Rapport d'activité sur les pilotes de formation

Ce rapport d'activité a pour objectif de compiler l'analyse d'actions de formation menées dans le cadre du projet ED-EN hub. Ces pilotes ont été développés afin d'expérimenter les outils développés dans l'IO1 et de les diffuser, en complément de la mobilité d'octobre 2022 prévu dans le projet - qui avait pour objectif de tester ces outils. Il s'agissait de prolonger ces tests par des expérimentations pilotes dans le cadre de contextes et problématiques variés.

Ces actions de formation ont eu pour objectifs :
1. De tester la mise en œuvre et de diffuser des outils développés dans le cadre de la production intellectuelle n°1 (IO1) auprès d'apprenants jeunes et adultes ;
2. D'expérimenter et de diffuser la mise en œuvre de la formation de formateurs dans le cadre de la production intellectuelle n°3, (IO3) & leur permettre d'expérimenter eux-mêmes l'approche expérientielle (IO1) ;
3. D'expérimenter et de diffuser la mise en œuvre de formations conjointes auprès de formateurs académiques et de formateurs entreprises, notamment des maitres d'apprentissage et des tuteurs entreprises (IO3), afin d'améliorer l'accompagnement en matière d'accompagnement et d'orientation (IO4).

Elles ont été menées par 5 partenaires, avec des problématiques différentes :
1. L'IUT Lumière- ULL et Trouver-Créer ont élaboré des actions de formation dans un contexte de formation de techniciens en apprentissage (niveau bac+2, bac+3), destinées à des apprentis (pilote n°1) et au couple maitre d'apprentissage/ tuteur formation (pilote n°2). Ces deux pilotes ont permis d'étudier le cas d'un organisme de formation qui n'avait pas de démarche explicite d'identification, de développement et d'évaluation des compétences transversales mais une longue expérience en matière de préparation à l'insertion professionnelle des apprentis et une démarche de développement de l'efficacité professionnelle au regard de la posture professionnelle et du savoir-être.

2. CIS qui a élaboré une action de formation (pilote n°3), prenant la forme d'un atelier participatif, mélangeant des publics variés d'enseignants, de formateurs, managers de l'innovation, personnel d'une association des entreprises, experts en orientation professionnelle.

3. City of London Corporation a développé de nombreuses actions de formation (Pilotes n°4), dans l'objectif de les diffuser auprès de publics très variés et de leur donner une orientation accès « fusion » en référence à la notion de « fusion skills ».

4. Le rectorat de Lyon/ GIPAL Formation de l'académie de Lyon a élaboré différentes actions de formation (pilotes n°5 et 6) et a élaboré un bilan spécifique dans l'objectif d'intégrer l'approche ED-EN hub à une démarche déjà existante d'identification et d'évaluation des

compétences transversales, avec pour objectif d'améliorer l'adoption d'un outil déjà existant (RECTEC) et de lui donner une approche plus collaborative.

Les 3 premiers ont été conçus comme des pilotes dans l'objectif de faire des comparaisons.

Le partenaire City of London Corporation a élaboré un rapport de pilote initulé « *Ed-En Hub Report of pilot testing of the teaching and learning units* » consolidé dans l'objectif d'étudier les impacts de manière plus qualitative et de tirer des conclusions sur la diversité des situations.

Le partenaire Rectorat a élaboré un rapport portant spécifiquement sur l'intégration de la démarche ED-EN hub dans l'approche RECTEC. Cela lui a permis de développer une approche nouvelle « RECTEC by ED-EN hub ».

Pilot Actions report n°1

Partner of the project: ULL / TC
Name of the Pilot action: "My transversal competences, a lever for success in my technical assignments"

A	Context of the Action	
1	**Place of the action** ULL	
2	**Date and duration** April 25th 2023 - 2h30 June 20th 2023 - 3h	
3	**Other useful information**	

B	Participants, animators and activities	
4	**Number of participants** - 17 apprentices	**Number of participants** - 28 apprentices
5	**Profile of the participants, please provide the signed attendance list:** ULL students, second year of Data Sciences Bachelor in apprenticeship	**Profile of the participants, please provide the signed attendance list:** ULL students, second year of Data Sciences Bachelor in apprenticeship
6	**Who animated the sessions? (name and profile)** - Marine PELE-PEYCELON, LLL department manager - Muriel ARDUIN, Placements and Work Based Learning Officer - Marie-Sabrine DELAYE, project manager (designed with Claudine Gay and Aurélie Charles)	**Who animated the sessions? (name and profile)** - Marine PELE-PEYCELON, LLL department manager - Sophie BUREAU, Placements and Work Based Learning Officer - Marie-Sabrine DELAYE, project manager (designed with Claudine Gay and Aurélie Charles)

7	**Please provide the syllabus of the activity**
	Objectives: help students identify the transversal competences they need to carry out their work assignments, and make them aware of the importance of deploying and developing them.
	Sequence 1 : Introductions
	Sequence 2 : Our work missions
	Sequence 3 : Let's play with competences
	Sequence 4 : From playing to discovering the octagon
	Sequence 5 : Personal integration
	Sequence 6 : Wrap up and closing

C	**Main observations**
9	**Could you describe briefly the main points of interest of each session?**
	The training activities have been integrated into the portfolio support sessions, with the aim of helping apprentices to improve their professional effectiveness, in addition to the assessment of interpersonal skills, which is organised in the company and jointly assessed with the apprenticeship supervisor and the training tutor.
	Not mentioning them in first sequences, students made easily the difference between transversal and technological competences. They also make easily links between their mission in enterprise and the interest of TC
	The help of the octagon, with its wide list of TC, made the students more aware of the diversity of TC.
	They do appreciate this course and find it helpful for their portfolio.
10	**What could have been done better?**
	This workshop should have been done earlier to help them more in the constitution of the first draft of their portfolio.
11	**What would you suggest for a further use of the action?**
	The first semester of the second year (BUT2) appears to be the best moment for this workshop.

D	**Evaluation and Impact expected**
13	**How did you evaluate the action?**
	Please attach the synthesis of questionnaires if you have some or the synthesis of the debriefing.
	Evaluation where done through :
	- Integration questionnaire
	- Satisfaction questionnaire

Example given synthesis of integration questionnaires of the first session :
- the difference between Transversal Competences and technical competences is clearer
- the link with the portfolio was well made, particularly with the notions of traces/evidence/justification. This applies not only to the work to be done at the ULL, but also to the rest of one's professional life.
- The octagon was also mentioned several times as a support tool for the subject of cross-disciplinary skills.
- The projections made in the last three questions show that the subject of the session was well understood and appropriate.
- One need that emerged was for support in writing the justifications/content of the portfolio.

				Contenus et échanges						Organisation			
Répondants	1. Réponse aux objectifs		2. Utilité		3.1. contenu de la formation		3.2. échanges entre les participants		3.3. échanges avec les animatrices		4.1. rythme		4.2. périodes de la formation	4.3. durée de la formation
étudiant /	17	oui	16	oui	17	Très satisfaisant	10	Très satisfaisant	12	Très satisfaisant	14	Très satisfaisant	7	Très satisfaisant	7	Très satisfaisant	3
enseignan	0	non	1	non	0	Satisfaisant	7	Satisfaisant	5	Satisfaisant	3	Satisfaisant	10	Satisfaisant	6	Satisfaisant	11
Profession	0					Peu satisfaisant	0	Peu satisfaisant	0	Peu satisfaisant	0	Peu satisfaisant	0	Peu satisfaisant	3	Peu satisfaisant	2
Manager	0					Pas satisfaisant du tout	0	Pas satisfaisant du tout	0	Pas satisfaisant du tout	0	Pas satisfaisant du tout	0	Pas satisfaisant du tout	1	Pas satisfaisant du tout	0
Autre	0																
total	17					Très satisfaisant	36					Très satisfaisant	17				
						Satisfaisant	15					Satisfaisant	27				
						Peu satisfaisant	0					Peu satisfaisant	5				
						Pas satisfaisant du tout	0					Pas satisfaisant du tout	1				
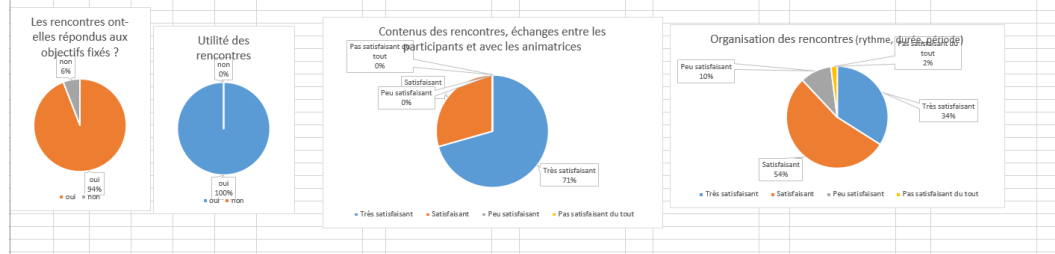
18	**Did you monitor impacts on other actors?** **Which ones? Which impacts?** This workshop has just been integrated in other bachelors in ULL to improve portfolio approach. This is a major step forward.
20	**Please share all other information, comments, documents related to the event (Agenda, pictures…)**

21	**Other observations**
	Attendance lists, satisfaction questionnaires and integration questionnaires are available on owncloud.

Pilot Actions report n°2

Partner of the project: ULL / Trouver-créer
Name of the Pilot action: "Transversal competences : issues and practices"

A	Context of the Action	
1	**Place of the action**	
	IUT Lumière (Bron – France)	Parilly's Racecourse (Bron – France)
2	**Date and duration**	
	24 janvier 2023 3h30	28 avril 2023 4h
3	**Other useful information**	

B	Participants, animators and activities	
4	**Number of participants**	
	16 participants	30 participants
5	**Profile of the participants, please provide the signed attendance list:**	
	Teacher, trainer, coach 5 Manager 1 Guidance professionals 7 Student / work-study student 1 Others 2	Teacher, trainer, coach 11 Human resources professional 7 Manager 5 Guidance professionals 6 Student / work-study student 1
6	**Who animated the sessions? (name and profile)** - Claudine GAY – IUT director – associate professor - Muriel ARDUIN – Placements and Work Based Learning Officer (IUT) - Marie-Sabrine DELAYE – project manager (Trouver-Créer) - Marine PELE-PEYCELON –LLL department manager (IUT)	

7	**Please provide the syllabus of the activity**

	Objective: understand the current issues surrounding transversal competences and identify personal and professional situations involving TC.
	     Sequence 1: Introduction
	     Sequence 2: Exploring the notion of Transversal Competences
	     Sequence 3: invariants of TC
	     Sequence 4: Mapping contexts
	     Sequence 5: discovering the EdenHub octagon
	     Sequence 6: integration / evaluation

C	**Main observations**
9	**Could you describe briefly the main points of interest of each session?** **According to the participants, the main points they appreciate are :** - A better understanding of TC - Taking a step back from their daily work - appropriation of the approach and tools for professional practice - New perspectives - A step further to collaboration between Education and Entreprise - Interactions, public mixity, networking
10	**What could have been done better?** A few adjustments were made between the first and second sessions (for example on the card game, set up sub-groups beforehand to ensure a mix of participants during workshop sessions; and an improved introduction of participants, which has led to better cooperation between enterprise and education participants). According to the participants, they would have appreciated : - a wider audience (students, secondary school teachers, etc.) ; - more time to networking ; - more examples.
11	**What would you suggest for a further use of the action?** To maintain the mixity of participants (teachers, managers, guidance professionals, etc.). Setting up sub-groups beforehand to ensure a mix of participants during workshop sessions Prolonging exchanges through a informal moment (lunch for example). Proposing a "second moment" of experiment feedbacks, few months later.

D	Evaluation and Impact expected
13	**How did you evaluate the action?** **Please attach the synthesis of questionnaires if you have some or the synthesis of the debriefing.**

Integration questionnaires (cf. example below) Qualitative feedbacks through discussions with participants in order to deeply improve the session.	Integration questionnaires (cf. example below) Satisfaction questionnaires (cf. attached synthesis)

Example given synthesis of integration questionnaires of the second session:

For those unfamiliar with the ED-EN Hub project, this module helped to clarify the difference between cross-disciplinary skills and technical skills.
Understand that a transversal skill can only live in a context, and that this context must be recreated in order to assess the skill.
To appreciate the complexity of TC: they are everywhere, they run parallel to technical skills, they are constantly evolving, and their development can be supported.
The Octagon is a good tool for identifying and discussing them.

The desire to use this new knowledge manifests itself in a variety of ways: disseminating it, promoting it, training employees, putting it into practice within teams...
Questions remain as to the type of support to put in place and the modus operandi for company/school collaboration on this subject.

18	**Did you monitor impacts on other actors?** **Which ones? Which impacts?** - One of the participant of the first session decides to continue her training through joining the trainers for students training sessions. - Others participants are considering to introduce TC assessment into their workplace assessment tools. - Some teachers are planning to incorporate the tool into a module devoted to improving self-awareness.
20	**Please share all other information, comments, documents related to the event (Agenda, pictures…)**

ED-EN HUB

Dans le cadre du projet ED-EN hub, l'IUT Lumière et Trouver/Créer vous invitent à une session de formation dédiée au développement des soft skills.

VENDREDI 28 AVRIL DE 8H30 À 12H30
A L'IUT LUMIÈRE - UNIVERSITÉ LYON 2
160 BOULEVARD DE L'UNIVERSITÉ - BRON
BÂTIMENT 3 - SALLE 3.012

Public : Professionnels de l'accompagnement (formateurs, enseignants, conseillers d'insertion et d'orientation, RH) étant amenés à accompagner le développement ou à évaluer les compétences transversales d'un apprenant, futur collaborateur, collaborateur.

Objectifs de cette formation :
- Appréhender les notions de soft skills et de compétences transversales et la façon dont elles sont mobilisées dans des situations professionnelles variées (formation, orientation, reconversion, recrutement, etc.).
- Comprendre les spécificités du développement des compétences transversales
- Intégrer le développement collaboratif des compétences transversales dans sa pratique professionnelle.

ATTENTION, LE NOMBRE DE PLACE EST LIMITÉ !
INSCRIPTION : BIT.LY/3GIDFH0

PLUS D'INFORMATIONS : HTTP://EDENHUB.EU/

21	**Other observations** Attached (available on owncloud – final results): attendance lists, satisfactions questionnaires and reporting, integration questionnaires and reporting.

Pilot Actions report n°3

Partner of the project: CIS
Name of the Pilot action: "The challenges of integrating transversal competences into corporate training and education and training systems"

A	Context of the Action
1	**Place of the action** **First Day :Human and Technology Training Centre (owned by Cis)** **Second day : CIS**
2	**Date and duration** **16-02-2023- 15.00- 18.00** **23-02- 2023 15.00 -18.00**
3	**Other useful information**

B	Participants, animators and activities
4	**Number of participants** **16 partipants** **-**
5	**Profile of the participants, please provide the signed attendance list:** Teachers, Trainers, Innovation strategist, staff of Association of Enterprises, coordinators, carrer Guidance and Orientation Experts
6	**Who animated the sessions? (name and profile)** **Elena Galli,** *Innovation Strategist* **Claudio Dondi** *Learning Innovation Advisor*
7	**Please provide the syllabus of the activity** **The challenges of integrating transversal competences into corporate training and education and training systems** THEMES ADDRESSED The working tables are structured around the following themes:
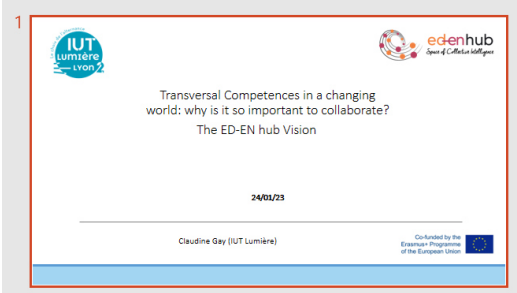
	Transversal competences
	for the valorisation of talents, with a view to talent retention to support and foster the learning and orientation of young people to increase students' awareness of their value in educational and learning contexts to enhance and increase trainers' perceived effectiveness of training to increase the involvement of students and trainers in training contexts.

