self Awareness Tool is a very professional tool that offers a positive picture of the learner, highlighting the strength points and giving operative feedbacks to change ineffective behaviors related to the following key competences:

1. Communication/Teamwork,
2. Motivation,
3. Problem solving,
4. Initiative/entrepreneurship.

Trainers are asked to interpret the result and to give the right feedback to the learner, helping him/her to understand the meaning of the input by the tool and on this basis to start planning a first personal plan of improvement.

Trainers can take advantage of the "Trainers Guide and Associated Resources" to offer the right feedbacks and of the resource for trainers

## Resources for Trainers



Trainers can add:

*“Notes/Comments”*: give feedbacks, remarks and suggest how to improve. Give operative instructions to enact effective behaviors related to the analyzed competences: Communication/Teamwork, Motivation, Problem solving, Initiative/entrepreneurship according to the SAT results.

*“Messages”*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to give instructions.

Invite and guide the learner to draft a profile using the elements collected during the done activities and to co-design a draft plan of personal development.

## Mates' mirror

**It is** a notice board

**It is for** listing tasks (just two or three) that your parents, your friends, your teachers think that you (the learner) are able to

*“Table 2 space including text editor to add descriptions”*

The focus of this exercise is on what the learner thinks to be able to and on his/her perception about what the others consider him/her able to. The focus of course is on the positive aspects.

Trainers can add:

*“Notes/Comments”*: give feedbacks, remarks and suggest how to improve the recorded contents.

*“Messages”*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information. For example, if the learner recorded in the list that s/he is considered able to play a musical instrument, the assignment will be “play a musical instrument and take pictures/evidences of your task”. Invite and guide the learner to draft a profile using the elements collected during the done activities.

*“Cockades”*: at each task accomplished by the learner assign a cockade (positive reinforcement).

*“Grids”*: adapt and integrate the provided resources with your own repertoire of tools.

## My Learning Styles

It is a detector

It is for recognizing the learner preferred learning style

*"Table 3 space showing the checked preferences and the related suggestions as indicated in pag.19 of Portfolio frame document".*

Trainers can add:

*"Notes/Comments"*: give feedbacks, remarks and suggest how to improve and to enact effective behaviors related to the analyzed learning styles and preferences.

*"Messages"*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information. For example, if the learner selected a visual style, as a preference, remind all the tricks related to this style.

Invite and guide the learner to draft a profile using the elements collected during the done activities.

*"Cockades"*: at each task accomplished by the learner assign a cockade (positive reinforcement).

*"Grids"*: adapt and integrate the provided resources with trainers own repertoire of tools.

## My preferences

It is a notice board

It is for describing learners' preferences and expectations.

*"Table 5 space showing the contents provided by the learner"*

This exercise offers the learners the opportunity to re-read the designed profile with a critical sense detached from practical or educational implications, in a transformative perspective, evaluating elements that have an influence on their biography, strengths and weakness, new expectations for the future.

Through this exercise, trainers can support the process of acquiring awareness about learning needs, learning expectations, development potential of learners.

Trainers can add:

*"Notes/Comments"*: give feedbacks, remarks and suggest how to improve and to enact effective behaviors related to the expressed preferences. Guide the learner to rephrase hers/his expectation as an objective to be reached in the personal development plan in a given time.

*"Messages"*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information.

For example, if the learner recorded in the list that he/she is able to repair objects, the assignment will be "repair an object and take pictures/evidences of your task

to be recorded in the portfolio". Invite and guide the learner to draft a profile using the elements collected during the done activities.

"Cockades": at each task accomplished by the learner assign a cockade (positive reinforcement).

"Grids": adapt and integrate the provided resources with trainers own repertoire of tools.

