

I-MoToLe is a project developed as a direct reaction to the high drop-out rates in adult education within disadvantaged socio-economic environments. The common thread of the partners involved in this project is their educational work with vulnerable sectors of society at risk of social exclusion.



INTRODUCTION

A portfolio is a powerful and valuable tool for the learner to record and validate all the relevant learnings and competences acquired throughout education, training and life experience, in a recognizable way. It boosts motivation and persistence to learn because learnings and progress are made visible and relevant. This portfolio provides a functional structured example, flexible enough to be adapted to different aims, contexts, and needs. It can be used in non-formal and formal learning contexts and it can be adjusted to diverse activities and learners' profile and circumstances.

The portfolio is a collaborative tool to be managed between the learner and the educator. The portfolio is the learner's personal project and the learner is free to choose and prepare the most relevant data. The educator should provide all the information and guidance necessary, according to its purpose.

This portfolio privileges an autobiographical approach and it integrates and values the learner's learnings and competences already acquired throughout life and how they relate to new learnings.

It intends to be easy to use in an autonomous way, both by learners and educators.

The activities presented aim to be a starting point and explore possibilities to develop each part. These can be selected, adapted, and serve as an inspiration for other activities to be added.

A more effective portfolio should always integrate reflection upon every step of the learning process, allowing to portray the progress and growth of the learner and guidance to educator to assess his/her performance.

The final product should also include all the relevant evidence to help demonstrate, evaluate, and validate the learning outcomes and competences acquired.

To the Educators

- Use this portfolio as a recognized proof and register of the relevant learning moments along the learner's educational process (informal, formal and non-formal) for validation and certification.
- The portfolio is a way to track the learners' progress and evolution and, at the same time, to raise users' awareness of their own learning processes and to provide a wider perspective of their own skills and competences.
- a helper to define achievable goals and activities to boost intrinsic motivation and make it easier for the learner to accomplish them;
- Make this portfolio your own: adapt it, enlarge it, use it!

To the Learners

- Use this portfolio as a structured journal to record personal, professional and educational competences and experiences. During the training sessions, write down your insights and reflections, the relevant moments, good and bad, the achievements.
- Use this portfolio step-by-step: **collect** information and evidences of your skills, work and progress; **select** and **organise** it according to relevance; **reflect** upon the work and progress you have done; and **connect** all the different aspects into a comprehensive portray of your achievements.
- This portfolio will help you to get to know yourself better, to develop a clearer understanding of your capabilities and the way you learn.
- Collect and attach evidences that demonstrate your achievements and competences: CV, certificates, texts, photos, newspaper clips, videos...
- At the end, what you gain during the respective learning journey can be evaluated and recognised by a tutor or an educator, so that the competences you acquired throughout this period can be acknowledged and certificated.
- Adapt this portfolio to use throughout your life and maintain your commitment to develop it further, for every learning and competence you acquire. You will feel more motivated to keep on learning!

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1. WHO AM I?

Learn more about yourself image, the way others perceive you. Define your strengths and weaknesses, how you learn and think about how you can improve and get things more under control.

My portrait

Ask someone to draw **your** portrait (or do it by yourself!).

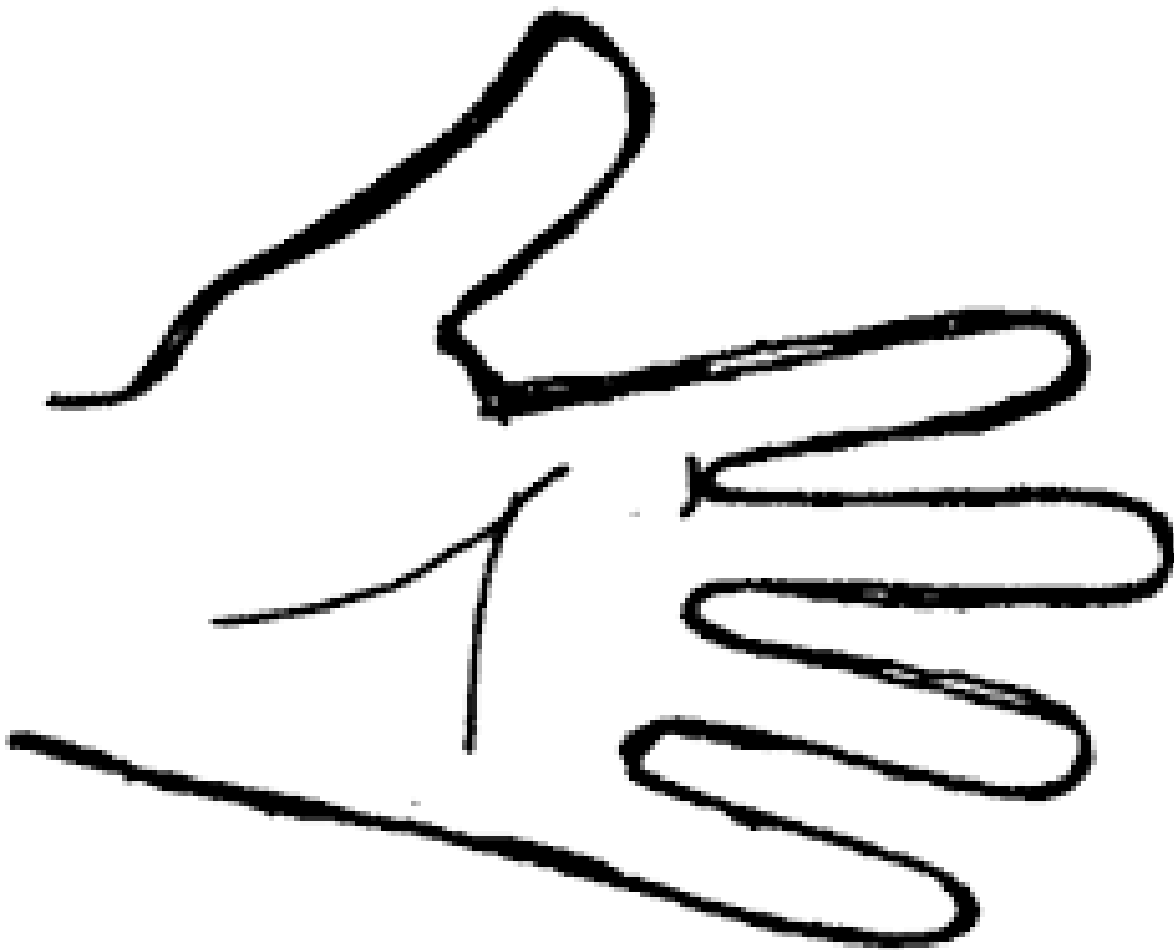


Take your time to look at you...

