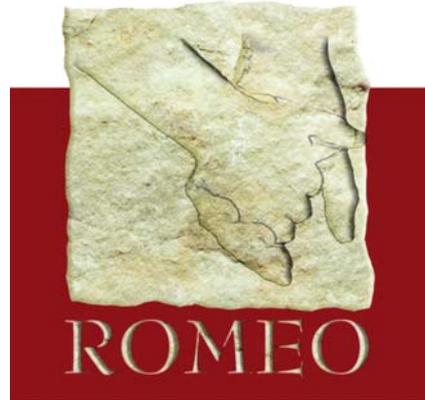


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## **ROMEIO PROJECT**

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## **ROMEIO APPROACH AND MODEL OF REFERENCE**

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## INTRODUCTION

This document is a summary of the work that has been done so far and the decisions made by the *Romeo Project*.

The meetings among partners led to the exchange of ideas and opinions, which have now defined this project's model.

- 1. The new aspect of the *Romeo Project*, between fundamental legacy and necessary innovations.**
- 2. Three types of potential target groups of the project in relation to the required competences and to the working context.**
- 3. The principles of planning: giving a context to the learning process and to the model of the education resources.**

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## 1. The new aspect of the *Romeo Project*, between fundamental legacy and necessary innovations.

1.1. <i>The Dosy and Archimede Projects: a fundamental legacy</i>
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The *Romeo Project* is aimed at promoting and developing management and relational competences in three different types of workers, (young people at their first working experience, workers who go back to work after a period of absence, workers who are about to retire) focusing especially on the *Mentor*, who represents one of the qualifying element of the learning model.

This project is built on the fundamental legacy of all the projects developed in the last ten years, which have represented the basis for the professional training in Europe, but with the point of view of promoting a methodological approach of a different, experienced-based and contextualized type of learning.

The new aspects of the *Archimede and Dosy Projects* were, indeed, the promotion of a more specific and strategic type of learning:

- For the target group of reference,
- For the stakeholders involved in the learning process
- For the competences to be promoted
- For the context in which the process takes place.

Based on this legacy, the *Romeo Project* aims at implementing and promoting organizational, relational and communicative competences.

Now as in the past, these competences are still keys for a professional integration and a successful social inclusion for all the workers who have them and who are able and willing to use them in a suitable way for the context in which they have to employ them.

*The Archimede and Dosy Projects* witnessed particular moments of change during the years of their implementation, concerning the analysis of the working and learning contexts, together with those about the methodological approach.

The attention has gone from an e-learning paradigm, based on the transmission of specific and defined knowledge and focusing on the teacher and expert as the principal actor of the scene (*virtual classroom model*), to a new model, thanks to the *Dosy Project*, focused on the learner

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and on the possibility of acquiring “non-static knowledge”, such as competences related to the capacity of communicate, relate to other people and management.

The previous projects, *Dosy and Archimede*, were based on the supported self-managed learning and functioned, the first one as a prop to the learning process, while the second one as a prop to the professional development.

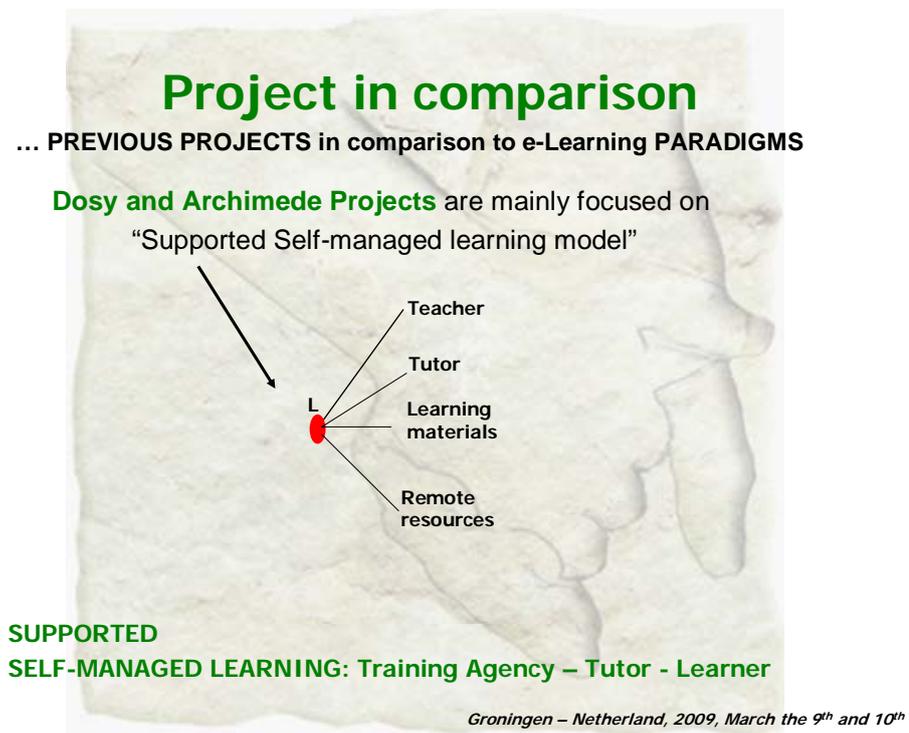
With the *Romeo Project* a step forward is made, for the e-learning paradigm of the network based collaborative learning does not focus on the teacher or the learner anymore, but on the group as the centre of the learning process.