C	Main observations
9	**Could you describe briefly the main points of interest of each session?** The first session (16-02) was articulated as follow: an introduction dedicated to the concept of trasversal competences , how to identify, develop and assess them a team work, with the support of the octagon and a kanvas that helped to work on the following question and requests: what you think when you talk about TS? write how you prove to possess certain TS The second session was dedicated to design ta training course starting from the process detailed in the guidelines.
10	**What could have been done better?** We promoted the Pilot actions via social, newsletter and website, but the participants but the participation wasn't as expected. We might re think the way to involve participants.
11	**What would you suggest for a further use of the action?** We might organise a further pilot action within an enterprise, where all the process will be customised on their needs.

D	Evaluation and Impact expected
13	**How did you evaluate the action?** **Please attach the synthesis of questionnaires if you have some or the synthesis of the debriefing.**

18	Did you monitor impacts on other actors?
	Which ones? Which impacts?
	No we didn't so far.
20	**Please share all other information, comments, documents related to the event (Agenda, pictures…)**

21	**Other observations**
	Attendance lists are available on owncloud.

CIS - Unindustria Reggio Emilia
3 034 abonnés
8 mois · 🌐

📅 SAVE THE DATE
Il 16 e il 23 Febbraio, dalle ore 15.00 alle ore 18.00 si terranno alcuni importanti tavoli di lavoro, nell'ambito del progetto internazionale EDENHUB, presso il nostro Human & Technology Training Center a Reggio Emilia

Si parlerà di come affrontare la sfida di riuscire ad integrare le competenze trasversali nella formazione aziendale e nei sistemi educativi. I tavoli di lavoro rappresentano uno strumento fondamentale per favorire la collaborazione tra sistema educativo e imprese, per lo sviluppo e la crescita del capitale Umano.

🎯 A CHI CI RIVOLGIAMO?
Docenti, formatori, orientatori, Responsabili HR di imprese, Manager di Organismi di formazione e Coordinatori, Funzionari di Associazioni Datoriali, esperti di settore.

📌 Leggi il programma e iscriviti all'evento:
https://lnkd.in/dsnpJwjv
-
-
-
#technology #lavoro #hr #formazione #edenhub #cisformazione #training #formazioneaziendale #formazionecontinua #formazione #sistemieducativi #workshop #imprese

Voir la traduction

LE SFIDE DELL'INTEGRAZIONE DELLE COMPETENZE TRASVERSALI NELLA FORMAZIONE AZIENDALE E NEI SISTEMI EDUCATIVI E FORMATIVI

16 e 23 Febbraio 2023
Human & Technology Training Center, RE

👍 16   2 republications

Pilot Actions report n°4

Ed-En Hub Report of pilot testing of the teaching and learning units

June 2023

Contents

1. Introduction

The adult education and skills sector must urgently adapt and respond to changes in the workforce, to changes in demand for skills, and to new, innovative ways to deliver education and skills training.

The combination of the ageing population in most high-income economies and the rise of automation and digitisation means that workers may need to retrain and reskill multiple times in their lifetimes.

Rising levels of self-employment combined with increasing interest from young people in pursuing entrepreneurial careers requires new approaches to skills delivery, as individuals have fewer opportunities to access employer-led training. Employers may be disincentivised to provide training to employees as people follow non-linear career patterns and have more frequent job moves.

These patterns are already disrupting traditional education and skills delivery models and will have profound implications for equity of access to training, for matching the supply and demand for skills, and ultimately for economic growth. And yet the traditional education and skills sector has not always kept pace with the rate of change. This underscores the need for a responsive and dynamic skills and education sector which moves beyond traditional models, and brings in other actors, sectors, and approaches to meet this need.

Education and skills training also plays an important role in creating a more equal society. In the United Kingdom (UK), more than seventy per cent of children from the richest tenth of families earn five good GCSEs, compared with fewer than thirty per cent in the poorest households (IFS, 2022). Inequality in access to education and skills training continues into adulthood, with researchers highlighting 'the skills paradox' whereby those who are lacking basic skills are least likely to participate in formal learning (Demos, 2008). There are other areas of inequality relevant to uptake of education and skills training, such as disability, ethnicity, gender and sexuality.

2. Methods

Education and skills training is a route to tackle inequality, and this report outlines innovative approaches that were taken to support this aim. To determine if transversal fusion skills could be delivered at scale, a teaching learning unit was developed. The intention was that the unit was able to be delivered by tutors to any group of learners from ages 14 years to any aged adult. It could be delivered to people current with education and those people unemployed, about to go into employment, self-employed or within company training.

Learning Goal was for learners to gain an improved understanding of fusion skills[1] and the difference these can make to getting your life goals and enjoying learning and work. The

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[1] The 21st Century is characterised by Fusion. There are fusions of industries, fusions of cultures, and fusions of identities. It is the idea that a website is a series of codes AND a creative work of art AND an exciting user experience. That art is in a gallery AND on your phone. That friendships are in your local area AND on the Internet AND in global subcultures. To live, work and study today is to navigate through and around these fusions and the myriad of possibilities that they bring.

teaching and learning unit encouraged learners to begin the journey to develop and expand your fusion skills. Specifically, the Learning Objectives for learners were to:

- Introduce fusion skills.
- Understand the importance of fusion skills to learning and working.
- Enhance the capacities for lifelong learning and understand the significance of becoming a lifelong learner.
- Become familiar with the language used to describe skills.
- Self-assess the fusion skills to create a learning profile.
- Become aware of resources that can accessed to improve fusion skills.
- Make a personal plan to enhance at least one fusion skill.

To determine which method/s were most successful in both the adoption and the impact of the teaching and learning unit, a range fo approaches were used. These included:
- In-person training sessions with a business partner for young people aged 16-19 years of age (N=82 across three sessions)
- In-person training sessions with young people aged 14-17 years of age (N=35)
- Virtual training with young people 16-19 years of age, including in the USA and Australia (N=32)
- In person and virtual fusion workshops with young people with SEND (N=32)
- In-person training of case workers and adult educators working with people in employment programmes (N=12)
- In-person training of educators working in a college sector in London (N= 15)
- Virtual training of the national adult education sector (N=75)
- Virtual training of the UK's largest provider of apprenticeship qualifications and other accredited learning (N=48).

In total 191 young people under 25 years of age experienced fusion learning programmes and a total of 109 trainers. There were slightly less than expected young people who were able to undertake training. This was mainly due to the timing of the training occurring at the same time as a series of holidays as part of the King's Coronation. More training of young people will occur in the first week of July. Conversely, the 'train the train model was very popular and there was strong demand from major training providers for this offer. A total of 150 trainers attended specific train the trainer sessions. In addition, the virtual sessions were recorded for wider distribution meaning that considerably more than this number participated via the recordings. Holex [2](see online invitation which follows) which is the national body for Adult Education ran training offered to all its adult education providers. This is likely to have a large future impact. Currently, the City and Guilds (who train more than 3 million learners globally) undertook training and want to be able to share the teaching and learning unit as part of their

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[2] *London HOLEX represents the 36 adult community education services, institutions and centres in London. They are managed by the city of London.*

offer. The trainers found the learning pack easy to use and relevant and this model of cascading training and implementation seemed to produce the largest effect for the least cost. It is recommended that this approach continues.

> *"I have discussed the Fusion workshop suggestions with the Adult Skills tutors and some managers. They have requested that if it is possible and convenient for you to provide the training for the tutors/managers. They will in turn deliver the training to their learners."*

The teaching and learning unit seemed to work well in either virtual or in-person sessions. With higher needs young people, in-person was better, especially as we were able to have a case worker supporting the young people in a one-to-one way during the sessions.

Hello Anne Bamford,

Thank you for registering for HOLEX - Transferable Fusion Skills (ONLINE). You can find information about this meeting below.

HOLEX - Transferable Fusion Skills (ONLINE)

Date & Time	Jun 14, 2023 13:00 London
Meeting ID	858 7661 8680
Passcode	995762

A copy of the teaching and learning unit and the support material is available in Appendix One

3. Overview of results

The overall results have been organised under two sections. The first section reports on the direct delivery to young people (including the international examples). The second section reports on the results of the train the trainer pilots. A copy of the evaluation template that was used to report under the train the trainer model has been included in Appendix Two.

The results are presented as the issues raised with indicative comments taken from the evaluation proformas to exemplify the comments.

In the general presentation of results, these are summarised by pilot. In Section 4, the results have been combined under seven main thematic areas.

3.1 Direct delivery to young people

The sessions directly delivered to young people also involved their teachers, support workers, case workers and other relevant professionals. In addition to the direct impact on the young people, the professionals in attendance also made a number of observations about both the teaching and learning unit and fusion.

The general view was expressed that schools are not focusing on skills and that there is a disconnect between what happens in the realities or work and between the different levels of the education system as these comments indicate:

> *"It gets fragmented across the age divisions of education."*
> *"Schools don't have always have the foresight to embrace things like this."*

Concurrently, teachers also raised equity issues as they felt that a disproportionate focus on the development of fusion skills occurs in private education, further advantaging the children already experiencing advantage.

> *"There is a perverse fact between the state schools and independent schools. The state schools need fusion skills the most but are not carving out the time to focus on them."*

The other concern of the teachers was that it was important that innovative methods were used for students to learn and practice fusion skills. Games and 'challenge-based' learning were seen to be good methods to embed fusion and transversal skills into the curriculum.

> *"The material in the teaching and learning unit focuses on what to learn but there is less focus on how to learn. We need to be learning by playing."*
> *"I would like to see people being able to do project-based learning with fusion as the criteria self-assessment and the tutor."*

The teachers felt that it was important to assess the development of transversal skills and were complementary about how this was done in the teaching and learning unit.

> *"Every single one <skill> is accessible in a task, and you can assess the skills"*

Education and enterprise joint pilot test: Amazon Web Services (AWS), the City of London Police and the City of London Corporation partnered to deliver a project supporting the development of digital, business and fusion skills in Year 12 students, increasing their knowledge of the wide range of careers in the digital space and preparing them for success in the world of work. Over 30 students from four schools took part in a series of interactive workshops led by experts from the tech sector. They were introduced to a range of careers in technology, as well as how they can use technology to positively impact on the world. In the final competition event, students used their skills and knowledge to pitch solutions to the challenge of cyber bullying to a panel of experts.

Fusion Skills Workshops for LCF: The London Careers Festival is a free annual event run by the City of London which seeks to connect pupils from primary to post-16 with the world of work. Fusion Skills were a key area of focus, with sessions supporting pupils' oral communication, collaboration and creativity.

SEND focused workshops: Several workshops were run specifically for young people with SEND. The City of London collaborated with education non-profit ELSA education to deliver virtual and in-person sessions to both primary and secondary pupils with a focus on technology and inclusivity.

Festival of Apprenticeships: The City of London collaborated with the Association of Apprentices and Investors in People to host a 'Festival of Apprenticeships'. The event saw over 200 current apprentices visit the Guildhall to take part in a training session based around developing fusion skills and 'building your personal network' before attending a networking event designed for the apprentices to put what they learned into practice.

Maryland's Design College and Los Angeles State Library (USA)

"In the USA we have witnessed 'the great resignation'. 41 million people left their jobs or were laid off after Covid. There have been articles in both the New York Times and the Washington Post about changes in work culture. Values are shifting and the desire to work in companies is decreasing."

"We found that the fusion workshop was a great way to approach employment. The three hours helps people think of themselves differently. They also think about job markets differently."

"We trialled the course in an advanced placement class in secondary schools. There were 12 students in the first group and then 22 in the group at the library. The people in the library were self-selected. "

"Fusion skills give you a foundation for life."

"The creative thinking skills are so applicable outside of the arts… the arts re a big kaleidoscope of the languages. A lot of people don't have access to that part of themselves or they have not been raised to see… the creative thinking skills are like a permission slip."

"Certain things I would say about creative thinking made them rise out of their seats and you could see the penny drop in their eyes. You could see it physically. This is really powerful… like a permission slip for any mindset… a tradesperson, an executive…"

"The skills are very fun, and you can have fun with them."
"LA county libraries have been great supporters in this project…"
"We made a game out of it <learning fusion skills>. In the workshop with the students, I really emphasised intentionality… you can intentionally apply them to what comes next in your lives. We made it into games. Let's make a game out of this… let's make it fun so the seriousness is not so serious."

3.2 Train the trainer models

City and Guilds reported the value of "championing skills development through all stages of life." They are committed to lifelong learning and acknowledge that people will need to train and re-train many times over their careers. Examples were given of how their 'skills boot camps' to help people from one sector to the other focus around transversal and fusion skills. "People sometimes find it hard to describe their employment history to date in terms fo fusion skills rather than jobs. When you show them how easily the fusion skills cross different jobs, they are always surprised how relevant their skills are." They felt that there was an insufficient focus in government policy on fusion skills development: **"The focus of where state investment goes seems to be an issue of the treasury and the DfE. Governments don't understand how transversal skills impact resilience and sustainability."** City and guilds could see lots of ways to integrate the transversal skills, but as they work with many providers which offer their qualifications, they were trying to determine where there might be the most traction for adoption.

> *"City and Guilds are arm length of most of our centres. We have some centres. Where do we have direct controls? The one that leaps out to me would be Gen 2. It is predicated on apprentices. VIY cohorts provide that first step into construction, and they might be open to it <the fusion teaching and learning unit>. Our own apprenticeship cohort. We currently have about 12 apprentices… Training provider partners… We could also use the teaching and learning unit with our parallel trustees' group of young people."*
>
> *"Our learners will need to continually update their skills throughout their lives."*

The City of London used the fusion skills as the basis for both a large conference on May 18 (see Policy Conference report) and as part of a 'Learning Week' across the organisation. The City of London was keen to model the best practice in transversal skills in how they train the existing staff. AS the Head of Training said, "What is required to make London a City of Learning?"

Using innovative approaches, a variety of learning session were offered to encourage the development of the more 'under-used' transversal skills. These included workshops focused on developing creativity, communication skills, resilience and organisational skills. The learning week approach broke the teaching and learning unit into smaller sections and used short 'lunchtime' sessions rather than three-hour blocks. There were mixed levels and experiences kin the groups alongside people from across the organisation. This more informal approach seemed to work well, and people rated the session highly and commented that the sessions were 'different' and 'opened their minds'. There was a strong focus on lifelong learning and the

responsibility of individual workers to manage their own 'skills cloud'. See flier for the Learning Week approach following:

Learning at Work Week 2023 is Coming Soon!

The annual **Learning at Work Week** is back from **Monday 15 to Friday 19 May.**

We'll be hosting a range of events and activities based on this year's theme – **Create the future**, which explores how lifelong learning at work helps us to adapt to changing circumstances and create a better a future for ourselves and others

Learning at Work Week 2023 is Coming Soon!

Holex: 75 people attended the virtual train-the-trainer session. Holex is the national body for Further and Adult Education**.** The attendees reported that the teaching and learning unit was very useful and adaptable. They spoke of the need to work with local government areas and the "impact of regional devolution." They felt that the further education and adult education sectors are the right place for transversal and fusion skills training as there are already some structures to support this training, e.g.

> *"16–19-year base is an interesting one. Colleges are more amenable to make space for things like this."*

> *"DWP work coaches could include fusion."*

Yet the participants also acknowledged that finding implementation traction might be difficult as:

> *"It is a very fragmented approach, and no one takes responsibility."*

"There is a complex landscape on where the best way is to integrate pilot like this."