- **Think of a word or an expression to write on the forehead of your silhouette.** This word or expression should define either who you are, who you want to be, what you want to be, how you want people to see you or how you feel right now.
- To get a whole 'picture of yourself' you can later add other things about yourself inside the portrait. These can be positive thoughts and strengths as well as fears and doubts that are running through your mind.
- Ask later for other people to write around your portrait how they perceived you and enjoy the results.

My strengths and points to improve

- Draw **your hand** in another sheet of paper.
- Now reflect and write, for each finger, 5 different aspects of yourself in relation to the job that you would like to develop. (1 for each finger)



- Think about past experiences where you have demonstrated to have developed the aspects written on the fingers. Write on the palm or around your hand insights about those experiences.

When I want to learn something new, I like to.....



	Yes √	No X	Don't know?
Listen, then repeat it to myself			
Write it in my notes			
Use a tape and listen to it again and again			
Use it in a real situations			
Discuss about the subject with friends			
Read books			
Play apps/games			
With exercises			

Working method	Yes	No	Note
Work alone in a quiet place			
Work alone at home with music in the background			
Work for a long time to get it all done			
Work for several short sessions			
Use a visual approach – diagrams, drawings, charts etc.			
Use text, key words, lists, written notes etc.			
Use different approaches combined			

Things I can control

- Reflect on the list below. Do you agree with the items ranked?
- Use this list to make your own ranking according to what is more relevant and easier for you.
- Add real life situations where it has happened/can happen. You can also discuss it with a partner.

Things you can control:

1. Your beliefs
2. Your attitude
3. Your thoughts
4. Your perspective
5. How honest you are
6. Who your friends are
7. What books you read
8. How often you exercise
9. The type of food you eat
10. How many risks you take
11. How you interpret situations
12. How kind you are to others
13. How kind you are to yourself
14. How often you say "I love you"
15. How often you say "thank you"
16. How you express your feelings
17. Whether or not you ask for help
18. How often you practice gratitude
19. How many times you smile today
20. The amount of effort you put forth
21. How you spend/invest your money
22. How much time you spend worrying
23. How often you think about your past
24. Whether or not you judge other people
25. Whether or not you try again after a setback
26. How much you appreciate the things you have

Source: RUBEN CHAVEZ// THINKGROWPROSPER

Reflection Time



Learning objectives/ goals of this session						
About the training session	Themes	My interest on it		Highlights		
	Less good					
	Main ideas I take from					
My participation on the session	My motivation					Extra comments
	Level of my participation:					Extra comments

2. MOST RELEVANT MOMENTS

Focus on memorable moments you had in your life and the impact they had.

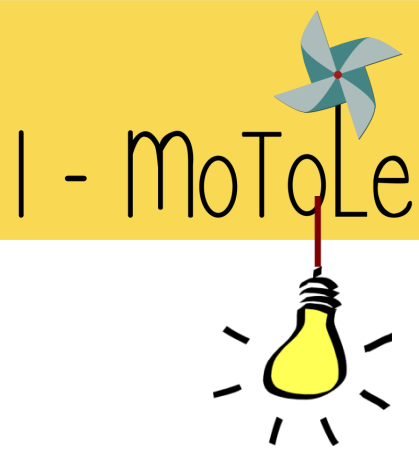
Particular experience that made a strong impression on me

- Think first and write below a learning experience that you particularly value and/or that made a strong impression on you

And drawn it will be something like...



Inspirational stories



Read the following story:

Thomas Edison was schooled at home because his teacher said that he was “too stupid to learn anything”, and he was fired from his first couple of jobs because he was “non-productive”.

Most of us know him as the inventor of the modern light bulb, but not many know that he was actually a serial entrepreneur of his time.

Before becoming famous for the lightbulb, Edison had already been coming up with new things for quite some time. He started a company called the *Edison Portland Cement Co*, the aim of which was to improve the cement industry. He also invented the automatic vote-tally system for the congress. The first example, the company, never grew to the scale that Edison had anticipated it to grow, and the vote-tally system was simply rejected by the congress.

There were many other creations of his that never made it big, but that never stopped him from trying over and over.

It is said that before coming up with the light bulb, he had to go through over more than 10,000 prototypes to finally make it work the way he wanted it to. When he was asked about his failure, the 10,000 attempts, Edison replied that *“I have not failed 10,000 times — I’ve successfully found 10,000 ways that will not work.”*

- a) Which kind of **disadvantage** or vulnerability did he face during his life?
- b) What particular **moment** of the protagonist’s life could be defined the ‘**most relevant**’?
- c) How did he overcome the difficulties above?
- d) What kind of competences/lessons he acquired thanks to it?



- [illegible]

On the past three weeks...

What did you enjoy learning? What helped you to learn?



- Write down an example of the different resources and approaches that you have used to help your own learning. Use the grid below to help you think of things. Add other ideas in the blank rows.