Through their methodological approach and their analysis of reference, *the Dosy and Archimede Projects* aim at promoting a higher level of awareness and a more structured operative model concerning the changes within the world of work, by expanding research and testing in relation to:

- the required training, a requirement of transversal competences;
- the pedagogic and educational ways of organizing learning activities, in relation to the content of knowledge and competences, together with the dynamics and the functions of the context where they are required;
- the possibilities of assessment, qualification and capitalization of the personal and professional experience that one may use in a working context.

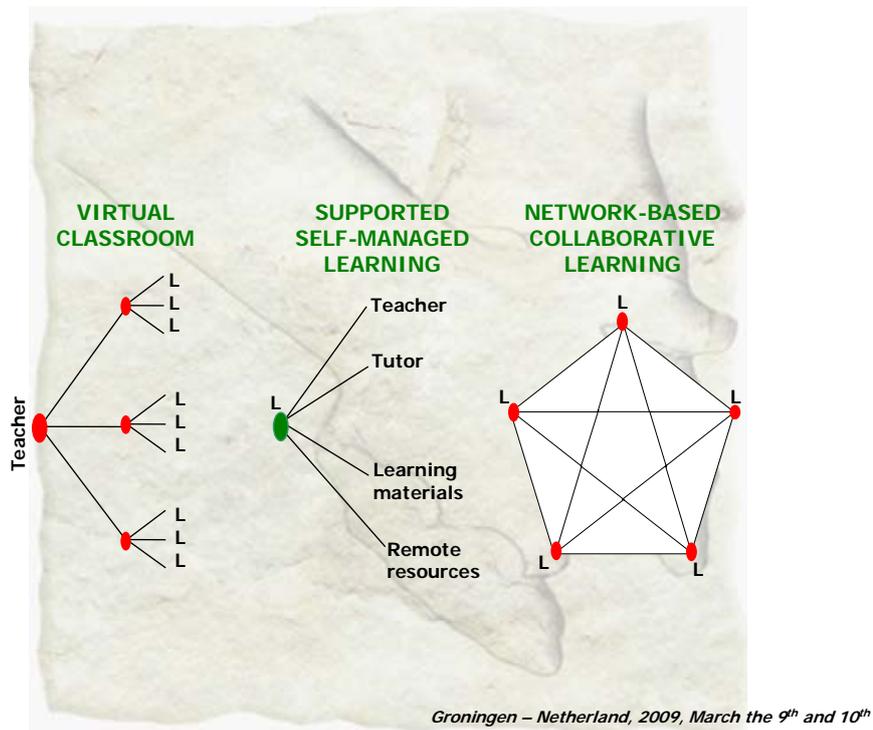
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The *supported self management learning* was the principal theoretical e-learning model for the *Archimede and Dosy Projects*.