It was felt that fusion skills provide the ideal conduit for working between education and enterprise and can enable a smooth transition between these sectors:

"Employers are trying to get their business more closely linked with the community. They could achieve this through programmes of upskilling."

"Transiting people between industry and sectors…. Fusion skills help you to understand your own transition."

The Holex train-the trainer event also enabled the delegates present to share their work around fusion skills. For example

"A new feature, funded by Cambridge and Southampton Local Authorities, is designed to produce data that can track career development and provide valuable insights for councils to make informed decisions about investing in skills."

Copies of the teaching and learning unit and related material and links were shared with all the delegates. The comments were very positive, and the questions showed a keenness to begin to implement change around fusion skills.

Thanks so much Anne for presenting today (and to Simon and Gerald for instigating this and setting the scene). There were multiple thank yous in the chat – around ten straight 'thank yous' plus the below:

- *Great session, thank you*
- *Many thanks very interesting session!*
- *Thank you - very interesting and useful thought-provoking session.*
- *Thank you, Anne - really interesting and a lot of food for thought....*
- *Thank you everyone for attending!*
- *Thank you so much this was great. Very informative*
- *thank you very much*
- *Thank you, a great one hour!*
- *Thank you, that was very interesting*

"What an interesting session! I think there is a danger of feeling very overwhelmed as we plan our curriculum. We are 'expected' to embed so much into it, but as you say, these fusion skills are so critical. I work with so many low-level language speakers and cultural differences play such a big part and often being explicit in teaching Fusion Skills is a challenge given the limited English we have. Being very direct is part of a lot of my learners' lived experience yet in the west, we tend to be less direct and more sensitive when we are faced with directness. This is often something that puts potential employers off. On a personal level, I'm listening to a really interesting book - Radical Candor by Kim Scott and I think a lot of what she talks about takes people like me in middle skills jobs arena into the higher skills jobs because of the Fusion Skills she talks about needing to develop in order to be an effective leader- being clear in terms of expectations, being human and not shying away from the very challenging conversations which need to be had when dealing with underperformance."

Thanks so much for the Holex presentation - I think it went really well... just the tonic!
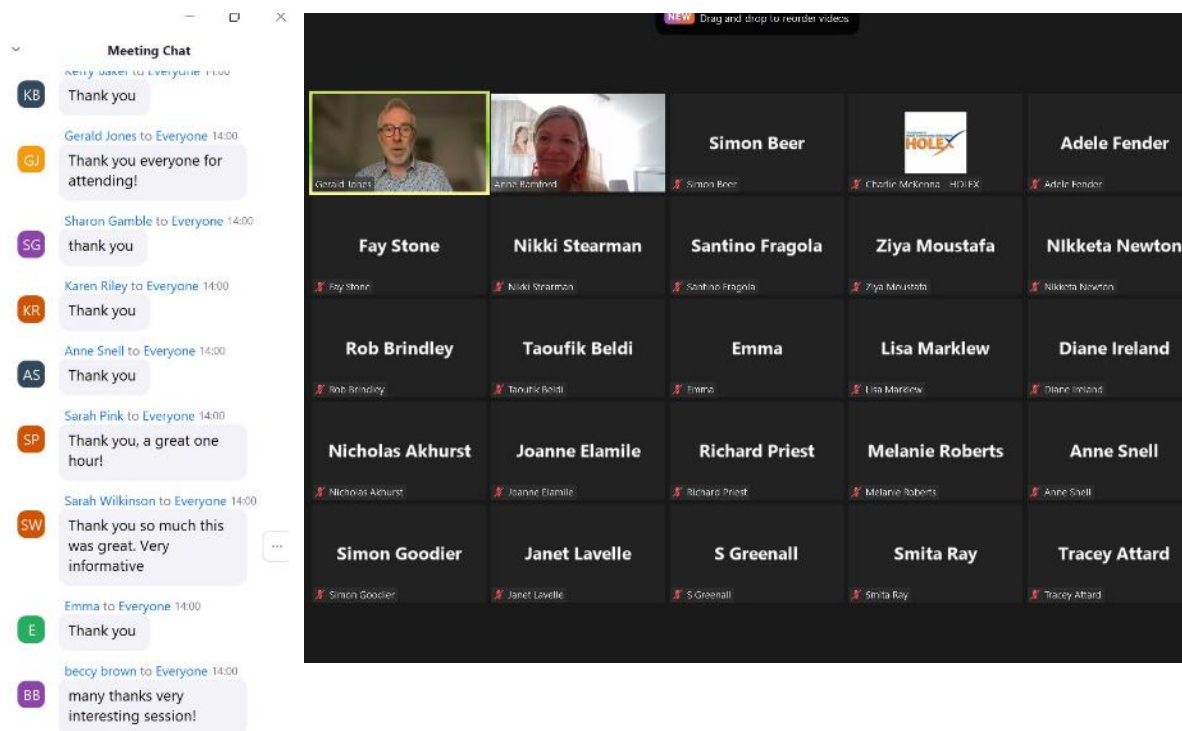
Adult Skills and Education Service (ASES) and Connecting Communities were keen to adopt the train the trainer model and to cascade the unit to the learners they work with. This mixed group included adult educators, apprenticeship trainers, employability programme leads and employment case workers. They particularly liked the self-assessment and active 'bite-sized' nature of the material:

> *"I love the focus on self-assessment and confidence building. The material is broken down into accessible and bite-sized learning segments."*
>
> *"The tools and materials make it easier to ensure that everyone has many touchpoints on skills and more opportunity to gain the transversal competences."*

The case workers commented that it can be challenging to get learners even to a point where they would engage with the fusion unit.

> *Learners require resilience and a sense of agency to engage with ongoing skills development.*
>
> *One of the challenges it feels to me that some of the benefits are longitudinal benefits. Metric might be that retention improves and destination improves. We want repeat business.*
>
> *We have a cohort that has poor self-belief. We need to improve self-awareness and resilience and levels of communication.*

Other tutors thought that a greater focus on transversal skills might lead the way for more innovative assessment methods:

> *"Project based learning assessments could work well with fusion."*

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Some participants felt that fusion skills could unlock employment potential and assist people who were negatively impacted by the period of Covid, including those reluctant to return to work.

"What do we do when we go back to work? Go and do this assessment first. What kind of people have you got? Are they capable? Competent?"

"After this workshop I am going to start to use more skills in giving careers advice. This has helped me in terms of how to guide young people to develop meta fusion skills. This is especially important in the way we assess that value of work experience. How does the work experience change the fusion skills."

"We think that demonstrating to individuals that enhancing their skills can lead to better job opportunities or career transitions could improve their quality of life and give educators better insights into which learning is leading to better outcomes. "

"Where can I achieve greatest impact for my learners? Learners need to be able to articulate their competencies and values."

Morley College are a large provider of further education and lifelong learning. They cater for a wide range of learners and across many courses.

"For us it is about building confidence in the mature workforce to enable them to change. How do we support services such as library services to adapt their role to support this transition?"

Attendees to the teaching and learning train-the trainer course felt that this model of implementation worked well as it was cost and time effective and meant that training could continue on an ongoing basis rather than being a 'one off'. They also suggested that companies (as well as educational institutions could also use this approach to tarin people at scale.

"Train the tutors and train more company tutors. Each tutor can reach about 250 students per year. People need day to day and peer to peer guidance."

Some respondents also made suggestions to business to make ongoing lifelong learning more of a reality, for workers at all levels. For example:

> *"How do we develop a four-day working week in order to allow a day a week for learning/training and retraining?"*

It was suggested that fusion skills provided a very positive model for assessing learners with high needs. The point was made that it takes an 'assets-based' approach which is ideal for these learners.

A discussion was held regarding the importance of being explicit about the acquisition of skills. The general view was that the colleges in the consortium make a good job of the fusion skills but that this has failed to be made explicit to learners.

> *"I would say that we do a lot around the fusion skills, but we do not make this explicit. Our learners cannot speak about these skills."*

> *"We need to refer more directly to transversal skills in our prospectus and our course outlines. It is there, but we don't actually refer to it."*

> *"We need to really emphasise fusion skills. We currently refer to them as 'cross-cutting skills' or transferable skills. Language is important."*

Volunteer It Yourself (YIY) challenges young people aged 14-24 to learn trade and employability skills through helping to fix local community facilities in need of repair. The young people learn trade skills and help the community. They felt that the teaching and learning unit would work well with their learners but that it would need to be taught 'in the field' around real-life challenges, rather than in a classroom-based context, as this comment indicates:

> *"It is a really interesting course. I have a few questions, including who the course is primarily aimed at. Our learners are often disengaged from learning and struggle with classroom-based learning. That said, some of the skills you cover could be content they could really benefit from."*

VIY found that the course could also provide benefits to their staff.

Project management and controls: From the outset, the project management and controls sector showed considerable interest in transversal and fusion skills as being core to effective working in this sector. The project management area has adopted the train-the trainer model and is also working to rollout fusion skills via integration within employment accreditation and development programmes. As project management and control covers many industry groups,

the potential is large in terms of possible impacts on skills as for example, it can influence major government contracts and infrastructure projects alongside projects in health and other social areas. For this sector, it is important that fusion skills become a core part of qualifications, frameworks and employment contracts. Using a controls approach, they want skills systemised into management and effectiveness measures. Following on from the training with Project Management experts, several impacts have occurred. For example,

> "The training piece has really taken off. I am training the Department for Education and HMRC in fusion."

> "The Cabinet Office are creating an assessment model, but do they have the latent capability? Control standards are coming into being. Fusion is becoming progressively more influential. There will be a very big change programme."

The following images shows the way project management and controls could see the transversal skills being integrated into their overall accreditation frameworks. They are in the process of approving an accreditation for young professionals in the field that embeds the eight transversal competences.
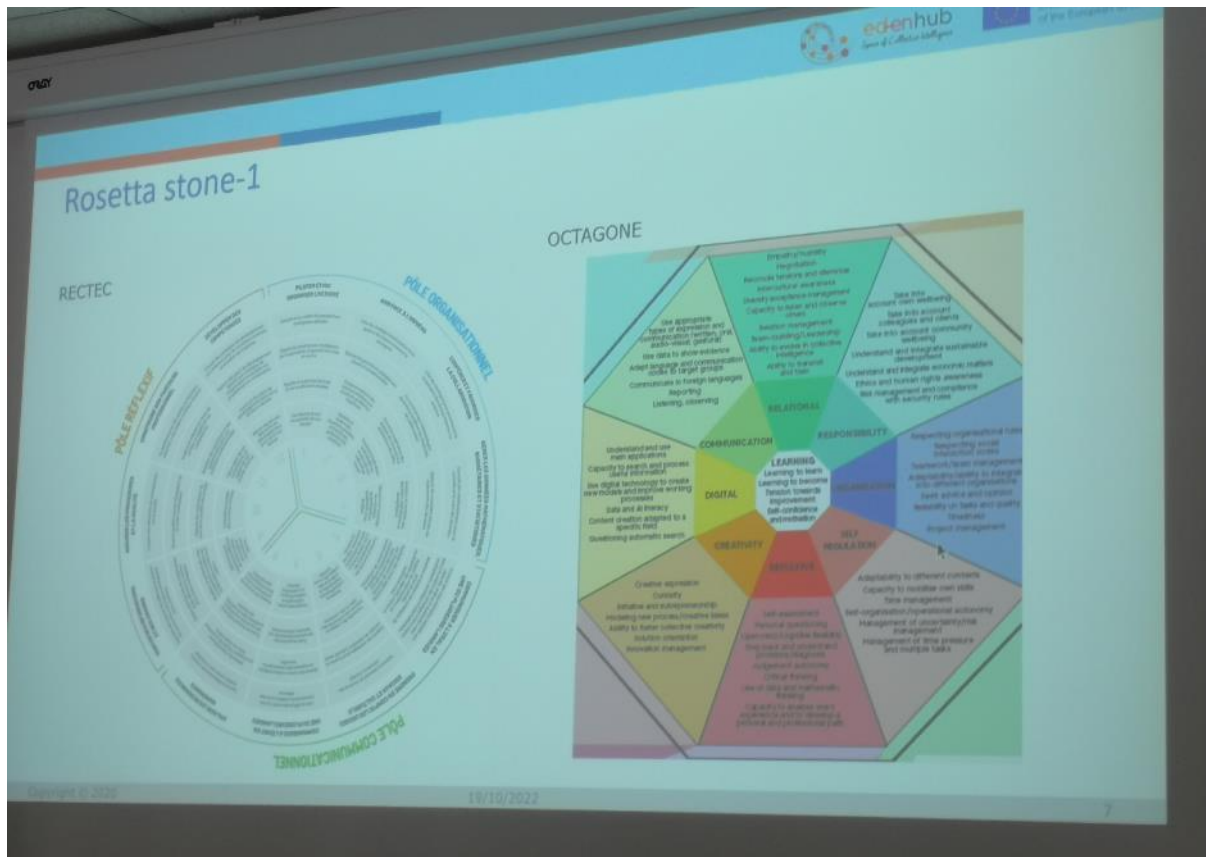
Northeast Local Education and Enterprise Partnership: Throughout the Ed-En Hub project, the Northeast Local Education and Enterprise Partnership (NELEEP) has been very enthusiastic to establish their own local hub. They have participated in meetings, fed their thoughts and evidence into the development of Ed-En Hub outputs, and participated in train-the trainer events using the learning and teaching unit and resources. Although, they participated virtually, they are keen to follow-up this meeting with ongoing, in-person connections.

> *"One question stuck with me after trying the programme with a group of job seekers in Leeds a few days ago - could completing this course lead to the awarding of digital badges. Of course, badges can be shared on LinkedIn or in CVs manually which is great but what if there were a system that used the skills data evidenced in badges to link automaticity to job opportunities?"*

The point of enabling people to get recognition for their work around developing transversal skills was also made by other members of the NELEEP. Following the train-the-trainer model, the NELEEP team became even more energised around fusion and are developing locally specific material following on from the training.

> *"I hope you found your time with the delegates useful; our internal skills team are very energised by the Skills 4.0/Fusion Skills discussion which is great, and this is largely down to the impact of your presentation – would you be willing to share your slides from the session? I have finalised our definitions using the Fusion and Meta Skills as the basis."*
>
> *"In terms of future collaboration, I was wondering if you'd be willing/able to continue our dialogue as I'm keen to understand your experiences and developments to date in*

relation to introducing Fusion skills to schools and employers… potentially scope out collaborative next steps for socialising this new narrative in the Northeast."

ReView (Australia) could see how easily the 12 fusion skills and the eight transversal competences could fit the Australian 'ReView' framework, making it easily adaptable. They felt that the teaching and learning unit could even focus more heavily on fusion. They also spoke in favour of adopting fusion into the CAPRI ReView framework. The argument presented was that there are "Too many frameworks." Definitions needed to be clearer and more memorable:

> *"You need to focus more on your brand. People get confused what's the difference between your creativity and their creativity?"*
> *"You need to make fusion memorable"*

There was a danger that failing to integrate the transversal competences in mainstream systems could pose a risk to the essential re-skilling and to ensuring all people receive the transversal skills needed to flourish.

> *"Competencies of the octagon are not being integrated yet into the lead partners system. That transition points are high risk areas for 'falling off' the skills system."*

Despite this, the overall response from ReView to the training was very positive. They have already integrated the fusion skills into their CAPRI online self- and peer- assessment model. This is a major contribution as this system is already being used in secondary schools and universities in Australia. ReView is also promoting the 'octagon' and the skills and sub-skills via their active involvement in national networks.