	Example
Memorising new information	
Asking questions	
Using a personal study notebook	
Explaining something to someone else	
Writing a summary text	
Doing an internet search	
Reading	
Creating a mind map	

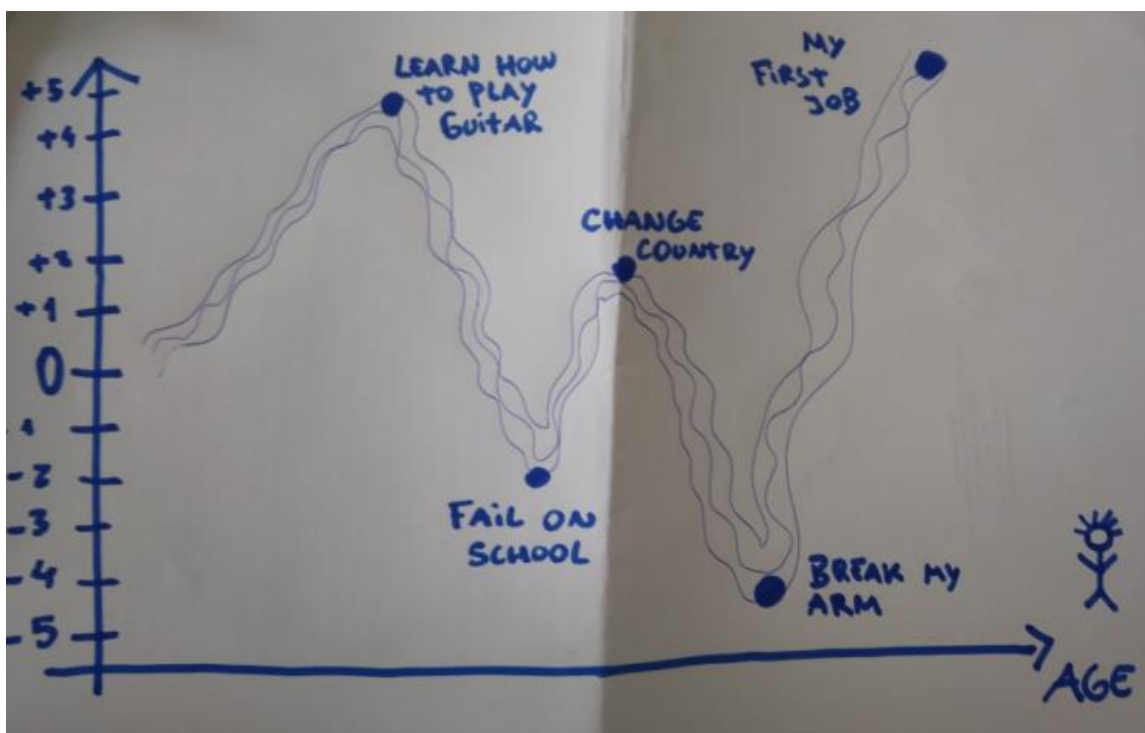
Choose the two methods from the list above that helped you to learn most effectively:

My life on a stream

As your life was a river...

- Draw on the vertical right side of the page a scale from -5 till +5. The river should start on the scale at zero (moment that you were born but also where the learning river starts).
- From there, draw the flow of your river according to positive and negative moments of your formal, informal and non-formal learning process of your life.

(See the example)



The “Four Stages of Competence”



- The four stages of competence, or the "conscious competence" learning model, relates to the psychological states involved in the process of progressing from incompetence to competence in a skill.
- It's a model described by Martin M. Broadwell in February 1969. Take a look:

Step 1: The unconsciously unskilled.

Check the following skills and mark those that you think that you still haven't acquired yet.

<div>Empathy</div>	<div>Patience</div>	<div>Diplomac</div>	<div>Creativity</div>
<div>Humility</div>	<div>Endurance</div>	<div>Resilience</div>	<div>Forgiveness</div>

Step 2: The consciously unskilled.



Take a time to look at the skills that you feel that you still don't have. Create groups of 4 people and discuss. Write down what you came up with:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Step 3: The consciously skilled.



With your teacher/ tutor/ trainer take a time to think on how you could acquire these skills. To help you, use this table.

Skills I still don't have (according to the previous exercise)	What behavior should I take to be inclined to have them	How should I act to make them be normal to me

Step 4: The unconsciously skilled.

In your daily life, try to focus on what you wrote on the last column of the table. The more you focus, the most these skills will be natural to you. Wish you good luck!!





Reflection Time



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	Less good						
	Main ideas I take from						
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	Level of my participation:						Extra comments

3. ACHIEVEMENTS AND POTENTIALITIES

Understand what you can achieve and improve in the future.

Preparing the table for next year – a review of your achievements

During our life, from all the experiences that we live we always learn something with them. Sometimes they are explicit but sometimes with small actions we gain different competences.

- “Setting the table for the next year” will help you to have a reflection of the positive impact that you were/are doing in your life to prepare you for what is coming next. Have a good travel!



HAFT SIN

Setting the table for the coming year

'Nowruz' is the pre-islamic new year celebration in Iran (Persia) on the 20th or 21st of March, marking the beginning of spring. It dates at least back to 200 A.D. and is still celebrated. Traditionally, a table is set with (at least) seven (,haft') items, which all start with the letter ,s' (,sin' in the Persian alphabet). They symbolize health, wisdom, power, patience, tolerance, etc.

- For each symbol, there is a question to review about your life and to settle your priorities for what is coming next.
- Take your time, and in a relaxed ambience think about the following questions.

● **1st's': What did I accomplish in the past year?**

Think back over the past year and write down your answers to this question. Don't leave anything out. Accomplishments big and small, they all count!

● **2nd's': What were my biggest disappointments in the past year?**

Think back over the past year and write down your answers to this question. Don't leave anything out. Disappointments big and small, they all count!

● **3rd's': What did I learn?** Look at your lists of accomplishments and disappointments.

Think about what you have learnt. These can be life lessons that you have actually learnt and put into practice or lessons you could learn, given what happened. As you write your responses, state them in the form of clear, straight advice. Write your answers as an instruction. Keep going until you feel you've mined all the gold available from your experience of the past year!

- Now, select your top three lessons and write them again below. These are your Personal Guidelines for the next year. Start each with a verb and make them as short and memorable possible.

