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WP 2 – review of existing models

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1. Context – work package overall goals

WP2 –REVIEW OF EXISTING MODELS: desktop research, a quantitative survey and qualitative interviews will:

- provide an overview of train-the-trainer courses for VET trainers and guidance professionals in transversal skills and competencies in all the countries involved;
- identify existing training materials.

In addition, the needs of VET trainers and guidance professionals, who are interested or already involved in transversal skills training, will be identified.

A report will outline main findings, identify obstacles, provide guidelines for training implementation, highlight local best practices for train-the-trainer courses for VET trainers and provide recommendations to policy makers. The Valew Guidelines will also be transferred and it will be explained how to use them (from the identification of standards and collection of evidence, to recognition, assessment and certification of competences with a clear reference to the EQF and other Qualification Frameworks)

It will focus on:

- **Regional and national systems of evaluation and recognition of competences** especially focused on transversal competences, in the participating countries and at EU level.
- **State-of-the-art training courses and materials focusing on transversal skills in Europe** and internationally based on a concrete research framework for desktop research: year of publication of the sources, key words, type of documents, online or face-to-face courses etc.

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This framework has the function of guiding the partner's research to:

- Identify current and previous initiatives related to regional and national systems ofon to avoid duplication and reinventing the wheel for work already carried out;
- Identify state-of-the-art training courses on transversal skills and materials in Europe and internationally.

Since these two objectives are hardly comparable, the framework is split in two parts:

1. systems of recognition and evaluation
2. train – the – trainer, training courses and training materials

2. Usability of results

The result of the desk research will be used in work package three where the training models selected from desk research based on the qualitative outcomes of the surveys and interviews are further analysed.

3. Timetable

- Template for desk research may 28
- Desk research report on June 15
- First concept July 15
- First comments to send before you leave on summer holiday, or mid-august
- Final concept WP 2 September 1
- Peer review – last comments
- Comments before September 15
- Report on WP 2 final September 25

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4. Research framework

The research is targeting on establishing mutual understanding on the VET systems and the present and possible position of transversal competences. Please report the findings of the desk research filling in Annex 1. The guideline to perform and report the desktop research is:

Overview of / introduction on National vet system

To start, in most cases commenting on existing descriptions or quoting them will be sufficient. However, please refer to the items in your bibliography used for this section. The form and content of qualifications, the competences used (if at all, or alternatives) and the training and didactical methods should be described.

State of the art of research on need of transversal competences in research / best practices

You can focus on research that has been published in mother tongue or is referring exclusively or mostly on your country.

What training for teachers / trainers on transversal competences does exist?

By identifying training for trainers and teachers in VET on transversal competences and / or transferring transversal competences to students / pupils mention target group, subject, methodology used / what tools are used and which competences are focused on.

Validation or assessment including transversal competences

Describe what tools are used, and what is the aimed for with this validation and the practice.

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Conclusions

Please conclude on your own VET system, qualifications, VET trainers training programs and validation practice regarding the position of transversal competences. Identify what are the strong points and where gaps exist that the TrainVet model should address.

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Annex 1 – research reporting form