> *"Can you send me something on Fusion mainstreaming?... I'm at the Big Picture 3-day conference at the end of next week that speaks to PBL, portfolios, micro-credentials, integrated internships ... perfect for the Fusion/ReView/WILD combo you mention."*
>
> *"I've designed a two-stage project aiming to develop all 12 Fusion skills with feedback criteria linked to each one... I now have a private demo instance of ReView from Academ (the hosting developers) that I can configure with the project and the Fusion skills (including group assessment, self-assessment etc) so that I can give you a demonstration of how practical engagement with Fusion skills development can accrue through a number of group and individual learning activities over time in a variety of contexts."*

WithYouWithMe (Australia) is currently running a skills programme in partnership with the federal government's Digital Skills Organisation. They felt the real value of the teaching and learning unit was the focus on broad transversal skills and the capacity for students to self-assess their competences. "Once assessed, students can be better matched with possible career paths." While their focus is on digital skills, they can see how the skills Rosetta Stone has application to many digital careers especially "cybersecurity, software development, data analytics and project management." They suggested that if the training is extracurricular (done outside of school) then it should come with "industry-recognised certification". They currently work with more than 500 students and would be keen to incorporate the fusion programme into

their work. A school principal commented that he was surprised at high the students came on the area of abstract reasoning and the importance of this to ways of learning. Abstract reasoning was also linked to the capacity for problem solving.

4. Results of the pilot testing

This Section (Section 4) reports the themes which emerged from all the different pilots of the Teaching and Learning units.

4.1 Teacher/trainer development

In order to achieve the fundamental shift needed towards skills development, there will need to be a clear campaign towards tutor, teacher and trainer development. This must be a combined effort of all providers and include the enterprise sector. The train-the -trainer model was seen to be a cost-effective, efficient and sustainable way to achieve this, but it must receive central and regional government support and adequate resourcing (including resourcing the time for tutors to attend training sessions and to lead subsequent courses. It was felt that the workforce in further and vocational education need to be a much greater focus in terms of their development, professionalisation and their own lifelong learning. It was expressed that fusion and transversal skills could be an important catalyst of pedagogic change. A focus around these skills could boost the professional learning processes and enhance local conditions that support teachers to take risks and try new practices.

> *"We need a far greater focus on honest self-assessments and CPD from the teachers and trainers."*
> *"Staff need to be trained."*
> *"What is the point of college or university? There is a growing questioning of the current institutions. The challenge is not knowing the future jobs. This means that trainers question the value of what they do and feel behind what is needed."*

It was acknowledged that the training had to be at a deeper level as what was required was a cultural shift not just some minor updates.

> *"The tutors need training in culture. Culturally diverse individuals need targeted support. There is the need for greater multi-cultural awareness in the workplace and in education institutions."*

4.2 Models of transversal competences

There are many models of transversal skills that exist, and the language around transversal skills can be confusing. People pointed to the value of the 'Rosetta Stone' approach in bringing these terms around a central focus of core skills. They felt that the Rosetta Stone approach was especially helpful in clarifying terminology.

> *"Fusion skills seems like new jargon. 'Interacting@ skills may be better?"*

The participants in the sessions gave strong support for the octagonal model and the list of 12 fusion skills. They felt that these lists were comprehensive in terms of current skills needs.

> *"I think that both the Rosetta Stone of eight skills and the fusion list of 12 skills captures the main skills. These are sustainable and are likely to be relevant no matter what happens in the future. In my mind, out of the list I think the main ones that we see missing in the people we work with are adaptability, resourcefulness and resilience."*

"Adaptability, problem-solving, and business acumen rank among the top five skills recruiters will look for in the future."

"Highly transferable skills like problem solving, teamwork and leadership that you need for almost any job."

"A capacity to solve a problem (needs to be observed in a context)."

"Fusion skills include interpersonal skills, social skills, personal skills, emotional and social intelligences, behaviour."

"For the learners here, I would really highlight the importance of openness to change and learning, their honesty and their adaptability."

"Organisational skills are important for employers as well as problem solving and flexibility and adaptability."

"I think that the list of transversal competences is comprehensive, but I would add some more that are particular to what I am seeing with the people I work this. These would be financial resilience, research basics, knowing how to use social media for marketing (not just as a social or leisure vehicle) and some knowledge of contracts and legal terms."

"I would prioritise critical thinking, self-efficacy, self-belief, confidence, agency and learning to learn as the priorities for people I work with."

The link was also made between the development of transversal skills and the generation of entrepreneurs.

"Entrepreneurial skills centre around attitudes such as persistence, networking and self-confidence on the one hand and enabling skills on the other hand, including basic start- up knowledge, business planning, financial literacy and managerial skills. Effective entrepreneurship education policies and programmes focus on developing these entrepreneurial competencies and skills, which are transferable and beneficial in many work contexts. The aim is not only to strengthen the capacity and desire of more individuals to start their own enterprises, but also to develop an entrepreneurial culture in society."

The participants also pointed to the importance of having a finite and quite stable list of skills to be focused on. They complained that more and more skills were often being added to lists and this was confusing. The suggestion was made that only between 6-12 skills should be on the list. One delegate especially bemoaned that there was increasing "Soft skills inflation".

The other point that was frequently made was that transversal skills must be integrated with specialist skills, ethical qualities and knowledge.

"The transversal competences are important but also is domain knowledge."

"Skills are too strongly linked to personal traits. This is not the case. We know that with explicit development they can be greatly enhanced and made more transparent."

The link was also explicitly made between better transversal skills and better job and life opportunities.

"At an individual level, people with higher levels of essential skills experience improved social mobility, employment, earnings, job satisfaction and life satisfaction."

"Satisfaction in the job is depending on the development of their fusion skills… they will withdraw their fusion skills if they are not happy or fulfilled in their job."

"Fusion positively impacts on motivation and satisfaction at work."

4.3 Working together

Ed-En Hub proactively encourages closer and more sustained working between education and businesses (enterprises).

There were repeated calls for better working together, collaboration and coordination. This not only improved likely outcomes but also served to "mitigate risks."

"Collaborating for talent and growth."

The participants stressed the importance of strong connections between enterprises and education.

"There needs to be better links between employers and schools to help bridge the <skills> gap. Pupils don't; realise that they have the fusion/transversal skills. There needs to be more emphasis on the bridges from education to enterprise, and involvement of recruitment and HR."

Of particular importance was that skills learning needed to occur much earlier, and ideally in primary schools.

"We need to start skills development much earlier. More emphasis needs to be given to skills in the primary and secondary schools. The focus needs to be on the development of skills so that young people realise their progress in skills development."

"The fusion skills are not new. More needs to be dine in the school system (using Skillsbuilder) to drive their development."

> *"How can this gap be bridged? Part of the answer is to make better connections between educational experiences and potential career prospects."*
>
> *"There need to be targets for schools… skills should be including …Ofsted inspections, need to be adjusted to support this changing focus and context."*

A significant number of businesses and industry and sector bodies are proactively reaching out to education to try to develop and share innovative skills programmes. For example, the Financial Service Commission (a major industry group relevant to the City of London) made the following announcement:

> *"I am pleased to announce the Commission, working together with our members EY and PwC, has begun its 'Case for Change - Roadmap' project, a report to be published later this year which will provide a call for action to mobilise the sector to tackle existing skills gaps by 2030. We are in the process of conducting a series of interviews with senior industry leaders, parliamentarians, and academics."*

While many businesses are keen to reach out to schools, without a 'hub' or brokerage system, these attempts are often met with mis-matched expectations and responses.

> *"The employers are keen to make a contribution, but it can be hard to get into schools without brokerage."*
>
> *"Blame game separates the education world, the enterprise world and the responsibility of the individual…. There is not a soft skills 'gap' but rather outdated models of recruitment."*

While there were calls for businesses to do more to support education around the skills agenda, there were also participants who pointed-out that businesses have a long way to go themselves in creating learning culture conducive to the development of transversal competences. The demand for skills development in businesses is high and they generally lack the learning expertise to develop their staff at the scale that will be needed over the next five years. As skills development was seen as a need shared by education and enterprises, it was suggested that there could be joint initiatives around skills – for example, Continuing Professional Development (CPD) programmes. Some companies have already started offering shared and open access skills development programmes – for example PWC, IBM, Google and Barclays. Other companies have supported existing skills programmes to expand and develop, such as ING's support of the Skillsbuilder programme.

> "There needs to be a better culture around learning at work. Businesses must also be learning organisations."
>
> *"New education-enterprise partnerships established to develop continuous professional development (CPD) within companies, locally, regionally, nationally International models of HE staff-industry exchanges and knowledge exchanges scoped out and a pilot initiative developed"*

It was felt that apprenticeships provided a model where there were naturally better links between education and enterprise. The view expressed was that as reforms are happening to apprenticeships, this could be more effectively leveraged to insert fusion skills as a core part into the frameworks and standards for apprenticeships – thus effectively 'hard-wiring' transversal skills into apprenticeships.

"Apprenticeships provide a great approach to skilling employees, but to be effective, they require: 1) employer support, 2) appropriate standards; 3) adequate funding; 4) high quality training providers; and 5) standards and scales to enable us to differentiate."

Work experience was identified as another area where there is the potential to develop further education and enterprise collaborations.

"Workplace experiences (particularly for disadvantaged young people) is vital to provide the opportunities to contextualise and apply the skills in practice."

4.4 Flexibility and contextualisation

While there was considerable appreciation of the centralised 'scheme of work' (teaching and learning unit) as it provided a straightforward way to begin the fusion process, there was acknowledgement that any pre-prepared unit or curriculum for skills needs to be adapted in a flexible way to mee the needs of the individuals, groups, context and/or systems. This was especially the case for the increase in what is termed 'VUKA' contexts.

When you meet a new group of learners you have to consider the context and their existing understanding and sense of work.

The importance of co-construction and learners' voice was also highlighted as being a crucial element to success. The following section goes into further details regarding the agency of the learner, but suffice to say, individuals must see the relevance in their skills journey.

"We must focus on the learners. That starts with discussing any additional learning needs. We need to adapt learning and support increasing new skills"

There are different ways to develop learners' knowledge, skills, behaviours and values. It was felt that transversal competences could be integrated easily into existing curricula. It was considered that there are multiple opportunities to embed ESD and develop fusion skills within your curricula. There is opportunity through adapting existing curricula as well as developing transformative curricula. The participants made some suggestions were grouped into four areas:

- Through the **formal curriculum**: such as, specifically what is taught through dedicated, explicit course content.
- Through the **co-curriculum**: such as, what can be taught through activities undertaken in parallel with existing curriculum courses (for example, see Appendix Three for an example of how fusion skills have bene integrated into a proposed curriculum around sustainability.
- Through the **informal curriculum** such as, in additional career support, work readiness programmes, clubs, societies, volunteering or tutorials.
- Through the **hidden or subliminal curriculum** such as, through the culture and norms within an organisation, in other words 'how' everything that is done develops the transversal skills.

4.5 Agency of the individual

Transversal skills development is crucial for people following non-linear career pathways. The increase in self-employment means people must take greater personal responsibility for their skills development and lifelong learning. For non-linear careers, transversal and digital skills development is especially crucial.

"Are DG (digital skills) an overriding factor in successful non-linear path?"

This has implications for workers at all stages of their careers. For younger people they need greater agency in 'owning' their skills development.

> *"Individuals need resilience with the rapid changing of the skills needed."*
>
> *"Individuals need a change of mindset and culture to place more value on skills development."*

For older people. They too will need to commit to lifelong skills learning.

> *"Transversal skills impact on everyone. It is important that the learner takes responsibility for their own skills development. People are working later into life and so skills learning must be lifelong. People will need to regularly learn more skills. Employers need to support and enhance a person's skills journey."*
>
> *"Traditionally, the skills development world has focused on 18–21-year-olds. This has been the period when skills development occurred for employment. How do we redesign or structures for taking an all of life focus on skills development. Perhaps people will need to take learning and retraining breaks in the mid- and late- stages of their career?"*
>
> *"We need to persuade and stimulate second careers especially for the 960+. The risk is that they slip into the 'old age attitude'"*

The way skills training is delivered will need to respond to the need for individuals to take greater ownership of their personal skills journey. This will require commitment from a range of sectors and providers working in more aligned ways. Consideration also needs to be given around the motivation to undertake skills training for the individual as historically, any skill training undertake was often mandated by either the education system or the employer.

> *"Personal as well as employer commitment is needed to align training with the job and external paths."*
>
> *"What is the incentive for people to develop their skills?"*

There are some emerging examples of partnership working to increase learner agency and motivation. For example, one training provider who took part in the teaching and learning pilots employs the following approach:

> *<We provide> Two tutors for each student (one from the company and one from the education). Tutor from education visits the company six times.*

Another helpful example was a case where the training provider has adopted an approach of 'learner led skills projects' as a personalised way to develop skills.

> *The Learner Led Projects are increasing engagement and motivation whilst also developing ESD competencies and fusion skills such as critical thinking, problem-solving, and communication skills. They're time intensive and often conducted over a period of considerable time – weeks to terms. You may have requirements for a learner led project as part of your qualification, this may be embedded within your existing course, or it may be something that you establish as a co-curricular activity. Because learner led projects take many guises, we haven't created a 'how to' for this activity but instead share some guiding principles and tips which will help the success of your learner led projects. While learners should take ownership of their projects, tutors should provide guidance and support throughout the process. Educators can help*

learners identify resources, troubleshoot problems and provide feedback on project deliverables.

While the adult education and training providers could see the potential of Learner Led Skills projects, it was acknowledged that many people would need more direct targeted support to be able to manage the development of their own skills journey.

"More support is needed for the development of career management skills, to give people the ability to navigate the evolving world of work.

"Pablo Neruda said "I am the interval between what I want to be and what others make of me". Many of the people we meet do not have the full awareness or a realistic picture of what they want to be, nor do they understand what others make of them. The process of getting them to this point involves considerable work. There needs to be sensitive and honest conversations and ensuring what people plan is realistic and meaningful. Many have experienced rejection or previous failure and this al inhibits a person's capacity to become a lifelong learning and to have agency in their skills journey. We don't even call them 'skills' as it starts with a growth mindset. Without this you can't even begin the skills journey."
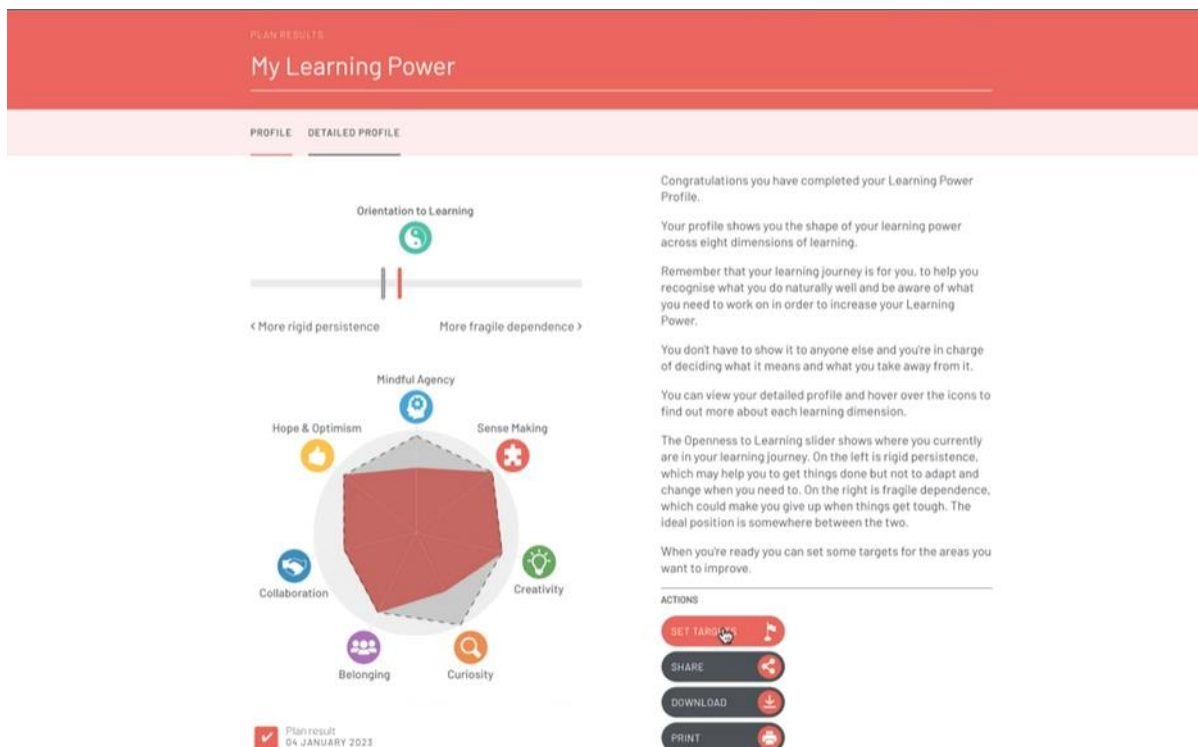
4.6 Assessment and evaluation

For skills to become mainstreamed within education at all levels there needs to be reforms in what is assessed, how assessment is done and what is valued in terms of outcomes and impacts. It was acknowledged that many of the clients in skills develop programmes would require support and accompaniment for the 'tests' to ensure that they could have the confidence to complete the assessment, the right assessment environment and the appropriate levels of accommodation of special needs.