GUIDELINES FOR NEXT YEAR

- 1.....
- 2.....
3.

- 4th's'**: How do I limit myself and how can I stop? In which areas in my life am I not achieving what I want? What do I say about myself to explain these failures?

The answers to this question are your limiting paradigms. A paradigm is a way of seeing and thinking. Some paradigms about ourselves are limiting us in what we do or want to achieve.

Look at your list of limiting paradigms and mark the one that has the strongest negative influence on you at this point in your life.

Now, write a new paradigm that knocks these limiting perceptions of yourself on the head. In order for it to be empowering, make sure that it meets the following criteria: **positive, personal, in the present tense, powerfully stated, pointing to an exciting new possibility.**

MY NEW PARADIGM



- **5th's': What are my personal values?**

Think about what is most important to you in your life. State your personal values in one or two simple words which represent the principles that are most central in your life. They are the foundation of who you are.

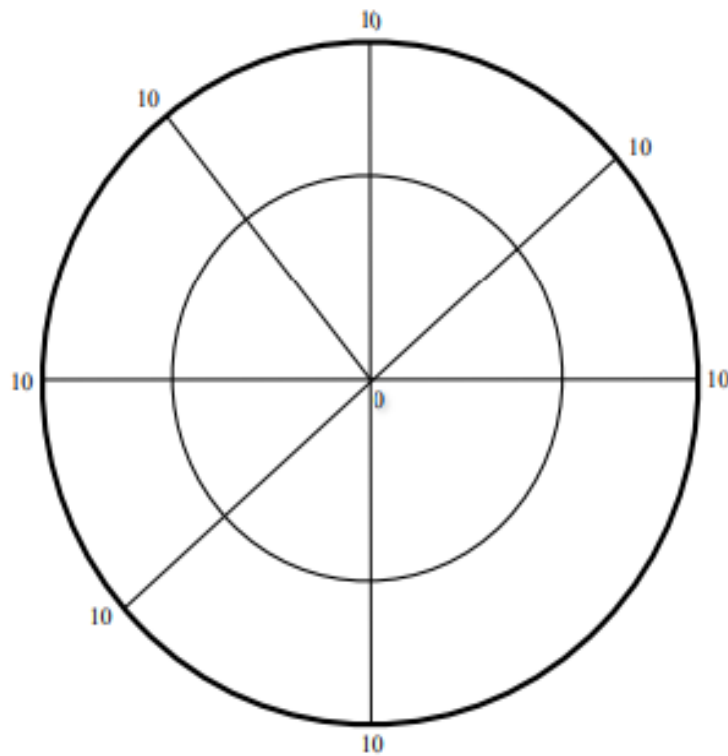
- **6th's': What roles do I play in my life?**

Write a full list of all the roles you are currently playing. You can add any new role you would like to take on in the next year.

Now, consolidate your list of roles so that you have no more than seven. Fewer is fine. Integrate your roles under one title, if necessary.

- 1.....
- 2.....
- 3.....
4.
5.
6.
7.

Use the diagram below to assess your current performance in each of your roles: - write down the name of your life roles - rate your performance in these roles on a scale of 1 to 10, mark it on the spoke - join the dots to assess your overall level of performance



If you could put one problem behind you, once and for all, what would it be?
In other words, in which role do you want to have a breakthrough?

MAJOR FOCUS

- **7th's': What are my goals for each role?**

Here follows a form for each of your seven roles.

Write the name of a role on each form. Fill in the areas of your life in the designated section for each. Set goals for each of your roles. Keep in mind that powerful goals must: - be specific - be measurable - have a deadline - start with a verb Once you have written your goals, check each goals to make sure that it is aligned with your personal values (see question 5) and that you are willing to do whatever it takes to achieve each one. If not, cross the goal off the list.

ROLE:
Areas included:
Goals:

ROLE:
Areas included:
Goals:



ROLE:

Areas included:

Goals:

ROLE:

Areas included:

Goals:

ROLE:

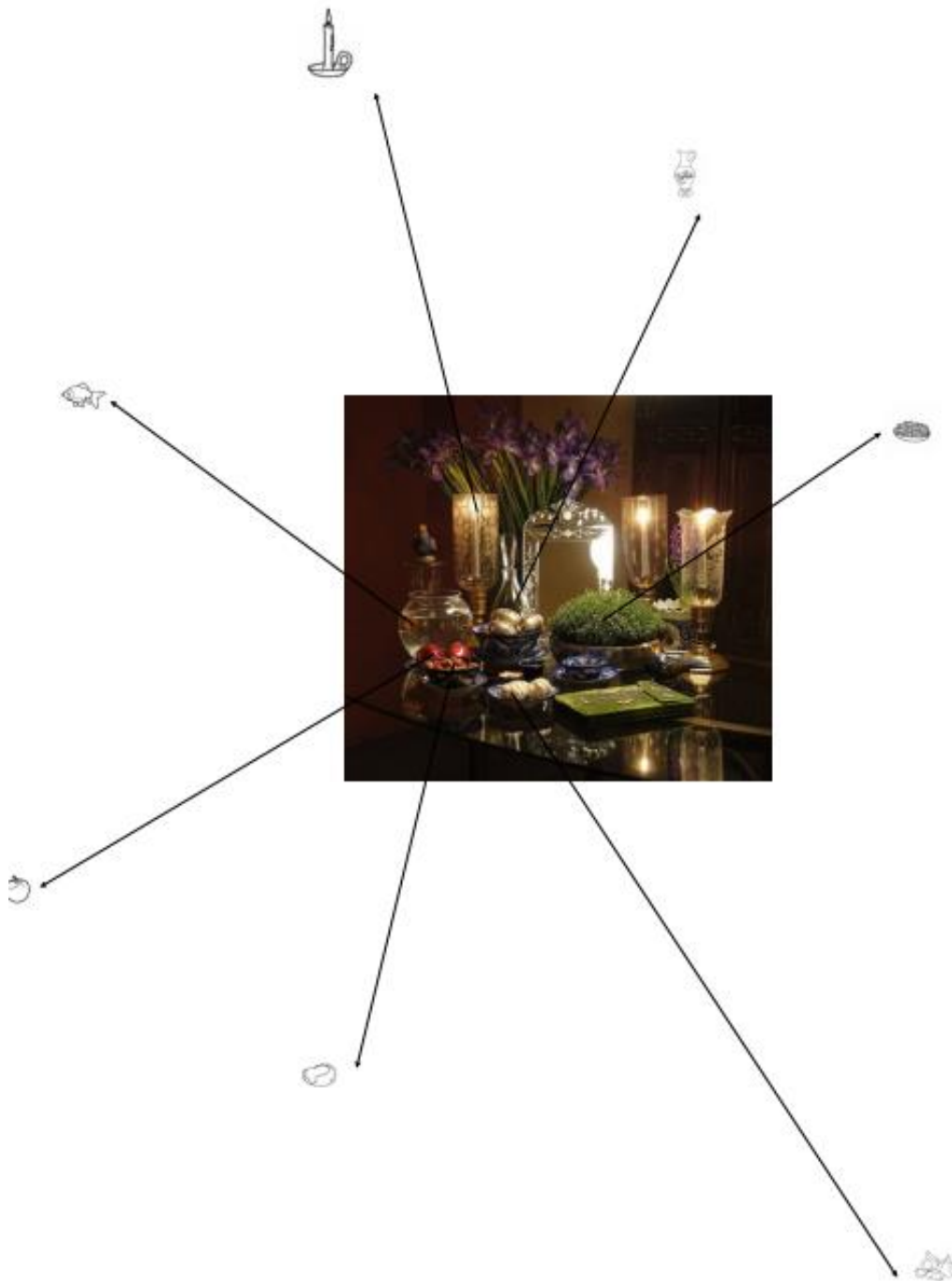
Areas included:

