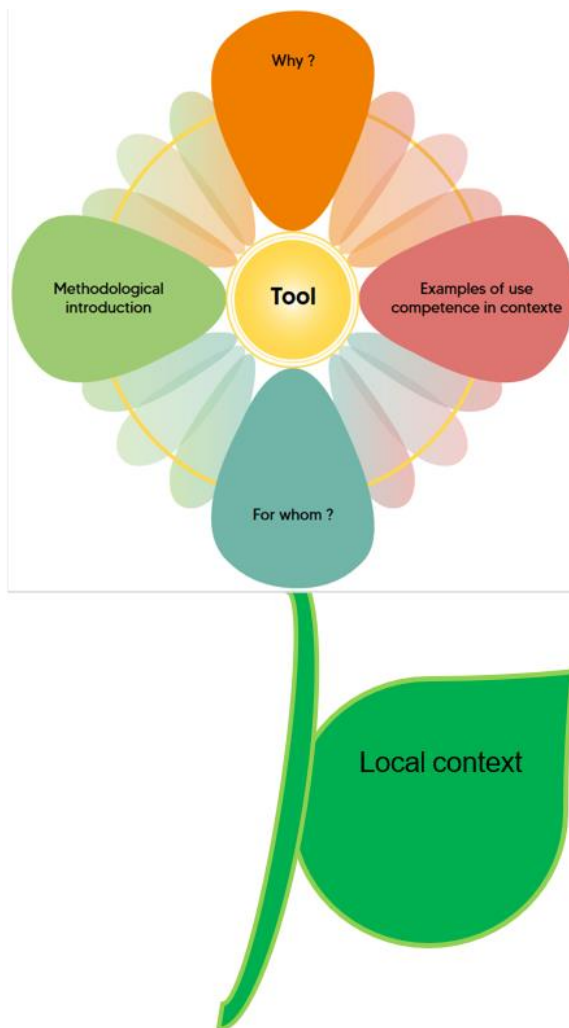




edenhub
Space of Collective Intelligence

Guidelines to Joint Design Training Pathway on Transversal Competences



Co-funded by the
Erasmus+ Programme
of the European Union

TABLE

The ED-EN Hub Project	2
Create a common language: why it is important to collaborate	2
Why these Guidelines ?	2
Training the trainers	3
Resources for a joint learning course.....	3
The octagon and the rosetta stone.....	3
The IO1 toolKIT	5
Guidelines for cooperative guidance and support to individual learners searching qualification and employment perspectives.....	5
The Platform as collaboration and the local hubs.....	6
Designing and Implementing an action	6
Design a learning path on Transversal Competences in ED-EN Hub's approach.....	6
Implementing the action	9
How to organize joint actions thanks the Platform and the Local hubs	9

INTRODUCTION

THE ED-EN HUB PROJECT

The ED-EN Hub project proposes a strategic approach to foster the use of transversal competences within the relationship between the world of education and training and the economical world. The ED-EN Hub partners identified the key principles for a European learning pathway during the learning mobility, held in Lyon in October 2022.

Thanks to the Guidelines and the European Learning Pathway, the Trainers, mentors, tutors are expected to update their mutual representations and to foster and sustain their cooperation through designing and building new training activities and courses matching the realities of the different organizations in the partner regions.

The project is focused not only **on good collaboration between education and industry** (the context), but also **on the joint-design of learning paths** to develop transversal competences identified and **the training design for training trainers and teachers** - in innovative and trans-national ways- by using the collection of innovative practices as a key resource for training.

CREATE A COMMON LANGUAGE: WHY IT IS IMPORTANT TO COLLABORATE

The project approach is focused on transversal competences (the “transversal” competences are the building blocks for the development of the “hard” skills and competences required to succeed on the labour market (ESCOpedioa)), identified as important for the renewal of education provision in line with emerging requirements of the labour market, but also in line with those “transformation competences” that are increasingly recognised as key for individual development, professional growth and civic engagement.

WHY THESE GUIDELINES?

This document is intended to offer indications to support professionals who would like to develop transversal competences through cooperation between education and business (from the user's point of view). These guidelines aim to offer a learning process, making it possible to acquire new skills and aptitudes for the professional and education, people in companies and guidance actors and then to be able to handle this concept for the learners¹.