The self-assessment aspects of the teaching and learning pilot was appreciated by tutors and by participants. It was said to give a good basis for individuals to self-reflect and opened the way to pursue more targeted diagnostics.

The structure of the programme and resources is good. The self-assessment provides a SWOT. It also uncovers prior learning. The learners enjoyed the initial assessments and it led to a lot of discussions and comparisons amongst the groups. The links to other tools and diagnostics worked well"

During the teaching and learning sessions a few excellent tools were shared for self-assessment and measurement of skills and for the development of skills profiles. The Skillsbuilder framework and the WILD learning app were used (see Appendix One for more details). Learners were also encouraged to look at other assessment tools and to critically reflect on their use and value. Learners were encouraged to think critically about what they have learned, what they could have done differently, and how they might apply what they have learned in the future. This could be done through journaling or storytelling, peer feedback, self-assessment or group reflection. WILD learning talks about this critical reflection as 'my learning power'.

One of the issues raised was that although there were a growing number of tools and resources to assess skills competences, almost all of these were based on people self-perceptions or opinions. It was agreed that skills need to be **practiced** and as such, assessment tools need a greater focus on actually **doing** challenges and **using** the skills not just talking about them.

> *Measurement is the biggest problem. We need examples of use of fusion skills and concrete exercises that can be done to determine the levels of skills people actually have.*

> *Most of the assessment tools rely on self-assessment. We find that inexperienced people often rate their skills highly, but once they really understand the layers of skills through a training programme, they actually rate themselves as less developed. It looks like the training has actually caused a decline in skills. This is not the case. Rather what has happened is that the individuals have become more aware and more decisive about the skills they have a do not have. This is why we need exercises to enable people to really show their skills and to practice and develop them.*

In an example shared within the ReView Australian pilot, a school was using the fusion skills with ReView to assess their Learner Projects, using the terms of 'not yet evident', 'developing' or 'secure'.

Not only were assessment methods of the individual identified as an area for continued development, but it was also identified that the entire system and policies around skills need to be better evaluated. Considerable money and resources are currently being allocated to skills and employment programmes with little measurement of the impact. To this end, evaluation methodologies need to be developed, shared, implemented and reviewed. The session participants were clear that central and regional governments needed to take a much longer-term policy view of developing skills and develop and share appropriate instruments for longitudinal evaluation of the impact of programmes. Moreover, skills programmes that have little or no impact should be abandoned sooner, and resources allocated to programmes with greater sustainable positive impact. Monitoring and evaluation should enable better policy implementation and the impact of the policy to be objectively assessed. To this end, the policy should include provision for mid-term review, final review, and an impact assessment (normally a few years after the final year of the policy) to capture long-term effects. It was suggested too that, joint cooperation between enterprise and education (such as the AWS pilot skills project) could give rise to new ways to evaluate impact that could have positive implications across the education and enterprise sectors.

Evaluation methodologies suggested by the participants ranged from ad hoc trackers to impact studies of skills programmes. Some skills providers do undertake periodic assessments of overall implementation based on agreed achievement indicators. But there was general agreement that more rigorous processes need to be developed and adopted. Also there needs to be greater consistency in terms fo what is measured and more requirement to report skills development by both education and enterprise.

Effective evaluation is beneficial but can pose significant challenges. The caution was given though that while more rigorous evaluation methods need to be developed and implemented, these should not be onerous or resource-intensive, approaches as this would divert resources away from good skills programmes. While numerical indicators make it easier to communicate the skills' policy's impact to the public, overemphasis on achieving highly codified and measurable outcomes, could work against individual agency and ownership of their skills journey. It should not be the case that 'assessment drives the learning' and that programmes become too focused on external assessment or evaluation measures at the cost of delivering learner-centred and needs-based skills development opportunities to people of all ages. Also,

the point was made that as the movement of the past years has been towards small and microbusinesses and a plethora of smaller training providers, smaller organisations are generally the weakest in terms of conducting reporting on the evaluation of training programmes. While most businesses and trainers keep a record of the completion of programmes, much fewer conduct any detailed impact measurement nor do they have the possibility or the resources to track longer term impact, conduct follow-up studies to assess the impact on employment or lifelong flourishing.

Some evaluation approaches suggested included:

- Assessment by external, independent institutions, including peer institutions (peer-to-peer and professional evaluation partnerships/collaborations)
- Multi-year assessments against agreed achievement indicators
- Annual reporting on quantitative and qualitative assessments (including examples and meta data); and
- Assessments in relation to the multiple objectives of the policy (e.g., policy impact on not only economic but also social, personal and equity concerns).

The point was also made that it is important to acknowledge that it takes time for a new policy and new systems to become fully operational and start producing the expected results. Many skills 'projects' are very short term. Examples were given of recent government programmes that only provided six months of funding, making impact almost impossible. Businesses similarly said that shareholders may agree a 'project' or programme' of skills development but it tends to only go for a short period of time such as a 'skills week' or a 'skills project' rather than seeing skills development as a lifelong investment.

4.7 Link to sustainability

One aspect that emerged during the pilot, especially with the London councils and Morley College, was the way that sustainability and green skills were so closely linked to fusion and transversal skills.

> *"The definition of green skills is sometimes too narrow. Green skills need to underpin everything we do and all jobs."*
>
> *"Green skills are digital skills. Green projects are the key here – any project which drives sustainability, and the green agenda requires digital skills."*

As the following diagram shows, there are significant synergies between sustainability skills and fusion skills.
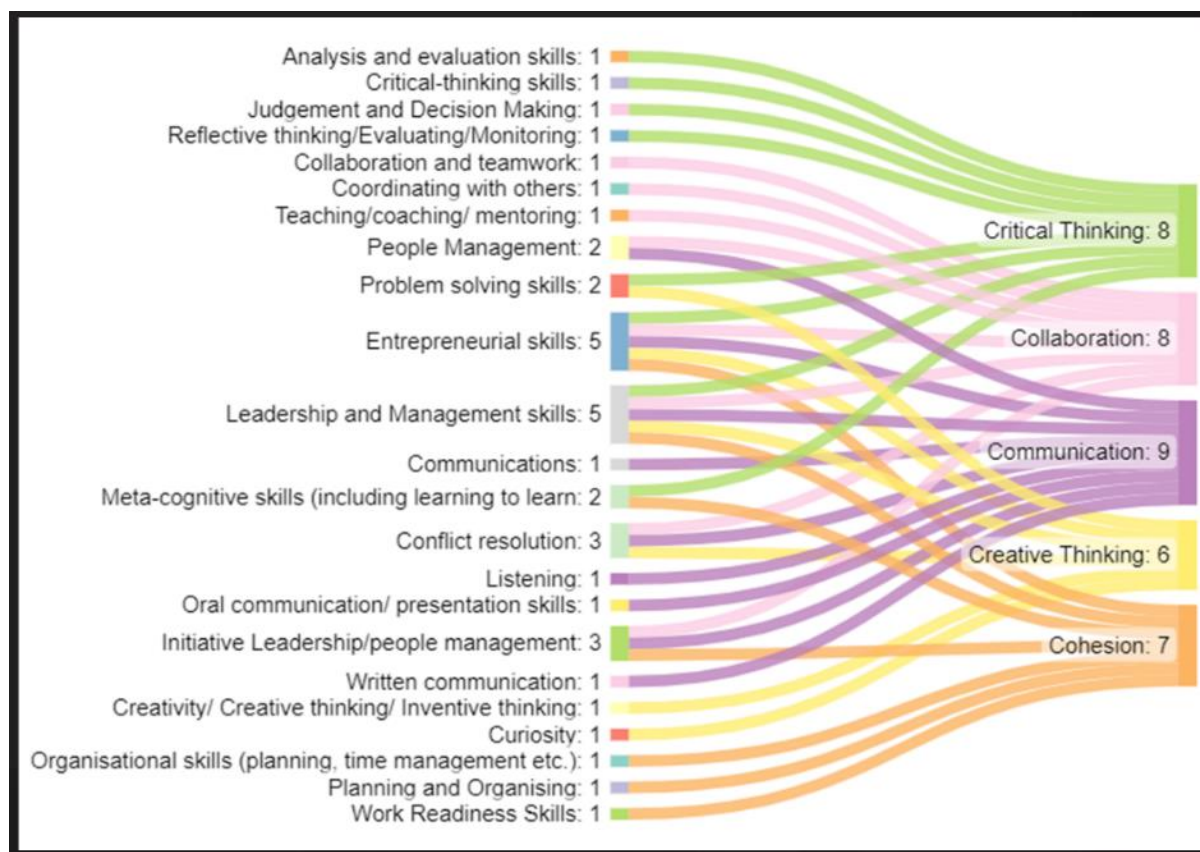
It was felt that the linking of these might be a way to enable fusion to be more directly introduced in the curriculum. Appendix Three contains a draft sample unit developed by London colleagues which might demonstrate how the sustainability goals and fusion could be incorporated into college curricula. This exemplifies how linking these aspects might boost the development of both fusion skills and green skills and enhance people's employability. The following describes the aim and approach of the toolkit and how it links to existing professional standards:

"In this toolkit, we'll provide information, tools, signposts and reflective exercises to help you understand your current Education for Sustainable Development (ESD) practice as well as identify opportunities to further promote and ESD in your teaching and work. This is in response to the professional standards for the FE and training sector which recognise this as part of the attributes teachers and educators are expected to develop, maintain and improve throughout their teaching career.

Professional standard 2: "Promote and embed education for sustainable development (ESD) across learning and working practices."

Education for Sustainable Development (ESD) is by no means a new concept, but it is one that is increasingly recognised as a critical part of quality education that's relevant to all learners. To better understand the concept of ESD, we turn to UNESCO who state that it's:

"[empowering] learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future

generations, while respecting cultural diversity. It is about lifelong learning and is an integral part of quality education." (UNESCO, 2022)

ESD is fundamentally about our learners. Yes, the bins and the lightbulbs are important, but we should be asking ourselves: "How are we equipping our learners with the knowledge, skills and behaviours they need to contribute positively to sustainability in their lives and careers?"

Appendix One: Teaching and learning unit on fusion skills (with resources)

Template for 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 Eden-Hub tool (use of the octagon, use of the toolbox, self-position tool for Guidance…) or the development of one specific competence of the Octagon.

Course Name/ Training Session	An Introduction to Fusion Skills for Learning and Employment
Partner	City of London

Course / training session description	
Course / training session description *What is Fusion and what are Fusion Skills?* *The 21st Century is characterised by Fusion. There are fusions of industries, fusions of cultures, and fusions of identities. It is the idea that a website is a series of codes AND a creative work of art AND an exciting user experience. That art is in a gallery AND on your phone. That friendships are in your local area AND on the Internet AND in global subcultures. To live, work and study today is to navigate through and around these fusions and the myriad of possibilities that they bring.*	
Instructors	**Dr Anne Bamford OBE** Professor Anne Bamford held the post of Strategic Director of Education, Skills and Culture for the City of London. Anne has been recognized nationally and internationally for her research in education, emerging literacies, and visual communication. She is an expert in the international dimension of education and through her research, she has pursued issues of creativity, innovation, social impact and equity and diversity. Anne has conducted major national impact and evaluation studies for the governments of Denmark, The Netherlands, Belgium, Iceland, Hong Kong, and Norway. **Barbara Hamilton** Barbara Hamilton is Head of Adult Skills and Apprenticeships at the City of London Corporation where she has led learning for more than 30 years and developed the skills countless adult learners.

	She has collaborated across industries including health, hospitality, education and technology. Barbara has been the lead partner of several European projects and is currently delivering projects in digital literacies. **Gwen Rhys FRSA** Award winning diversity and inclusion champion, Gwen is the Founder & CEO Women in the City and Business Manager, Connecting Communities, City of London. Gwen brings a wealth of experience of working with business to boost employability of diverse groups. She has 40+ years business experience and is resilient, tenacious, pragmatic. Gwen is a relationship-builder and connector with a track record of intra- and entrepreneurship. She has considerable expertise as a public speaker and conference Chair.
Language & Pre-requisites	Instructional language is English. This programme is suitable for people from 12 years of age to 80+. This is an introductory course. No pre-requisites are needed but participants should be keen to improve their skills and to be able to flourish in learning, working and life. Learners should bring a device that is capable fo accessing the web e.g., a smart phone, laptop or tablet. Wi-Fi will be accessible. Please indicate if this is not possible for you so we can arrange an alternative. Please let the instructors know in advance if you have any specific learning accommodations.
Learning Goals / Learning Objectives	**Learning Goals**: To gain an improved understanding of fusion skills and the difference these can make to getting your life goals and

	enjoying learning and work.
	To begin the journey to develop and expand your fusion skills.
	Learning Objectives:
	- To introduce fusion skills.
	- To understand the importance of fusion skills to learning and working.
	- To enhance your capacities for lifelong learning and understand the significance of becoming a lifelong learner.
	- To become familiar with the language used to describe skills.
	- To self-assess your fusion skills to create a learning profile.
	- To be aware of resources you can access to improve your fusion skills.
	- To make a personal plan to enhance at least one of your fusion skills.
Learning Outcomes (level descriptors)	As a result of participating in An Introduction to Fusion Skills for Learning and Employment learners will be able to:
	- **Define:** fusion skills and be familiar with other terminology used.
	- **Identify:** the 12 fusion skills.
	- **Recall:** times that they have used the fusion skills in everyday situations.
	- **Compare and contrast:** self-evaluation tools for fusion skills.
	- **Discuss:** fusion skills profiles.
	- **Interpret:** fusion skills visual profiles and comment on elements that surprised or interested them.
	- **Apply:** the learning from self-evaluation tools to finding suitable development tools.
	- **Relate:** self-assessment and learning tools discoveries to short- and medium-term learning and/or life goals.
	- **Summarise and Construct:** a personal next steps plan with SMART goals.
	- **Create:** a visual plan with a slogan to show you learning journey ahead.

