EXPERIENCE
FOR TRAINING

2. PROPOSAL SKILLS CHECKLIST

Scope of the work

The aim of this document is to be able to determine a skills profile for trainers in work-based learning as part of the Experience for Training (EFT) project. We initially submitted a draft profile to various trainers and directors of training providers in each of the project partners' countries for them to complete in the light of their own experience and their specific environment.

We have now integrated these remarks, comments and suggestions (identified in blue and underlined in the document hereafter) into a second version of the skills profile. We have also attempted to identify the skills according to their degree of importance and colour coded them: green for "core skills", red for "important" and blue for "optional". This last criterion means that the required skill can be activated if the professional context requires it.

It also became apparent that the perception of two key notions was not the same for all parties involved. It is, however, crucial that all stakeholders are able to approach this work with the same perspectives and the same reference points. We have therefore attempted to provide a definition of what we mean by "skills checklist" on the one hand and, on the other "work-based learning".

The partners are now invited to:

1. Review and validate the two definitions
2. Review and validate the skills checklist. In the case of the latter, a 'comments' box is provided to add information and/or comments. It is also possible to add skills that may seem to be missing.

Definition 1: What do we mean by checklists?

These are documents that specify a number of elements but, above all, they enable stakeholders to have a common language, a shared basis on which they can agree.

The TRADES checklist and the SKILLS checklist define the competencies that need to be acquired as part of the key activities in the trade. They serve as a common reference point. This is the goal of the work we are carrying out within the framework of the "EFT" project: To provide ourselves with common "reference points" so that we may compare professional practices, understand what is specific to each but also what they have in common, study the possibility of enriching ourselves from respective best practices.

The SKILLS checklist can also be translated into a TRAINING checklist. The latter describes all of the learning objectives, broken down into training units. They can be assessed using the ASSESSMENT checklist, which describes the modalities for training unit (or module) assessment. For each type of assessment identified, the assessment checklist defines the criteria, indicators and levels of success expected. The training and assessment checklists are developed as part of the training component. They are not part of the aims of the "EFT" project.

In theory, it is not the training operators' remit to define such trade/skills frameworks. It is for states -through bodies that bring together the social partners - to define them. In the case of this project, our work on the "trainer in work-based learning" checklist does not directly aim to give an official definition of the job, but rather to build a common basis in order to be able to compare practices. Thus, here, a checklist will be a "tool that provides a normative framework, that is used as a reference point for as given action".

Let's be clear! Our checklist is not:

- an official trade reference list that describes the required skills and would therefore lead to rights and obligations under labour legislation
- a "job description" that provides an exhaustive list of all of a trainer's functions and tasks as part of their daily work
- a staff assessment guide that sets out the benchmark for skills and behaviour expected from each worker

- a continuous staff training programme that just needs to be applied

A final clarification: a skills checklist is translated into key activities that are, in turn, translated into skills. Usually, such skills are then attached to the relevant aptitudes and knowledge. However, in this work, we have chosen not to go into such details, given the difficulty in comparing very different environments and practices. Given our objectives, it seemed preferable to us to focus on skills. Each partner is free to carry out the work on aptitudes and knowledge for themselves at a later date, according to their own specific realities.

The following tool is thus a reference tool, which will enable us to compare our professional practices within the framework of the "EFT" project. This reference tool can be extended in each country and within each organisation in order to better adapt it to specific realities. It may also be extended to include training and assessment checklists if needed. Finally, these different tools can be translated into "job descriptions", assessment guides or training programmes. This is its function: to serve as a reference point for organising the development of the individual and collective skills of actors and organisations in the field of work-based learning.

Definition 2: What do we mean by work-based learning?

Organisations that "based on the reality" of work are very diverse[1]. There is therefore no obvious comparison between them. Practices vary depending on the type of organisation (schools or social enterprises), on the target group for trainees (disadvantaged groups, young people, etc.), on the size of the organisation, as well as the funding modalities (national funding, private sector, etc.).

However, while the structures and contexts are varied, we need to establish a common skills profile. It therefore seems important to define a minimal basis of what constitutes work-based learning. This will enable anyone interested by the profile to understand what we are referring to and thus appreciate the extent to which they are close to or, on the contrary, distant from our reference framework.

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[1] On this matter, see the summary of different work-based learning practices examined in the EFT partners' countries presented as part of IO1 available on http://www.eft-project.eu/?q=expected-outputs

As a reminder, within the framework of IO1, we validated a common approach to training through work in these terms: *"WBL programmes are organised programmes that are wholly or predominantly based in a work setting, i.e. in a work-based context or in the workplace itself. They aim at developing knowledge, skills and competences that are – in a broad sense – relevant for the world of work. Work and work tasks are used as the predominant context for learning"[2]*.

On this basis, the IO2 has identified several common characteristics of the "EFT" model, including[3]:

1. *It targets "disadvantaged users" for whom traditional training, work placements and standard paths to employment are no longer an effective solution to integrating into the labour market. These users may need specialist support to address wider barriers, such as support in confidence building, self-empowerment, rebuilding of social networks and relationships.*

2. *It uses non-public funds (because the economic crisis has led to decrease in public funding and resources for education and training throughout Europe. Other sources and models of funding are thus fundamental to supporting training programmes, with a particular focus on non-public funds, for example by strategically linking vocational training to industry.*

3. *Its training activity is intrinsically linked to a production activity, that generates the incomes, i.e. the EFT sells its products and/or services in a competitive market environment.*

Therefore, on the basis of this preliminary work and within the framework of the IO2, it is agreed between us that training through work develops in this way::

- Any vocational training pathway that is mainly organised around a real work situation. The different skills, knowledge, know-hows and behavioural skills are thus transmitted and assessed mainly in a real work situation. It is not a matter of alternating training or tutoring, since the training takes place within a training organisation and the teachings are transmitted by trainers who have both teaching skills and technical skills in the subject being taught. Other lessons (basic skills refresher courses, citizenship awareness, etc.) or forms of

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[2] IO1, *3 EFT common work-based learning model*, p110

[3] Idem, p110, 111

support (psychological, social, educational, etc.) can be provided as a complement to work-based learning, which is the basis on which learning is organised.

- By "real work situation", we mean that, as part of their training, the students/trainees produce real goods or services that will be sold to ordinary customers. This sale is part of a commercial activity taking place in the same conditions as the traditional market. Finally, the product of this sale is ploughed back into the financial resources of the organisation in a structural way (it is one of the means of funding the training activity).

- These educational specificities aim to:

  o Organise training courses that are as close as possible to the realities and requirements of the labour market, while providing an adapted learning environment

  o Give "meaning" to the learning outcomes: what is being done has a use and a value (it is of interest and value to the customer)

  o Working on skills, knowhow and behavioural skills in a concrete and practical context can improve cognitive mechanisms for some people

Skills profile "trainer in work-based learning"

General definition:

Trainers are required to establish a diverse and effective pedagogical relationship with various groups or individuals in order to facilitate their acquisition of knowledge and skills and the development of attitudes and behaviors appropriate to their professional performance, current and future evolution of the labor market on the one hand and conducive to the personal and human development of individuals.

The work in EFT is based on three levels of objectives: social, pedagogical and economic. Like all workers in the training center, the trainer in EFT has to act at his level and therefore develop skills related to these three objectives. It is therefore at the same time:

- a pedagogue responsible for transmitting and evaluating knowledge, know-how and behaviours;
- a pedagogue responsible for implementing the relational conditions conducive to the smooth running of training courses
- a professional in a technical trade who knows all the skills and follows the changes;
- a producer of quality goods and / or services that also develops certain commercial approaches;
- a first-line social relay between the trainee and the social services;
- a relay to accompany the trainees towards external internships and / or employment;
- a colleague who collaborates and communicates effectively and positively with all the serbices and workers of the training center in order to meet the social purpose of the training center.

These different missions are specified in the following checklist.

Key activity 1: Leading and implementing training activities

Skills	Level of importance	Comments
1. Implement a training activity in one's specialist field	Core skill	
2. Take part in creating training materials and/or implementing the received or created materials.	Core skill	
3. Putting the trainee in a learning situation that is linked to their training project	Core skill	
4. In a workplace setting, shape the trainees' acquisition of knowledge, knowhow and behavioural skills	Core skill	
5. Adapting one's communication to the trainees (making oneself understood while enabling the trainees to progress)	Core skill	
6. Developing a group dynamic to foster a positive working environment within the group	Core skill	
7. Implement a work-based learning methodology	Core skill	

8. Take into account the social, psychological and daily life aspects of the trainees (and referring them to the training centre's psychological and social support services where necessary)	Core skill	
9. Assess the trainees' abilities in a real work situation	Core skill	
Suggestions for further skills:		
General comments		

Key activity 2: Taking part in the assessment of the training scheme and the specific training activities

Skills	Level of importance	Comments
1. Assess the training exercises, (ideally in a worplace situation)	Core skill	
2. Alongside the other actors involved, take part in assessing the training scheme in all its dimensions[4]	Core skill	
3. Implement a quality assurance and assessment process	Optional	
4. Facilitate continuous improvement of the training course on the basis of opinions/comments/criticism in person and in collaboration with colleagues	Core skill	
Suggestions for further skills:		
General comments		

Key activity 3: Being involved in the organisation and the team

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[4] Formally and informally, in technical as well as social aspects