## MY PLANS

**It is** an organizer

**It is for** planning learners' aims, challenges and the time and the actions needed to reach them

For each different learner selected trainers can view contents recorded by the learner using the following tools/functions:

- My aims
- My Action Plan
- Meaningful experience
- Learning Agreement
- Calendar

## My aims

**It is** a notice board

**It is for** rephrasing learners' stumbling blocks in new aims and challenges

*"Table 4 space showing the descriptions added by the learner".*

Trainers can add:

*"Notes/Comments"*: give feedbacks, remarks and suggest how rephrase the described stumbling blocks as new aims and challenges and how to enact effective behaviors to overcome these obstacles.

*"Messages"*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information. For example invite the learner to sub-divide in simpler and mid term stages the planned aims. Invite and guide the learner to update the personal development plan with these new aims and planned actions and deadlines, using the elements collected during the done activities.

*"Cockades"*: at each task accomplished by the learner assign a cockade (positive reinforcement).

*"Grids"*: adapt and integrate the provided resources with trainers own repertoire of tools.

## My Action Plan

**It is** a notice board

**It is for** self evaluating learners' actual status and planning the personal path to reach the settled goals

*"Table 6 space showing text added by the learner"*

It is a self evaluation guide for a self reflection activity requiring productive thinking. At this stage the learner should be able to afford this task, having already exercised this competence at a basic level in the previous steps.

Take advantage of the “*How to design the personal plan*” to set and co-plan aims with the learner.



## How to design a personal plan

Trainers can add:

“*Notes/Comments*”: give feedbacks, remarks and suggest how to complete the task, to set aims, to schedule time, to organize mid term steps.

“*Messages*”: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information. For example invite the learner to set mid term deadlines and alerts. Invite and guide the learner to update the personal development plan with this time planning, using the elements collected during the done activities.

“*Cockades*”: at each task accomplished by the learner assign a cockade (positive reinforcement).

“Grids”: adapt and integrate the provided resources with trainers own repertoire of tools. According to the needs and the feedbacks of the learners, trainers can decide to propose for example an advanced biographic approach that is strictly linked to this track. “link to Table 7”

### Meaningful experience

**It is** a notice board

**It is for** recalling learner experiences and competences acquired also in informal contexts relevant for the new learning experience; describing experiences, competences, potentialities, expectations help him/her to make new choices.

Trainer uses these information to up-to-date the learner' s “My Calendar/Agenda” section and to highlight and confirm to the learners how important is their profile and the value of the exercises carried out. It also represents an opportunity to outline the progress made.

### Learning Agreement

**It is** a written pact

**It is for** making explicit rules and fixing respective roles in the new learning experience. trainers use this tool to guide the learner to co-plan and record here the effort required, the resources available, the expected output and results in a given time, on the base of a mutual agreement.

*“Table 8 space including text editor to add descriptions”*

A Learning Agreement is based on explicit rules fixing respective roles and on the recognition of the learner as a reliable partner. Its purpose is to motivate and valorize the learner, to involve all the dimensions of the learner, to enhance the learner's responsibility. A learning agreement should include: AIMS/CHALLENGES, ROLES, RESPONSABILITIES, CONDITIONS, TASKS, ACTIVITIES, TOOLS, EXPECTED OUTPUTS, TIMING, EVALUATION REQUIREMENTS.

The learner and trainer ought to co-set and undertake a learning agreement at the beginning of the learning experience and review it during the learning experience according to done progresses.

Trainers can take advantage of the *“Learning Agreement guidelines”* to set and co-plan a learning agreement with the learner.



## The learning agreement

Trainers can add:

*“Notes/Comments”*: give feedbacks, remarks and suggest how to set aims, to plan tasks to reach them, to schedule time, to organize mid term steps.

*“Messages”*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information. For example invite the learner to re-read periodically the personal plan, to review in accordance with trainers suggestions and the done progresses the mid term deadlines and tasks. Invite and guide the learner to update the personal development plan with this time planning, using the elements collected during the done activities.

*“Cockades”*: at each task accomplished by the learner assign a cockade (positive reinforcement).

