



DOCTAE : Development of Key Competences for Trainers' Antennas in Europe

Final Report

Public Part

Project information

Project acronym:	DOCTAE
Project title:	Development of Key Competences for Trainers' Antennas in Europe
Project number:	2007 – 1983 / 001 - 001
Sub-programme or KA:	Leonardo da Vinci Networks
Project website:	www.doctae.eu
Reporting period:	From 01/11/2007 To 30/06/2010
Report version:	1
Date of preparation:	31/08/2010
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This project has been funded with support from the European Commission.

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Executive Summary

DOCTAE is aimed primarily at **teachers and trainers** in upper secondary vocational education and initial vocational training. Nowadays, they are increasingly called upon to help people become fully autonomous learners by acquiring key skills; they are asked to develop more collaborative and constructive approaches to learning and expected to be facilitators and team managers. Furthermore, audience now contains a more heterogeneous mix of people from different backgrounds and with different levels of ability and disability. Teachers and trainers are required to use the opportunities offered by new technologies and to respond to the demand for individualised learning; and they may also have to take on additional decision-making or managerial tasks consequent upon increased school autonomy.

These new competences cannot be taken for granted. We felt and surveyed on the field a strong need for improving and updating them. In this framework, the DOCTAE network, composed by of schools, colleges, training organisations and institutions, focuses on the fundamental role that trainers and teachers play in the modernisation and integration process of European national systems for Vocational Education and Training, and aims at supporting them in developing a new professionalism.

In our vision, teachers and trainers are capable to anticipate and manage European (and global) changing scenarios, to convey new key competences and European awareness in training activities, to promote transnational mobility and partnerships towards vocational education and training stakeholders. In other words, we imagine “new” teachers and trainers as fully aware EU citizens, able to help others to grow as fully aware EU citizens, in a lifelong learning perspective. We call such teachers and trainers “**EUTA**”, **European Training Antennas**.

Thus, our project aims at developing a full set of tools supporting teachers and trainers in their pathway to become a EUTA: job description, competences required, possible training pathways based on learning outcomes, a certificate compliant with recent EU standards, and so on.

But teachers and trainers do not live in a world of their own. Their life and job is a continuous interaction with contexts and people. Therefore, our project addresses directly also **vocational education and training organisations**, who can benefit of the development of their personnel, widening their horizon, establishing better links with the labour market, taking advantage from chances offered by the European Union.

Last but not least, DOCTAE is targeted to **students** and **decision makers**: the former should acquire from their trainers a new European awareness, new key competences and get to know better mobility opportunities in Europe; the latter should mainstream results into their policy making process.

At present, the DOCTAE network is composed by a set of training centres, schools, colleges, and other networks representing needs, experiences, perceptions, awareness both of EU traditional and recent Member States. Together, they provide geographical coverage (10 EU Member States represented), technical capability, having experience of educational and vocational related subjects, of training of teachers and trainers and of international projects and networks; and also strong local and political rooting, having liaisons with educational institutions and employment stakeholders (like employers associations, chambers of commerce, trade unions, local and national authorities, etc.) in their territories.

In order to achieve our goals, we based upon three main concepts:

Sharing: The EUTA job profile and the related training pathway has been developed in strict cooperation among all partners in order to allow comparability, transferability and mutual recognition. This process involved also stakeholders external to the partnership, by the

provision of a web open forum for the survey of trainers' needs, and the dissemination of the outputs along the project cycle.

Circularity: The making of the EUTA job profile and the related training pathway was based on a simple but efficient and effective process: analysis – product development – testing – revision, in the spirit of quality management (the so called “Plan-Do-Check-Act” approach). Starting from a desk analysis of guidelines and a on-the-field survey of needs, which involved other European stakeholders through the web open forum, partners profiled the EUTA and developed the training pathway accordingly. The product was then tested through ad hoc workshops, where a feedback on the quality of contents was given by the beneficiaries (teachers, trainers, managers themselves), allowing a fine tuning of the product.

Practical approach: The EUTA job profile and the related training pathway were designed upon real needs and reliable sources, and tested by the final beneficiaries themselves, in order to guarantee a fair level of correspondence to their needs/expectations.

Main project products are gathered in the DOCTAE CD-ROM, a comprehensive instrument including, among the others, the following tools:

- a **Reference Framework**, collecting existing EU sources and guidelines on quality of vocational education and training professionals' competences and qualifications. In practice, a summary of available EU strategies and related programmes, initiatives and tools;
- a **survey on trainers' competences needs** relating to “new” key competences (IT, intercultural, learning to learn, entrepreneurship, etc.) and to European awareness (sense of belonging to the European society and understanding of how this can embetter one's work);
- a detailed **job description of the EUTA**, based on tasks and competences required to perform them, in terms of knowledge, skills, attitudes;
- a **full training pathway**, meant to upgrade one's competences to those required to a EUTA, composed by 9 training units on two levels, and by a guide including directions for use, how to become a EUTA, etc.;
- a **EUTA certificate and supplement**, compliant with most recent EU standards for recognition and transfer of learning achievements, like Europass, the European Qualifications Framework, etc.; the certificate and supplement are granted to those who prove to master all competences required to a EUTA, no matter how they developed them;
- the DOCTAE **official website** (www.doctae.eu), in English and in Italian, including general information on the project, on partners, and collecting all project documents and products, in all partners languages. All products are freely downloadable, no password is required.

