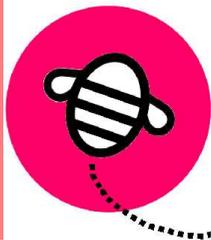
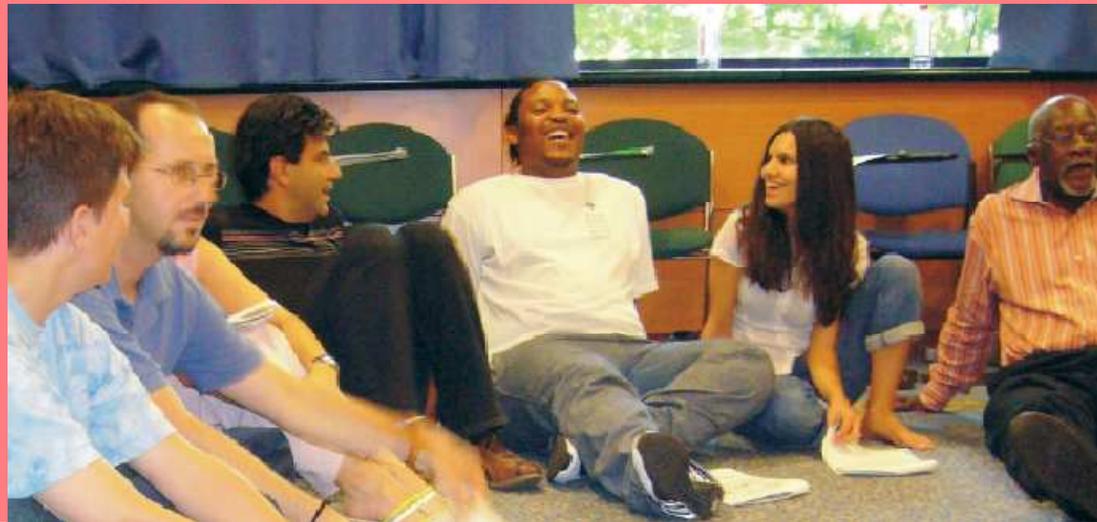


**CIAPE presents:**

# **TRAINING PATH**

## **Autobiographical Methodologies in Adult Education**



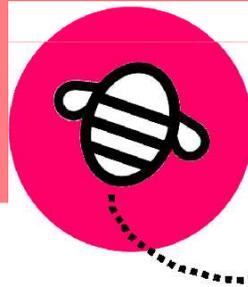
This project has been funded with support from the European Commission.

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

# Introduction

We would like to invite you to participate in the Grundtvig in-service training course **"Autobiographical Methodologies in Adult Education"** (Grundtvig in service training course) which will be organised by CIAPE and will take place in Italy (Rome).

The course is designed for lifelong learning, education and training experts that wish to become active players in supporting the implementation of autobiographical methodologies in training activities.



**CIAPE is the Italian National Association of Adult learners, a non profit Permanent Learning Centre based in Rome, pioneering learning strategies for individuals and organizations.**

**It exists to promote the development of a learning society which is accessible to and inclusive of all. CIAPE systematically assesses human capital needs and sets goals for adult learning. [www.ciape.it](http://www.ciape.it)**



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## Are you involved in adult education? Would you like to increase your skills and travel to another European country?

### Why don't you apply for a Grundtvig grant?

The **Grundtvig mobility action** provides an opportunity for **staff working with adult learners** (including teachers, trainers, managers, counsellors, mentors and unemployed adult educators), to improve their practical teaching, coaching or counselling **skills** and to gain a broader **understanding** of lifelong learning across Europe.

**Grants are available** to attend a training course, conference or work-shadow counterparts in another European country.



Today, some countries have a fully developed system of further training for adult education staff at their disposal, while others do not have this kind of infrastructure at all. What they do have in common is the fact that existing further training opportunities rarely have what might be described as a **European dimension**.