*“Grids”*: adapt and integrate the provided resources with your own repertoire of tools. According to the needs and the feedbacks of the learner you can decide to simplify or integrate the learning agreement *“link to Table 7”*

## Calendar

It is an Agenda

It is for scheduling learners' deadlines, setting reminders and mid term commitments

*“Calendar tool space showing the information recorded by the learner, including functions to add/modify deadlines, assignments, meetings etc.”*

Trainers can add:

*“Notes/Comments”*: give feedbacks, remarks and suggest how to organize time, plan deadlines, schedule mid term tasks, etc.

*“Messages”*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information. For example invite the learner to set mid term deadlines and alerts. Invite and guide the learner to update the personal development plan with this time planning, using the elements collected during the done activities.

*“Cockades”*: at each task accomplished by the learner assign a cockade (positive reinforcement).

## MY INTERNSHIP

**It is** a notice board

**It is for** taking notes and evidences of learners’ internship experience

For each different learner selected you can view contents recorded by the learner using the following tools/functions:

- Calendar/Agenda
- Diary

Encourage the use of these supports to help the learner to schedule tasks, to collect evidences of the internship experiences, of the acquired knowledge and competences.

## Calendar/Agenda

**It is an Agenda**

**It is for** scheduling learners' deadlines, setting reminders and mid term commitments.

*"Calendar tool space showing the information recorded by the learner, including functions to add/modify deadlines, assignments, meetings etc."*

Trainers can add:

*"Notes/Comments"*: give feedbacks, remarks and suggest how to organize time, plan deadlines, schedule mid term tasks, meetings etc.

*"Messages"*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information. For example invite the learner to set mid term deadlines and alerts. Invite and guide the learner to update the personal development plan with this time planning, using the elements collected during the done activities.

*"Cockades"*: at each task accomplished by the learner assign a cockade (positive reinforcement).

## Diary

**It is a notice board**

**It is for** taking notes and record evidences of learners' internship experience. Encourage the use of this tool to: describe what the learner do; what are new things that now s/he is able to; what did the learner understand?

*“Diary format showing the text descriptions, files, links, pictures added by the learner”*

Trainers can add:

*“Notes/Comments”*: give feedbacks, remarks and suggest how to complete the task, to describe the done activities, to show the results and the products realized, to collect evidences (by testimonials, by pictures, by video, etc.).

*“Messages”*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information.

For example suggest the learner how to produce evidences and description of the done work, encourage also little results, give suggestions on how to organize the produced evidences, how to share these evidences by social media. Invite and guide the learner to update the personal profile and the development plan, using the elements collected during the done activities.

*“Cockades”*: at each task accomplished by the learner assign a cockade (positive reinforcement).

*“Grids”*: adapt and integrate the provided resources with your own repertoire of tools. According to the needs and the feedbacks of the learner you can decide to propose other simpler or advanced support to collect evidences of the done work during the internship.

## MY PORTFOLIO

**It is** a folder collecting and summarizing all the information collected by the learner during the learning experience and the internship experience.

**It is for** making evident and communicating to someone else what the learner is able to, what s/he knows, what s/he likes.

For each different learner selected trainers can view contents recorded by the learner using the following tools/functions:

- Public profile
- Personal profile

### Public profile

**It is** a public card containing the learners' picture, personal details and general presentation.

**It is for** introducing themselves, establishing new contacts, interact also at a distance with you, with peers, with the internship tutor; adding pictures, descriptions, messages learners like to make visible to the others.

The public profile is a free space available for the learner with all the available social media. This space is an informal and light area to be used for the icebreaking, to reduce the stress, to joke and have fun and informal interaction.

The good climate built here can support the good mood finalized to the further formal activities.

You can add:

“Messages”: send messages to encourage the learner, to suggest where to start from, to greet, to share information, pictures, posts.

For example encourage interaction with peers, propose little jokes, support a good climate.

### Personal profile

**It is** a card, visible just to you and the learner, making visible in real time the information recorded by the learner during the learning and internship experience using the tools and supports available on the SAVE System.