The result of this document is not a recipe but the provision of several experiences for exploring the different dimensions of the school-business relationship integrating the transversal competences dimension. Thus, several stages have been identified as key moments in this relationship, each

¹ To explore concretely other ways of collaborating, cf. the “Toolkit – and Guidebook- for the joint development of Transversal Competences”, ED-EN hub.

of which can be the subject of different approaches and practices, having obtained positive results in given situations.

You can find at the end of this guide:

- Tool to design a learning and training courses
- Learning activity evaluation form for participants

TRAINING THE TRAINERS

The training of trainers is a crucial issue in the perspective of highlighting transversal skills in the education-company relationship. The support that can be offered to facilitate the acknowledgement of these new practices and to develop existing practices is essential to get out of a logic of recommendations to really drive change.

The logic proposed here is to make available to training actors and companies not only resources, developed within the Ed-En Hub project or not, but also methods for the development and implementation of training and learning path. Ideally, these courses can be designed in a joint logic by associating participants from both the world of education and enterprise, but can also be designed for one of these categories only.

The project partners have experienced pilot action in which they test training sessions they have designed based on the project philosophy. They also consulted and gathered feedbacks from professionals of the fields, especially in the design of the guidance professional guide.

RESOURCES FOR A JOINT LEARNING COURSE

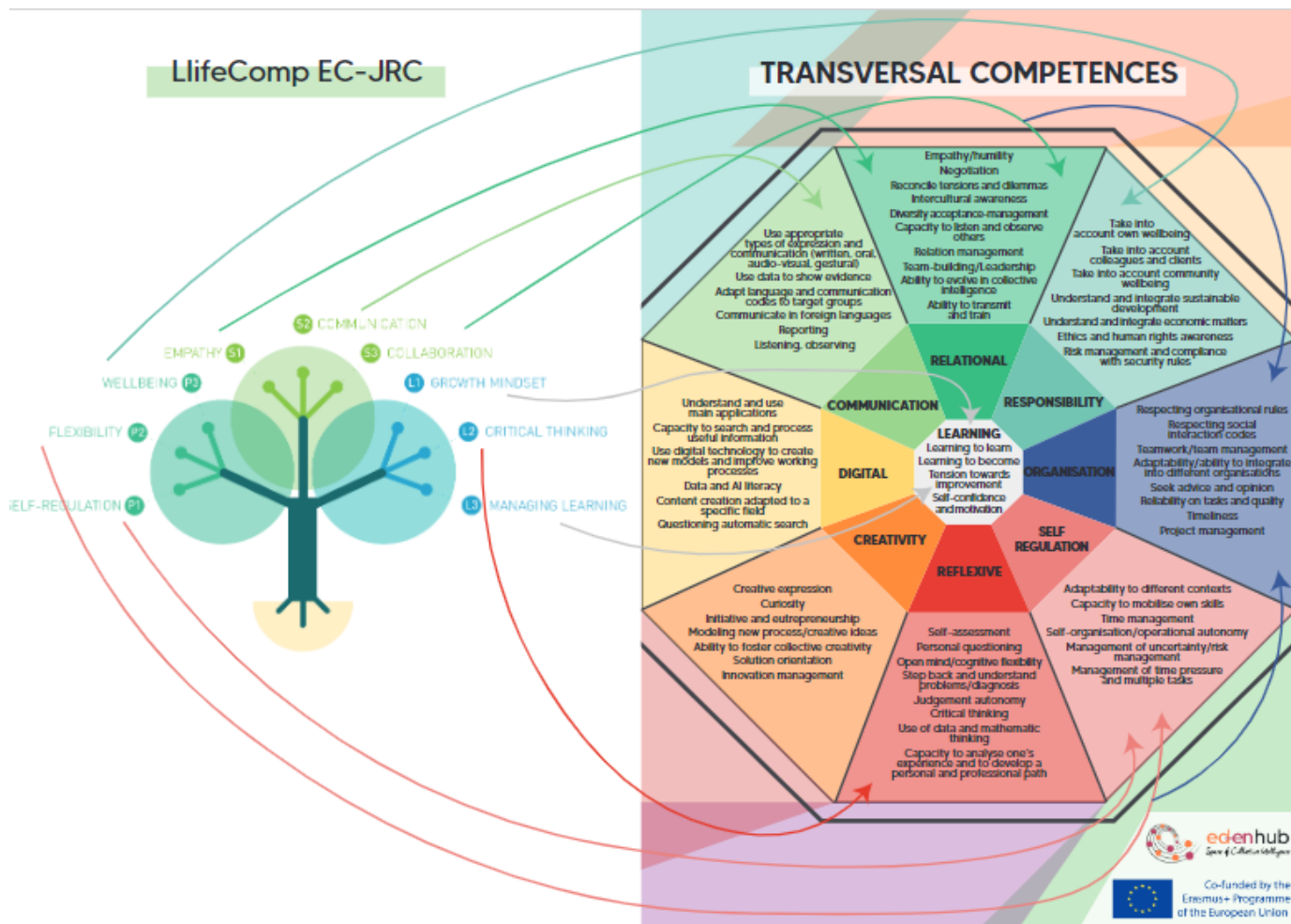
THE OCTAGON AND THE ROSETTA STONE

The Octagon represents the identified competences organised in eight groups. The Competence Map proposed is derived from the synthesis of several existing models to represent Transversal Competences, Fusion Skills, Key Competences for Lifelong Learning, Life Skills, Transformation Skills, Digital Skills, etc.

The ED-EN Hub project deals with competences, more than skills, as competences are defined as “a combination of skills, knowledge, and aptitude” (EU, 2019, p.5)² and imply assessment and certification issues. In the EQF system, the framework for defining Learning Outcomes precises that “skills are described in terms of what the learner is able to do” and “competences are described in terms of what the learner is ready to do”.