	- **Evaluate:** the learning on the course in terms of fusion skills.
Course Schedule	Fusion Skills are the competencies, characteristics and tools which individuals need to flourish in the 21st Century Fusion environment. This short course provides you with an introduction to reach into your own Fusion Skills toolkit to engage, communicate, learn and flourish. Developing your Fusion Skills boosts your learning capacities and makes you achieve in education and in work. This course is a lively and fun introduction to Fusion Skills. The duration of the course is a three-hour block. During the course we will: - work individually, in small groups and altogether. - meet people you have never met before. - network and connect. - be open to new ideas and to sharing. - talk, listen, co-create, solve problems, propose solutions, model practice, and influence. - be inspired. - use design thinking and innovative approaches.
Description of Sequences **This sequence is a guide and instructors will be flexible to meet the needs and interests of each group.**	**Sequence 1: What is Fusion? 35 minutes** - What are the disruptions that have led increasingly to the demand for Fusion Skills? - What are Fusion Skills? - What other words and language is used to describe Fusion Skills? - Examples of how the Fusion Skills are evident in everyday life. - Explore examples of how Fusion Skills are described in job advertisements.
	Sequence 2: Self-Assessment of Fusion Skills 60 minutes

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	- T-shaped people and fusion skills - Personal predictions about fusion skills strengths and weaknesses. - Complete two Fusion Skill self-assessments – Skillsbuilder and WILD. - Compare the results and discuss the similarities and difference between the two self-assessment tools. - Group discussion. What surprised you? How did the results compare to you original T-shaped assessment? - **Pause 15 minutes**
	Sequence 3: Planning personal learning journeys: 70 minutes - Based on the self-assessments conducted, choose one Fusion Skill you would like to develop further. It can be because it is one you are weaker in or one you feel is very important to develop. - From the data base provided and/or web searches, find three or more training materials or opportunities that can be used to develop the skill you are focusing on. - Discussion and sharing of findings - Using the template/s provided, develop a short learning journey aimed at developing the fusion skill highlighted. Learners can be grouped by particular fusion skills for support. - What are SMART targets in a personal learning plan? - Review learning plans to consider if some SMART targets can be developed. - Create: a visual plan with a slogan to show you learning journey ahead. - Evaluate learning on the course using a fusion-based scoring. - Discussion, next steps and course closing.

Learning Method and Materials
Pedagogical method   The following methods will be used:

	- Storytelling - Playful and fun approaches to learning - Chunking of information to make it easier to learn - Auditory and visual learning - Questions and discussions are encouraged - Learning through doing - Applying the subject to personal, immediate use - Group work and social interaction - Learning from experience - Authentic learning - Discovery learning - Modelled instruction The following principles will apply: - Content and methods will be made as relevant as possible to your experiences and needs. - Feedback will be provided throughout the learning - Material will be visually stimulating, including animations and videos - Creative responses are encouraged. - Learners will feel respected and encouraged
Video	See learning PowerPoint slide pack for details
Document	The following documents will be shared: - Fusion Skills list - Training Handout - T-shaped people - Planning learning journey template
URL/ Platform etc.	See learning PowerPoint slide pack and Training Handout for details

Assessment	
Assessment description	- Self-assessment using online tools (Skillsbuilder and WILD). - The amount and nature of help received by individuals. - Rich conversations with learners to continually build and go deeper.

	- Constructive, timely feedback to enable learners to advance their learning. - Modification of instructional approaches to respond to shared learning goals or outcomes. - Authentic, personalized, performance tasks to deepen new learning. - Ability to apply learning to their real lives. - Demonstration of their learning in ways that reflect their strengths and multiple sources of knowing.

References
See learning PowerPoint slide pack for details

Fusion Skills

Fusion:
Fusion is a person-centric approach towards the skills necessary for success and flourishing now and into the future. Fusion is not just a set of qualities or outcomes but is importantly process led. They are what a person can do and are important for achievement in life. Fusion skills combine education, arts, design, technology, and business, reflecting how life is transformed by the fusion of these disciplines, generating opportunities for new learning, businesses, products, and services.

Fusion skills list definitions

1. *Oral communication / presentation skills*
   Speaking and listening to transmit and understand information and ideas

2. *Collaboration and teamwork*
   Working cooperatively with others towards achieving shared goals

3. *Initiative*
   Being resourceful and achieving without always being told what to do

4. *Problem solving*
   Finding solutions to complex situations and challenges

5. *Organisational skills (planning, time management, deadlines, prioritisation, multi-tasking)*
   Managing time, energy, and resources to achieve

6. *Adaptability / flexibility*
   The willingness and ability to respond to changing circumstances

7. *Written communication*
   Writing across all formats to clearly present ideas and information

8. *Independent working / autonomy*
   Self-managing actions and choices while also interacting with others

9. *Critical thinking*
   Making reasoned judgments that are logical and well-thought out

10. *Resilience*
    Using tactics to overcome setbacks and achieve goals

11. *Creativity*
    Using imagination and generating new ideas

12. *Analysis and evaluation skills*
    Investigating, synthesising and making judgement in an informed and systematic way

Personal Learning Journey Sample Template

Where am I going? What is your vision of where you would like to be in one year? 3 years?

Where am I now? Strengths and areas of development

How can I close the gap? Focus on one learning target (fusion skill) at a time and note suggestions of where there are resources to assist.

What SMART Targets can I have for this week? The month ahead?
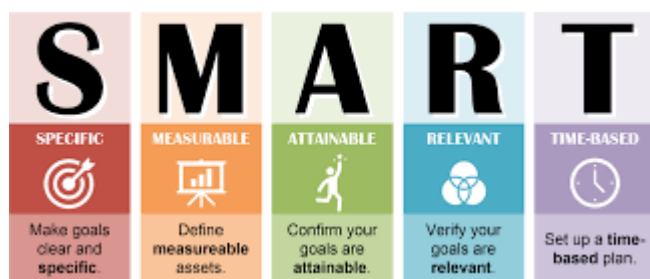
Create: a visual plan (drawing, diagram) with a slogan to show you learning journey ahead.

LEARNING: Learning is a continuous journey, not the destination
-KRISHNAMURTY

Life is a journey, with problems to solve, lessons to learn, but most of all, experiences to enjoy.
iiiketoquote.com

The secret of **making progress** is to get started.
— Mark Twain

SMART VERBS that make your progress measurable

Knowledge Verbs

Count, Define, Draw, Identify, Indicate, List, Name, Point, Quote, recognize, Recall, Recite, Read, Record, Repeat, State, Tabulate, Trace, Write

Comprehension Verbs

Associate, Compare, Compute, Contrast, Describe, Differentiate, Discuss, Distinguish, Estimate, Interpret, Interpolate, Predict, Translate

Application Verbs

Apply, Calculate, Classify, Complete, Demonstrate, Employ, Examine, Illustrate, Practice, Relate, Solve, Use, Utilize

Analysis Verbs

Order, Group, Translate, Transform, Analyse, Detect, Explain, Infer, Separate, Summarize, Construct

Synthesis Verbs

Arrange, Combine, Construct, Create, Design, Develop, Formulate, Generalize, Integrate, Organize, Plan, Prepare, Prescribe, Produce, Propose, Specify

Evaluation Verbs

Appraise, Assess, Critique, Determine, Evaluate, Grade, Judge, Measure, Rank, Rate, Select, Test, Recommend

Use these words in your CV, Resume or when describing your learning journey to others.

Can you add more of your own verbs to the lists?

Fusion Skills Evaluation

Optional: If you would like you can add your name and email or leave it blank

1) **If a friend or colleague asked you "What are Fusion Skills and how do you use them" what would you say to them?**

2) **If you had to tackle a problem at work or a challenge in your daily life, what Fusion Skills do you think would be most useful?**

3) **What surprised you when you did the Fusion Skills self-assessment/s?**

4) **Think about which of the Fusion Skills is your strongest 'superpower' skill, if you were helping someone else to improve this skill, what would you suggest they might do?**

5) Finish these sentences…
    a) This course has helped me…

    b) As a result of this course, I will….

    c) This course would be better if….

6) Add any other comments:

Appendix Two: Evaluation template

Session leader/s evaluation template for Pilot of the Learning and training courses
Please make any comments about the various elements of the Introduction to Fusion Skills course you implemented as a trainer/course leader. As this is a pilot project, all comments and suggestions are very welcome.

Course Name/ Training Session	Introduction to Fusion Skills
Pilot Delivery Partner	

Course / training session description	
Session instructor/s *(Please include an email address)*	
Learning Goals / Learning Objectives/Learning outcomes - *Were these clear/relevant/attainable/suitable?* - *What changes would you make?*	

Course Schedule and outline - *Was the course easy to follow/implement?* - *What changes would you make?*	
Learning Method and Materials - *Were the methods easy to follow/implement?* - *Did you have all the material you needed?* - *What changes would you make?*	
Assessment - *Were the assessment tasks easy to follow/implement?* - *Did you have all the assessment and evaluation material you needed?* - *What changes would you make?*	
Overall comments - *Was the unit easy to follow/implement?* - *Was the unit useful for your learners?* - *Would you be likely to do the unit again?* - *Have you shared the unit with other colleagues or are you likely to do so in the future?* - *If you were to do a follow-up to this unit, what would you like it to include?* - *Feel free to make any other general comments.*	

As this is a pilot process and we welcome your feedback, experience, and examples feel free to also send through:	
Participant evaluations - *We do not need the participants' names, just a copy of their anonymized evaluation forms.*	
Video and/or photographs - *If you took any of these during the session and you have permission to share them, we would love to see these.*	
Documents - *Anything you might think is relevant to inform this or future tools for developing Fusion skills.*	
URL/ **Platforms, references etc.** - *Anything you might like to share, promote or point to that is interesting on the topic*	

of Fusion skills.	

Please send this form completed to anne@annebamford.com

Appendix Three: Sample unit of adaptation of tools and resources

Teaching activities to adopt and adapt

This section will include a 'how to' for five different teaching activities that can be used in any subject area to help develop learners' competencies relating to sustainability. Each 'how to' provide indications of the time needed to develop and deliver the activities for learners, instructions, and examples of how they can be used.

Activity 1: Sustainability starts

Time required: ◆◆◆◆◆

Adaptation required: ◆◆◆◆◆

Resources required: ◆◆◆◆◆

These a simple activity to build understanding about each of the SDGs. They were commissioned by the ETF, delivered by HOLEX and developed and tested by Manchester Adult Education Service, Idea Store at Tower Hamlets Council and Westminster Adult Education Service. Although they were developed for use with ESOL learners within adult education settings, it's possible to 'adapt and adopt' them to your context particularly as they're a flexible resource which can be used in a variety of ways, for example as warmer or filler activities or as introductions to topics that can be developed further into a whole class discussion or a guided debate. They're available in both digital and printable formats so can be used online, in the classroom, or in blended formats. For each goal, there are three ideas for activities you can use to raise awareness of sustainable development issues and actions with adult learners.

Sustainability starts are available at: https://www.et-foundation.co.uk/resources/esd/esd-resources-for-esol-practitioners/

Activity 2: Value ranking

Time required: ◆◆◆◆◆

Adaptation required: ◆◆◆◆◆

Resources required: ◆◆◆◆◆

ESD goes beyond cognitive learning and seeks to develop values and attitudes. This is known as the affective domain and can help develop learners'; empathy with others; positive attitude to sustainability at work; and intrinsic motivation. Activities 2-3 work in the affective domain and are taken from the work of Geoff Petty (Petty, 2023).

Here you choose four options for your learners to consider. This should be specific to your course. Some examples would be:

- Four different types of loft insulation (in construction)

- Four menu options (in catering)
- Four approaches to consultation (in public services)
- Four audit tools (in business).

The options are presented as cards, or simply as options on a screen.

Students are then asked to rank these cards several times, each time prioritising a different factor. These factors will vary depending on the options you've chosen but could include up-front cost, long-term running costs, resources required, time needed, ease, customer need etc. Sustainability (or elements of sustainability) should always be at least one of the factors. Use real life contexts to frame the ranking, for example: "which of these options would you advise your customer to choose" or "which one of these options would result in the best outcome for the business?" There will inevitably be clashes and compromises to be made. Reflect on these before reinforcing that sustainability needs to be considered as a lens to most, if not all, decision making.

Activity 3: Academic controversy

Time required: ◆◆◆◆◆
Adaptation required: ◆◆◆◆◆
Resources required: ◆◆◆◆◆

Here you give learners a side of an argument that they must argue for, following debate, they then combine their ideas. Firstly, you need a controversial statement – something that has polarised alternative viewpoints. Some examples might include "environmentally friendly buildings are only for the rich" or "vegan diets are the answer to carbon reduction" or "greater regulation is the only way to drive sustainability action". Then allocate your learners as being either 'for' or 'against' the viewpoint (regardless of their personal opinions). Then give them time to research and develop their case either individually or in pairs. Opposing students are then paired up (or put in groups of four). Give them time to take turns to present their prepared cases uninterrupted followed by some time for debate and (good natured) argument. Following this, the students are asked to drop their allocated viewpoint, and adopt their own opinion. Collectively through discussion they agree points for and against the controversial statement. You can improve upon the perspectives shared and finish on a reflection on the way they worked and the impact of the activity on their learning, opinions, values and behaviours.

Activity 4: Identifying learner values

Time required: ◆◆◆◆◆
Adaptation required: ◆◆◆◆◆
Resources required: ◆◆◆◆◆

This activity helps learners identify and articulate their core values. This process can be used to then inform decision making and progression routes as well as to help them demonstrate their competences and capabilities to future employers and education providers.

First start by sharing a list or image of different values with your learners. We like the values map from The Common Cause Handbook (Holmes, Blackmore, Hawkins, & Wakeford, 2012, p. 12).

[Image of values map].

Give learners 3-5 minutes to create a list of values that they identify with – there should be approximately 20 values listed. Then ask them to group the values into five lists – where values on each list are connected to one another in some way. It's not a science and there are no right answers. Encourage them to simply group what feels connected. Finally, ask learners to choose one work that summarises each of the five lists they've created. These are their five core values. You may decide to follow this activity with one of reflection and sharing.

Activity 5: Learner led projects

Time required: ◆◆◆◆◆
Adaptation required: ◆◆◆◆◆
Resources required: ◆◆◆◆◆

Learner led projects can increase engagement and motivation whilst also developing ESD competencies and fusion skills such as critical thinking, problem-solving, and communication skills. They're time intensive and often conducted over a period of considerable time – weeks to terms. You may have requirements for a learner led project as part of your qualification, this may be embedded within your existing course, or it may be something that you establish as a co-curricular activity.

Because learner led projects take many guises, we haven't created a 'how to' for this activity but instead share some guiding principles and tips which will help the success of your learner led projects.

1. **Define the project's purpose and goals:** Before starting a learner led project, it's important to define its purpose and goals. What is the project intended to accomplish? What are the learning objectives? Clarifying the project's purpose and goals will help learners stay focused and motivated throughout the process.
2. **Establish clear guidelines and expectations:** Learners need to know what is expected of them. Establish clear guidelines for project timelines, deliverables, and grading criteria. This will help learners stay on track and ensure that they meet the project's goals.
3. **Encourage collaboration:** Learner led projects can benefit from collaboration and teamwork. Encourage students to work together in groups to develop and implement their projects. This will help students develop important interpersonal skills and enhance their problem-solving abilities. Identify partners within and outside of your organisation that can help guide, coach, mentor or provide opportunities for learner led projects to be applied in 'real life' settings.
4. **Provide guidance and support:** While learners should take ownership of their projects, educators should provide guidance and support throughout the process. Educators can help learners identify resources, troubleshoot problems, and provide feedback on project deliverables.
5. **Foster a culture of innovation and creativity:** Learner led projects can be an opportunity for learners to explore new ideas and approaches. Encourage students to think creatively and push boundaries in their projects.
6. **Ensure accessibility and inclusivity:** When designing learner led projects consider accessibility from the beginning. Will involvement be available to all your learners? What adjustments and support will learners need to fully participate? Not all learners may be able to nor feel comfortable to participate in the same way.