**It is for** learners’ personal reflection. The learner can update and finalize the information to a specific aim (for example for a job placement), can decide if, when and what to make visible in the public profile.

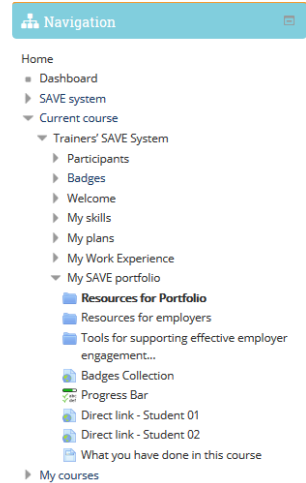
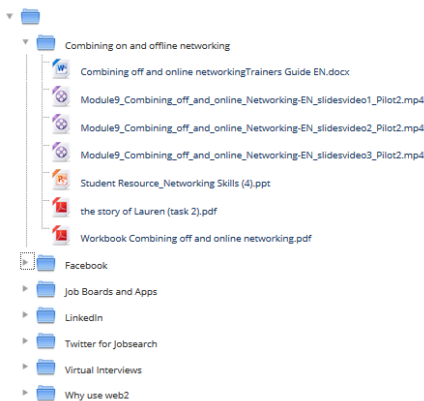
Trainer can take advantage and better support the learners using the available additional resources.

### RESOURCES FOR PORTFOLIO

IN THE BEGINNING the portfolio is mainly a “mirror “, a tool to support personal reflection. AT THE END OF THE PROCESS this section may be updated and improved by the student with a purpose more oriented to get a professional job. The trainers can guide the student to improve the portfolio by formalizing the contents, using instruments and repertoire of qualifications descriptors, or the EQF

system for describing the possessed and acquired skills during the internship and their relative levels.

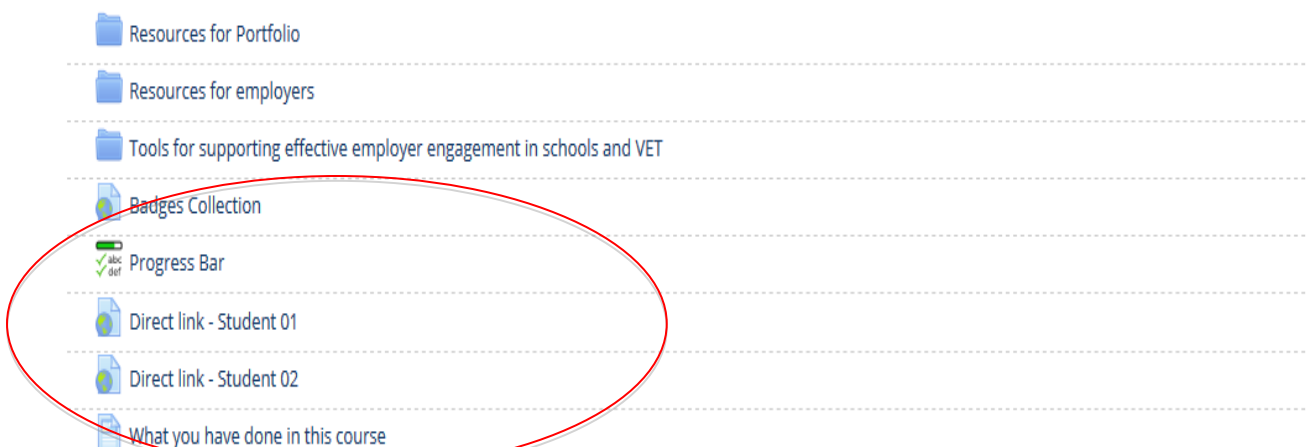
### Resources for Portfolio



The trainer can:

- Monitor the student's progress (or of groups or classes, etc) for each of the four areas
- Assign badge, tasks and acknowledgments
- (Re)define processes and customized actions

You can valorize the SAVE portfolio within external tool (i.e. **BILCO**) or networks (i.e. **LinkedIn**), or other social recruiting network and online job recruiting services.