**Grundtvig mobility, therefore, concerns individual participation in seminars, courses and other training events abroad that enable staff in adult education institutions to attend further training within a European learning context.**



## Ask for your Grant!

On one side adult educators - whether teachers or those employed in the administration of adult education institutions - **can receive a grant** to undertake a training activity in a country abroad.

This could be called the **out-going-side**: individuals go outside of their country to improve their professional competences.



The course that we propose has been **validated** by the Italian National Agency as a **Grundtvig in-service training course**. So, you can **apply for a GRANT covering all the costs** (training / travelling and accommodation costs will be entirely funded by the European Community).

**In other terms, you will improve your skills and visit Rome  
FOR FREE!**



## The benefits of **European learning context** in an intercultural dimension

You, as an adult educator, teacher, trainer, administrator or manager can:

➔ **STRENGTHEN ADULT EDUCATION IN EUROPE** by developing your professional competency and international awareness

➔ Acquire new knowledge, experiences and skills which are **RELEVANT FOR YOUR OWN CAREER**, work and target groups, employer or organisation

➔ Have the opportunity to reflect on your own daily experiences from **A EUROPEAN PERSPECTIVE**. Through comparison with other systems and practices, you can understand more deeply the importance and relevance of your own work in a wider political and educational context

➔ For you, learning in a European context is **AN "EYE-OPENER"** for the specific experiences, methods and tools of your colleagues in other European countries.

➔ Through exchanging thoughts and experiences within a course, you may be able to **GENERATE IDEAS AND FIND PARTNERS FOR FURTHER COOPERATION PROJECTS** under the various other Grundtvig actions or other European programmes, and so support the EU's educational policies

➔ In working together, you can also develop your **INDIVIDUAL INTERCULTURAL SKILLS**, which, in today's world, have become basic transversal skills: a learning aim for all adult educators whether in a national or international context.



## Gender Mainstreaming



The autobiographical methodologies are, since many years, a very important **teaching method** in non-formal and informal adult education; narrating and write own story is in fact - for adult learners – a way to enhance their experience of life, also allowing the emergence of **implicit learning**; the autobiographical methods can, in other words, help learners to make their **experience a learning opportunity**; on the other hand, this method can facilitate the creation of a **personal relation** of the student with the specific field of study.

# YOU MUST BECOME AN ACTIVE PLAYER



# How to...

## Autobiographical Methodologies in Adult Education

This is an **highly professional course**, aimed at providing needed specific knowledge and abilities to **practical methods and tools supporting the concrete implementation of autobiographical methodologies in work of non formal and informal education.**



# The course



## OBJECTIVES

The course aims to enable participants to meet three specific aspects of autobiographical methods, which are important in the field of adult education:

- 1) the autobiography as **self-care**;
- 2) autobiographical methodologies as **support for learning** processes;
- 3) the autobiographical methodologies as **active citizenship** means.



# The target sectors



## ADULT EDUCATION

- **Teachers**
- **Teacher trainers**
- **Careers officers, educational guides and counsellors**
- **Headteachers, principals, managers of schools, organisations offering adult education**
- **Other management staff in the organisation**
- **Members of students/teachers councils in adult education**

- **Adult education provider**
- **Second chance or remedial education**
- **Adult education for disabled persons**
- **Higher education institution offering outreach courses for adults**
- **Organisations working with migrant groups/ethnic minorities**
- **Centres for guidance, counselling or accreditation**
- **Other sectors of adult education**



# The programme focuses on 3 main parts:

1

**Autobiography  
as self - care**

Course  
implemented in  
**ENGLISH**  
language

2

**Autobiography  
as a support  
for learning**



3

**Autobiography as  
active citizenship**



# Methodology

 **a blended mix of theoretical information and practical exercises**

 **participants will be encouraged to closely interact with the learning facilitator and to work in group with the other classmates**

 **a mentor will be appointed at the hosting organisation**

**Participatory and activity-based methods** allow participants to present their experience and **contribute** to shaping the learning process



**Flexible time management** during the course is essential to meet diversity and unforeseen expectations in the group. Trainers and also organisers will be open to changes and adaptations of schedule and methodologies.



# Recognition for the course

**The value of a training course** also depends on its recognition.

Participants will receive a meaningful **Certificate of Attendance** very useful for their professional career.

## **The certificate will state the following:**

- ☒ title, date and location of the course;
- ☒ the number of training hours;
- ☒ the course contents, particularly relating to improved theoretical knowledge and practical skills;
- ☒ a profile of the involved organisations;
- ☒ the fact that it was an international course.  
Employers may recognise this as evidence for applied language and intercultural skills, for openness and special commitment to improving one's professionalism.



# How to apply for a grant

To have your course costs covered you should apply for a Grundtvig grant at your National Agency, which usually covers all the expenses involved (Grundtvig agency)

Please check the deadline for grant applications and be sure not to miss it.

For further information, please get in touch with your National Agency. A list of National Agencies can be found here:

[http://ec.europa.eu/education/programmes/lip/national\\_en.html](http://ec.europa.eu/education/programmes/lip/national_en.html)

To register for the course, or if you have any enquiries or concerns regarding the participation or any related issues, please contact Ms. Eleonora Perotti [ciape@ciape.it](mailto:ciape@ciape.it)



## "Autobiographical Methodologies in Adult Education"

### COSTS

PARTICIPATION / COURSE FEE IN €:  
750,00



# Programme of the training activity (day by day)



# Preparation

- ✂ **Pre-course information** in English will be provided before the course starts.
- ✂ A **preparation pack** for the trainees will be sent at least one month before the course.
- ✂ Participants will be invited to prepare a **personal presentation expressing their needs**. Presentations will be the object of discussion in the first session/day of the course.
- ✂ **Information documents** will be sent to applicants outlining the work agenda details and teaching methods.
- ✂ Participants will be asked **to choose an aspect they would like to develop** during the training session and to elaborate its content to be able to transform it into a strategy during the training.
- ✂ The language used during the course will be **English** with some tutoring in Italian.



# Programme of the training activity (day by day)

## 1° DAY



**?Welcome and opening ceremony**

**?Presentation of participants and their institutions**

**?Participants' expectations**

**?European fair**

**?Group sightseeing walk in Rome**



# Programme of the training activity (day by day)

## 2° DAY

- ! **Introduction to the course**
- ! **Exercises of autobiographical methods: "Memories of childhood ..."; "I remember...", "Writings in search of a plot"**
- ! **Lecture: "The autobiography as self-care"; "The autobiographical methodologies in adult education"**

 **Remembering...**



# Programme of the training activity (day by day)

## 3° DAY

- ! Exercises of autobiographical methods: "That time I learned ..."; "People, experiences, important moments in my training history"; the emergence of tacit knowledge
- ! Lecture: "Autobiographical Methodologies as support for learning processes"
- ! Tour of the Museum of History and Memory.

 **Outdoor session**



# Programme of the training activity (day by day)

## 4° DAY

- ! **Autobiographical exercises on the theme "Remembrance and active citizenship," "Telling the story of belonging to Europe through an object or a picture"; "Stories Going Round," a method for telling stories as form of social activity. Web and digital narration in active citizenship**
- ! **Lecture: "The Methodologies autobiographical as active citizenship"**
- ! **Farewell dinner; meeting with the group of volunteers "Stories of a Possible Worlds.**

 **Farewell dinner**



# Programme of the training activity (day by day)

## 5° DAY



- ! **Focus on learning outcomes**
- ! **Partnerships building**
- ! **Evaluation**
- ! **Final follow up and certificate ceremony**



# THE BEAUTINESS OF ROME AT YOUR DISPOSAL



**Piazza del Popolo** - In the middle of the square you can see the second greatest obelisk in Rome: the Egyptian Obelisk, realized in 1200 B.C. At the slopes of Pincio's terrace, from where you can enjoy an exceptional view of Rome, there is the "Chiesa di Santa Maria del Popolo".



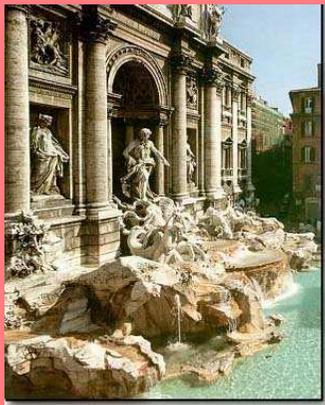
**Capitol** - You can reach the Capitol by the great flight of steps built according to Michelangelo's designs. At the top of the stairs there is a balustrade with the statues of Dioscuri raised during the imperial period. The Capitoline Tower, erected in the 16th century, overlooks the "Palazzo Senatorio".



**Piazza di Spagna** - The great perron of "Trinità dei Monti" was made out of travertine in 1724 according to F. De Sanctis' plan. In the middle of the square, at the bottom of the perron, there is the elegant "Fontana della Barcaccia" realized by Pietro Bernini. At the top of the stairs you can see, behind the Egyptian obelisk, "Santa Trinità dei Monti's church".



**Roman Forum** - To the right of its main entrance you can see the ruins of the Basilica Emilia, erected in 179 B.C. The pavement of the ancient street separates this basilica from the Curia which was the Forum's first civic center. Just behind, you can see the arch of Septimius Severus, built in 203 A.D.. Not far, there is the "Via Sacra". It ended near the Arch of Titus



**Trevi Fountain** - It is divided into three niches by four columns. It tells several allegoric stories. In the central niche, the statue of the Ocean God stands on a shell-shaped chariot pulled by winged horses. In the side niches there are statues symbolizing Plenty and Sobriety. In the basin, which represents the sea, various animals, both mythological and real, are represented.



**Coliseum** - The Coliseum consists of four floors: the first three of them have 80 holes shaped like archs, while the fourth is taller than the others and is characterized by a more compact building mass with windows. The archs are separated by pillars with semi-columns of Doric, Ionic and Corinthian order. It is the greatest amphitheater of the Roman world.



# THE BEAUTINESS OF ROME AT YOUR DISPOSAL



**Castel S'Angelo**- It was Used as shelter for popes and as jail. To make it safer in 1277 it was joined to the Vatican by the famous "Passetto". This long fortified passageway allowed the pope to walk safely from the Vatican to Castel Sant'Angelo. Today it is a Museum (National Museum in Castel Sant'Angelo).



**Largo Argentina** - One of the most important archaeological complexes in Rome. A paved square that hosts four temples, commonly indicated with the first four letters of the alphabet, and characterized by the Porticus Minucia Vetus, founded by Mark Minucio Rufo in celebration of the triumphant victory over the Scordisci in 107 BC



**Great Synagogue of Rome** – It is the largest synagogue in Rome . The synagogue was built from 1901 to 1904. The eclectic style of the building makes it stand out even in a city known for notable buildings and structures. This attention-grabbing design was a deliberate choice made by the community at the time who wanted the building to be a visible celebration of their freedom.



**Piazza Navona** - The area copies the dimensions and the form of the antique Stadium of Domiziano dating from the Roman times; an arena more than 270 metres long and roughly 55 meters large, built around 86 after Christ and able to welcome up to 33000 persons. Piazza Navona is longitudinally marked by the presence of the three fountains. In front of this last one we find, on the ruins of the stadium of Domiziano.



**St Peter's Basilica** - Christianity's greatest temple, stood over the tomb of St. Peter, the founder of the Church of Rome, and was opened in the year 326. During the Renaissance, it was torn down to build a magnificent new basilica, with the work entrusted first to Bramante, and subsequently to Raphael, Peruzzi, Antonio da Sangallo and, lastly, Michelangelo, who designed the dome as the dominating element of the church.



# Follow up

After the course the following will be achieved and established:

- ✍ **distance networking** activities
- ✍ **email contacts** with trainers
- ✍ **self-evaluation** of lessons after the training course