Goals:



Now, select your top seven goals and

set your table for the coming year:



List
of

actions to be implemented by me

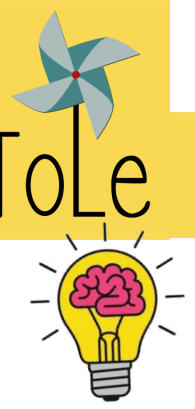
- Think and rank of future ideas and plans and complete the list below.

Priorities and deadlines	Actions to be implemented	Goals	Results	
			Expected	Acquired



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4. LEARNING OUTCOMES AND COMPETENCES

Learn about what competences and learnings you have develop and how they can be valued

Difference between skills and competences

- Reflect on the information below.

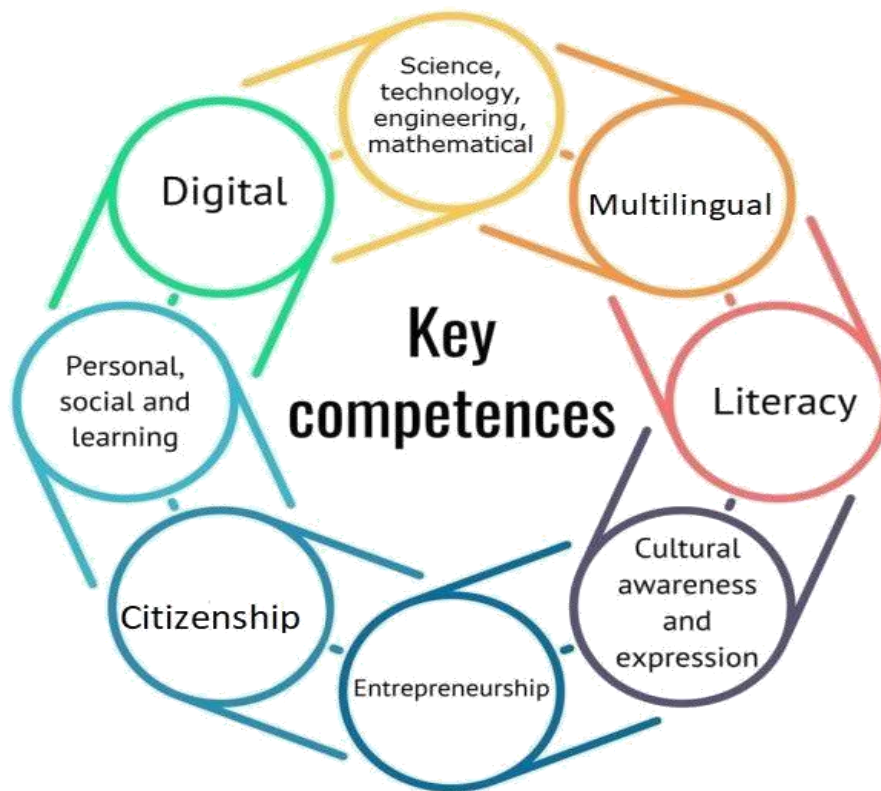
Skills define specific learned activities. They tell us what **types of abilities a person** needs to perform a specific activity or job.

Knowing which skills a person possesses helps us determine whether their training and experience has prepared them for a specific type of workplace activity.

In other words, skills give us the **"what."**

Competences translate those skills into on-the-job **behaviors** that demonstrate the **ability to perform the job requirements competently!**









Is **how** does an individual perform a job successfully, How do they behave in the workplace environment to achieve the desired result.



What are those Key Competences?

The word "competence" means a mix of knowledge, abilities and attitudes: you are "competent" if you can act well in a certain situation. To be competent does not mean solely to know something or to have some notions about some topics, but also to put into practice the knowledge in each context and situation. The European Union has identified 8 Key Competences that enable every citizen to adapt to changes of society. They are important for the personal fulfilment and development, for the working life, for studying and learning new things. Everyone should possess them: young people in training to get ready for the adult life, adult and senior people for Lifelong Learning in order to continuously improve knowledge.