7. **Encourage reflection and iterative learning:** Learners should be encouraged to think critically about what they have learned, what they could have done differently, and how they might apply what they have learned in the future. This could be done through journaling or storytelling, peer feedback, self-assessment or group reflection.

Pilot Actions report n°5

RECTEC *by Eden Hub* within the Teachers training program

Partner of the project: Rectorat
Name of the Pilot action: Christel Touraille

A	Context of the Action
1	**Place of the action** Lyon
2	**Date and duration** **Trainers** Preparation : May 2023 **Trainees** Day 1: June 2nd 2023 Day 2: June 8th 2023
3	**Other useful information** The context of this training session is school dropout. The aim is to find solution to involve students. It was organized by the inspector of the transport logistics safety sector.

B	Participants, animators and activities
4	**Number of participants** - 12 teachers
5	**Profile of the participants, please provide the signed attendance list:** - **trainers :** experts and users of Rectec map - **trainees :** teacher in vocational schools (professional and mathematics topics)
6	**Who animated the sessions? (name and profile)** - Christel Touraille, pedagogical engineer, expert in activity analysis and explicitation interviews with the assistance of the inspector as a sponsor, a experienced trainer for sharing experiences, intern for organization and for sharing experience to make an internship with a Rectec assessment grid
7	**Please provide the syllabus of the activity** - See attached files

C	Main observations
9	**Could you describe briefly the main points of interest of each session?** Everybody understands the map very easily, and see lots of opportunities to use it with students and internship tutors
10	**What could have been done better?** We haven't got enough time to follow up the experiments in schools, it will be made by the inspector next year.
11	**What would you suggest for a further use of the action?** Organize feedback during the next year to ensure that the training does lead to a transformation of practices

D	Evaluation and Impact expected
13	**How did you evaluate the action?** **Please attach the synthesis of questionnaires if you have some or the synthesis of the debriefing.** The trainees have been very happy with the session
18	**Did you monitor impacts on other actors?** **Which ones? Which impacts?** The intern is more willing to speak about her professional activities. It was a good opportunity for the experienced trainer to reflect on and assess his own activities. The inspector want to share the experience with her colleagues.
20	**Please share all other information, comments, documents related to the event (Agenda, pictures…)** See files attached : - Proposition de formation - Animation de formation - Diaporama jour 1 - Diaporama jour 2 - Bilan jour 1 - Pitch et scenarios co-construits
21	**Other observations** This is just the beginning!

Pilot Actions report n°6

RECTEC *by Eden Hub* within the support provided for a teacher experiment

Partner of the project: Rectorat
Name of the Pilot action: Christel Touraille

A	Context of the Action
1	**Place of the action** Saint Etienne
2	**Date and duration** **2022-2023**
3	**Other useful information** In spring 2022 the inspector of the buildings and gardening field asked for a presentation of Rectec for all the teachers in vocational schools. One of them, Lucas Laurent, was very keen to experiment Rectec with his students. He asked for help to experiment Rectec within a web radio activity. We provided a training session and guiding.

B	Participants, animators and activities
4	**Number of participants** - 1 teacher, his colleague and the inspector
5	**Profile of the participants, please provide the signed attendance list:** - **trainees :** teachers in vocational schools (professional and French topics)
6	**Who animated the sessions? (name and profile)** - Christel Touraille, pedagogical engineer, expert in activity analysis and explicitation interviews for tutoring the e-learning sessions and for following the experiment
7	**Please provide the syllabus of the activity** - See attached file

C	Main observations
9	**Could you describe briefly the main points of interest of each session?** Lucas saw lots of opportunities to use it with students for the web radio experience and to connect competencies to activities he organize on school technical platforms
10	**What could have been done better?** He didn't have enough time to complete the training session
11	**What would you suggest for a further use of the action?** Organize the training session with the EAFC, a lifelong training organization for the rectorate to give him time to develop his skills on dedicated times

D	Evaluation and Impact expected
13	**How did you evaluate the action?** **Please attach the synthesis of questionnaires if you have some or the synthesis of the debriefing.** The trainee have been very happy with the session and the result of his experiment. His colleague was very interested and involved to help.
18	**Did you monitor impacts on other actors?** **Which ones? Which impacts?** Lucas will speak about the experiment to his colleagues. The inspector may try to organize new training sessions.
20	**Please share all other information, comments, documents related to the event (Agenda, pictures…)** See files attached : - Fiche de capitalisation
21	**Other observations** This is just the beginning!

RECTEC BY EDEN HUB

Rapport de projet

Greta CFA Lyon Métropole

Eric Vernassière – Formateur - Greta CFA Lyon Métropole

Christel Touraille – Ingénieure pédagogique - CAFOC GIPAL FORMATION

13/07/2023

Pilot Actions report n°7

SOMMAIRE

1. Introduction

ED-EN HUB est un projet Erasmus+ cofinancé par l'Union européenne et développé par un consortium composé de 8 institutions de 5 pays européens différents. Cette alliance de coopération internationale a pour but de développer des outils et une méthodologie pour la création de synergies entre les établissements d'enseignement et les entreprises sur la thématique des compétences transversales.

Dans ce cadre un projet d'expérimentation a été mené au Greta Lyon Métropole avec le formateur, Eric Vernassière, accompagné par le CAFOC GIPAL FORMATION, entité du rectorat de Lyon. Le but était d'évaluer les effets de l'utilisation du référentiel de compétences transversales Rectec pour les bénéficiaires et pour les tuteurs en entreprise au sein de différents dispositifs de formation et de tester l'ajout d'open badges pour reconnaître le degré de maîtrise de chaque compétence. Cela a permis de mesurer le potentiel de ce référentiel pour envisager de nouvelles collaborations avec les entreprises.

L'objectif de ce rapport est de documenter les démarches effectuer et de proposer des exemples d'ingénierie.

2. Retour sur les expériences réalisées au Greta CFA Lyon Métropole

A la suite de formations des acteurs du Greta CFA sur *Prépa apprentissage* et *Coacher les apprenants*, la carte Rectec a été utilisée dans différents contextes depuis 2021.

2.1. PRESENTATION DES INTERVENTIONS RECTEC REALISEES

Voici une présentation synthétique des différentes actions ayant embarqué Rectec à partir de la finalité recherchée.

Type d'intervention avec RECTEC	Finalité	Publics	Exemples
Faire le lien entre l'organisme de formation et l'entreprise	Utilisation de Rectec pour les apprentissages, pour l'appui à la recherche d'emploi ou à l'intégration professionnelle. Mise en place de Rectec en positionnement de départ, en lien avec les compétences transversales les plus mobilisées par les entreprises d'accueil : respect des règles, organisation de son activité, gestion des informations.	Personnes en situation de conversion professionnelle d'assez longue date, en souhait d'évolution professionnelle. Rencontres régulières avec les entreprises et tuteurs pour un point de « médiation Rectec » pour repérer les progressions, organiser des recadrages ou appuis. Application de Rectec pour les cours professionnels, de gestion et d'anglais.	Groupe Gourmets CAP Cuisine sur Démocratie-Vénissieux. CAP en un an, avec anglais obligatoire, car les apprenants travaillent en brigades de cuisine, avec chefs internationaux. 100% de réussite en 2022. Taux de réussite non connu encore en 2023 mais qui sera certainement de même acabit
Construire un projet professionnel, repérer les limites à une intégration professionnelle inscrite sur la durée	Utilisation de Rectec pour les apprenants, particulièrement pour les compétences transversales de communication orale, de respect des usages sociaux et de gestion des informations.	Jeunes en décrochage scolaire et/ou en recherche d'alternance pour structurer un projet de vie professionnelle. Volonté de présenter objectivement, via Rectec, des éléments jalonnés pendant tout le parcours de formation pour que l'apprenant repère ce qu'il avait atteint, ce qu'il faut qu'il développe encore pour assurer son employabilité. Suivi, via Rectec, des évolutions des apprenants, post formation.	DéfiNov'BTP Vaulx en Velin, pour intégration professionnelle de jeunes en alternance en métiers de bâtiments ou pour appuyer leurs projets de conversion ou d'aboutissement à un contrat. L'objectif est de redonner confiance aux personnes, qu'elles se sentent reconnues et utiles, qu'elles puissent analyser leurs potentiels, leurs améliorations attendues pour une meilleure employabilité.

Type d'intervention avec RECTEC	Finalité	Publics	Exemples
S'inscrire dans un projet professionnel, sortir d'une situation de détresse sociétale.	Utilisation de Rectec, en lien avec les attentes des employeurs par rapport au respect des codes sociaux, organiser son activité, communiquer à l'oral.	Personnes arrivées en France - de langue étrangère, ayant vécu des situations critiques en tant que femmes - disposant de compétences utiles en transfert en notre territoire national en cuisine, nécessitant d'être appuyées pour une intégration professionnelle réussie.	Étoiles CAP Cuisine sur Démocratie-Vénissieux. CAP en un an, avec 100% de réussite en 2022. Intégration de Rectec en toutes les dimensions générales et techniques de la formation, avec une accentuation sur le français langue étrangère. Remédiations régulières avec les employeurs, balisage apprécié du parcours de formation, objectivation par les apprenantes de leurs acquis, appropriation maîtrisée de leur formation.
Accompagner les évolutions professionnelles à l'interne	Utilisation de Rectec sur l'étendue des disciplines techniques et en anglais. Cadrage avec les entreprises par rapport aux compétences transversales sélectionnées : organiser son activité, gérer les informations, respecter les règles.	Personnes affectées en formation diplômante avec des exigences marquées du secteur professionnel pour une employabilité effective post alternance. Remédiations régulières lors de rencontres tuteurs-apprenants-équipe pédagogique permettant une lisibilité précise des progressions des acquis. Rectec est aussi utilisé au sein des entreprises pour les missions affectées sur les mêmes compétences transversales, pour les apprenants.	BTS Maroquinerie sur Casanova Givors ; *expériences concrétisées entre septembre 2021 et juin 2023, poursuivies en 2023/2024.*

Type d'intervention avec RECTEC	Finalité	Publics	Exemples
Construire une progression pédagogique pour accompagner la rédaction des dossiers professionnels des titres pro	Rectec sert à faire du lien entre les interventions du formateur compétences générales et les formateurs des domaines professionnels.	Publics en conversion professionnelle, personnes étrangères arrivant en France, en connaissance des métiers de couture ou de maroquinerie, mais n'ayant pas de diplôme reconnu en France.	Titre professionnel couture luxe sur Jacquard Oullins, Titre professionnel de piqueur en maroquinerie sur Casanova Givors et en intra-entreprise.
Faire du lien entre l'entreprise et la formation au Greta CFA	Utilisation du référentiel RECTEC pour construire le suivi des stages en entreprise et alimenter les appréciations des tuteurs	Apprentis de formations en alternance	CAP cuisine BTS Maroquinerie
Effectuer le suivi post formation	Accompagnement à l'enrichissement des preuves des OB	Suivi des stagiaires DéfiNov' Mise en place en septembre 2023 pour les CAP Cuisine et les BTS Maroquinerie	CAP cuisine BTS Maroquinerie

2.2. BILAN DES EXPERIMENTATIONS

Voici de façon plus détaillée un bilan par action.

☐ Groupe Gourmets CAP Cuisine

Formation = Cap Cuisine	Public	Temps consacré
• Cadrage avec besoins des entreprises, notamment des restaurants gastronomiques • Détermination des paliers à atteindre en fonction des positionnements	Personnes en conversion professionnelle Profils de femmes en difficultés, en souhait d'indépendance, avec appui FLE	Positionnement = 7h Présentation Rectec = 4h Médiations régulières chaque mois = 4h
Finalités	**Points positifs**	**Points à améliorer**
• Permettre une appropriation objective de la formation par l'apprenant et un repérage aisé de ses apprentissages • Avoir un guide d'avancée des paliers	• Appréciation très favorable des entreprises • Reconnaissance par les apprenants de leurs évolutions permanentes	• Intégration du dispositif dans l'ensemble des matières de la formation • Avoir les appuis récurrents des membres de la Direction

Dates

Sessions de 2021/2022 et de 2022/2023, de septembre à mai.

Contexte

Personnes inscrites en cette formation (au total une quinzaine de personnes sur les deux années) qui développent deux caractéristiques : pour la part la plus importante, celle de souhaiter ardemment une conversion professionnelle pour devenir cuisinier, après des années de métiers en des secteurs très différents, la cuisine se plaçant comme une passion personnelle de longue date, ou pour une part moindre, celle de permettre de s'établir comme personnel de restauration collective, scolaire ou hospitalière, pour intégrer des horaires plus compatibles avec la vie personnelle et sociale, ces personnes ayant déjà exercé un métier de restauration privée mais ne disposant pas de diplômes.

Personnes concernées dans l'équipe : formateur en cuisine, formatrice en service, formateur en anglais, formatrice en gestion

Partenaires : entreprises de cuisine de restauration privée, tuteurs d'entreprise, club d'entreprises du goût des Halles de Lyon

Etapes

Le secteur professionnel de la cuisine-restauration comme de la restauration collective a rencontré l'équipe pédagogique dès le début de l'année scolaire 2021/2022 pour identifier les axes essentiels d'employabilité des personnes en stage ou en alternance, inscrites au sein de la formation CAP Cuisine Gourmets.

Le référentiel Rectec leur a été présenté par une coordonnatrice et le formateur référent (respectivement Ariane Combres et Éric Vernassière) et les professionnels ont défini quatre compétences transversales majeures à valoriser pour les apprenantes et apprenants, en l'année de formation de CAP, avec un niveau de palier à atteindre en fin de formation :

- Gérer les informations, car des éléments de recettes à appliquer, aux ingrédients à utiliser, des étapes culinaires à respecter à la nécessité de tenir les délais pour les clients en salle, cette compétence a été reconnue comme essentielle, avec un palier à atteindre en fin de formation de niveau 4, pour que cette « gestion des informations » soit autonome et fiable.
- Respecter les règles car une vie en cuisine de restauration privée ou collective nécessite une reconnaissance précise des règles de sécurité pour le personnel, des règles de sécurité alimentaire, des règles d'hygiène dans la pratique du métier, avec un palier 4 en fin de formation, précisant que les règles sont non seulement acquises mais déployables par le diplômé, par lui-même, au sein d'une équipe.
- Organiser son activité car même si la mise en place d'une recette repose d'abord sur la dynamique d'un chef et le respect des consignes qu'il a édictées, il est important que chaque cuisinier mette en place, par lui-même, la concrétisation de ses missions, de la préparation des ingrédients jusqu'à la réalisation précise de chaque étape liée à la concrétisation de la recette, avec un palier 4 en fin de formation assurant une autonomie effective dans la mise en œuvre opératoire.
- Utiliser les mathématiques avec une donnée principale concernant les conversions, car les recettes intègrent des quantités en références française ou anglaise, il est important que les conversions soient respectées pour que les proportions repérées correspondent aux attendus des recettes, avec un palier 3 en fin de formation permettant une utilisation mathématique opérationnelle suffisamment structurante.

Chaque stagiaire a été positionné en début de formation sur ces quatre compétences transversales en enseignement technique et en enseignement général.

Lors de chaque bilan mensuel, l'équipe pédagogique a analysé la progression de chaque stagiaire sur ces quatre compétences transversales, à partir notamment des résultats obtenus aux évaluations et CCF, et le formateur référent technique s'est déplacé plusieurs fois en entreprise pour connaître le retour des tuteurs sur ces mêmes compétences transversales en situation professionnelle.

A la fin de la formation, un bilan précis a été établi permettant de connaître les paliers atteints objectivement pour les quatre compétences transversales, et si les apprenants obtenaient leur diplôme et avaient atteint les niveaux de palier définis en début d'année, ils se trouvaient embauchés en CDI par leurs entreprises de stages ou d'alternance.