² European Union, (2019). Key Competences for Lifelong Learning, Education and Training, March.

When addressing a new and not so well-structured field, which has a recognised growing importance and multiple actors concurring to establish new definitions and structures, a natural temptation is to restart from a tabula rasa and create a new classification, hoping that it will be naturally imposing on others for its clarity and/or exhaustiveness.



ED-EN Hub intends to avoid this temptation by building on existing classifications and trying to find common elements on which a synthesis can be drawn, referring to existing systems in a transparent way. Thus, we can capitalise on existing practices, which had the opportunity to foster their approach of transversal competences.

This is the term that describes how each competence in the list presented above is related to existing frameworks of competences (in particular AEFA/RECTEC, OECD, LIFECOMP, NESTA, DQ). This element will be completed once the previous list is consolidated to avoid time waste in the early phases of project development. One of the important results of the ED-EN Hub project is that, in order to encourage the adoption of new practices by those involved in training and guidance, as well as enterprises, it is important to respect existing tools and approaches. Incremental adoption, based on improving existing tools, is more constructive than a tabula rasa approach.

THE IO1 TOOLKIT

The first section of the Toolkit³ answer the question “**What competences are we talking about?**” It proposes important elements of methodology (contextualized and experiential). When addressing a new and not so well-structured field, which has a recognised growing importance and multiple actors concurring to establish new definitions and structures, a natural temptation is to restart from a *tabula rasa* and create **a new classification**, hoping that it will be naturally imposing on others for its clarity and/or exhaustiveness.

The **terminological issue** poses another set of problems, especially in a transnational context like that of a European project. CEDEFOP and other European services have spent a few decades to provide a common glossary, and nevertheless every EU country and language continues to use terms like competence, competencies, skill, qualification in a country-specific, non-standardised way. The project partners have agreed on a project glossary, that could be refers to. Nevertheless, it is important to stress that understanding differences must be taken into account in order to encourage cooperation between actors from different sides.

