PERSONALISED & PRACTICE-BASED LEARNING

1. Title

- Lab: From Skills to Opportunity: Advancing Employability and Social Inclusion
- Italy
- CIPIA (Centro Provinciale per l'istruzione degli adulti "Alberto Manzi")

2. DDSS Gap Addressed

Lack of learner-centred pedagogy – L9

3. Description of the Reskilling Lab

The Lab addressed the lack of learner-centred pedagogy in adult education, particularly for vulnerable and low-skilled adults with diverse educational, linguistic and social backgrounds. It combined classroom teaching with practical tasks, teamwork, personalised support and continuous monitoring of individual progress. A total of 79 adults participated in language and employability lessons, group activities and hands-on tasks. The teacher monitored their progress and conducted a final assessment. Participants came from different age groups and educational backgrounds, including people supported by local authorities. Key stakeholders included CPIA "Maestro Manzi" of Campobasso and Termoli, employment agencies, the Molise Region and NGOs. The Lab supported the development of participants' language, social and employability skills. Those who completed the programme received a practical certificate and were better prepared for further training and employment opportunities.

4. Why Is This a Good Practice?

The Lab demonstrates how learner-centred pedagogy can be introduced into adult education through active learning, practical tasks, teamwork, personalised assistance and continuous feedback. Rather than relying exclusively on teacher-led instruction, the approach responds to learners' different abilities and backgrounds and uses their progress to guide support throughout the learning process. Its main strength lies in combining individual support with collaborative, practice-based learning that connects educational activities with learners' everyday lives and employment needs. Although the programme also included teacher-led lessons, its learner-centred character derives from the complementary use of active learning, personalised support and continuous progress monitoring.

5. Transferability

The approach can be adapted by adult education institutions, vocational training providers and community organisations. Key elements include assessing learners' needs, adapting activities to their skills and language levels, providing personalised guidance, using practical exercises and monitoring progress. Cooperation with employment and social-support services can further connect learning with participants' personal and professional goals.

6. Additional Information

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