All project outputs are concrete, usable and replicable, **available in all partner languages**, that is English, French, German, Spanish, Italian, Danish, Polish, Hungarian, Lithuanian.

Even more important, **34 people have been awarded the EUTA certificate** by now. Indeed, this is a richness for them as individuals and for their organisations, as they have more people, more teachers and trainers available to foster the EU dimension in their organisations. But DOCTAE is an **open network**, and will continue its activities far beyond the end of the project.

Next steps envisaged are exploring possible integration with similar or “neighbouring” projects, developing and updating training material for the training units, enlarging the network to other EU and possibly extra-EU countries, piloting the inclusion of the EUTA certificate in national or regional qualification systems.

For more information, please visit our website at www.doctae.eu, the ADAM portal at <http://www.adam-europe.eu/adam/homepageView.htm> or email us at network@doctae.eu .

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1. Project Objectives

The general aim of the DOCTAE Network is to contribute to the modernisation and EU integration process of Vocational Education and Training (VET) national systems by fostering the key role of VET trainers and teachers at a European level.

In fact, changes in education and in society place new demands on the teaching and training profession. For example, as well as imparting basic knowledge, teachers are also increasingly called upon to help young people become fully autonomous learners by acquiring key skills, rather than memorising information; they are asked to develop more collaborative and constructive approaches to learning and expected to be facilitators and classroom managers rather than ex-cathedra trainers. These new roles require education in a range of teaching and training approaches and styles. Furthermore, audience now contains a more heterogeneous mix of people from different backgrounds and with different levels of ability and disability. Teachers and trainers are required to use the opportunities offered by new technologies and to respond to the demand for individualised learning; and they may also have to take on additional decision-making or managerial tasks consequent upon increased school autonomy. These changes require teachers and trainers not only to acquire new knowledge and skills, but also to develop them continuously. To equip them with skills and competences for their new roles, it is necessary to have both high-quality initial education and a coherent process of continuous professional development keeping them up to date with the skills required in the knowledge based society. As with any other modern profession, teachers and trainers also have a responsibility to extend the boundaries of professional knowledge through a commitment to reflective practice, through research, and through a systematic engagement in continuous professional development from the beginning to the end of their careers. Systems of education and training for teachers and trainers need to provide the necessary opportunities for this.

In this framework, the specific, concrete objectives of the Network are:

- Pooling VET multi-stakeholder and transnational expertise to support a **new professionalism for trainers** for fostering their changing role towards a well-qualified, mobile profession, placed within the context of lifelong learning, according to the guidelines defined by the *Working Group A - "Education & Training 2010" Work Programme* on a European framework for the Quality of VET teachers/trainers' competences and qualifications, and to the more recent strategic framework for European cooperation in education and training "*Education and Training 2020*" (*ET 2020*).
- Identification of needs and requirements, and development of a model (practical approaches and tools) for the profiling and establishment of **European Training Antennas** (EUTA) in partner organisations, that is trainers capable to anticipate and manage European (and global) VET changing scenarios, to convey new key competences and European awareness in training activities, to promote transnational mobility and partnerships towards VET stakeholders.
- **Promotion, exploitation and sustainability of Network** outputs and project results throughout the Union, by generating multiplier effects such as: further collaborations

among partners (joint curricula development, exchanges, common projects, etc. at a local, national and EU level); transfer of the European Training Antenna profile and competences; enlargement of the network to other members, cooperation among VET and employment stakeholders, other existing networks, local and national decision-makers.

Therefore, the main **target groups** of the DOCTAE project are **VET teachers and trainers** (in upper secondary vocational education and initial vocational training): DOCTAE intends to support their changing role and professionalism in the united Europe and in the context of a globalizing and multicultural world. These challenges do put a request of modernization into the teachers and trainers, who are called to strengthen their European awareness and to acquire new competences and experiences, to face the changes in the pupils of today (diversified classrooms, new languages, new and fast changing tools etc).

The DOCTAE project can impact on the daily work of VET teachers and trainers, helping them to develop key competences and a European dimension, necessary to work effectively in this ever-changing scenario. This target group has been directly involved in project activities collecting its direct voice, through questionnaires and interviews on their needs and expectations, in meetings and peer-to-peer workshops aimed at testing project products. Moreover, partners themselves for the most part are relevant colleges and business schools, and as such, provided significant representation to this group of beneficiaries.

As a second step, also the **VET organisations** are a target group of DOCTAE: they can in fact benefit from the development of their human resources, from new opportunities for cooperation, and they can take advantage of a new professional profile (the European Training Antenna) and of a training pathway composed by units based on learning outcomes, available in 9 EU languages, compliant with most recent EU standards.

Furthermore, and last, as long term beneficiaries of the DOCTAE project are **students**, who will benefit in terms of personal development thanks to the new professionalism of their teachers/trainers; and **decision makers**, when working on the planning of teachers/trainers education.

2. Project Approach

Project Methodology

In order to pursue the aims described above, which in general terms consists in bringing a new professionalism and a European dimension in trainers and training activities, three main concepts inspired the methodological approach of the DOCTAE network:

Sharing: products were the outcome of a strict cooperation among all partners in order to allow comparability, transferability and mutual recognition. Each partner contributed to contents according to its specific expertise, but always by sharing objectives and recognizing outputs and decisions within the Network.