<https://edenhub.eu/index.php/io-1/>

Guidelines for cooperative guidance and support to individual learners searching qualification and employment perspectives

In addition to the teaching and learning tools proposed within the project, partners of the Ed-En Hub project have developed guidelines to support people in need of guidance, **following the principle of learner’s agency (autonomy and intentionality)**. These guidelines should enable to support the various local ED-EN hubs that will be developed from the present project and are therefore intended for all the partners active within these hubs:

- Guidance counsellors/ professionals
- Work placement/ Apprenticeship managers
- Apprenticeship managers and HR teams in companies
- Tutors and trainers (training centres, sectorial advisors...)
- Teachers (secondary school, high school, University)
- Other field actors

The practitioner of lifelong guidance must not only be able to **reinvent himself, to progress, to keep up with the changes in the labour market, its culture, and its professions, but he must also be able to integrate new support practices**, to be aware of the developments in education in terms of the skills developed, and to adapt to the public he must serve.

It is therefore important, in order to enable these different guidance officers to benefit from an equivalent and common starting point, built on a reflective approach, which questions their practices, enables them to understand and identify their strengths and weaknesses and offers them a **common basis for the use and appropriation of guidance guidelines**.

³ Cf. the “Toolkit – and Guidebook- for the joint development of Transversal Competences”, ED-EN Hub.

The self-positioning tool should enable guidance professionals to:

1. **Identify the issues** prior to implementing their practices;
2. **Assess their own positioning** regarding the concepts, values, methods, necessary in the practice of lifelong guidance, including aspects related to school-enterprise collaboration.

Depending on the positioning, to **propose useful information, links, solutions, methods, allowing users to progress in their approach to the profession** on the one hand, but also to meet each other through a **common approach to lifelong guidance and counselling**, in a collaborative school-business framework.

<https://edenhub.eu/index.php/io-4/>

THE PLATFORM AS COLLABORATION AND THE LOCAL HUBS

As a tool to develop and foster the relationship between the actors, but also to allow anyone how would like to develop their transversal skill, the ED-EN Hub partners have developed a platform where you can find the relevant information about school enterprise collaboration depending of your profile.

<https://edenhub.eu/index.php/io-2/>

DESIGNING AND IMPLEMENTING AN ACTION

DESIGN A LEARNING PATH ON TRANSVERSAL COMPETENCES IN ED-EN HUB'S APPROACH

The partners of the ED-EN Hub project, as any other European Erasmus+ project, are happy to share their results and tools with actors of the educational and transversal skill development across the world. People can pick whatever they find interesting in these documents. It is needed to stress the importance of the collaboration on the transversal competences and the nature of these competences. The risk of playing a “blame game” between school and enterprise, each one accusing the other of not playing its role (who is responsible for the training?, what is the role of the learner? what role for companies ?) will be avoided by working together on transversal competences. Thus, by the collaboration, we escape from the myth of non-specificity: the context counts and we overpass the limit of formal teaching as the only framework to develop transversal competences, without taking into account the lived experiences or the learner's opinions.

Nevertheless, in order to ensure a decent quality of what will be produced based on the ED-EN Hub content, the partners have agreed on four criteria that make a new practice an effective ED-EN Hub one:

Conjoint: to be relevant, the learning pathway should address the world of education as well as the world of business. Working on one side only may reinforce the prejudice that exist and will not allow a proper collaboration between them. A good illustration is coming from the IUT Université Lumière Lyon 2 which experiences the joining training of in company tutors and training tutors to reinforce the collaboration and the accompaniment process of the learner.

Collaborative: the second criteria is the collaborative dimension of the action. It should not be directed by one or the other side and should each partner involved will have the opportunity to bring its own reflection and concerns in the development.

Agency: an ED-EN Hub Action needs to enhance the learner Agency and give them the opportunity to maximise the effectiveness of their learning.

Experiential: As proved in the ED-EN hub Toolkit and in the octagon description, transversal competences could only be demonstrated into practices and in an experiential context. Thus, the learning pathway developed within the ED-EN Hub guidelines need to put the focus on the experiences of the learners.

As describe in the Toolkit for the Joint Development of Transversal Competences, competence does not depend on a state but on a process. A competence is necessarily situated, contextualised, and unfolds during an activity - in a situation and to carry out a task. This conception of Transversal Competences part of a process has led us to define an important methodological point characterised in the figure below.

Tools alone are not sufficient, they need to be used in conjunction with the competence approach developed in this project, and the experience engineering that this implies.

Each tool will be systematically analysed according to a fourfold questioning.