On the previous diagram you can find the 8 European competences:

- ✓ **Communication in the mother tongue** 
The ability to express and interpret concepts, thoughts, feelings, facts and opinions both orally and in writing, as mediation skills (i.e. summarizing, paraphrasing, interpreting or translating) and intercultural understanding.
- ✓ **Communication in foreign languages** 
The ability to express yourself and understand a foreign language, according to your needs. A positive attitude towards cultural differences and diversity and the curiosity about languages and intercultural communication.
- ✓ **Mathematical competence and basic competences in science and technology** 
Sound mastery of numeracy, an understanding of the natural world and an ability to apply knowledge and technology to perceived human needs (such as medicine, transport or communication).
- ✓ **Digital competence** 
Confident and critical usage of information and communications technology for work, leisure and communication.
- ✓ **Learning to learn competence** 
The ability to effectively manage one's own learning, either individually or in groups.
- ✓ **Social and civic competence** 
The ability to participate effectively and constructively in one's social and working life and engage in active and democratic participation, especially in increasingly diverse societies.
- ✓ **Entrepreneurship** 
The ability to turn ideas into action through creativity, innovation and risk taking as well as ability to plan and manage projects.
- ✓ **Cultural awareness and expression** 
The ability to appreciate the creative importance of ideas, experiences and emotions in a range of media such as music, literature and visual and performing arts.



How will you define each competence and how do you apply or develop each competence in your daily life?



Competences board



How will you define each competence and how do you apply or develop each competence in your daily life?

Write down a list of 10 different tasks that you do in any area of your daily life which may demonstrate any of the above competences and note down which competence it is linked to (e.g. I look for local teams for my football team to play against: entrepreneurial competence).

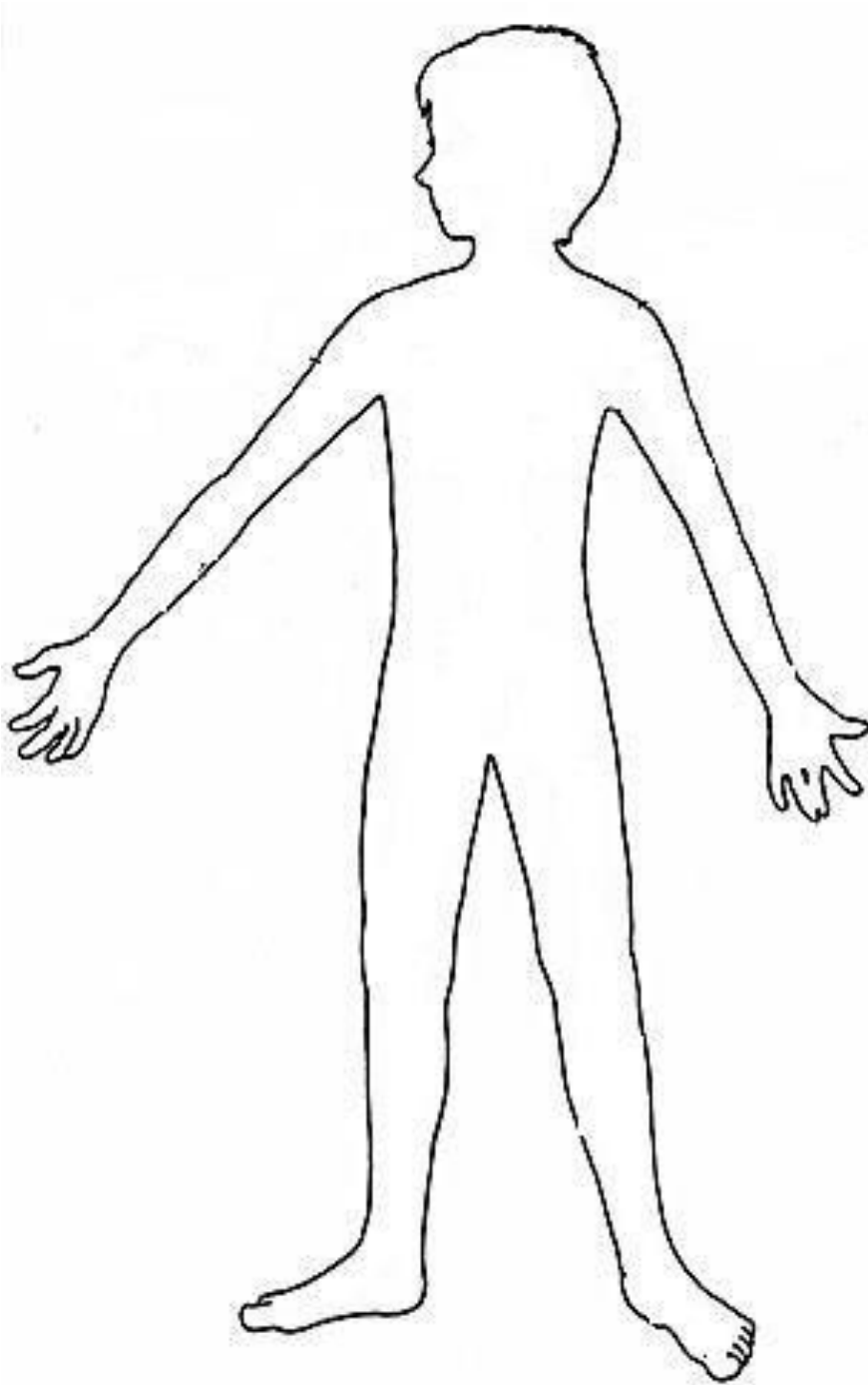


- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



- **Now, if you had to position the competences in different parts of the body, where will you place them?**

Use the image below or draw your own silhouette.



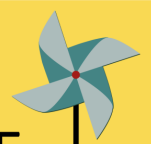
- **Try to find a link between each daily-life task and the key the competences!**
{Share your findings, and learn about other links with your peers.}








A summary of my skills



To know Knowledge « I know... »	Know-How Skills: « I can do... »	Know-how-to-be Competences « I am... »
		:



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5. RELATIONSHIP SKILLS

Learn to understand how we influence and impact in each other's lives as human beings.