Circularity: the making of products was based on a simple but efficient and effective process: analysis – product development – testing – revision, in the spirit of quality management (the so called “Plan-Do-Check-Act” approach). Starting from a desk analysis of guidelines and a on-the-field survey of needs, which involved other European stakeholders through the web open forum, partners profiled the EUTA and developed the training pathway accordingly. The product was then tested through ad hoc workshops, where a feedback on the quality of contents was given by the beneficiaries (teachers, trainers, managers themselves), allowing a fine tuning of products.

Practical approach: products were designed upon real needs and reliable sources, and tested by the final beneficiaries themselves, in order to guarantee a fair level of correspondence to their needs/expectations. All project outputs and processes are concrete, usable and replicable, and developed for favouring a practical impact on the trainers and organisations involved, as well as on other long-term beneficiaries.

Let us have a better detailed look at the project flow.

Basically, two types of processes have been put into action:

- **product-oriented processes;** and
- **network management-oriented processes.**

Product-oriented processes relate to the following activities:

1. Survey of guidelines and analysis of needs

- Survey of existing, up-to-date EU sources and guidelines on quality of VET teachers/trainers' competences and qualifications and devise of a usable Reference Framework for beneficiaries. Partners produced national reports, that were then shared and jointly discussed during a plenary partners meeting.
- Analysis and mapping of trainers' new key competences needs, with respect to the establishment of the European Training Antennas, through interviews, questionnaires, web open forum.

2. Profiling of the European Training Antenna

- Devising of a Job description of the profile by matching the outcomes of the surveying phase with respect to new key competences and European awareness.
- Drafting of a Certificate of European Training Antenna (EUTA Certificate), a

framework for the recognition of competences standards to be promoted transnationally at VET level and towards institutions (e.g. the EU, Working groups of the Commission, the CEDEFOP, National and local VET authorities, etc.).

3. Development of a training pathway for European Training Antennas

- Development of a multi-language training pathway, organised in training units based on learning outcomes and compliant with EU and national guidelines and standards (like Europass, EQF, ECVET, EQARF).
- Test of the training pathway through peer-to-peer workshops, where a sample of expert members of the DOCTAE Network “trained” other partners.

4. Dissemination and Sustainability

- Definition of a comprehensive Dissemination and Exploitation Plan. The plan, devised with the contribution of all partners, defines strategies, key messages and standards for communication, target groups, responsibilities, channels and actions. It addresses two main issues:
 - promotion of DOCTAE outputs towards projects, and other relevant networking channels (e.g. the ADAM portal, National and local VET authorities, Europe Direct Networks, etc.): through the Network website, public meetings, participation in workshops and events, deliverables (leaflets, EUTA CD-Rom, newsletters, gadgets), etc..
 - empowerment of network potentialities: strengthening of the cooperation among DOCTAE partners (implementation of joint activities, common projects and exchanges); widening of the network through the enlargement to other partners, and collaborations with other networks, *liaisoning* with institutional players and check of possibility for embedding of outcomes into VET policies and initiatives.
- Implementation of the Dissemination and Exploitation Plan. Activities and results were assessed at the end of Networking Committees meetings and collected in a Dissemination and Exploitation Report, available on the network website.

Network management-oriented processes relate to the following activities:

5. Work management

- Definition of an activity management structure, based upon the valorisation of each partner's expertise and the need to ensure a sound, effective and efficient development of operations. Two main Committees were appointed to this aim: a Networking Committee, composed by representatives from all partners, acting as the plenary, cooperative decision-making body of the Network, in charge of planning, monitoring, evaluating, and a Development Committee, composed by experts of the “technical partners”, in charge of the development of products (survey/analysis, EUTA profile, certificate and training pathway). The decision-making process within the Committees has always been collective, all partners having the same weight. Furthermore, Content Development Teams were issued for specific operating tasks, like the identification of the competences and the design of the Training Units. They were managed by a partner in charge of coordinating a group of other partners dealing with a common subject.
- Definition of a financial management structure. Each partner appointed a financial

manager, all being coordinated by the lead partner's financial manager. Regular financial reports have been performed during Networking Committee meetings.

- Definition of working methods and tools. The Committees met 5 times along the project lifespan, in 2-3 days sessions. During each meetings the following process was followed: presentation of the state of play of operations, monitoring and evaluation, contents development (plenary session and/or working groups according to the type of topic), planning of subsequent activities and allocation of tasks, administrative and financial state of play and related issues. Between two subsequent meetings the Consortium cooperated with distant modalities, according to the tasks assigned within the Committees. The official web site and the Open Forum represented a working platform for the partnership.
- Definition of communication methods and tools. Official communications (contracts, reports, etc.) were posted by registered mail. Routine and work communications occurred mainly by e-mail. Telephone and Skype were used for informal communications. Draft documents, communications, meetings agendas and minutes, presentations, etc. were shared through the project website and the open forum. Effectiveness of communication methodology was checked through indicators in the quality plan. The working language of the DOCTAE Network is English. Nevertheless all the languages of the Consortium have been valorised by translations of main products.