Overview of / introduction on National vet system

<p>General description</p>
<p>The changing demographic structure of Italian population in the last decade has had a strong impact on the needs of a update national VET system. Italy has a population of 60 million of people, a high percentage of old people and a growing migratory flow. The dynamics of population and demographics suggest the need of a different distribution of resources. The persistent crisis of economy has strong influence on unempoyement/employment. Employements rates by age and highest level of education attained means an employment rate in Italy lower than the EU average for different cohorts. The difference with the different European figures is particularly high for the 15-24 age group and worsened since 2005.</p>
<p>Sources used (refer either to you bibliography or add webadressess used)</p>
<p>We refer mainly to the bibliography and web addresses. Particularly we refers to some institutions ant their researches ISFOL; ISFOL-ISTAT. Main information is from CEDERFOP, Refernet Italy. VET in Europe- Country report-Italy 2012</p>
<p>The form and content of qualifications</p>
<p>Traditionally the Italian System of education and of vocational training is programme based. A programme means a prescriptive list of disciplinary contents to be delivered to the students in a specified period of time. The focus has time to time shifted from program to curricula with a set of learning outcomes Knowledge, skills, abilities to be achieved in each subject. The reform has started but it’s on process and not fully completed. A common shared intention is “to put student competencies first” against the programme first. High the number of regulations and this means a brake to the whole process. In the secondary education system reform (but every year we face with new regulations) the documents linked to the Regulations of Law 53/2003 define for each type of training offer of the cycle lay outthe expected outcomes in terms of knowledge, abilities and skills result outlined on the basis of EFQ standards. Since 2008 new regulations were introduced for the upper secondary education and training system. Besides the Comitato Nazionale IFTS (= Istruzione e Formazione Tecnica Superiore) established in 1998 there is the Conferenza Annuale Nazionale. The IFTS is responsible for definining guidelines, features and courses provided and for training standards as well as operational instructions in accordance with each Region can design its own courses. The Conferenza</p>

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Nazionale Annuale is promoted by the Ministry of Education and made up representatives of State/Regions Conference, and also of the social partners, the Ministry of Labour and the Ministry of Economic Development to evaluate systems updating and adjustments to respond to labour market change needs.

The competences used (if at all, or alternatives)

Shaping of VET qualifications. Some key points:

POF = Piano dell’Offerta Formativa /Training Offer Plans

Indagine campionaria delle professioni/ISFOL (Sample Survey of Occupations) ISFOL is strictly connected through an information system to other public entities ISTAT(National Institute of Statistics), INAIL (National Institute for Insurance against Industrial injuries),

Audit permanente dei fabbisogni professionali (Permanent Audit of Professional Needs) a collection of information from the enterprises segmented to get qualitative information on workers and employees skills and to focus knowledge needs.

The training and didactical methods should be described.

There are different training and didactical methods also to train trainers and educators. Mainly traditional class lesson, but also peer learning. Less frequent shadowing and form of mentorship or of coaching. It’s improving the focus group for VET trainers.

State of the art of research on need of transversal competences in research / best practices

General description (You can focus on research either only in mother tongue or referring exclusively or mostly on your country)

Some researches are conducted on specific niches. There are some researches as an answer to the difficulty of employability outside a title of study, a specific job, a specific segment or to support transitions in career path where cycle of life is shortening.

What training for teachers / trainers on transversal competences does exist

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By identifying training for trainers and teachers in VET on transversal competences and / or transferring transversal competences to students / pupils mention target group, subject, methodology used / what tools are used and which competences are focused on. **Please copy the table and use 1 for each example you wish to describe.**

General description 1.
Peer learning to align and to share the role of Directors of Secondary schools in Trento Province (North East Italy)
Focus of training (on transversal competences and / or transferring transversal competences to students / pupils)
To share with several sessions the role of Director in the “school of autonomies”. To define the competencies, transversal that are crucial.
Targetgroup
18 directors of secondary schools of Provincia di Trento
Subject
School as a flexible organization (secondary school)
Methodology and / or tools used
Peer learning and focus group
Competences focused on in the training (if possible refer to the list used in the questionnaire)
The needs of stakeholders (students, teachers, families, territory, Public Administration) The value of social capital (schools, families, students, teachers)

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General description 2
An innovative methodology to recognize and certify competencies in social field (Retravailler). Regione Veneto. Social field needs new employees to face the growing demand of social with few and few economical resources (inclusion, old people, and so on.). To ensure tools and training for employability of experiences and to discover competencies from the experiences when a worker has to change his/her job. The changing role of Cooperatives in social field
Focus of training (on transversal competences and / or transferring transversal competences to students / pupils)
The role of balance of competencies and to learn to build own portfolio. Having as a reference the methodology of “portefeuille de competences” of CIBC in France and of Jacques Aubret (“Se reconnoitre pour se faire reconnaitre”).
Targetgroup
76 people at the moment employed: 10 people unemployed of North East area (Regione Veneto)
Subject
To operate to build a personal professional portfolio to be able to communicate it to different stakeholders
Methodology and / or tools used
<p>“The cognitive Biography”</p> <p>For VET trainers: to share a common methodology and to be able to focus a feedback with trainee</p> <p>For trainees: to learn the value of experiences and of the cognitive approach and to learn from feedback individual and from the group (360°)</p>
Competences focused on in the training (if possible refer to the list used in the questionnaire)
<p>For VET Trainers: Communication, Accountability; Customer orientation; ability to share the contents</p> <p>For trainees: Interaction; Communication; Feedback value; differencies in learning process</p> <p>Problem solving</p>

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General description 3
<p>A COMMUNITY OF PRACTICE IN CIVIL DEFENCE</p> <p>Is the experience of a community of practice whose members was trainers involved in the training activities of personnel of the Civil Defence System of Emilia Romagna.</p> <p>The trainers attended a trainers training course whose general aims were related to:</p> <ul style="list-style-type: none"> • Adult’s learning; • Training design; • Tutoring; • Effectiveness evaluation; • Course administration. <p>During the training activity was cultivated a Community of the trainers that in the later years became the network of trainers in Civil Defence. The network realized the Guidelines for the most important courses aimed to train the CD intervention personnel.</p>
Focus of training (on transversal competences and / or transferring transversal competences to students / pupils)
Transversal competences of the trainers
Targetgroup
25 trainers of the CD System
Subject
<ul style="list-style-type: none"> • Adult’s learning; • Training design; • Tutoring; • Effectiveness evaluation; • Course administration.
Methodology and / or tools used
Blended learning – The trainers attended lessons in which are settled the guidelines of the teamwork. The teams cooperate at distance using an e-learning platform. The result are confronted in the next meeting in the classroom. The work proceeded step by step, each step

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was concluded testing an artefact to be tested in CD training activities.

Competences focused on in the training (if possible refer to the list used in the questionnaire)

Constructive management of feelings and solving conflicts
Identifying the needs of others and empathy
Digital competence
Information competence
Learning to learn
Adaptability and flexibility
Problem solving
Decision-making

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General description 4
<p>THE COMMUNITY OF PRACTICE OF THE TRAINERS IN S.E.L.F.</p> <p>SELF (Sistema di E-Learning Federato) is both an organizational unit and a service offered by Regione Emilia Romagna to public agencies and administrations that use e-Learning and ICT for knowledge management and training practices. SELF is divided into a central unit, called “Centro Servizi Regionale”, that manages the integrated e-learning environment (MOODLE, ELGG, LAMS) and offers training and consulting, and local training units belonging to the public agencies and administrations agreed upon SELF. The central unit has the aim to provide: a training courses catalogue, feasibility studies for training projects, training of trainers of SELF. The training of trainers activity has determined the development of the community of practice of the trainers that is involved in all the activities related to collecting the needs of training and participated design of training courses.</p>
Focus of training (on transversal competences and / or transferring transversal competences to students / pupils)
Transversal competences of the trainers
Targetgroup
70 trainers SELF in three editions
Subject
<ul style="list-style-type: none"> • Adult’s learning; • Training design; • E-Tutoring and E-tivities; • Activities on MOODLE; • Learning, Effectiveness and Follow up evaluation.
Methodology and / or tools used
Blended learning – The trainers attended lessons in which are distributed the theoretical contents and settled the guidelines of the teamwork. The teams cooperate at distance using devices of MOODLE (usually forum, wiki or assignment). The result are confronted in the next meeting in the classroom. After the gtraining the work of the community has continued with the production of three guides for SELF’s users dedicated to: the educational use of the

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activities in MOODLE, Designing e-tivities, E-learning writing.

Competences focused on in the training (if possible refer to the list used in the questionnaire)

Digital competence

Information competence

Learning to learn

Adaptability and flexibility

Critical thinking

Problem solving

Decision-making

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Validation or assessment including transversal competences

General description
The investments in training require a methodology for evaluating, adopting an ongoing process and a final evaluation. It's also needful a continuous monitoring, in order to examine in real time the progress of the initiatives from all points of view.
What tools are used
There are several tools, depending on the aim of the training (and of the evaluation) and on which competences. In principle, the evaluation system can be constituted by: <ul style="list-style-type: none"> • Customer Satisfaction questionnaire • Self-Assessment (questionnaire) • Assessment of Learning (questionnaire or examination) • Evaluation Of The Efficacy
What is the aim of this procedure (validation and/ or assessment)
<p><u>Customer Satisfaction questionnaire</u> – in every adult training process – never in school training</p> <p><u>Self-Assessment</u> (questionnaire) – especially for transversal competences</p> <p><u>Assessment of Learning</u> (questionnaire or examination) – often in school and professional training</p> <p><u>Evaluation Of The Efficacy</u> – especially for technical training</p>
How is it used in practice
<p>CUSTOMER SATISFACTION QUESTIONNAIRE A questionnaire for the assessment of learning outcomes given at the end of each training module designed to assess the degree of participants' satisfaction with respect to all elements of the program, from those of content to those methodological and organizational.</p> <p>SELF-ASSESSMENT A self-assessment questionnaire of personal skills delivered at the beginning and at the end of the training.</p> <p>ASSESSMENT OF LEARNING An evaluation of 'learning, administered to participants at the end of every modules of the training program.</p>

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EVALUATION OF THE EFFICACY

“test” (practical, questionnaire or interview) of the implementation of the skills

Conclusions

Identify what are the strong points and where gaps exist that the TrainVet model should address. Please conclude on your own VET system, qualifications, VET trainers training programs and validation practice regarding the position of transversal competences as described above.

Your national VET System

The **strong points** in Italy to day are linked to:

- the ongoing process and the growing awareness to work on transversal competencies and not only on programmes;
- to project and to improve a model already existing in other countries of “alternance”, a more strong link between schools and work place;
- the long economic crisis is pushing to new solutions and to a mutual interdependence between society, market, school
- the mutual interaction with UE partner offers benchmarkets and best practices to learn and to transfer in the country respecting tradition, history, culture and pushes to the need of strong innovation
- the opportunity to work in

Weak points:

- The project of the whole country Italy against the 2020 goals and target. To day it’s something of very far
- The level of fragmentation of VET organization. The autonomy it’s dangerous if there aren’t some shared policies on “Project Italy”, on Project “Good School”, on a concept of “society” and not of clan
- The fear of subjectivity in considering transversal competencies and not always the meaning and importance they do have
- The need to work more and more to all different stakeholders and organization to understand the value of basic competence “to learn to learn”

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Qualifications
<p>It's necessary to work to share the relevance of different forms of qualifications to be considered not exclusively on the side of bureaucratic and formal point but as a common shared language to communicate, to evaluate, to overtake the local, particular side, specialistic one and to have something useful to have objectives ways to learn, to teach, to work and some shared categories to consider behaviors, abilities, knowledges, activities and "competencies in actions"</p>
VET trainers training programs
<p>They will be not only linked to the contents of different subjects but to the changing concepts of the world as: the meaning of activities and not only of "a job"; the help of using different opportunities to reinforce the "conditions", the "environment" where one is motivated to learn; the opportunities of blended learning and to use different technologies; The "social added value" of educate well the people to be trained; the opportunities to facilitate mutual learning through the different generations</p>
Validation practice
<p>It's a challenging point. It's not only a statistic matter or a procedures matter. And it's something different from "judge" or from to be "popular". It's necessary to work on new forms of evaluation of processes, of outcomes of personal and professional added value.</p>

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