1. Why? What are the stakes of the tool? For what purpose?
2. For whom? What are the target audiences and their characteristics?
3. What are the methodological instructions?
4. Examples of the use of competences in context.

The re-contextualisation process can only be made by the practitioners in the different institutions and in the different companies, taking well into account that companies here are also actors of importance in the learning process. Based on the methodological proposition of the Daisy in the Toolkit, here are some examples provided by the ED-EN Hub Partners.

Why?

The IUT LYON 2 and Trouver/Cr er wanted to accompany the process of understanding the interest of working and be trained together by proposing a training session on identifying transversal skill for both sides.

Example of use competences in context

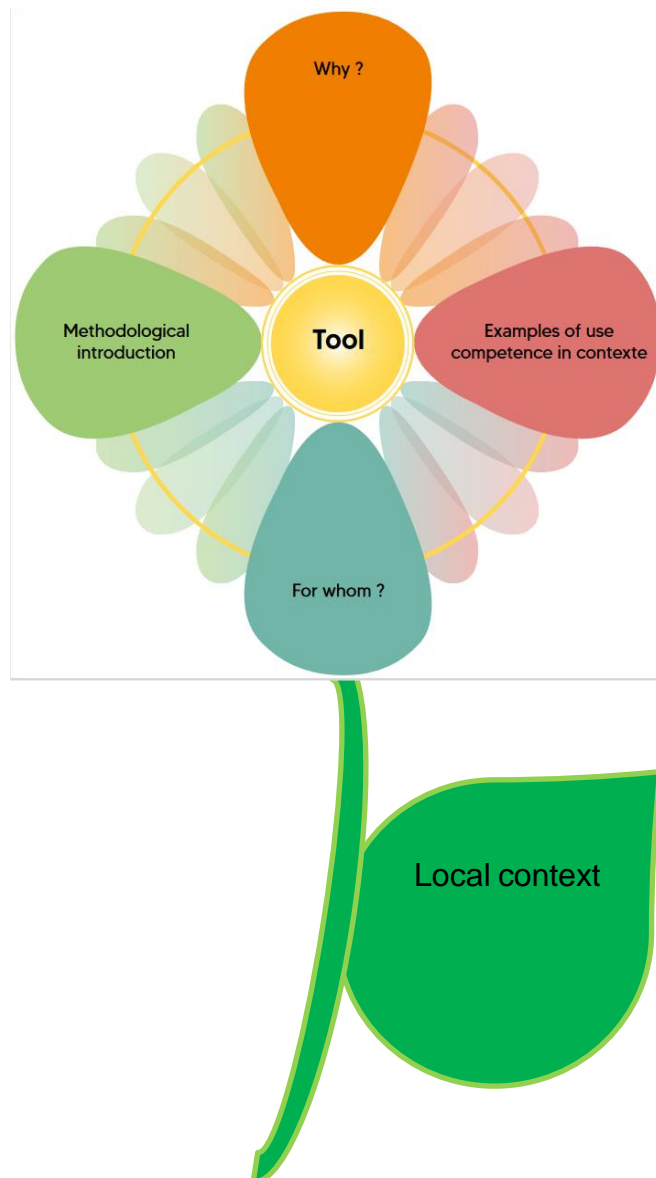
In France, the Rectorat de Lyon **adapted** from an existing experience RECTEC with the inputs of the project to make it more accurate for the trainers.

For whom?

In Reggio Emilia, CIS wanted to support and foster the learning and guidance of young people in a context of talent valorisation to retain them. It proposed a program for people from the educational sector and the local companies.

Methodological introduction

During their learning sessions, the City of London (UK) experiment the scaling up transition from experimentation to generalization of fusion skills development.