Skills	Level of importance	Comments
1. Commit to the issues, goals and values of the organisation and the work-based learning sector	Core skill	
2. Understand the broader context in which the organisation works	Core skill	
3. AEnsure effective communication with the other stakeholders within the organisation	Core skill	
4. Be involved in the organisation's partnership activities	Important	
5. Work as part of a multidisciplinary team (take ones' place, play ones' part and respect that of others)	Core skill	
6. Promote the benefits of work-based learning among the stakeholders and externally	Optional	
7. Participate in the life and projects of the organisation	Important	
Suggestions for further skills:		
General comments		

Key activity 4: Be involved in the organisation's ongoing training policies

Skills	*Level of importance*	*Comments*
1. Identify ones' own needs alongside those of the organisation according to changing contexts.	Core skill	
2. Stay abreast of technical developments in ones' sector of activity and update ones' skills accordingly	Core skill	
3. Follow a personalised and/or collective training pathway in order to renew and extend ones' professional knowledge and skills	Core skill	
4. Integrate the fruits of continuous training in ones' work	Core skill	
5. Follow a personalised and/or collective training pathway in order to renew and extend ones' personal knowledge and skills	Important	

Suggestions for further skills:

General comment:

Key activity 5: Contribute to the production activity

Skills	Level of importance	Comments
1. (Personally and collectively) implement the production actions while respecting the educational aspect as well as technical and economic constraints	Core skill	
2. Ensure contact with the customer while the work is being done	Core skill	
3. Ensure the customer's quality standards are met	Core skill	
4. Be aware of the local markets	Important	

Suggestions for further skills:

General comments:

Key activity 6: Accompany the trainee on their path to social and vocational insertion

Skills	Level of importance	Comments
1. As part of a team, work to foster the social and vocational integration of the trainees (e.g. guidance, mentoring, the teaching of technical skills, etc.)	Core skill	
2. Assess the trainee and, where required, keep the learners' records up to date (or transmit to colleagues the information useful to tracking their progress)	Core skill	
3. Participate in the process for company placements	Important	
4. Ensure that the training practices for all trainees foster individual and collective social emancipation	Core skill	
5. Support the trainee in their search for employment	Important	
Suggestions for further skills:		
General comment:		

Key activity 7: Transverse skills

Skills	Level of importance	Comments
1. <u>Master the technical skills linked to the specific sector of activity (through initial training and/or proven experience)</u>	Core skill	
2. <u>Have the skills for teaching to learn</u>	Core skill	
3. <u>Use digital tools as part of ones' professional activity</u>	Important	
4. <u>Communicate fluently verbally and in writing in the official language</u>	Core skill	
5. <u>Communicate in a foreign language</u>	Optional	
6. <u>Have the necessary social, citizenship and psychological skills to maintain positive and healthy relationships with ones' environment (trainees, colleagues, line management, partners…)</u>	Core skill	
7. <u>Demonstrates professional deontology and ethics, covering respect for rules and professional values as well as for gender equality and ethnic and cultural diversity.</u>	Core skill	
Suggestions for further skills:		

General comment:

3. SUGGESTIONS FOR FOLLOW

Suggestions for Follow

Please indicate below the comments and suggestions gathered from trainers and managers on the use of data

A. Suggestions about the use (and limitations) of the profile of skills

B. Suggestions for IO3 (organization of a training of trainers)

IO3: QUESTIONS FOR TRAINERS / SOCIAL WORKERS / TUTORS:

1. Development of the training plan: **Who does elaborate the planning? How and with what tools? Are activities planned to respond to the acquisition of specific skills, to meet specific standards?**

   Once there is program, is the choice of activities free or must follow certain standards?

   > For example: if you are in a formal learning system, there will be a national/regional/local planning to follow; if we are in an informal system, the programming can be autonomous.

2. In your **daily** activity of training with students/people in integration paths, **how do you translate the "work" experience into theoretical learning? How is the work experience formalized?**

   > Give a description as detailed as possible.
   >
   > For example: meeting at the beginning of the day to give assignments among the trainees, specific organization of the work in small groups, periodic meetings during the day (individual or group) after each activity unit.

3. **How many people follow the daily learning process? What is the profile of these people? Are they always present during the working day?**

> For example: there are two trainers (a technician + a trainer), or there is a trainer who has both pedagogical and technical skills. There is an observer who follows and intervenes and a technician who manages the activities. There is a technician who participates 2/3 times a week and a trainer all day.

4. **Who does the assessment of students/people in integration paths?**
    What tools do you use to formalize this passage "from the concrete to the theoretical"? How do you evaluate the students/people in integration paths in his or her pathway? How do you monitor learning and skills acquisition?

> For example: a trainer and/or a technician with observation/monitoring grids, evaluation questionnaires, debriefing session at the end of the day, self-evaluation session for students/people in integration paths, etc.