



1. Local context of scheme's implementation

Place of implementation	School, town...: Centre of Adult Education Peñafiel (C.T.E.A Peñafiel).		Contact: Centro de Educación de Adultos de Peñafiel. C/ Matadero 6 47300 Peñafiel (Valladolid) Tel: 983 88 00 54 Fax: 983 88 00 54 Correo : depena1@centros6.cnice.mecd.es	
Project coordinator	Surname, first name: Paredes Fernández, Clara		Position: Teacher at the C.T.E.A. Peñafiel	
Project initiator	Member of management team: Headmaster of the C.T.E.A Peñafiel	Teacher or other: Teachers at the C.T.E.A. Peñafiel	Beneficiary member of target audience: 20 students	Others (specify): There are other beneficiaries who are not from the Target group. In total there are 44 students divided into two groups.
Beneficiaries	Number of boys: 9		During compulsory schooling:	
	Number of girls: 11		At the end of compulsory schooling:	
	Total number of beneficiaries: 20		During the 18/25 year period: 12	
			After 25 years of age: 8	
Number development	After 1 year:	After 2 years:	After 3 years:	After 4 years:

2. Scheme description

Aims	<ul style="list-style-type: none"> -To develop reading comprehension and writing skills. -To help students to understand and learn traffic signs, regulations and the basic contents to gain the driving licence. -To facilitate Roma/Gypsy social integration and access to the labour market. 			
Partners	Internal partners:		Outside partners:	
Scheme description	<p>-Preparation for the oral theoretical test to obtain the driving licence (in Spain candidates for the driving licence have to pass two main parts: a written theoretical exam and a practical test. Thus, the setting up of an oral theoretical exam is an extraordinary measure adopted to achieve adults with reading and writing problems integration into society and the labour market).</p> <p>-Two two-hour sessions every week:</p> <ol style="list-style-type: none"> 1. Learners carry out adapted exercises and readings; 2. Tests, slides and video recordings presentation and explanation; 3. Drawing up adapted learning material: summaries, tests and outlines; 4. Revision and explanation of pitfalls and points to go over regarding the course contents; 5. Personal Tuition on comprehension difficulties. 			

Means	Staff:	Internal staff: Teaching staff at the Centre of Adult Education of Peñafiel (C.T.E.A Peñafiel) Outside personnel: Social Workers involved in the Roma/Gypsy population Welfare Programme
	Material: Centre of Adult Education of Peñafiel (C.T.E.A. Peñafiel) resources	
	Financial: Castilla y León Autonomous Government (Ministry of Education and Science).	Financial partners: Peñafiel Town Council (Subsidized by the regional government management office).
	Results hoped for	Qualitative: -To learn basic reading and writing skills; -To acquire the required responsibility and safety measures to become a considerate driver.
Actual results	Qualitative: -Learners make progress with their writing and reading comprehension skills; -Learners become aware of the basic pedestrian and driver education regulations.	Quantitative: -To pass the oral theoretical test to obtain the driving licence. 20 per cent of the students sitting the oral test passed it.

3. Scheme assessment

Which elements helped the scheme implementation?

	For beneficiaries: The learners' need to obtain the driving licence to get a job and to travel to work.	For teachers or others: Adaptability to the target group's features.	For partners:
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What obstacles were encountered and how were they dealt with?

	Obstacles: -Extremely low level of reading comprehension; -There is no previous specific training period for teachers giving the theoretical contents regarding obtaining the driving licence.	Solutions: -Oral explanations; -Use of video recordings; -Adapted readings and exercises; -Self-taught teachers and search of resources.
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What is the overall assessment of the scheme?

Strong points: -Highly motivated and eager students for the lessons, since they urgently need to obtain the driving licence; -Very diverse group composed of very different people but always willing to help one another.	Weak points: -Roma/Gypsy women do not get much support within their own culture to obtain the driving licence; -Students do not show much interest in preparing for the subject outside the school time. -Some students do not attend lessons on a regular basis.
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4. Outlook

Is the project being:	Implemented locally?	Yes	
	Applied to other place?	Yes	
	Which?	Diverse adult education centres in Spain	
	Extended on a nationwide scale?		
	Transferable to other target group ?	Yes (immigrants...)	

Has the project generated other needs?

	What are they?
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Has the project created problems?

	What problems?
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For information purposes, can this project be of interest for:

	Young people terminating compulsory schooling?		No
	Young people who have just left the school system?		Yes
	Young adults?	Yes	
	Adults as a mean of professional insertion?	Yes	