IMPLEMENTING THE ACTION

HOW TO ORGANIZE JOINT ACTIONS THANKS THE PLATFORM AND THE LOCAL HUBS

The success of a joint training program relies on a six steps process describe below:

- A. co-define the context**, mapping of key actors, different vision and cultures of the organisations involved;
- B. Launch a shared diagnosis of the context and target groups;**
- C. Design Education-Training-Enterprises Actions**, Giving methods and tools to be able to create new shared actions where the exchange of knowledge is real ;
- D. Process Description**
 - Exchanging knowledge about existing practices (local and EU innovative tools, resources, practice)
 - Identification & development of skills needed for the Co-design of actions
 - Co-design actions based on existing tools (platform) and new ones in the same context
- E. Piloting Education–Companies learning pathway to propose actions addressing to the final beneficiaries** in order to improve their awareness of the economical/educational world;
- F. Evaluation process with an integration questionnaire.**

Besides the internal requirements that exist within your organisation, Ed-En Hub encourage to follow an evaluation process and to share feedback with the other members of your Local hub and the ones of the European ED-EN Hub thanks to the platform. The evaluation methodology proposed in these guidelines is designed according to principles emerging from Research works in the area and comprising four pillars: Action Research, Qualitative Evaluation, Appreciative Inquiry and Actor Network Theory.

The main steps are the following:

- 1. Structuring**
 - evidencing and understanding the project actors network, their interests and the way these interests might align with the projects objectives and requirements to lead to the project success;
 - defining the actual evaluation activities;
 - planning these activities;
 - finalising the list of elements and criteria;
 - and finalising the evaluation instruments.
- 2. Observing participating and Analysing**
 - participating in the learning and teaching actions;
 - designing, planning, administrating and analysing the learning and teaching activities;
- 3. Appreciating**
 - applying the criteria and observing the value;
 - and debating on the appreciation.
- 4. Reporting**
 - presenting to the members of the hub (local and/or European).

TOOL TO DESIGN A LEARNING AND TRAINING COURSES

This template helps to identify examples of training courses that teachers or any of the Target audience of the project want to implement locally. The learning of training courses can address any of the ED-EN Hub tool (use of the octagon, use of the toolbox, self-positioning tool for Guidance...) or the development of one specific competence of the Octagon.

Course Name/ Training Session	
Partner	

Course / training session description	
Instructor/ lecturer <i>(please indicate the profile)</i>	
Language & Pre-requisites	
Learning Goals / Learning Objectives	<p>Learning Goals: general content and direction of the learning experience.</p> <p>Learning Objectives: what to cover in the learning experience.</p>
Learning Outcomes (level descriptors)	<p>Statement of what a learner is expected to know, be able to do and understand at the end of a learning sequence. Described in observable and measurable terms what a learner is able to do, as a result of completing a learning experience. <i>“As a result of participating in (course), learner will be able to (measurable verb) + (learning statement).”</i></p> <p><i>Please refers to the octagon to identify the Competences.</i></p>
Course Schedule <i>(Please provide brief description of the course)</i>	

<p>Competences addressed (keywords and/or competences from the octagon)</p>	<input type="checkbox"/> Learning <input type="checkbox"/> Relational <input type="checkbox"/> Responsibility <input type="checkbox"/> Organisation <input type="checkbox"/> Self Regulation <input type="checkbox"/> Reflexivity <input type="checkbox"/> Creativity <input type="checkbox"/> Digital <input type="checkbox"/> Communication
<p>Description of Sequences (you may add as many sequences as needed)</p>	Sequence 1:
	Sequence 2:
	Sequence 3:

Learning Method and Materials	
Pedagogical method	
Video	
Document	
URL/ Platform etc.	

Assessment <i>(Please provide assessment method and condition)</i>	
<p>Assessment description <i>(please provide brief condition of assessment, for example, the examiner must achieve 80% of the total score to pass the test)</i></p>	

LEARNING ACTIVITY EVALUATION BY THE PARTICIPANTS

[date] – [place]

*Please take 5 minutes to fill this form and give it back to the organisers before you leave:
1... "very poor" or "I do not agree at all" → 5 ... "excellent" or "I fully agree".*

Please specify your profile:

Teacher Education actor student/pupil Company/private staff Other

Organisation of the Training session	1	2	3	4	5
Location					
Duration					
Activities					
It was interesting to discover the ED-EN Hub project					
Thank you for specifying, to your opinion: What was the most successful :					
What could have been improved:					

About the Action I participated in	1	2	3	4	5
The objectives were clear for me					
The prerequisites (if any) are clearly stated					
I will recommend the use of this sequence to my colleagues					
This is what I Discover:					

This is what I understood:

This is what I regretted:

This is what I will put into practice:

Here are the new questions that I have: