Education as a Laboratory for Integration

Final Report   Public Part

Project information

Project acronym:	E.L.F.I.
Project title:	Education as a Laboratory for Integration
Project number:	1338860 – LLP – 1- 2007 – 1- IT- GRUNDTVIG-GMP
Sub-programme or KA:	Grundtvig Multilateral Project
Project website:	www.elfi-project.eu

Reporting period:	From	01/12/2007
	To	30/1172009
Report version:		Final
Date of preparation:		20/01/2010

Beneficiary organisation:	Amministrazione Provinciale di Parma – Assessorato Scuola
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Executive Summary

Education as laboratory for integration (ELFI) project has tried to develop innovative solutions in integration area trough the improvement of educational and vocational training staff's skills . In order to achieve this final result, project partners have committed themselves towards the achievement of some specific objectives :

- Identification of needs of teachers and vocational training staff and schools principals who have to face the challenge of immigration and of integration among immigrants and citizenship, often without having the right knowledge and tools.
- Support to lifelong learning policies and implementation of quality in the educational systems
- Production of specific tools to support teaching units in the education and in the vocational training of adults.

Project partnership , representing 5 different EU countries , it has developed and implemented a project work plan providing for a very large set of activities :

- Survey of the immigration trends and figures in all involved countries , with a special focus to impact on educational and vocational training systems ;
- Collection of educational best practices ;
- Detection and analysis of training needs of educational and vocational training staffs ;
- needs of the teachers, training staff, school and formation institutions principals to individuate the competencies and knowledge;
- Preparation , experimentation and validation of training contents ;
- Various dissemination activities and events in order to enhance information about the project

These activities have been realized by a partnership composed of actors coming from different backgrounds: national contexts where immigration is a consolidated and old process have been represented by UK (Greenhat Interactive Ltd) and Germany (University of Eichstatt) , national contexts where immigration is a more recent phenomenon have been represented by Italy (Province of Parma, Laboratorio delle Idee and Fondazione "Istituto per il Lavoro / ISISS "P. Giordani") and national context where integration is related to national ethnic minorities like Romania (AESD Calarasi) .

Coordinated by the Province of Parma , partnership has reached remarkable results , achieving all the original goals (both from quantitative and qualitative points of view) and making available tools (main tool is the training platform http://elfi.ecampus.it) and contents that have been appreciated by external actors , such as the University of Parma which adopted ELFI related contents in some in-service training initiatives implemented at local level or the Municipality of Granada which adopted ELFI as one of the resources of its new local plan for Social Inclusion .

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1.   Project Objectives

"Education as Laboratory for Integration" (ELFI) was a project coordinated by the Provincia di Parma and financed by the European Commission within the programme "Lifelong Learning Programme – Grundtvig Action". Launched in December 2008 and closed on November 2009 , project had as main goal the support to   migrants integration trough improvement of professional skills of people working in educational and training environments , especially in those environment having a strong intercultural dimension . In order to reach this goal , project partnership has defined a set of specific operative objectives:

- To analyze national contexts with reference to immigration trend and figures , with a special focus to impact on educational and training contexts ;

- To detect and to describe main and common training needs in people rowking in educational and training contexts marked by a strong intercultural dimension

- To produce, experiment and validate training model, tools and contents designed in order to satisfy detected training needs

- To design and develop tools and events aimed at spreading information about the project and at making available project's result to third actors

Achievement of the above mentioned general objectives is realized trough the achievement of partial objectives related to single project's phases:

Phase I – Start up

- Objectives: To strengthen partnership and to detail project activities (tasks, deadlines, resources)

Phase II – Research

- Objectives: Aim this phase was , on one hand, taking a picture of the integration process in each national contexts represented by the partnership and to identify strengths and weakness of national education and vocational training contexts . On the other hand, phase was designed in order to detect competencies needed by teachers, trainers and managers working in multicultural environments .

Phase III – Training model definition

- Objectives: Phase was aimed at the definition of training model and training procedure providing responses to needs emerging from the previous phase and bringing innovation in terms of tools and contents .

Phase IV – Production of training tools and contents

- Objectives: this phase had as objective the realization of tools and contents in line with Training Model requirements.
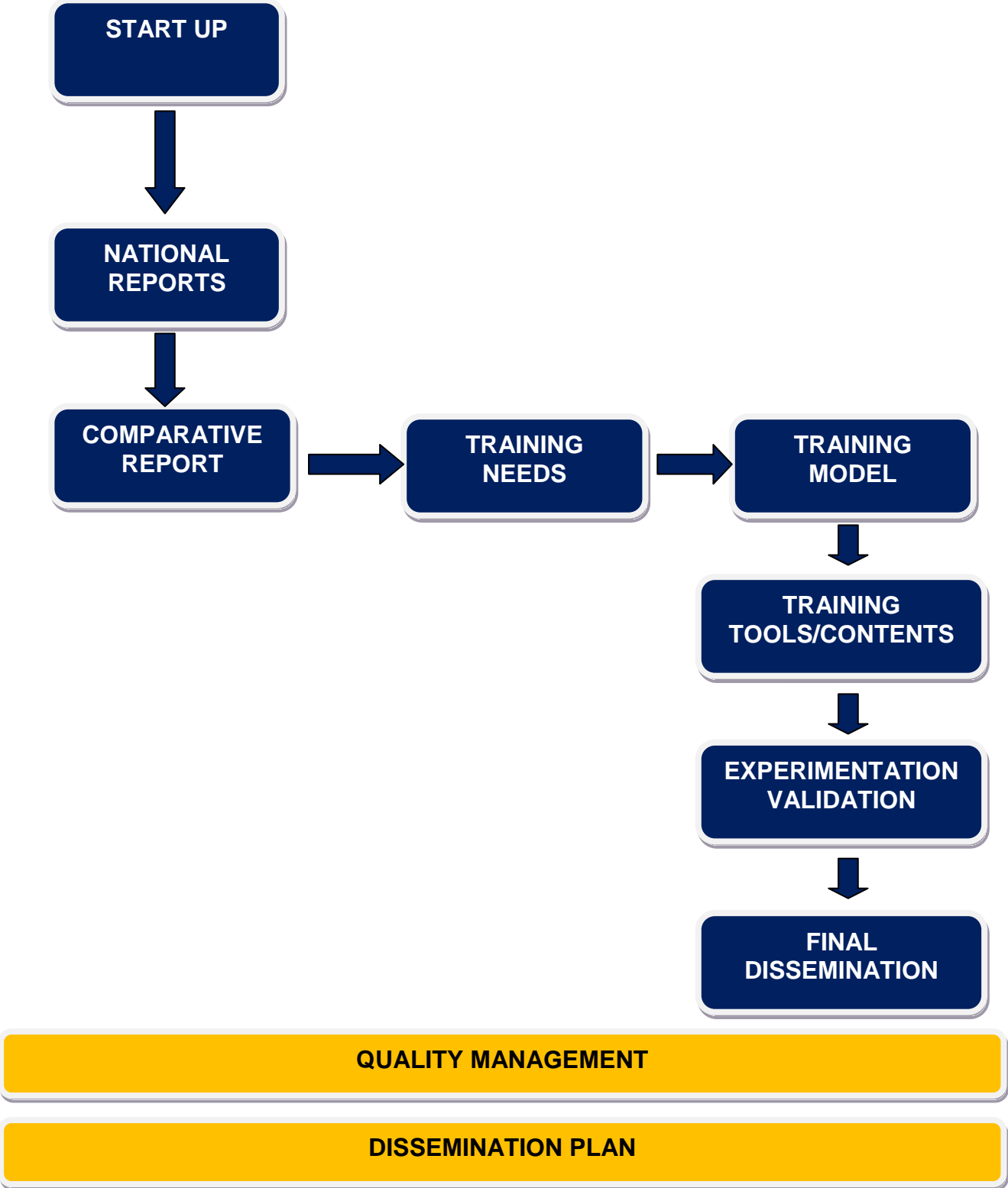
Phase V - Teaching experimentation

- Objectives: This phase has been aimed at validate contents and tolls after theirs experimentation

Phase VI – Final dissemination

- Objectives: Presentation of final results and their potential transferability was the main objective of this project phase

2. Project Approach

Project approach is the result of **horizontal** activities , lasting for the whole project duration , and **vertical** phase that are strictly linked in a consequential and logical process . This general structure could be represented by the following scheme :

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┌──────────────┐
│   START UP   │
└──────────────┘
       │
       ▼
┌──────────────┐
│  NATIONAL    │
│  REPORTS     │
└──────────────┘
       │
       ▼
┌──────────────┐     ┌──────────────┐     ┌──────────────┐
│ COMPARATIVE  │ ──▶ │  TRAINING    │ ──▶ │  TRAINING    │
│   REPORT     │     │   NEEDS      │     │   MODEL      │
└──────────────┘     └──────────────┘     └──────────────┘
                                                 │
                                                 ▼
                                          ┌──────────────────┐
                                          │    TRAINING      │
                                          │  TOOLS/CONTENTS  │
                                          └──────────────────┘
                                                 │
                                                 ▼
                                          ┌──────────────────┐
                                          │ EXPERIMENTATION  │
                                          │   VALIDATION     │
                                          └──────────────────┘
                                                 │
                                                 ▼
                                          ┌──────────────────┐
                                          │     FINAL        │
                                          │  DISSEMINATION   │
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QUALITY MANAGEMENT

DISSEMINATION PLAN

Previous scheme shows procedure implemented by the project partnership . After a first phase (2 months) focused on definition of management aspects (contracts between LP and partners) and on review of the work plan (distribution of tasks and responsibilities) , the first operative phase is the phase 2 . During this phase , national contexts have been analysed on the basis of common tools and guidelines (defined by IPL) and aimed at underlining impact of immigration flows on national education systems . One report has been produced for each involved country and then coordinator of this phase took in charge production of a comparative reporting based on more relevant data and on common elements .

Link with the following phase has been ensured by the identification of those training needs emerging as common data from the national reports . So , phase 3 has been developed starting from these common elements and it has been aimed at the definition of a training model, a   document defining methodology (tools, logistic, organisation , supporting actors, etc) and contents in line with requirements deriving from training needs.

By the definition of this document , the project achieved the definition of the structure so phase 4 has been launched in order to fill this structure with real contents . For this reason , Phase 4 has been addressed as the real designing phase following two different parallel paths. On one hand, training tools have developed on the basis of methodological features defined in the training model document and , on the other hand, training modules have been developed in order to give responses to target groups need in those field underlined by the model .

Once contents and training tools were defined , phase 5 has been launched meaning experimentation and validation of the model .Partners , on the basis of common strategies and shared evaluation questionnaires , they organised experimental sessions and then produced evaluation reports, analysing replies given by testers and defining if the model could be retained validates. The same process has been then translated in a "partnership" perspective : national reports have been merged and validation have been considered with reference to general results.

Finally the project tackled the last step : validated outcomes and final results have ben summarised described in a final publication and presented to public audience in the context of a general final conference. This sequence , lasting for 24 months, it has been completely supported by two horizontal phases. First , dissemination phase has been focused on production of tools for supporting project visibility (leaflets, website, etc) and on organisation/participation in public events in order to present projects 'expectations , results and outcomes.
Second horizontal phase was quality management phase was the phase devoted on monitoring and evaluation of project process . Absolute term of reference was what the application from approved by EACEA, document defining objectives , tasks , outcomes and results , resources . Taking these features as a reference, the quality management plan represented all the activities undertaken in order to regular monitor project's progress , to detect deviances and to suggest solutions.

3. Project Outcomes & Results

Phase I – Start up

Outcomes :

- Contracts defining roles , tasks and commitment of each single partner
- 1st transnational meeting held in Parma (January 2008) for project pubic presentation and

Results :

- Launch of the project
- Definition of project management structure and work plan

Phase II – Research

Outcomes :

- National surveys about impact of immigration on educational system in partner countries

- Comparative study underlining similarities and differences, common strengths and weak points . Aim is to make clear best practices to valorise and challenges to address

Result :

National surveys show heterogeneous partnership composed of countries with a long immigration history (e.g. Germany and UK), countries with quite recent migration experience (Italy and Spain) and one totally different country which, due to social, political and legal factors, is considered as a country of emigration with a limited integration need deriving from situation national ethnic minorities (Romania). Regardless the different periods of time of the migration phenomenon distinguishing the countries of old Europe, they often have some common features:

- Foreigners are especially employed in sectors and activities lacking labour, thus filling gaps in the local labour market;

- Registered a remarkable increase in the number of citizens coming from Eastern Europe;

In UK, Germany and Spain migrants are not evenly distributed all over the country but are concentrated in certain large cities or regions. On the other hand, Italy is characterized by a widespread presence of migrants who are especially located in the northern regions, both in large cities and small towns. Furthermore, national surveys pointed out certain aspects that are essential for a real integration:

- The access to employment which is often one of the major obstacles to integration and therefore one of the main political European and national priorities

- Linguistic skills and the recognition of diplomas and qualifications

- Focus on civic education and on vocational guidance for foreigners through an in-depth analysis of topics such as rights and duties, regulations, culture and values of the hosting country, as well as a particular focus on the political and social situation of the country of origin of the foreigner

- Involvement in education and training actions.

Interviews to people working in the education and training system highlighted some specific obstacles to the integration process. Firstly, they repeated that poor knowledge of the language of the hosting country is a barrier to integration. Secondly, an increasing number of students with poor linguistic skills can generate stressful, emotional situations in teachers and trainers. Indeed, they experience difficulties in relating with foreign students, cultural differences, linguistic and methodological difficulties hindering the work and communication of teachers both with students and with their families.

Teachers require a training support mainly in two fields. On the one side, the sphere of communication, both verbal (just think about the ability of teaching the language of the hosting country as a second language and, at the same time, the interest on certain key expressions of the principal languages of foreign students, for a greater interaction) and non-verbal (in terms of new teaching approaches and ability to manage the different learning levels within one class). On the other side, the relational area represents the second field of action where the project recipients identified serious gaps: the knowledge of cultures, school systems, political situations of the students' countries of origin; the knowledge of players who tackle this issue at local level, with which one could share strategies, projects and objectives; the knowledge of teaching methods to manage and enhance the diversities, fostering the arrival and the co-existence of foreign students within a class, mediating among the different learning situations and needs.

Phase III – Training model definition

Outcome : Definition of the training model

Result :

Coordinated by Katolische Universität Eichstätt and with a fundamental contribution from University of Parma which has been involved in order to support organization methodologies and modules 'contents , project consortium worked in order to define a scheme based on inputs coming from phase 2 activities and identifying tools, methodologies and contents of the training tool to be implemented and experimented in next project phase . With reference to contents , decision has been taken on the basis of several factors : consortium identified transversal field of intervention that are not often included in in-service training initiatives for ELFI target categories .

Finally a scheme has been drafted with following features :

a. Blended approach in contents fruition, meaning partially in classroom activities and mainly trough eLearning platform ;

b. Contents structure based on E.C.L.A.S.S. model :

- **E**ntry: it's the introduction paragraph ;

- **C**larify: it's the module part devoted to explanation of key theories, concepts and ideas that will be further developed;

- **L**ook: it's the section containing examples making key theories, concepts and ideas previously explained ;

- **A**ct: it's the more interactive paragraph where learners become actors and they're asked to put in practice concepts and ideas;

- **S**elf-Assessment: this section contains questionnaires for assessing level of competencies acquired by learners and fulfilment of learning objectives

- **S**ummary : it provides a brief summary of the entire module

Finally, bibliography and website list are added in order to provide information about possible resources for further deepening of the investigated subjects.

c. On the basis of area of interventions identified by research implemented during phase 2,following subjects are addressed : Nonverbal and verbal communication , Cooperative learning, Language for Study , Drama and Play for foreign language teaching , Contents and Language Integrated Learning (CLIL) , Antiracism , Cultural Awareness and Evaluation of cognitive development of newly arrived foreign students

d. Designing of eLearning environment characterized by supporting actors (tutors) , by intensive interactivity of contents and by interaction between users and between users and tutors

Phase IV – Training contents and tools definition

Outcomes: Definition

Products: Phase 4 of the project has been developed following two parallel paths. On one hand, Laboratorio delle Idee took in charge designing of the eLearning platform. Based on Moodle open source model which has been adapted to ELFI training model, eLearning platform has been activated at http://elfi.ecampus.it . Once the platform structure has been created, contents have been uploaded and then ready for experimentation. Contents development has seen active participation of all the other members of ELFI project consortium (except for ISISS "P.Giordani" which has been asked to play a very important role in the experimentation phase) :

Module Title	Partner in charge of development
CLIL	Provincia di Parma/Università di Parma
Cooperative learning	Katolische Universitatt Eichstatt – Ingolstadt
Language for study	Provincia di Parma/Università di Parma
Drama and Play	AESD Calarasi
CLIL	IMFE Granada

Anti Racism	Greenhat Interactive ltd.
Cultural awareness	Greenhat Interactive ltd.
Evaluation of cognitive development of newly arrived foreign students	Provincia di Parma/Università di Parma

Phase V - Teaching experimentation

Outcomes :

- National evaluation reports based on common experimentation strategy and evaluation tools ;

- Comparative partnership report underlining

Results :

From a mere quantitative point of view , a total of 92 testers has been involved as representatives of ELFI target categories but only 76 filled their questionnaire . Following evaluations are based on results coming from these 76 persons *and this first data it's even better of the quantitative expectations defined in the original application form : 92 against planned 75 . Furthermore , each single tester has been asked for a testing activity requiring* qualitative and quantitative relevant involvement , much more than participation in one-day evaluation groups .

From a qualitative point of view , first fact to be analyzed is the final result coming from questionnaires . Two questionnaires have been produced but only results from testers' questionnaire (not from tutors) are take in to consideration . Two preliminary notes about questionnaire :

- It has been structured in 17 questions : 10 questions referred to methodology and eLearning platform ; 7 questions referred to contents .

- Answer is based on points : from "0" (absolutely negative) to "3" (absolutely positive)

A first general analysis underlines a good results. Considering a total amount of 1480 replies provided by testers (some of 76 replying testers experimented more than one module) ,, final average result is 2,37 out of 3 and 82,76% answers are "2" or "3" / meaning replies having a positive value) .

Question	Result					Average
	0	1	2	3	N/A	
1	2	7	41	34	0	2,27
2	0	8	23	49	4	2,51
3	7	9	44	23	0	2,00
4	6	8	31	30	9	2,13
5	10	12	9	45	8	2,17
6	2	12	29	41	0	2,30
7	4	6	24	49	1	2,42
8	1	6	30	46	1	2,46
9	5	12	13	40	14	2,26
10	1	0	4	7	19	2,42
11	3	20	29	31	1	2,06
12	3	8	35	58	6	2,42
13	0	7	41	78	0	2,56
14	0	6	35	68	0	2,57
15	2	20	29	58	0	2,31
16	0	5	16	89	0	2,76
17	0	11	41	57	0	2,42
			General average result			2,37

GENERAL OVERVIEW
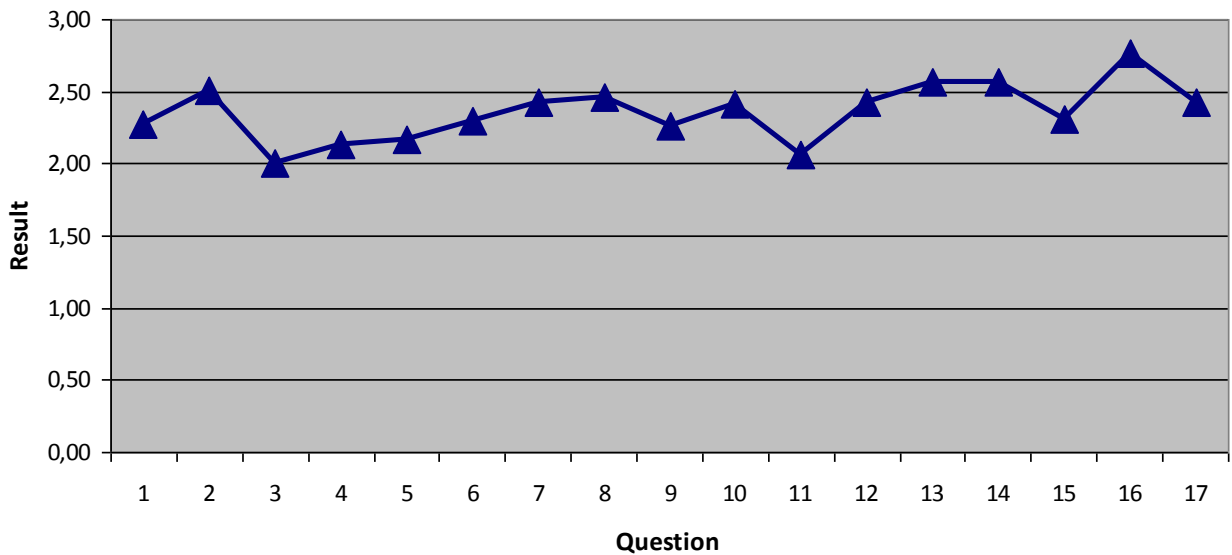
Considering and disaggregating contents-related questions and tool-related questions a good results is again obtained. Considering , on one hand, 730 total replies given to tool-related questions, average result is 2,28 out of 3 and on the other hand, 750 total replies given to contents -related questions lead to 2,46 out of 3 as a final average result .

TOOLS vs. CONTENTS
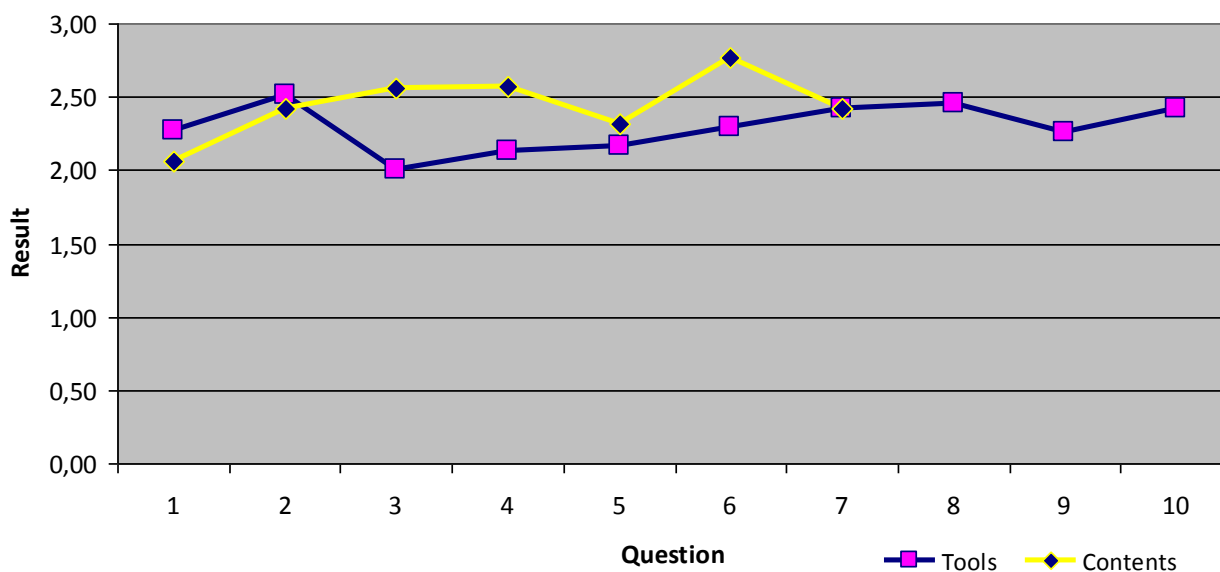
These are positive results testifying a quite high appreciation for what as been offered during the experimentation phase , in terms of both contents an tools. However , such a limited analysis doesn't automatically means model validation . in order to sustain validation of the model , it is fundamental to consider original premises and objectives of the model and then to consider if they have been respected and fulfilled : ELFI training model presents some specific features and aims at concrete objectives : how these have been assessed ? have been the objectives reached ? how potential for professional skills has been judged ? interactivity has it been approved ? eLearning approach has it been accepted ? ECLASS structure has it been positively evaluated ?

Focusing the analysis on some specific relies it is clear that :

- replies given to questions nr. 8 (average result : 2,42 out of 3) , nr. 12 (average result : 2,46 out of 3) and nr. 17 (average result : 2,46 out of 3) they underline a positive judgement by testers about experimentation impact on their competencies . E.LF.I. clearly appears as a good result for in-service training of target categories ;

- replies given to question nr.1 (average result: 2,27 out of 3) they testify for a good final achievement in the field of interactivity : model is based on a sufficiently interactive fruition methodology ;

- replies given to questions nr.2 (average result : 2,51 out of 3) , nr. 7 (average result : 2,42 out of 3) and nr.16 (average result : 2,76 out of 3) they make clear that contents have been judged as clear and understandable ;

- even if with differences among national contexts , tutoring online and forum have been quite appreciated : replies given to questions nr. 4 (average result : 2,13 out of 3) and nr.5 (average result : 2,15 out of 3) are a positive general evaluation but negatively influenced by negative evaluation coming from UK testers and by an quite high number of testers which , in this case, prefer to not provide reply ;

All these data make clear a positive result , a number of data confirms appreciation and validity of proposed training model and this finally lead the partnership to jointly states the model as a validated model .

Last note indirectly confirming validation statement , it's the one concerning exploitation . Defined simply as the   utilisation of project results and outcomes by a third actor not belonging to the project partnership, exploitation represents one of the most hardest task in European project implementation that are path often limited to achievement of partnership's objectives and results and giving not great value to involvement of other actors .

As much this exploitation reach positive results as much a project could be defined as validated since validity and quality of its results and outcomes are recognised by potential users . In the case of E.L.F.I. project .it's possible to list some significant achievement in this field:

- University of Parma promoted an in-service training course for 70 teachers , a course exploiting platform and contents developed by E.L.F.I. project ;

- Modules developed in UK will be used for civil servants in- service training ;

- Contents will be included in equal opportunities pact promoted by City of Granada , a pact involving public authorities, trade unions and other social actors

Phase VI – Final dissemination

Outcomes :

- Production of a final project paper publication in English language . It summarize project's information, results and outcomes .   Cd-rom containing also training contents is attached
- Final conference (Parma , November 13th) with presentation of project's final results and speeches b y Italian University professors experts in the field of integration of foreign students into school systems.

Results :

- More than 300 persons attended the final conference
- Final publication has been distributed in all partner countries

Dissemination plan :

- **Outcomes** : events organised in each partner countries; project presentation during events organised by third actors ; project website (English and Italian language) ; leaflets (all project languages, except Spanish) ; newspaper articles ,newsletters
- **Results** : Wide audience has been reached in 5 different European countries

Quality management plan :

- **Outcomes** : Quality Management Plan ; Quality Management Forms; External Evaluation report

- **Results** : Except for some little deviance (some having also a positive values, i.e. anticipation of some result) , the project respected the original plan in terms of timetable and objectives. Changes in financial structure have been made necessary on the basis of original mistakes .

4. Partnerships

Partnership building process has been started and consolidated not on the basis of previous project experience , as it's usual , but following a logical approach based on capacities and competencies acquired on the field and on ineluctable needs. In this partnership, Germany and United Kingdom have experienced since a very long time what happens when integration gets in contact with education and training world and they have experienced the role that this world could play in order to integrate immigrants from social and economical point of view. Member of the partnership coming from these countries they bring experiences and best practices to be shared and in a wider perspective , to be implemented into the European scenario.

Spain and Italy could bring into the project activities all those problems related to contemporaneous strong immigration floods, especially floods coming from Third countries . Their experiences are mainly related to first welcome activities where integration have mainly the form of social and economical help .

On the other hand , Romania , that recently joined EU, it is living an opposite phenomenon : emigration floods starts from Romania having as destination other western European countries . So, Romanian institutions are searching for cultural and economical solutions oriented towards management of people's mobility . Furthermore , on a less extended intensity , Romanian institutions are facing problems related with integration of internal ethnic minorities .

Partnership is composed of following institutions :

1) Province of Parma is a local authority located in Emilia Romagna region . Among all relevant competencies, Province of Parma has ad Education Department having a very long list of competencies : planning of the Education distribution in the area of Parma, planning of curricula , management and planning educational facilities (school , gyms, laboratories , etc) . All these activities are ran with a special focus and attention towards higher secondary schools . Province of Partner provide plans for training and education , including support services provided to disadvantaged and to disable students , including innovation actions, adult education activities , education and training counselling, actions for coherence and continuity between different schools grade and actions for prevention of early school leaving.

2) Katholische Universität Eichstätt-Ingolstadt takes part in the project with Sociology department . This department plays a very important role in socio-economical development in Bavarian region since the very important role and action played by University in development and improvement of human resources . Teaching and research quality its testified by University's success : more than 400 students and skilled teaching staff . Sociology department has a strong competence in competencies' qualification, even at European level trough ADAPT network , and in actions for adult education

3) IMFE - Instituto Municipal de Fòrmacion Y empleo is a municipal agency devoted to training and work policies in Granada . This agency has been established in order to push forward local development policies trough planning training and occupational programmes . It plays a professional training activities , in-service and continuous training and traineeships for unemployed adults and young . It has a great experiences in European projects

4) Istituto per il Lavoro aims at a) developing technical and organisational skills in order to promote evolution in organisation of both private and public sector, b) job valorisation trough active participation and quality interaction between social parts .Pursuing these aims , Emilia Romagna region established "Istituto per il lavoro" on 1998 . Its statute defines following tasks : drafting a year regional report focused on regional trends concerning job transformation in industries , trade , public services

and agriculture . This report is realised in the context of comparison with other Italian and European trends.

5) Laboratorio delle Idee is a SME established in 1992 and having a specific competencies on innovative training and multimedia production . Products are highly customised in order to better satisfy need of clients coming from public and private sectors . It's UNI EN ISO 9001:2000 certified for :
   a. Planning and production of online and offline multimedia products ;
   b. Planning and production of eLearning distance training tools;
   c. Planning and management of residential and distance training activities

6) Greenhat Interactive Ltd is a no profit institution working on multimedia contents and products for disadvantaged people. It offers consulting, research , training and accessibility services in order to satisfy , anytime and anywhere, need for social inclusions coming from group at risks of exclusion locate both in urban and rural areas. It has taken part in several European project , mainly in partnership with Nottingham University

7) Association for Education and Sustainable Development (AESD) it is in charge of continuous and permanent education , it develops innovative activities in adult education trough intensive utilisation of ICT . It is involved in formal and not formal activities , it organises consulting services, information and training for lifelong learning education . It has taken part in several European projects , both as a coordinator and as a partner .

8) Since June 2008 and after it has been put into liquidation procedure , Fondazione "Istituto per il Lavoro" has been replaced by a new partner . Istituto Statale di Istruzione Secondaria Superiore "Pietro Giordani" is an upper secondary school which is strongly involved in two main areas addressed by the project : Immigration and Adult Learning . The internal organisation of the school provides for two work groups and teachers with special commitment towards issues related to Adult learning and Integration of Immigrant . In the field of Adult Education the school provides for three different evening courses for adults focused on three different thematic areas : Administrative profile for Companies ; Profile for tourist employments and Social workers . All these course are recognised as official upper secondary courses and an official certificate is provided to all the student succeeding in the three-year courses . In the field of integration of Immigrant the school provides for a set of special administrative and didactical activities : on one hand , a welcome protocol has been launched with codification of procedures and documents to be used in the case of the arrival of foreign students ; on the other hands , special laboratories for Italian language as study language have been launched in the last years .

5. Plans for the Future

Short term developments

Last note indirectly confirming validation statement , it's the one concerning exploitation . Defined simply as the   utilisation of project results and outcomes by a third actor not belonging to the project partnership, exploitation represents one of the most hardest task in European project implementation that are path often limited to achievement of partnership's objectives and results and giving not great value to involvement of other actors .

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Medium term developments

Following analysis made during phase 2 and good results achieved during the experimental phase , some partners are thinking about new projects in this thematic areas.

The objective , on one hand , it is to give further dissemination and exploitation to project outcomes : promoting new experimentation sessions in new partner countries through Key Action 4 " Dissemination and Exploitation of results).

On the other hand, some more specific and focused themes aroused as theme of interest for future projects : focus on training for refugees and asylum seekers (to be submitted as a Transfer of Innovation project . Leonardo da Vinci) ; focus on intercultural competencies for social-care and healthcare services (to be submitted in the context of "The European Fund for the Integration of Third-country nationals" – Call 2010) .

Beside this potential future development and exploitation results already achieved , a concrete result has been realised since training platform will be maintained by project partners for two more years in order to be further exploited by interested actors.

6.   Contribution to EU policies

In its original formulation E.L.F.I. project was clearly in line with several EU policies :

- Relation with Lisbon strategy :As required by Lisbon strategy , project try to promote public administration's investments in lifelong education, especially for adult education. Commitment is to achieve a strong percentage for permanent education . Project promotes distance learning in order to reach the highest possible number of immigrants. From this point of view, investment in training must be followed and linked to competencies in ICT .
- Learning to learn : to provide trainers with tools useful in order to have adequate behaviors and strategies towards effective learning process, developing performances for controlling and strengthening cognitive performances and ,in general terms, interaction capacities .
- Interpersonal, intercultural and social competences and civic competence : In front of strong increase of foreign students and represented ethnic groups , from qualitative point of view problem is to face this situation in educative and training environments . Target groups will be helped and supported in recognizing cultural, civil and social values represented in environments where they work
- importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia :Project tries to work in this direction enriching skills of target groups by training modules focused on the need for respect and preservation of different cultures, traditions and languages. From the integration between these issues it will e possible to join mutual improvement and to fight against ever intolerance. For this reason, project tries to involve both direct target and long-term target groups in order to make them interact since the first project's phases : problems represented by the latest are part of the common background and of common solutions Meeting and exchanging is fundamental
- Project work in the context of respect for cultural and linguistic differences: on one hand ,improving skills of direct target groups that will be called too disseminate this message; on the other hand ,the partnership will use English as common language and every project's outputs will be translated into national languages represented in the partnership.

This coherence is still valid but , two years later , it's possible to say that it is further developed and two EU official documents (both published in 2009) support this statement :

- "Council conclusions on the education of children with a migrant background " (November 26th , 2009 . Bruxelles ". In line with E.L.F.I. general approach , this document recognizes that " education has a key role not only in ensuring that children with a migrant background can fulfill their potential to become well-integrated and successful citizens but also in creating a society which is equitable, inclusive and respectful of diversity " and , at the same time, it recommends "specialized training in linguistic and diversity management "as a key factor for well integration

- "Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020')" declares that " Education and training systems should aim to ensure that all learners — including those from disadvantaged backgrounds, those with special needs and migrants — complete their education, including, where appropriate, through second-chance education and the provision of more personalised learning" . And this is the same approach and inspiration that guided ELF partnership

7.   Extra Heading/Section

Project path has been closed on November 2009 and, as a whole , it could be seen as a positive experience , marked by critical moments that have been regularly solved thanks to positive and effective cooperation among project partners . Opportunity to develop a cooperation path involving actors having different institutional and social roles, opportunity to dialogue different countries representing different experiences , tradition and development model . These and many other factors have been already taken into consideration and they have represented a constant added value in the project development

Even comparison with original application demonstrates that a positive process have been undertaken and realised by the partners : declared objectives, expected results and planned outputs have been reached or realised . And it's just with reference to these factors that overall success of the project has to be measured . Over the last two years the partnership has reached the original goals and objectives : starting from the realisation of a detailed analysis of training needs in involved countries (see, chapter 2) , partnership has built a training model very oriented toward e-learning solutions (see "training model" , chapter 3) and the it defined detailed training contents (see "List of indexes", chapter 4) that , together with the Moodle-based eLearning environment e (www.elfi.ecampus.it), have been experimented and evaluated by representative of the target group(see chapter 5) . All that was planned and for this reason it is now s possible to say that the project had a positive realisation and final results . However realisation of all planned activities and outcomes is not a enough to sustain a positive evaluation since this last depends also on quality of the final results : if we consider experimentation and related evaluation as the last part of a logical project path , result of the experimentation is an indirect assessment of the whole project path , evaluation of this part become a judgement towards all that it's behind it !

We can say that the path has been positively judged (see previous chapter) and that this judgement comes not from the partner , from the coordinating group but from the experimenter group , a sample representing all those target categories described as target categories in the original application . It's from direct beneficiaries of the project that the good evaluation comes ! They say that outputs coming from ELFI Project are useful , it's not the solution for all the problems but it's good solution , valid, tested, user-friendly and useful : according to testers' comments the final output of ELFI it's an output replying to the needs for innovative competencies , to the demand for updating skills of trainers and educators .

ELFI has been a positive experience *developed* towards those objectives and goals that are still confirmed by the latest EU documents in the field of education of migrants ELFI is not final solution towards problems of integration in educational context and it doesn't expect to reach such an hard result but it's a good first step , a partial achievement towards goals that European Union continues in underlying in the field of integration of migrant students .