WHAT ARE RELATIONSHIP SKILLS?

Relationship Skills are the reciprocal social and emotional interaction between two or more individuals in an environment. All relationship skills are deeply rooted in answering our own and other people's Emotional Needs.



How we behave towards others, and in turn, how others behave towards us is largely a reflection of our own and others' emotional needs.

Exercise 1

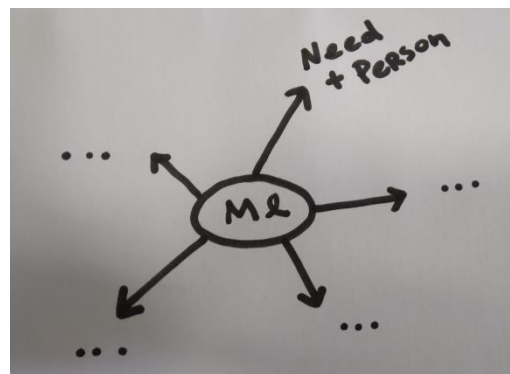
- Circle the 10 most important emotional needs for you:

<p>accepted acknowledged admired appreciated approved of authentic believed in capable cared about challenged clear (not confused) competent confident forgiven</p>	<p>free fulfilled heard helped helpful important in control included listened to loved needed noticed powerful</p>	<p>private productive / useful reassured recognized respected safe / secure supported treated fairly trusted understanding understood valued worthy</p>
---	--	---

Exercise 2

- With other colour circle which needs/ qualities have you experienced on this course.
- Who make you feel what? Make a map as the image below to represent it.
- After to draw your map, share with your colleagues what and how they make you feel. Think about:

- What do I need?
- What do I get it from?
- What do I give it?



Exercise 3

- Rate your relationship skills with others



1	Very poor
2	Poor
3	Somewhat good
4	Good
5	Very good

1	Making an introduction	1	2	3	4	5
2	Listening to what people say	1	2	3	4	5
3	Showing interest in what people say	1	2	3	4	5
4	Communicating my feelings	1	2	3	4	5
5	Responding to anger/hostility	1	2	3	4	5
6	Responding to praise from other people	1	2	3	4	5
7	Responding to expression of anxiety from other people	1	2	3	4	5
8	Responding to negative feedback from other people	1	2	3	4	5
9	Responding to no feedback from other people	1	2	3	4	5
10	Reading other people's feelings	1	2	3	4	5
11	Giving information about myself	1	2	3	4	5
12	Advising on emotional issues/difficulties	1	2	3	4	5
13	Waiting for replies	1	2	3	4	5
14	Expressing support	1	2	3	4	5
15	Summarising information	1	2	3	4	5
16	Being able to keep other people's interest and attention	1	2	3	4	5
17	Connecting with other people	1	2	3	4	5
18	Resolving conflicts	1	2	3	4	5



Exercise 4



- Now, based on the list of Emotional Needs in Exercise 3, please explain which emotional needs of yours are currently being met:

.....

.....

.....

- Based on the list of Emotional Needs in Exercise 1, please explain which emotional needs of yours are currently not being met:

.....

.....

.....

- Now, based on the answers you gave in Exercise 2, describe how you relate to others currently. Make sure to describe which relationship skills you are Good at, and which ones you believe you can improve.

I am good at

.....

.....

.....



I need to improve

.....

.....

.....

- Now, based on the answers you gave on this page, write a brief self-assessment paragraph focusing on what emotional needs are important to you, and why they affect how you behave with other people and how other people behave with you:

.....

.....

.....

.....



Reflection Time

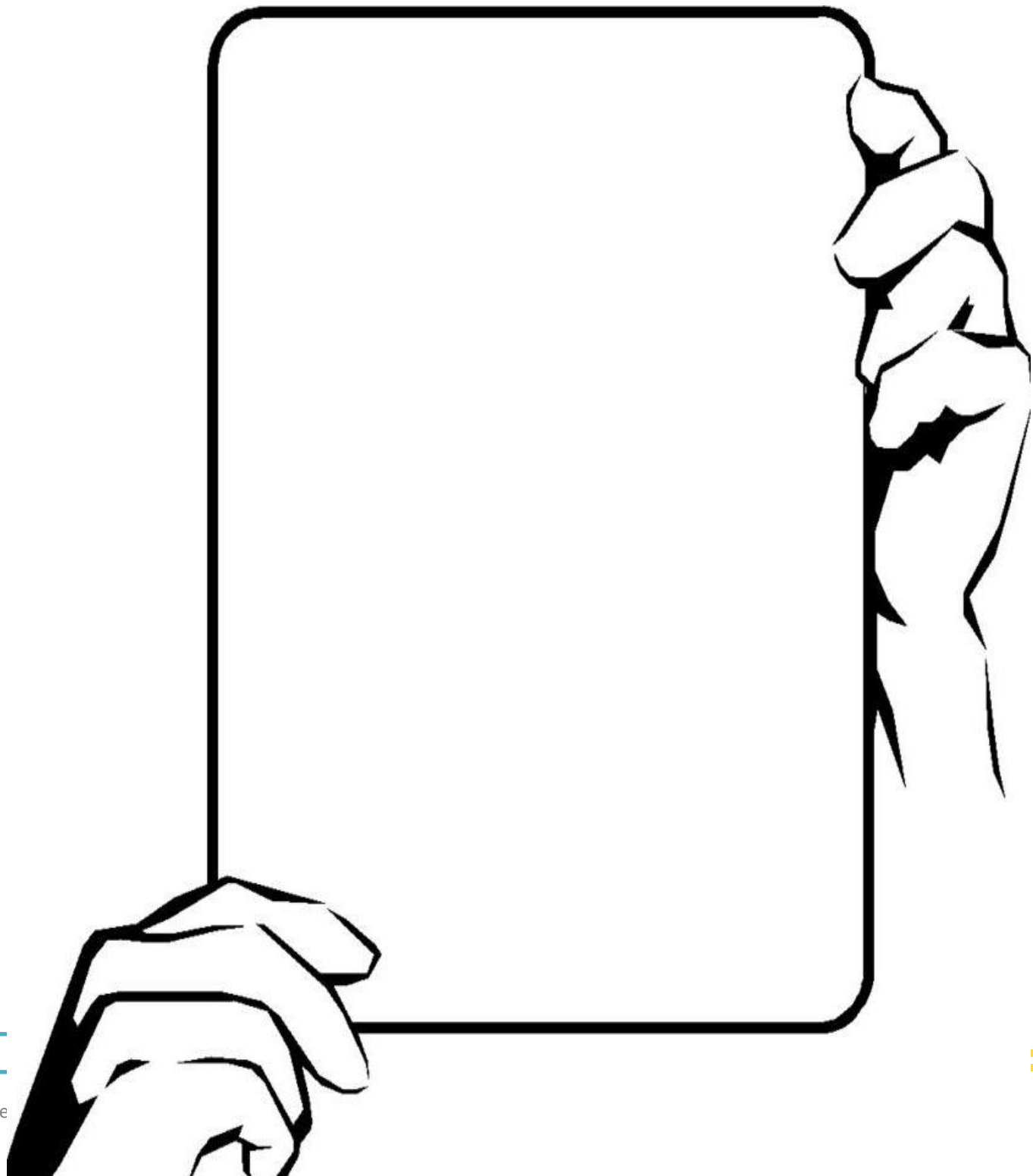
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5. PROJECT AND GOALS

Plan and prepare your projects and goals for the future

Mirror of aspirations

- Use the space below to full fill your wishes and aspirations for the near future.



Goal-setting reflection questions



- To help you to better plan future projects, let's start with a reality check!

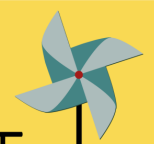
- ✓ What are your needs for tomorrow?
- ✓ And in 3 months? 5 years? Will they be the same?

- What are the **actions** that you need to take to achieve your **needs**?
- Define a goal that you want to reach.
- Complete the table:

<u>FORCES</u>	<u>SKILLS</u>	<u>WEAKNESS</u>
(what you have as resources)	(from experiences you lived)	(possible barriers you can have)

- ✓ Draw a plan (5 steps that you should take to achieve that goal):

- ✓ Define the first action that you should take to pursuit this goal:



My Projects

- If I don't have yet, I think about one now!
- ✓ Describe your personal or professional project

- ✓ List skills and competences that will be useful for it

- ✓ List concrete actions to build it



- ✓ What is one thing I can improve for my learning process?

- ✓ What is a realistic goal for the end of the quarter (semester, year)?

- ✓ What is one way you will try to improve your ____ (e.g., writing)?

- ✓ One thing I still need to work on is....

- ✓ I will work toward my goal by....



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7. EVALUATION

Learn how to assess your learnings, your progress and achievements.

Assessing competences and progress

- Go through your portfolio and evaluate what competences you have and developed.
- You can relate to and use the inventory of areas and competences below to describe and assess your own competences or learning outcomes and relate to the evidence you provide for your portfolio.

Communication:	<ul style="list-style-type: none"> • speaking clearly and concisely • writing effectively • reading quickly with understanding • listening objectively • talking confidently in public
Leadership:	<ul style="list-style-type: none"> • making decisions • supervising • initiating • planning • organizing • coaching • compromising and following instructions • working independently
Organization Skills:	<ul style="list-style-type: none"> • managing information • scheduling • coordinating • classifying • taking responsibility for task, group or self
Being Creative and Imaginative:	<ul style="list-style-type: none"> • inventing • improvising • experimenting/adapting • performing • drawing and writing • accepting change as a challenge • taking risks
Problem Solving:	<ul style="list-style-type: none"> • defining the problem • showing imagination and creativity • distinguishing between fact and fiction • summarizing and evaluating solutions
Team Work Skills:	<ul style="list-style-type: none"> • discussing • working with people • facilitating • cooperating • maintaining a positive outlook
Technical Skills:	<ul style="list-style-type: none"> • using computers • operating/maintaining equipment • measuring/enumerating • accessing information from many sources
Interpersonal Skills	<ul style="list-style-type: none"> • maintaining a positive attitude • understanding the failings of others • encouraging and motivating others • resolving conflict • appreciating others' efforts

COMPETENCES/ OUTCOMES/	<i>I can...it</i>			EVIDENCE	PART	COMMENTS	VALIDATION
	identify	understand	do				

Assessing the final product

- Now look at your final product – the validation portfolio itself, looking back from the moment you started it.

Consider the following score

- ☹ I am **not happy** about it. I could have done much **better**
- ☺ I am **happy** about it but it could do with some **improvements**
- 😊 I am **very satisfied** with it. It fulfills my **goals**.

PRODUCT	☹	☺	😊	Comment
General presentation				
Structure and sequence				
Relevance of the contents				
PROCESS	☹	☺	😊	Comment
Creativity				
Autonomy				
Responsibility				

Validation of Competences

Logo of
the
institution

Mr./Mrs./ Miss.....,
born in..... , had accomplished the follow training between and
..... within (*name of the institution*).

The training completed included the following themes:

-
-
-

The main skills that have been demonstrated in this process are

Know-How	Competences	
-	-	Technic
-	-	al skills
-	-	
-	-	Overall
-	-	
-	-	

tutor /

recommendation:

Date.....

Signature of the participant:

In

Signature of the educator:

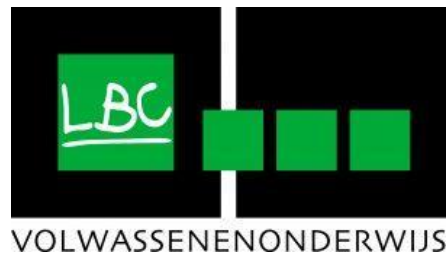
The partners



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AGRUPAMENTO DE ESCOLAS Nº 2 DE BEJA



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