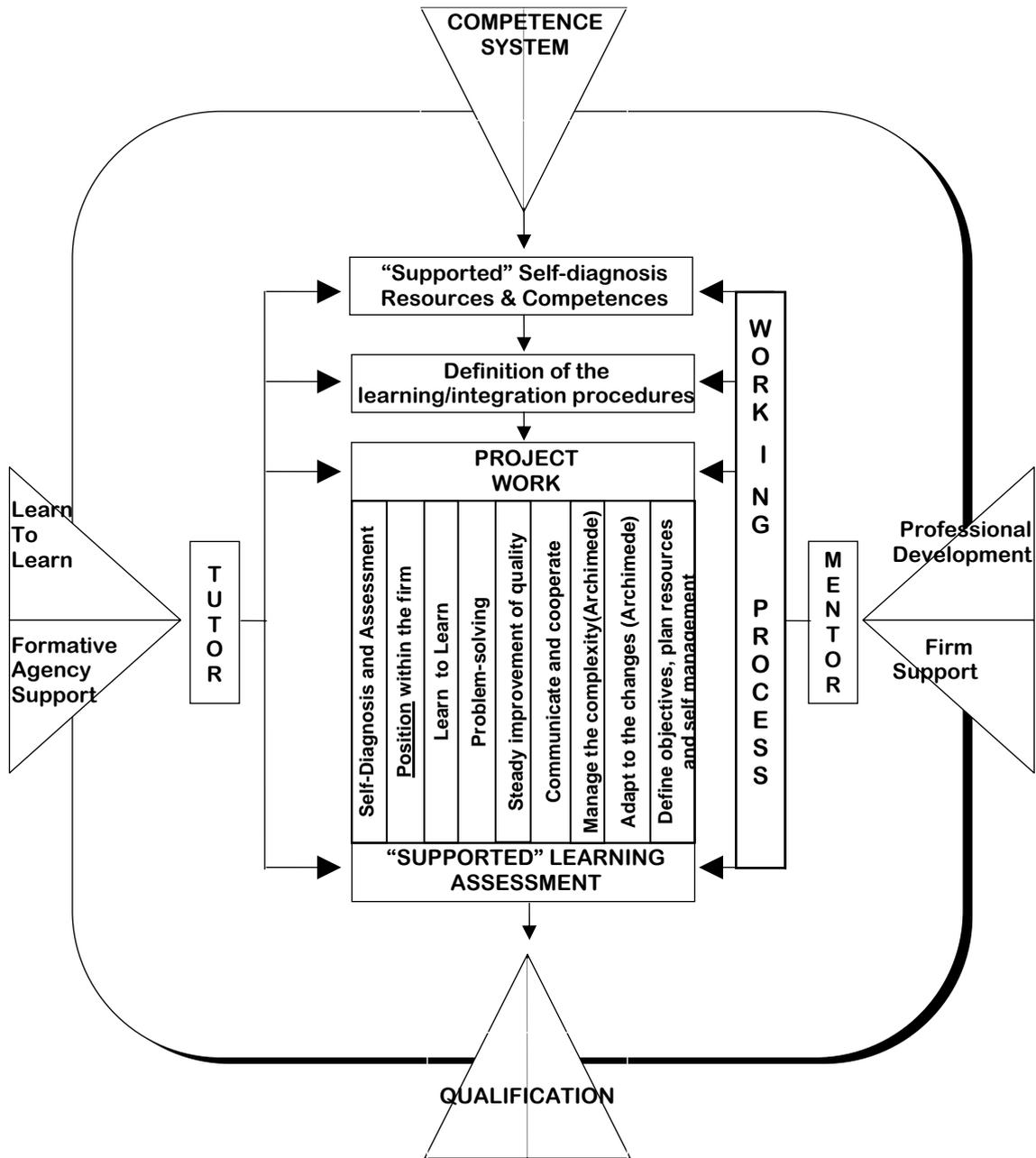
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Basically, the *Dosy and Archimede Projects* are the result of both the interaction between the e-learning paradigms and the integration of the e-learning methods with the work-based learning approach, based on the project work:



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The Dosy and Archimede approach may be illustrated as follows:



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## 1.2. *The necessary innovations of the Romeo Project*

*The Romeo Project* aims at continuing this type of work, but it also aims at promoting and experimenting innovation in terms of:

- Content of the required training, *(What are the transversal competences required today? Are they still the organizational, relational and communicative ones or are there any new ones?)*
- Pedagogic and educational methodology, *(Are there any methods of learning, strategies and educational tolls for good quality or do they have to be created?)*
- Assessment, qualification for quality of learning together with its capitalization *(What are the elements that are to be capitalized today? The experience together with the ability of using it in different contexts or the capacity of reforming ones' capital thanks to the new required competences?)*

In relation to these aspects, we may define the differences and the changes that the *Romeo Project* is bringing to the methodological approach.

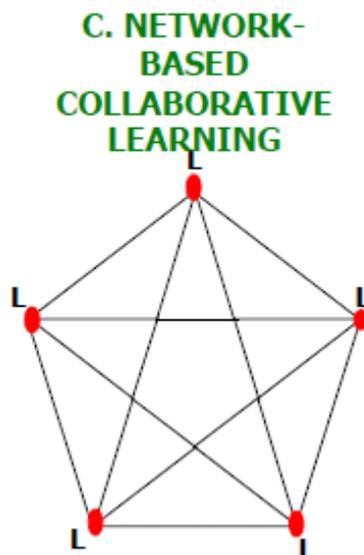
The *Romeo Project* focuses on the third paradigm, the network based collaborative learning, as its starting point, taking into account also the experience derived from the previous projects which faced the difficult model of interaction among the three theoretical paradigms of reference. The project analyzes from a different and innovative point of view the work already done by the previous projects, divided into the following areas:

- Content of the required training,
- Pedagogic and educational methodology,
- Assessment, qualification for quality of learning together with its capitalization.

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The principal e-learning paradigm is, as written above, that of the Networked Based Collaborative Learning: *As the “supported self-managed learning” model also the “collaborative” one is based on a “learner centered” paradigm but it is the group of learners rather than the individual learner that characterizes the approach. The community of learners is involved in the development or in the achievement of a common task.*

*This model differs from the previous ones because of the acquisition of new knowledge and the improvement of competences are not due to a self-study on set of available learning resources (first model) or to the transmission of contents by a teachers/experts (second one), but the learning process is generated thanks to the interactions among all learners and to the shared of the competences already available among the learner-group. The creation of contents is part of the process itself.*



The changes and the developments of the work of the Consortium/Partnership of the *Romeo Project* on the basis of the objectives of the project come exactly from here.

The *Romeo Project* suggests a model in which the collaborative learning is the key element of the learning process for all the final beneficiaries (learners), but also for the support personnel (tutors and, in particular, the mentor).

As a matter of fact, in the *Romeo Project*, learning is characterized by the capacity of sharing different experiences and create new knowledge from this sharing/cooperation activity, so that the required competences may be enriched by this new method of learning and may become a new required competence.

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For the *Romeo Project*, sharing experiences and knowledge becomes a new and innovative methodological approach for planning and making learning possible. By doing so, new knowledge and competence is created. In addition, this capacity of sharing experiences and knowledge among peers and among peers and support personnel, which belong to the same working context, has been defined as a new required competence.

For these reasons, in the *Romeo Project* there are different aspects of work, which are described as follows:

- **Content of training. The required competences:**

Transversal competences (beside communication, relationship and management, there are innovation and creativity, in terms of capacity of sharing experiences and cooperate in order to create new knowledge)

- **Pedagogic and educational methodology.**

A new methodology based on the approach of sharing/cooperating among peers and among peers and support personnel, so that the learning process is a mix of self-study learning and learning supported by the sharing-knowledge method. In this case, both the interlocutors have to play an active role, together with teaching methods which focus on different levels of self-study learning and learning supported by professional experts and digital tools. To all this, one must add an educational methodology related to the context.

- **Assessment, qualification for quality of learning together with its capitalization**

The assessment, the qualification for quality of learning and the possibility of capitalizing it must be measured on how it is shared, within the process, the working context and other different contexts too. The assessment and the qualification for quality in a learning process cannot be defined only in terms of the use one may do with it, but also in terms of the capacity and the possibility of sharing this learning with the people that are already part of the process or those who are about to take part into it, no matter if it is a person or an organization.

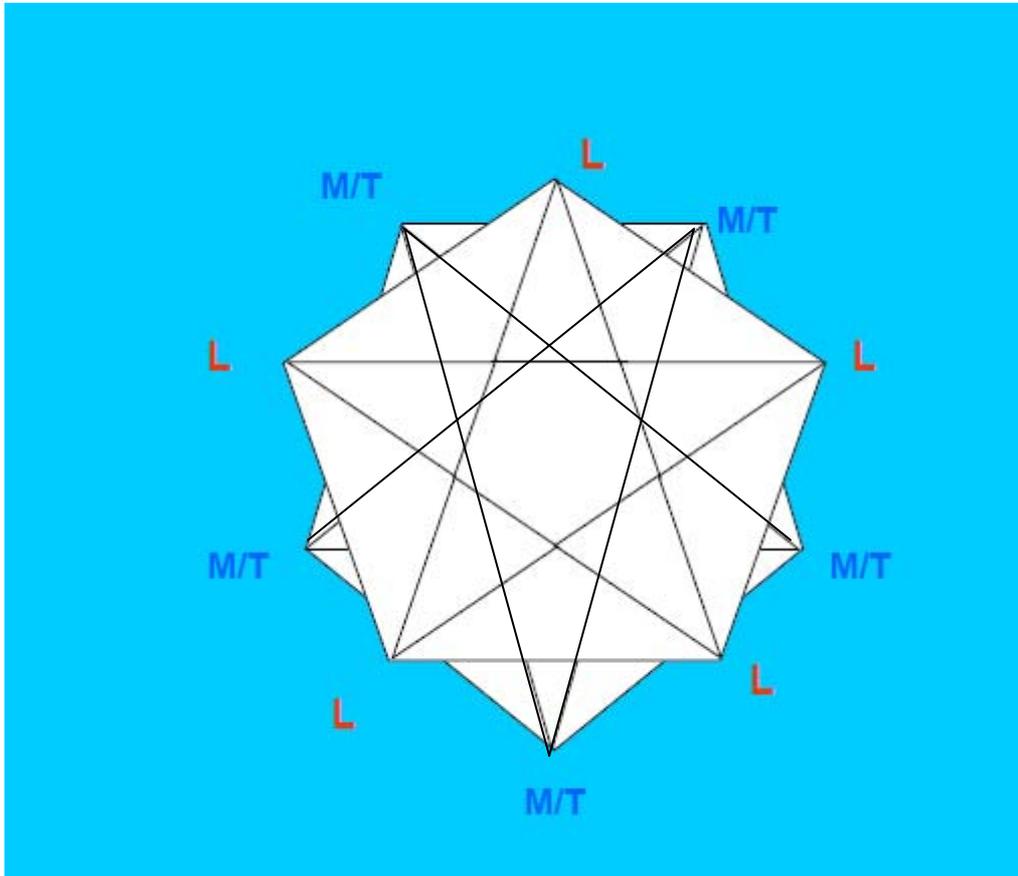
For this reason this theoretical model is the result of the interaction of previous models with some innovations.

Following, there is a representation of the *Romeo model* as a result of the intersection of the network based collaborative learning and the development of the approach of the *Romeo*

*Project: **Shared Network Based Collaborative Learning.***

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## *Shared Network Based Collaborative Learning:*



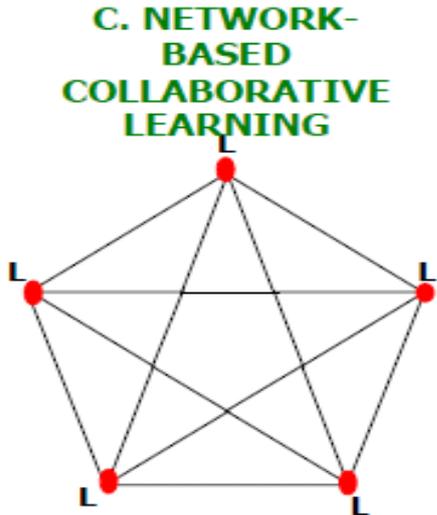
**L: Learner**

**M/T: Mentor / Tutor**

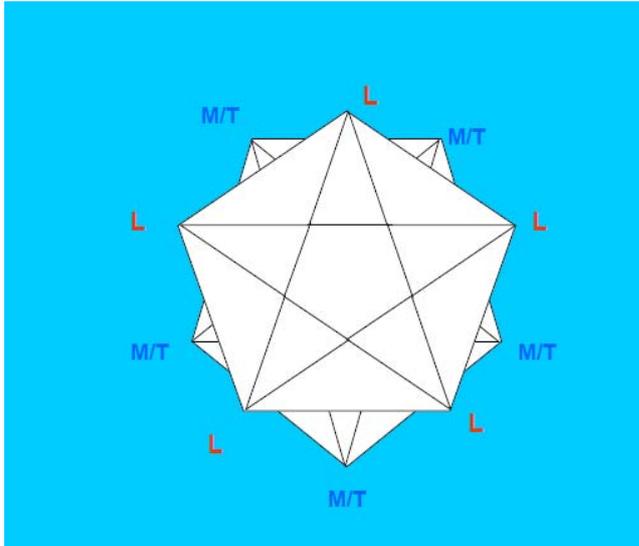
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We redefined the image of *Shared Network Based Collaborative Learning* in order to go in depth of the explanation of all aspects and relations this new model can implicate.

Before:

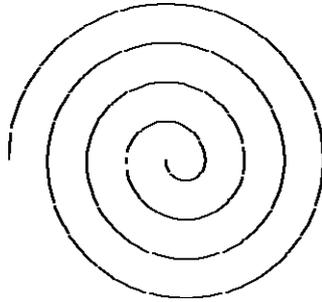


While from Dosy and Archimede heritages



Now and after Romeo:

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This spiral wants to highlight the new interaction in Romeo Learning Process.

The network during the Romeo Learning Process will be at the three new levels:

1. Peer Learning: knowledge shared between learners (Learner/Learner)
2. Peer Sharing and Learning: experiences (Learners/Tutor-Mentor) and (Tutor/Mentor)
3. Co-Learning: Shared experiences and learning with external experts

Learning is the process with help of tutor/mentor bringing learning into ....the result is a network of learning and sharing of experiences. After the process there is a continuation in comparison to traditional classroom learning.

The discussion turned to aspects of quality processes. The above can be measured by through quality criteria to be defined.

The role of the mentor is very important and quality criteria have to be defined for the SMEs management to make the right choice. Criteria should be formulated concrete and easy to understand for the target group:

## **Criteria for mentors:**

- The mentor has communication competence.
- He is connected to the managements and knows about the organizations' strategies
- He has technical experiences which go beyond writing and receiving e-mail
- He is prepared/willing to moderate a forum and organize collaborative work.
- He is connected to the internet/Flat rate in or outside the organization
- He is open minded to innovation processes, sharing knowledge and experiences
- He is able to listen to a new idea and connect to it in an encouraging and rewarding manner

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- He is able to express own experiences in a way others can understand
- He is able to understand a personal motivation and the situation a person is in and his or her emotions

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## 2. The Target Group of the Romeo Project: 3 different types

In order to present and analyze the beneficiaries of the *Romeo Project*, some criteria have been identified for the analysis of the context and the tests for the *Romeo model*:

- Characteristics of the subject.
- Characteristics of the working context.
- Indicator of use.
- Indicator of probability.
- Required competences.
- Educational strategies.

On the base of these variables, the following is the description of the 3 different target groups of the *Romeo Project*.

◆ First Target Group of the *Romeo Project*:

**Young people who are about to enter the world of work and who are experiencing new working insertions.**

◆ Second Target Group of the *Romeo Project*:

**Women and people who have been absent from the world of work for a medium-short period of time.**

◆ Third Target Group of the *Romeo Project*:

**Elderly workers (more than 55 years old) or senior workers who have to change position and task within the firm they have worked for in order to keep their job.**

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## 1. First Target Group of the *Romeo Project*:

**Young people who are about to enter the world of work and who are experiencing new working insertions.**

### Young Worker

	Characteristics of the Target Group	Characteristics of the Context	Indicators of Use	Indicators of probability	Required Competences	Educational Strategies
<b>Young workers' insertion in the world of work</b>	<ul style="list-style-type: none"> <li>▪ Age</li> <li>▪ Work experience</li> <li>▪ School experience</li> <li>▪ Cultural experience</li> <li>▪ Conditions of uncertainty</li> <li>▪ Waiting and availability</li> <li>▪ Discontinuity as a choice/ an undergone choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Difference between small and big enterprises, both in a cultural and organizational sense</li> <li>▪ Public/Private Organization</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capacity of adapting to new contexts</li> <li>▪ Capacity of working with other people</li> <li>▪ Flexibility</li> <li>▪ Capacity of positioning oneself within different working contexts</li> <li>▪ Capacity of cooperating</li> <li>▪ Capacity of sharing experiences and cooperate to create and introduce new knowledge</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low self esteem</li> <li>▪ Low degree of motivation</li> <li>▪ Difficulties in keeping a job</li> <li>▪ Anxiety for performance and confirmation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicational</li> <li>▪ Relational</li> <li>▪ Organizational</li> <li>▪ Creativity and innovation</li> </ul> <p>(in details):</p> <ul style="list-style-type: none"> <li>▪ Autonomy when self-assessing one's competences and profile</li> <li>▪ Identification and comprehension of the role and the organization in its context</li> <li>▪ Sharing innovation and capacity of learning</li> <li>▪ Working with other people and cooperate in order to share experiences and knowledge</li> <li>▪ Management of changes and difficulties as opportunities of education</li> <li>▪ Management and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self-study learning</li> <li>▪ Self-study learning supported and shared with support personnel (mentor)</li> <li>▪ Self-study learning supported and shared with peers</li> <li>▪ Self-study learning supported by ICT tools (net and e-modules)</li> </ul>

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	Characteristics of the Target Group	Characteristics of the Context	Indicators of Use	Indicators of probability	Required Competences	Educational Strategies
					<p>planning of improvements of competences as an element of quality of the learning process</p> <ul style="list-style-type: none"> <li>▪ Activation to share and cooperate in order to create new knowledge and, thus, innovation, as added value to the context and to the learning process</li> </ul>	

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## 2. Second Target Group:

**Women and people who have been absent from the world of work for a medium-short period of time.**

	<b>Characteristics of the Target Group</b>	<b>Characteristic of the Context</b>	<b>Indicators of Use</b>	<b>Indicators of Use</b>	<b>Indicators of probability</b>	<b>Required Competences</b>	<b>Educational Strategies</b>
<p><b>Work Insertion of workers (especially Women) after a medium-short period of absence</b>  (disease, maternity, other causes)</p>	<ul style="list-style-type: none"> <li>▪ Age</li> <li>▪ Work experience</li> <li>▪ School experience</li> <li>▪ Cultural experience</li> <li>▪ Conditions of uncertainty</li> <li>▪ Waiting and availability</li> <li>▪ Discontinuity as a choice/ an undergone choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Difference between small and big enterprises, both in a cultural and organizational sense</li> <li>▪ Public/Private Organization</li> <li>▪ Known work activity (sector)</li> <li>▪ New context/ environment/ colleagues/ procedures/ responsibilities</li> <li>▪ Expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capacity of adapting to new contexts</li> <li>▪ Capacity of working with other people</li> <li>▪ Flexibility</li> <li>▪ Capacity of positioning oneself within different working contexts</li> <li>▪ Capacity of cooperating</li> <li>▪ Capacity of sharing experiences and cooperating to create and introduce new knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self-esteem</li> <li>▪ Motivations to go back to work and keep the job</li> <li>▪ Dynamic knowledge of the sector</li> <li>▪ Update of the work activities, procedures, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capacity of analysis of the new context/procedures</li> <li>▪ Capacity of analysis of the new required competences</li> <li>▪ Capacity of re-adapting oneself to a new context</li> <li>▪ Relational Capacities</li> <li>▪ Expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicational</li> <li>▪ Relational</li> <li>▪ Organizational</li> <li>▪ Creativity and innovation</li> </ul> <p>(in details):</p> <ul style="list-style-type: none"> <li>▪ Autonomy when self-assessing one's competences and profile</li> <li>▪ Identification and comprehension of the role and the organization in its context</li> <li>▪ Sharing innovation and capacity of learning</li> <li>▪ Working with other people and cooperate in order to share</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self-study learning</li> <li>▪ Self-study learning supported and shared with support personnel (mentor)</li> <li>▪ Self-study learning supported and shared with peers</li> <li>▪ Self-study learning supported by ICT tools (net and e-modules)</li> </ul>

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	Characteristics of the Target Group	Characteristic of the Context	Indicators of Use	Indicators of Use	Indicators of probability	Required Competences	Educational Strategies
						<p>experiences and knowledge</p> <ul style="list-style-type: none"> <li>▪ Management of changes and difficulties as opportunities of education</li> <li>▪ Management and planning of improvements of competences as an element of quality of the learning process</li> <li>▪ Activation to share and cooperate in order to create new knowledge and, thus, innovation, as added value to the context and to the learning process.</li> </ul>	

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Third Target Group:

**Workers of more than 55 years or with a long working experience who have to change position and task within the firm they have worked for in order to keep their job**

	<b>Characteristics of the Target Group</b>	<b>Characteristics of the Context</b>	<b>Indicator of Use</b>	<b>Indicator of Use</b>	<b>Indicators of Probable Criticality</b>	<b>Required Competences</b>	<b>Educational Strategies</b>
<p><b>Work Insertion</b></p> <p><b>Elderly workers (more than 55 years old) or senior workers who have to change position and task within the firm they have worked for in order to keep their job.</b></p>	<ul style="list-style-type: none"> <li>▪ Age</li> <li>▪ Work experience</li> <li>▪ School experience</li> <li>▪ Cultural experience</li> <li>▪ Conditions of uncertainty</li> <li>▪ Waiting and availability</li> <li>▪ Discontinuity as a choice/ an undergone choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Difference between small and big enterprises, both in a cultural and organizational sense</li> <li>▪ Public/Private Organization</li> <li>▪ Known work activity (sector)</li> <li>▪ New context/ environmental/ colleagues/ procedures/ responsibilities</li> <li>▪ Expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capacity of adapting to new contexts</li> <li>▪ Capacity of working with other people</li> <li>▪ Flexibility</li> <li>▪ Capacity of place oneself within different working contexts</li> <li>▪ Capacity of cooperating</li> <li>▪ Capacity of sharing experiences and cooperate to create and introduce new knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self-esteem</li> <li>▪ Motivations to come back to work and keep the job</li> <li>▪ Dynamic knowledge of the sector</li> <li>▪ Update of the work activities, procedures, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capacity of analysis of the new context/procedures</li> <li>▪ Capacity of analysis of the new required competences</li> <li>▪ Capacity of re-adapting oneself to a new context</li> <li>▪ Relational Capacities</li> <li>▪ Expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicational</li> <li>▪ Relational</li> <li>▪ Organizational</li> <li>▪ Creativity and innovation</li> </ul> <p>(in details):</p> <ul style="list-style-type: none"> <li>▪ Autonomy when self-assessing one's competences and profile</li> <li>▪ Identification and comprehension of the role and the organization in its context</li> <li>▪ Sharing innovation and capacity of learning</li> <li>▪ Working with other people and cooperate in order to share</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self-study learning</li> <li>▪ Self-study learning supported and shared with support personnel (mentor)</li> <li>▪ Self-study learning supported and shared with peers</li> <li>▪ Self-study learning supported by ICT tools (net and e-modules)</li> </ul>

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						<p>experiences and knowledge</p> <ul style="list-style-type: none"><li>▪ Management of changes and difficulties as opportunities of education</li><li>▪ Management and planning of improvements of competences as an element of quality of the learning process</li><li>▪ Activation to share and cooperate in order to create new knowledge and, thus, innovation, as added value to the context and to the learning process</li></ul>	
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### 3. The principles of planning: giving a context to the learning process and to the model of the education resources.

#### 3.1. *Giving a context to the learning process*

The *Romeo Project* receives from the previous projects the important legacy of giving a context to the learning process and to the work on the project.

This important aspect, acknowledged and shared also by the Consortium/Partnership of Romeo, makes the process of acquiring competences, indicated in the project, possible only if two fundamental conditions are to be respected:

- The subject must be placed in diverse environments and situations;
- The necessary competences must be coherent with the characteristics of the subject

For this reason, the *Romeo Project* promotes the informal and no-formal learning in a particular context and it has to be shared with all the other stakeholders of the context.

In accordance with the *Romeo Project*, competences are not only acquired through theoretical learning - before and after the work insertion- but they may be acquired together with the exercise of a professional activity in which there are different and active stakeholders, situations to manage and contexts to analyze.

Therefore, the principles of planning on which the *Romeo Project's* methodological approach is based upon are the ***learning by doing*** together with the ***learning by sharing***, where all the stakeholders of the context are fundamental actors within the learning process.

These principles of planning have determined the methodological approach studied and promoted by the project, which is still on its way of being tested.

***“If one of my colleagues and I exchange two eggs, we will still have one egg each. On the contrary, if we exchange two ideas, each one of us will have three ideas: mine, his/hers and the one which will come from ours”.***

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The *Romeo Project* is testing a model of learning, composed of methodologies, strategies and educational resources for training workers capable of developing both traditional transversal competences and competences of sharing and cooperate. They should be able, eventually, to first take part into complex situation, second to analyze and manage them in order to represent an added value for all the contexts.

For this reason, the learning process is characterized by an active role of all its participants: the worker and the support person, which, in this case, is the Mentor: Network based shared collaborative Learning (see picture of reference)

This formative strategy finds its paradigm of reference in the original model of the Open Learning, integrated in the context of a working experience and adopted by the *Dosy Project*: Network based collaborative Learning

## 3.2. *The model of the Learning Module*

The *Romeo Project* uses the same learning modules that were used in the *Dosy and Archimede Projects*.

In the *Romeo Project*, though, a new module is being tested and assessed: it should provide only on-line modules, without totally excluding the support of paper ones, based on the target group which will have to use them.

Therefore, the model of self-study learning will be based mainly on the following educational strategies:

- Self-study learning
- Self- study learning supported and shared with support person (Mentor)
- Self- study learning supported and shared among peers
- Self- study learning supported by ICT tools (net and e-modules)

The available tools so far are:

- ◆ Modules of Self- study learning (in the planning phase: module of reference)
- ◆ Modules of Self- study learning supported and shared with support person (Mentor)
- ◆ Modules of Self- study learning supported and shared among peers

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There will probably be a single model which will be used by different stakeholders in a flexible way and within the context.

As long as the learning module is concerned, the work group has given an example model which is composed of three different levels:

- Investigation about the content related to the competences to be tested and adopted
- Interactions among peers, among peers and support personnel and among the latter
- Autonomy in terms of learning and assessment of learning

### *3.2.1. The frame work through which this model was created*

Before drafting the *model*, we have identified which demands the *model* had to meet, i.e. to be adaptable to variations in the learning scenarios in different countries caused by legal frameworks and learning cultures, including the handling of digital natives as well as digital immigrants, but respect as well the different availability of learning materials and media. The target groups of the project are defined, but some partners might see the need for specifications i.e. explore a very special target groups (of SMEs or in SMEs) for reasons of market development and sustainability. Especially for this reason, some partners might see the need for recognition of the modules, so they can be connected to a formal European accreditation system. All this must be taken into consideration. The *model* has to meet a lot of requirements. As we all know, if one tries to develop single modules by reducing to the lowest common denominator, the product is very general and will not meet the specific needs of SME learners' in different countries and sectors. Therefore, SCIENTER and FIM provide a framework for the building of modules which is flexible in many respects and can be easily 'filled' and adapted depending on the partners' "individual" needs. What all partners will share is the common framework, which may be defined as:

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## Principle of Subsidiary

Subsidiary, in this context, does not mean a mulish follow of instructions and rules for module building. Quite the contrary. The framework of the *model* (and the providing of the adequate technical surrounding) gives partners support and direction, but it is also “elastic” in order to make it a tailor-made suit and adapt it to i.e. industries, target learners, markets and to individual equipment and resources. Every partner acts as a subsidiary, but it is free to make its own decisions in order to provide his learners with the best product.

As long as the *Romeo Project* is concerned, by following the principles of planning that have been describe so far and thus the way of developing the methodological and tool-like approach, the following chart presents how the modules have be redefined, based on the contents of the *Romeo Project*:

DOSY (old)	ROMEO (adapted)	Module
self assessment and self evaluation	self management	1
position in the company	identity, roles and company and organisation skills	2
<b>learning to learn</b>	<b>sharing information, learning and innovation</b>	<b>3</b>
communication and solution	organising cooperative work ( organising work together)	4
problems diagnostic and solution	change management as difficulties and opportunities (to exploit )	5
constant quality improvement	quality process	6

The following module is structured on the base of suggestions made during the meeting in Groningen at the beginning of March.

### Module structure

Each module is structured through *Unit of learning*.

Each Unit of learning is composted by *Sequences*.

Each sequence has explained a specific *Uses, Tools, Activities*.