6. Internal Monitoring and Evaluation

- Definition of a Quality and Evaluation plan. The plan, approved by the network at the beginning of the project, represented a strategic tool for network efficiency, effectiveness, transparency and quality. It fulfils three basic needs: a) rationalise activities, to allow an effective resource allocation; b) improve the quality of results; c) ease the mainstreaming process. The plan consists of a set of indicators and threshold values. Indicators are qualitative and quantitative, and relate to effectiveness, efficiency, transnationality, gender equality and complementarity.
- Implementation of the Quality and Evaluation plan. Indicators were assessed at the end of Networking Committees meetings and collected in Quality and Evaluation Reports, available on the network website.

3. Project Outcomes & Results

All outcomes, results and products were achieved and developed in strict connections with the three main objectives of the project:

1. Supporting a new professionalism for trainers.
2. Identification of needs and requirements, and development of a model (practical approaches and tools) for the profiling and establishment of European Training Antennas in partner organisations.
3. Promotion, exploitation and sustainability of Network outputs and project results.

In the following, links of achievements and products with objectives will always be highlighted.

Major project **achievements** consist in:

Appointment of European Training Antennas

By now, 34 people, VET professionals working for partner organisations in 10 EU countries, have been appointed as EUTA. This is a major project achievement, meaning that they personally improved their competences both relating to new key skills and to European awareness. They took a true lifelong learning chance, and are now ready to exploit and transfer such competences within their organisations and networks. This achievement directly corresponds to objective 1, and indirectly is expected to address objective 3, as EUTA's organisations are very likely to take advantage from this new professionalism.

Definition of the job profile and certificate for the European Training Antennas

Partners jointly developed a description of the EUTA job profile, plus a certificate and supplement, which represent a model for the recognition of competences standards, for the promotion and establishment of EUTAs. This achievement is therefore strictly linked to objective 2, but also to objective 3, as it can be used to promote a process for the certification and standardization of the professional profile, firstly among the DOCTAE Network and then towards other VET stakeholders (EU and National Institutions, decision-makers, organisations, etc.) in different geographical contexts.

Availability of a "toolbox" for training teachers and trainers to become EUTA

Altogether, project products build up a consistent "toolbox" for training teachers, trainers or managers to become EUTA. This package of deliverables, available in 9 EU languages, collected in a CD-ROM and freely downloadable from the project website, is intended to provide information, guidelines, suggestions. It includes among the rest references to EU sources and guidelines on quality of VET teachers/trainers' competences and qualifications, a questionnaire for needs analysis, a description of competences required to the EUTA, the EUTA job profile, certificate and supplement template, a complete training curriculum consisting of 9 training units, directions on how to become a EUTA, etc.. The EUTA CD-ROM is targeted to individuals (VET professionals), organisations, institutions and decision-makers, thus addressing all project objectives.

A relevant set of **products** and **results** has been developed in order to back-up the above mentioned achievements. They consist in:

1. Reference Framework

This document collects results of a survey of existing, up-to-date EU sources and guidelines on quality of VET teachers/trainers' competences and qualifications. It is a comprehensive, ready to use summary of EU strategies (e.g. trainers education, key competences, mobility, etc.) and the related programmes/initiatives and tools available in the field of Vocational Education and Training. The Reference Framework provides teachers and trainers with a sound information on European VET current policies and tools, supporting them to achieve a better understanding of scenarios, trends and opportunities in place, and how to exploit and manage them. It is therefore linked to objective 1.

2. Questionnaire

This document was used during the project to record point of views, needs perceived, opinions on EU guidelines, expectations of trainers with regards to their professionalism and the new key competences that they should possess in order to perform in a European dimension and knowledge society. It was delivered to a sample of about 250 teachers and trainers in partners countries. This product is strictly linked to objectives 1 and 2, and can be used in general to favour self-analysis and self-evaluation regarding one's competences.

3. Open forum

This tool is part of the project website, freely accessible by everyone interested in project topics. It was used by project partners and other VET professionals throughout the project lifespan. Like the whole website, the Open Forum is still open and available.

4. Questionnaire results (the so called "Matrix 1")

Results of questionnaires were collected and compared, in order to provide the partnership with a better understanding of the competences gaps and expectations of the target group. Resulting documents (corresponding to project product "Matrix 1") allowed identification and definition of macro-areas of competences (or competence domains) pertaining to needs surveyed. Besides numerical data, a comparison and comments to results are available. This product is an intermediate output of the project, useful for subsequent activities. It is linked to objective 1, as it provides plenty of information to trainers and teachers, and directly to objective 2.

5. Competence domains (the so called "Matrix 2")

Matching the Reference Framework with Questionnaire results, partners developed a set of 7 domains encompassing competences required for a EUTA:

1. Civic competences
2. Entrepreneurship
3. Intercultural competences
4. Interpersonal competences
5. Learning to learn
6. IT and media
7. European awareness

All domains were investigated and detailed in terms of definition, rationale, themes, knowledge, skills, attitudes, references. Together, they form the so called "Matrix 2", that is a document giving a comprehensive overview of the issues related to the new professionalism of teachers/trainers and the profiling of European Training Antennas: new key competences

in training and European dimension and awareness. Matrix 2 represents a coherent reference source for the partners, but also for external VET stakeholders, for in-depth understanding of the competences and topics related to the changing role of trainers in Europe. Matrix 2 represented also the baseline for the development of the European Training Antenna profile and the training pathway. It is therefore directly related to objectives 1 and 2.

6. Job profile of the European Training Antenna

This document lists activities envisaged for the EUTA, describes its role, work activities, position in a school/training centre/company and the relationships with colleagues, and details competences required to perform assigned tasks in terms of knowledge, skills and attitudes, grouped according to the above mentioned domains.

Competences are also set at two different levels:

- **intra-personal:** we assume that competences teachers and trainers own when they start their process to become EUTA are mostly focused on the local/internal environment. In other words, we consider a “wannabe” EUTA as an adult qualified for her/his job, that is she/he is already able to communicate in one’s native language and in English, to interact, learn, plan, suggest, work in her/his workplace, with literacy and numeracy at the level required by one’s current job, etc..
- **inter-personal:** this is a more specialised set of competences, focused more on the external, wider (from regional to European) environment, and their practice requires a higher level of knowledge, skills, attitudes. They include advanced intercultural competences, EU civic awareness, ability to innovate through EU projects, etc..

The EUTA profile is intended to provide trainers and their organisations with a coherent framework of requirements for establishing European Training Antennas. Trainers appointed as EUTA can act as facilitators among students, colleagues, other territorial stakeholders by conveying new key competences and European awareness in training activities for the empowerment of personal development, mobility and employment opportunities within their working context. Moreover, the EUTA profile is compliant with the competence framework for VET professions, developed by the CEDEFOP and the Finnish National Board for Education. This product addresses all project objectives.

7. Certificate of European Training Antenna (EUTA Certificate)

This result actually consists of three products:

- the **certificate** itself, stating and recording that an individual achieved competences required for a EUTA. The certificate is numbered and signed by legal representatives of awarding institutions, at present Ulixes EEIG (www.ulixesnet.eu) and SPACE network (<http://www.space-eu.info>), two European organisations grouping higher education institutions, trainer providers and employment stakeholders;
- a **certificate supplement**, compliant with the Europass. Its format follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The supplement is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the certificate to which the supplement is appended;
- a set of information (building up a **guide**) about the rationale of the model, instructions for use, requirements for certification, explanation of the steps to be undertaken and the connections with the other main products (EUTA profile and training pathway). These information is provided for both on the network website and in the EUTA CD-ROM.

- DOCTAE members also devised a draft **quality procedure for application as EUTA** by external VET professionals who might be interested in achieving the certificate, and one **procedure for the application of new network members**, i.e. organisations, other than partners, entitled to deliver the EUTA training programme and certificate.

The EUTA Certificate is a key product for the exploitation of results and sustainability. It can promote a process for the certification and standardization of the professional profile, firstly among the DOCTAE Network and then towards other VET stakeholders (EU and National Institutions, decision-makers, organisations, etc.) in different geographical contexts.

It is therefore linked to all project objectives.

8. Training pathway

This result consists of a set of 9 training units, forming a comprehensive curriculum for upgrading teachers or trainers competences to those required to a EUTA.

Units were designed in compliance with the EQF and the ECVET. Each one is presented in terms of: title, description, level (see point 6. above), EQF level, ECVET value, learning outcomes, prior knowledge/experience, links with other units, competences, content, indicative duration of assisted training, suggested mode of delivery, suggested assessment strategy, learning support material, additional notes.

Training units are related to competence domains according to the following scheme:

<i>n°</i>	<i>Unit title</i>	<i>Domain</i>	<i>EUTA level</i>	<i>EQF level</i>	<i>ECVET points</i>
1	Learning techniques	Learning to learn	1	5	5
2	Interpersonal interaction	Interpersonal competences	1	5	4
3	Intercultural grammar	Intercultural competences	1	5	3
4	Entrepreneurship	Entrepreneurship	1	5	3
5	European active citizenship in the workplace	Civic competences	1	5	3
6	IT & Media competences	IT & Media	1	5	4
7	European civic awareness	Civic competences	2	6	3
8	EU awareness	EU awareness	2	6	4
9	EU projects development and management	Entrepreneurship	2	6	7

This product provides tools for upgrading teachers and trainers competences: it is therefore related to objective 1. It also addresses objective 2, being part of tools useful for establishing EUTAs in partner organisations. Finally, it offers and shares a framework of learning requirements to other VET stakeholders outside the partnership, who want to benefit from project outcomes, thus contributing to objective 3.

9. Peer-to-peer workshops

During a network meeting in Kaunas (LT) in December 2009, partners attended 2 workshops (one on Intercultural competences and one on EU awareness), where a sample of DOCTAE experienced members trained the other partners. The testing session was followed by a feedback from the beneficiaries, intended to revise and tune the training material. Aim of this output was improving the quality, effectiveness and efficiency of contents and methodology developed. Following indications from workshops, the whole set of training units was revised and improved. The activity was closely related to all project objectives.

10. Quality and Evaluation Plan

Even if more related to project management, the definition and implementation of this product (see point 6. at paragraph 2 for details) helped to keep the project on track also when unavoidable difficulties occurred. It proved therefore to be a very valuable tool in support of objective 1 and 3. The plan and three monitoring reports are available on the network website.

11. Official network website

The DOCTAE network website (www.doctae.eu) is available in English (working language of the network) and Italian (language of Lead Partner). It is structured in the following areas: project information, news, documents, open forum, useful links, partners, contacts.

All project products, including promotional material (see next point), agendas, minutes and presentations held during partners meetings, monitoring plan and reports, the dissemination and exploitation plan of results, and many more, are freely downloadable. They may be freely copied and distributed, provided that no modifications are made, that the source is acknowledged and that the copyright notice is included.

Main products (like the Reference Framework, the Questionnaire, the domains, the EUTA job profile, all training units, the certificate supplement, etc.) are available in all partner languages, that is English, French, German, Spanish, Italian, Danish, Polish, Hungarian, Lithuanian.

Moreover, all members of DOCTAE network can be reached through links provided for in the partners section.

The DOCTAE website is both a working tool for the partnership and a channel for project information, dissemination and exploitation of results by external VET stakeholders. It corresponds therefore directly to objectives 1 and 3.

12. Dissemination tools

Several tools were developed and exploited to support spreading of information on the network and the products. Among them:

- the DOCTAE **leaflet**, printed in 1.900 copies in all partners languages, is a simple but effective promotional material, to be distributed to a large public. It provides for basic information about the DOCTAE Network, such as: scope, activities and outcomes, partnership and references; is aimed at empowering the information and dissemination action of the DOCTAE Network, by generating interests on the project towards other VET stakeholders;
- **newsletters** issued by partners, reaching more than 5.000 beneficiaries throughout Europe;
- **articles on websites and social networks** (e.g. network of the European Documentation Centres, Facebook, etc.);
- **publishing** of project related information and products **on the ADAM portal**;
- **participation in meetings and events**, like the SPACE Network convention 2009;
- the DOCTAE project **final event**, organised in Reggio Emilia (IT) on April 9, 2010, with some 100 participants. The event was divided into two sessions: the first one, in the morning, introducing institutional national and European stakeholders and presenting project outcomes and plans for the future; the second one, in the afternoon, offering a demonstration of the training unit “EU Awareness” to a group of teachers and trainers, to

whom a more detailed three-days long free seminar on the issue will be delivered in September with promotional purposes.

All these tools address directly objective 3 of the project.

13. Exploitation activities

As anticipated among major project achievements, **34 professionals achieved the EUTA certificate**. This is a direct answer to all project objectives.

Many important **relationships** were established with other networks and similar/neighbouring projects.

Several **mainstreaming actions** resulted from the final event or anyway from the last months of project life.

For full details, please see the **dissemination and exploitation report** available on the network website and check paragraph "5. Plans for the future" below.

All these activities relate directly to objective 3.

14. CD-ROM of the European Training Antenna

This tool, delivered in 2.000 copies, represents the core product of the project, since it provides a summary of all main outcomes developed: the results of the analysis of needs, the profile of the European Training Antenna, the Certificate and supplement and the training pathway, plus a methodological introduction of the steps undertaken and general information about DOCTAE. It is multi-language (all 9 languages of the partnership) and in hypertext format - Html version, accessible both on-line and on CD-Rom through internet browser.

The product is available to all transnational VET stakeholders, and its free circulation ensures a sound project sustainability, continuity and impact. Furthermore, the CD-ROM is a tool for guiding and supporting the upgrading of trainers competences with regards to the profile of European Training Antenna; and a concrete, useful product for improving the understanding and awareness of the issues addressed.

It addresses all project objectives.

Copies of the CD-ROM can be requested to network members (links are on the network website), or directly to the Lead Partner by email at: network@doctae.eu.

Contents can be freely downloaded from the project website (www.doctae.eu).

4. Partnerships

In our opinion, partners can obtain better results when they share from the very beginning common objectives and are able and willing to complement each other horizontally (that is as to geographical coverage, nature, sectoral belonging, orientation to target groups, etc.) and vertically (that is as to links with institutions and other organisation in the training/teaching “supply chain”). Partners can also perform better if they do not have to “start from scratch”, that is if they already gained expertise in European projects.

Thus, four main criteria guided the setting up of the DOCTAE Partnership:

- 1) **Representativeness in VET local systems** and liaisons with VET and employment stakeholders in the territories involved: in order to allow a satisfactory degree of dissemination and mainstreaming of network outcomes.
- 2) **Experience in the specific issue of training of trainers and teachers:** in order to guarantee the pooling of a valuable know-how and a profitable development of the activities and products foreseen.
- 3) **Experience in transnational projects and networks:** in order to have a smooth management and development of the operations and to ease the enlargement of the network.
- 4) **Balanced European dimension:** the partnership represents needs, experiences, perceptions, awareness both of EU traditional and recent Member States, spreading from Denmark to Italy, from Spain to Poland, from Northern Ireland to Hungary.

The above criteria gave birth to a network able to take advantage from collective expertise in terms of:

- **Experience in VET policies and activities:** all partners deal, at different levels, with lifelong learning and employment issues addressed to youngsters, adults, disadvantaged groups, companies and public authorities.
- **Multi-stakeholder partnership:** the DOCTAE Network recognises that education of teachers/trainers related issues imply the involvement of several actors in the European Union territory. Therefore it has constituted a partnership that reflects this “complexity” by grouping a synergy of training and higher education organisations, non-profit and cultural centres, a chamber of commerce, a EU information relay, and other organisations, in order to take advantage of and valorise their specific characteristics and expertise as to the education of trainers, lifelong learning issues, European dimension and mobility.
- **Networking capacity:** all partners are part of local, national, European and global networks (e.g. Ulixes Consortium, EUROPE DIRECT - Carrefour Europeo Emilia, and SPACE Network), and enjoy valuable relations and collaborations with a large public of end users, decision-makers and stakeholders from the labour market.
- **Experience in transnational cooperation:** partners boast either a lasting and profitable joint cooperation on EU funded initiatives, or have gained individual experience on transnational activities such as the European Social Fund Article 6 Innovative Actions, the Lifelong Learning Programme, the Equal Initiative, INTERREG, etc.. It is worth to mention that 5 of DOCTAE partners have been already engaged together in a Leonardo da Vinci project (K-Competencies, I-04-B-F-PP-154061) dealing with the issue of basic

competences for all in the knowledge society. Furthermore, some of the participants are already members of a European Economic Interest Group – the Ulixes Consortium; while another important European association is involved: the SPACE Network grouping 90 Higher Education organisations in 25 countries. Finally, Europe Direct – Carrefour Europeo Emilia is an information relay acting as an interface between the EU and its citizens at local level.

On the one side, the large number (13) and variety of partners made some decision-making processes longer. But far more important were the related benefits, as partners became better aware of similarities and differences among various national education and training systems, they better understood pros and cons of different national standards, they had the opportunity to discuss all product related aspects (starting from the very meaning of basic words like “competence”, “teacher”, etc. in different countries), and at the end they were able to find common solutions. That resulted in the sharing of a common “language” in the management of transnational cooperation and joint product development, a sound understanding of the European scenario, criticalities, objectives, activities, and a better capacity to identify constraints, share solutions and solve problems. In other words, the composition of the partnership itself became a tool for training the trainers in several competence domains typical of a EUTA, like European awareness, European citizenship, Interculture, Interpersonal interaction, Learning to learn.

The partnership in a list:

1. IFOA – Istituto Formazione Operatori Aziendali (IT) (Lead Partner)
2. South Zealand Business College (DK)
3. Zweckverband Volkshochule Passau (DE)
4. Oviedo Chamber of Commerce (ES)
5. Groupe Ecole Superieure de Commerce et de l'Industrie de l'Ain (FR)
6. Artemisszio Foundation (HU)
7. Hungarian Institute of Culture and Art (HU)
8. V.A. Graiciunas School of Management (LT)
9. School of Economics and Administration (PL)
10. North West Regional College (UK)
11. SPACE Network (BE)
12. Europe Direct – Carrefour Europeo Emilia (IT)
13. Sandwell Adult and Family Learning (UK)

Other Supporting Partners are:

The DOCTAE Network is assisted by a group of **Supporting partners**, which are mainly involved in the dissemination activities and in ensuring an effective and profitable exploitation and sustainability of project achievements. All partners listed below have demonstrated a great interest in the goals of the Network and represent different stakeholders committed in VET and employment policies at a territorial and national level: public authorities, social parts, other VET organisations.

- Hungarian Ministry of Education and Culture – Dept. of Community Culture of Ministry of Education and Culture
- Regional authority of Emilia-Romagna - Dept. of Culture, Education and Employment

- Province of Reggio Emilia – Dept. of European Policies and International relations
- Kaunas Chamber of Commerce, Industry and Crafts: Chamber of Commerce

Relationships were set also with **groups external to the partnership**, like schools, school departments, employers associations, chambers of commerce, individual teachers and trainers, who were involved in different phases of activities, namely the survey and the piloting of the training pathway (see paragraph 2). Their contribution proved vital and necessary to project performance, as they brought a live, “fresh”, and extremely concrete perspective to the work in progress, sometimes bring us “back with our feet on the ground” when we were flying too high. They also provided hints and suggestions to improve project products, and opened up windows for possible future activities (see next paragraph).

5. Plans for the Future

DOCTAE produced a considerable amount of output, both in terms of products and of results. The network considers them as a starting point. Even if the project is over, the network will continue working together. A first, simple tool to this aim is **keeping the network website and mail addresses alive**. So the website will be regularly updated by the Lead Partner, with contributions from other network members.

As DOCTAE is an **open network**, this also means that joining is always possible, contacting the Lead Partner at network@doctae.eu. An application procedure was developed by partners and is available on demand.

Accordingly, **accessibility to products will be kept free** for everybody through the website and the CD-ROM, which is available to all who should make request.

Parts of the training pathway will further be tested at the SPACE Network Autumn General Meeting in Kavala (GR), on October 2010 (see www.space-eu.info), and –again next October– **DOCTAE will participate to the Final Dissemination Conference** of the project QUADULTRAINERS - Towards a European Qualification Prototype for Adult Trainers in Amsterdam (see <http://www.quadultrainers.eu/index.asp>). This approach will be extended to other projects similar to DOCTAE.

In Autumn 2010 Italian partners will organize a free of charge three-days seminar on the Training Unit “EU awareness” addressed to teachers and trainers of the province of Reggio Emilia. The State Provincial Department of Education, which takes care of the updating of competences of teachers of higher education institutions, has given its support and availability to officially recognize the participation to the course. This kind of possible future activities should be thoroughly explored, in order to ensure sustainability to project outcomes.

The EUTA certificate is recognised, at present, by members of the DOCTAE network, plus SPACE network and Ulixes Consortium. This provides for a “bottom-up” recognition of the certificate. But there is no official national or regional recognition. Are there any institutional bodies interested in having the training pathway included in their qualification system? Is it possible to apply to add the EUTA certificate to existing ones? What should be done to that aim? This issue could be dealt with both at a EU and at a local level. For example, during the project final meeting, the **Regional Administration of Emilia-Romagna** (in Italy Regions are competent and have legislative power in training policies) stated that the EUTA certificate hit their attention, and might undergo the procedure to be appointed as a new professional profile in the Regional Qualification System. Also the **Hungarian Institute for Culture, Agency of the Ministry**, reported about the interest to give development and concreteness to the profile in their territories.

Improving and updating the competences of trainers and teachers, raising their awareness of the European dimension and of the importance of the European dimension in education and training is still high on the EU agenda (see “ET2020”). This offers plenty of opportunities for carrying on the road initiated with DOCTAE, also through **further LLP or ESF projects**:

- DOCTAE provided a description of the job profile of the EUTA and its domains of competence, together with a training pathway for teachers and trainers. Training units

were structured and described in terms of learning outcomes, achievements, contents, suggested delivery and assessment strategies, etc.. Producing training material for those units was besides the scope of this project: its development and maintenance could be a good challenge for a future project. Indeed, some materials were produced for the workshops on Intercultural competences and EU awareness (see above, paragraph 3.9). During the last meeting partners agreed to apply for a continuation of the DOCTAE works, recognizing that the availability of **didactic materials for each training unit** would give more relevance and possibilities of sustainability to the outcomes.

- During the final NC meeting, partners approved a **procedure for appointment of new EUTA and one for appointment of new members of the Network** (see above, paragraph 3.7). Testing and upgrading them was not part of this project, but could provide a basis for a new one.
- During the final meeting, 34 people from 9 EU Member States were awarded the EUTA certificate. How can they maintain it in the long time? How should they **update competences required to a EUTA?** The EU scenario is changing fast, and methods to keep the pace with changes (and to upgrade the job profile, the reference framework and all “EUTA-related” documents) should be investigated and tested.
- Tools and methods developed by DOCTAE seem transferable (adaptable) to other EU countries and sectors (virtually all VET sectors). This could lead to submit new project proposals under the **Transfer of Innovation** strand of Leonardo da Vinci in order to exploit and transfer results of DOCTAE, as partners discussed during the final meeting.

6. Contribution to EU policies

Performing in the last three years of the Lisbon strategy and in the framework of the "Education & Training 2010" Work Programme, DOCTAE had the chance to experience the shift from ET2010 to ET2020 and "live" the bridging between these two milestones.

DOCTAE's contribution to key EU policies, objectives and priorities can be summarised as follows:

- in line with **Lisbon Education and Training Progress Indicators**, the creation of several European Training Antennas and the better understanding and management of mobility opportunities increased the chances for cooperation on this issue among partners and towards other external stakeholders, improving both mobility of VET teachers and trainers and their capability to offer mobility occasions to trainees and students;
- the set of competences for VET teachers and trainers identified in the survey phase, included in the EUTA profile and developed with the training pathway include most of **Lisbon key competences**, like communication in foreign languages, learning to learn, interpersonal, intercultural, social competences, entrepreneurship, etc.. Furthermore, the set of Lisbon key competences represents one of the fundamental issues addressed by the DOCTAE Network, being them the core of trainers' new professionalism and the "object" to be conveyed from trainers to students;
- dealing with civic, social, interpersonal and intercultural competences of teachers and trainers and highlighting the importance of EU awareness, DOCTAE contributed to address **LLP horizontal policies** on awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia; and on promoting equality between men and women and contributing to combating all forms of discrimination;
- improving the same competences in teachers and trainers, DOCTAE widens bridging opportunities towards other EU policies and programmes, like **Culture, Youth in action**, etc.;
- the European dimension is central in DOCTAE activities and outputs: and the importance of focusing on the liaison between human capital development and European dimension is one of the pillars of the **ESF programming period 2007-2013**;
- the priorities set by the **Education & Training 2010**, and especially the elaborations of the Working Group A were among the main inspirations of the DOCTAE Network. The EUTA profile is meant as a concrete, transnational and tested input to the development of Common European Principles for Teacher competences and qualifications in order to promote a well-qualified profession based on continuing professional development, innovation and multidisciplinary approach, and a mobile career;
- moreover, the EUTA profile is compliant with the competence framework for VET professions, developed by **Cedefop** and the Finnish National Board for Education;
- the EUTA training pathway, certificate and supplement are designed in accordance with the **EQF**, the **ECVET**, and **Europass**, contributing to promote their test and exploitation.

On the other side, if we look ahead, DOCTAE outcomes provide a reliable baseline towards ET2020 goals. Relating to the four strategic objectives set by the Council Conclusions:

- **lifelong learning and mobility** are at the very core of the EUTA profile;
- teachers and trainers are vital in order to improve the **quality and efficiency of education and training**: the network and its tools can provide support in enhancing their awareness of their role, embettering their competences, helping them keep the pace with changes;
- further learning, civic competences, the European dimension and intercultural dialogue are among the EUTA's competence domains, as a concrete help to **promote equity, social cohesion and active citizenship**;
- last but not least, entrepreneurship is well present among the EUTA competences, with a view to promote creativity and innovation in teachers and trainers and, by the, in students and trainees.