Trainers can add:

*“Notes/Comments”*: give feedbacks, remarks and suggest how to complete, update, perfect, improve the portfolio, to describe the done activities, to show the results and the products realized, to show evidences.

*“Messages”*: send messages to support the learner to improve the portfolio giving it a new aspect for example more attained to the job perspective than to a mirror supporting the self-reflection. You can suggest to re-phrase some sentences in a professional way. The whole repertory of qualification repertory and/or EQF framework can be used as resources to describe the acquired and owned competences at the different level of expertise.

*“Cockades”*: at each task accomplished by the learner assign a cockade (positive reinforcement).

*“Grids”*: adapt and integrate the provided resources with your own repertoire of tools. According to the needs and the feedbacks of the learner you can decide to propose other simpler or advanced support to improve the portfolio. The done process will have probably allowed acquiring a new level of self awareness and at the same time to strengthen competences of self evaluation. Take advantage of other tools and strategies of self evaluation of competences to reinforce these competences, to update and perfect the digital portfolio.

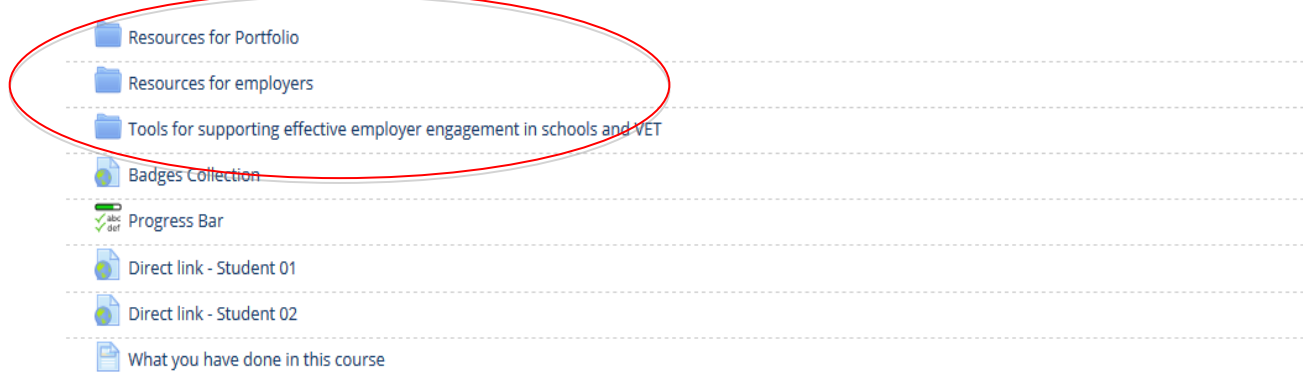
Trainers can:

- support learners in valorising SAVE evidences and validating competences acquired within digital portfolio (from Europass to customised systems) and/or

within social networks (such as LinkedIn). The system provides dedicated trainers resources for both uses as well as allow to integrate eventual trainers/institutions tools/systems;

- as a trainer dealing with companies and/or as a in company trainer and/or placement and/or counsellor utilise the resources to enhance employers engagement and placement.

You can valorize the SAVE portfolio within external tool (i.e. **BILCO**) or networks (i.e. **LinkedIn**), or other social recruiting network and online job recruiting services.



- Resources for Portfolio
- Resources for employers
- Tools for supporting effective employer engagement in schools and VET
- Badges Collection
- Progress Bar
- Direct link - Student 01
- Direct link - Student 02
- What you have done in this course



**cultorale** - Italy  
[www.cultorale.it](http://www.cultorale.it)



Navreme Boheme

**Navreme Boheme**– Czechoslovakia

[www.navreme.cz](http://www.navreme.cz)



**San Viator** – Spain

[www.sanviator.edu.co/home.html](http://www.sanviator.edu.co/home.html)



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