Bilan

Il s'agit vraiment d'une utilisation de Rectec opérationnelle, en lien avec la certification diplômante ou l'employabilité, en relation directe avec le secteur professionnel.

Le secteur professionnel avait défini les paliers à atteindre, l'équipe pédagogique a mis en place les appuis, supports, cours pour permettre la progression la plus pertinente pour aboutir aux paliers définis, le secteur professionnel a respecté ses engagements si les stagiaires ont respecté leur propre contrat.

Sur le plan pédagogique, les rapports relationnels avec les stagiaires ont été objectivés, puisqu'ils savaient que les progressions, les exercices, les bilans se plaçaient en lien avec l'employabilité programmée et organisée.

Les entreprises ont utilisé, certes de manière empirique, les éléments Rectec, et systématiquement, dans leurs rendus, les tuteurs plaçaient et précisaient les évolutions, progressions des stagiaires sur les quatre compétences transversales définies.

Enfin, à la fin de la formation en 2023, les stagiaires ont décrit une situation professionnelle précise lors d'une recette complexe réalisée, avec dégustation de leur production par un groupe de clients dit mystère, organisée pour permettre de tester leurs compétences fiabilisées en cuisine.

Ces situations seront re-décrites par les stagiaires, post formation, au formateur référent en enseignement général (Éric Vernassière) pour la délivrance d'open badges sur les quatre compétences transversales définies.

Conseils pour la mise en œuvre

Que l'équipe pédagogique soit associée dès le départ, qu'une personne ressource Rectec soit identifiée au sein de l'équipe, que les entreprises connaissent les modalités Rectec dès le lancement de la formation et que la définition des compétences transversales soit co-construite entre entreprises et équipe de formation. Il est nécessaire d'insister sur l'importance des points dits de remédiation, des liens avec les tuteurs, de la présentation objectivée de Rectec aux apprenants, chaque mois, de leur situation en référence aux paliers de compétences transversales.

Perspectives pour le Greta CFA : développer ce type de méthode pour tous les CAP en un an, pour dynamiser des relations étroites avec les secteurs professionnels, ce qui concourra à la venue de nouveaux stagiaires ou alternants.

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Groupe DéfiNov'

Formation = DéfiNov'	**Public**	**Temps consacré**
Opération expérimentale sous 8 semaines pour permettre un retour à l'emploi et une nouvelle donne de confiance en soi à des apprenantes et apprenants = en lien avec les métiers du bâtiment	7 personnes en 2022, 7 personnes en 2023, très hétérogènes en positionnements, connaissances, relations à l'employabilité, âges…	Présentation Rectec = 3h Détermination de badges à partir de situations décrites = 6h Médiations et évaluations = 6h
Finalité	**Points positifs**	**Points à améliorer**
Permettre aux apprenants de cerner leurs progressions et leurs dynamiques effectives d'apprentissage Valoriser par les badges leurs acquis	Appropriation de la formation et utilisation Rectec personnalisée par les apprenants Méthode reconnue et valorisée dans les contacts avec entreprises du BTP	Intégration de la démarche en amont avec tous les partenaires de formation Qu'un suivi Rectec se perpétue post formation jusqu'à l'employabilité

Dates

Sessions de mars à mai 2022 et de janvier à mars 2023.

Personnes concernées dans l'équipe : un formateur de type technique bâtiment et TRE et un formateur FLE, sous l'égide d'une équipe collégiale de CFC, notamment les CFC chargés de la filière Bâtiment.

Partenaires : Entreprises du bâtiment de types grands groupes, Intérim Bâtiment, Pro BTP, Awake sociologues, Black Bungalow en communication numérique, Missions Locales et Pôle Emploi.

Contexte

De mars à mai 2022 et de janvier à mars 2023, deux groupes de 7 stagiaires ont été identifiés lors de partenariats avec les missions locales, Pôle Emploi, avec des structures d'insertion par l'économique en lien avec le secteur du BTP, pour permettre, en 8 semaines intensives, de préparer les stagiaires à une intégration professionnelle dans un métier du bâtiment, à trouver une alternance ou une formation en ces mêmes domaines, préludes à une insertion effective.

Etapes

Tous les stagiaires ont été positionnés sur toutes les compétences transversales Rectec, puis leur progression a été analysée à mi-parcours, également en fin de formation.

Les entreprises du BTP (grands groupes, intérim, entreprises-relais intéressées par l'expérience) avaient défini trois compétences transversales repérées majeures, en début de formation :

- Respecter les règles, notamment les règles de sécurité dans les chantiers, avec un palier de 3 en fin de formation signifiant une connaissance claire des règles, une application récurrente et affirmée de ces mêmes règles en situation professionnelle.

- Respecter les codes sociaux, avec une arrivée à l'heure au lieu-dit du chantier, un port strict des équipements de protection individuelle, une reconnaissance des missions affectées par la hiérarchie, une prise en compte permanente des délais, une obligation de rendre compte surtout en situation de contrainte ou d'erreur (l'erreur étant perçue comme naturelle, gage d'amélioration quand on l'analyse pour ne pas la reproduire), avec un palier de 4 en fin de formation assurant une intégration professionnelle concrète, une capacité à s'approprier les codes des entreprises.

- Utiliser des mathématiques pour une application précise des reports des indications de plans sur le terrain, pour être en maîtrise de réaliser des missions en reprenant les relevés pour les mettre en œuvre sur les chantiers, avec un palier de 3 en fin de formation assurant une connaissance suffisante des acquis attendus pour une application adaptée aux réalités de chantier.

Les entreprises ont reçu en fin de formation, lors d'un job dating, les différents apprenants.

Certains ont pu être intégrés dans des formations en alternance au sein du CFA du bâtiment, d'autres ont pu être embauchés directement en contrat, d'autres se sont aguerris pour optimiser cette formation au sein d'autres secteurs professionnels, une personne ne nous a pas donné signe de vie post formation.

Pour la session 2023, les stagiaires ont décrit une situation professionnelle, dans leur vécu passé, et ont obtenu des Open Badges.

Ils seront « revus » à six mois de la fin de formation (cf par Éric Vernassière), en septembre 2023, pour décrire une nouvelle situation professionnelle développée dans le cadre de leurs nouveaux métiers, de nouveaux open badges ou les mêmes avec des paliers différents seront sollicités.

Bilan

Les entreprises du BTP ont beaucoup apprécié le concept des Open Badges, elles sont prêtes à les valoriser lors d'entretiens professionnels, notamment d'embauches, qu'elles réalisent, elles seront aussi informées des résultats des descriptions des situations professionnelles de septembre 2023.

A la date du 29 juin 2023, 6 stagiaires sur 7 ont soit trouvé un emploi, soit une formation en alternance.

Conseils pour la mise en œuvre

Que l'équipe pédagogique soit associée dès le départ et prépare, comme ce fut le cas l'organisation des modules pédagogiques en amont, que les entreprises connaissent les modalités Rectec dès le lancement de la formation (cela fut le cas partiellement avec PRO BTP) et que la définition des compétences transversales soit co-construite entre entreprises de BTP, futures recruteuses, et équipe de formation.

Perspectives pour le Greta CFA : développer ce type de méthode pour les formations entrées sorties permanentes, en bâtiment ou en secteur industriel, pour dynamiser des relations étroites avec les secteurs professionnels.

Groupe Étoiles, CAP Cuisine

Formation = Cap Cuisine	Public	Temps consacré
• Cadrage avec besoins des entreprises, notamment des restaurants gastronomiques • Détermination des paliers à atteindre en fonction des positionnements	Personnes en conversion professionnelle Profils de femmes en difficultés, en souhait d'indépendance, avec appui FLE	Positionnement = 7h Présentation Rectec = 4h Médiations régulières chaque mois = 4h
Finalités	**Points positifs**	**Points à améliorer**
• Permettre une appropriation objective de la formation par l'apprenant et un repérage aisé de ses apprentissages • Avoir un guide d'avancée des paliers	• Appréciation très favorable des entreprises • Reconnaissance par les apprenants de leurs évolutions permanentes	• Intégration du dispositif dans l'ensemble des matières de la formation • Avoir les appuis récurrents des membres de la Direction

Dates : Deux groupes de 12 personnes, en 2021/2022 et en 2022/2023, de septembre à mai.

Personnes concernées dans l'équipe : formateurs en cuisine, service, anglais et gestion

Partenaires : Les stagiaires ont été sélectionnés conjointement par une association d'insertion par l'économique et d'appui aux femmes en difficulté sociétale ou familiale (association Weavers = tisserandes en anglais, montrant la nécessité de créer du lien) et Pôle Emploi.

Contexte : Ces groupes, exclusivement féminins, étaient composés de femmes étrangères ne parlant pas le français ou le parlant peu la langue, avec contrainte.

Toutes ces femmes, en accord avec le secteur professionnel de la cuisine-restauration, étaient en alternance en restaurants gastronomiques, avec une promesse d'embauche au sein de ces restaurants étoilés (d'où le nom du groupe Étoiles) en fin de formation, après obtention du CAP et atteinte reconnue des exigences professionnelles attendues très précises.

Etapes

La mise en place de Rectec pour cette formation a revêtu un intérêt majeur car les restaurateurs étoilés s'en sont totalement emparés, ont utilisé la grille en permanence pour objectivement reconnaître ou pas les progressions des compétences des apprenantes, repérer les appuis nécessaires ou recadrages pour atteindre les objectifs assignés.

Trois compétences transversales ont été repérées :

- Communiquer à l'oral car la pratique du français ou de l'anglais (restaurant gastronomique avec relations internationales) au sein d'une équipe est apparue comme une nécessité absolue, autant

que la pratique ou la compétence culinaire, avec un palier de 3, en fin de formation, permettant une expression assez aisée, une capacité à être comprise avec élans.

- Traiter et gérer les informations car en travail de brigade il est indispensable de savoir ce que l'on a à faire, comment se placer en intervalles au sein d'une équipe très structurée et respecter les consignes transmises en permanence à flux rapides, avec un palier dit 3 ou 4 permettant d'exercer des missions avec des autonomies suffisantes.
- Respecter les codes sociaux, car au sein des restaurants gastronomiques, il est impératif d'avoir de la tenue, de la maîtrise relationnelle, de la capacité à gérer ses émotions, avec un palier de 3 en fin de formation assurant une capacité à intégrer le fonctionnement d'un restaurant étoilé avec sa communication ciblée particulière.

Lors de chaque bilan mensuel l'équipe pédagogique en enseignement général, notamment linguistique, et technique, a analysé la progression de chaque apprenante ; un représentant des tuteurs professionnels, faisait, lors de ces mêmes réunions mensuelles de médiation ou de régulation le retour de ses collègues sur les apprentissages en milieu professionnel, sur les progressions au sein des compétences transversales.

Bilan (avec perspective)

La réussite au diplôme en 2022 fut de 100%, pour 2023 les résultats seront connus en juillet mais l'optimisme semble raisonnablement de mise.

Onze personnes sur douze ont été recrutées en restaurant étoilé, en 2022, la douzième personne ayant préféré travailler en restauration collective pour laquelle son embauche fut immédiate.

Les stagiaires de 2022 seront reçues en septembre 2023 par Éric Vernassière pour une description de situation professionnelle précise en activité de restauration étoilée, pour sollicitation des open badges sur les compétences transversales définies pour le diplôme CAP. Les stagiaires sont informées et sont ravies de cette organisation, les restaurateurs sont prêts à valoriser les badges obtenus, y compris en leurs réseaux sociaux professionnels internes.

Conseils pour la mise en œuvre

Que l'équipe pédagogique soit associée dès le départ, qu'une personne ressource Rectec soit identifiée au sein de l'équipe, que les entreprises connaissent les modalités Rectec dès le lancement de la formation, que la définition des compétences transversales soit co-construite entre entreprises et équipe de formation.

Perspectives pour le Greta CFA : développer ce type de méthode pour tous les CAP en un an, pour dynamiser des relations étroites avec les secteurs professionnels, mais aussi pour les formations avec publics en tensions ou difficultés sociétales rudes, car cette formation n'a connu aucun abandon, et ce n'était pas gagné…

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⬚ BTS Maroquinerie en alternance

Formation = Maroquinerie	**Public**	**Temps consacré**
BTS en alternance au sein des entreprises de luxe comme Delvaux, Vuitton, Hermès	10 personnes en alternance dotées de Bac pro en artisanat d'art ou d'un Bac général	7h de présentation Rectec
Attente des entreprises notamment sur les paliers du travail en équipe et de l'organisation des activités		7h de positionnement et de relations entreprises
		4h de médiations mensuelles
Finalité	**Points positifs**	**Points à améliorer**
Permettre aux apprenants de cerner leurs progressions, aux entreprises de situer les évolutions objectives de leurs apprentis	Objectiver les passages de paliers	Intégrer l'ensemble des matières au sein de Rectec, malgré la belle osmose avec les matières professionnelles
Liens nouveaux et confiants / entreprises	Utiliser Rectec lors des rencontres médiations et lors des conseils de classes	Soutenir la co-intervention

Dates : BTS Maroquinerie, démarrage en septembre 2022 pour deux ans.

Personnes concernées dans l'équipe : formatrices techniques, formateurs en anglais, FLE et gestion.

Partenaires : Toutes les entreprises de maroquinerie de luxe des grands groupes et des sociétés travaillant aussi en cuir pour ameublement.

Contexte : Un groupe de 5 stagiaires intégré dans des entreprises de maroquinerie de luxe réalisant des sacs à main de marque ou des fauteuils de marque a été organisé par le secteur professionnel, en lien avec le Greta CFA et le lycée Casanova de Givors, en septembre 2022.

Le secteur professionnel a précisément voulu rencontrer l'équipe pédagogique, dès le lancement de la formation, avec la volonté de définir des objectifs de progression, d'organiser des bilans réguliers.

Le référentiel Rectec a été présenté, a été très bien ressenti par le secteur professionnel.

Etapes

Trois compétences transversales ont été recensées comme majeures :

- Organiser son activité, en respect des consignes de patronages ou de gammes opératoires, avec un palier de 4 en fin de première année et de 5 en fin de deuxième année assurant la maîtrise autonome de la réalisation d'un objet de luxe de maroquinerie, passant sans encombre le contrôle qualité.
- Respecter les codes sociaux avec un palier de 5 en fin de deuxième année et de 4, en fin de première année, assurant la confidentialité des informations reçues en entreprise, la nécessité de respect des exigences des clients, l'assurance de tout mettre en œuvre pour une exceptionnalité de technicité.

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- Gérer les informations, car des éléments spécifiques de la clientèle au respect des délais tendus, il est important de pouvoir en permanence se structurer avec un palier de 5 en fin de deuxième année assurant une autonomie personnelle et une capacité à l'impulser au sein d'une équipe.

Toutes les réunions pédagogiques et bilans trimestriels associent les entreprises et tuteurs du secteur comme les enseignants techniques et généraux, avec des positionnements des paliers Rectec sur les compétences transversales définies, en transparence totale avec les apprenties.

Bilan

Les entreprises apprécient l'objectivité et la fiabilité de Rectec, les apprenties y voient un vrai challenge, la capacité à se repérer dans la progression de leurs compétences en formation et les formateurs y décèlent une analyse de travail intéressante, constructive.

En début de deuxième année les apprenties présenteront en réunion de bilan une situation professionnelle qui permettra la sollicitation d'open badges, avec la médiation d'Éric Vernassière.

Conseils pour la mise en œuvre

Que l'équipe pédagogique soit associée dès le départ, qu'une personne ressource Rectec soit identifiée au sein de l'équipe, que les entreprises connaissent les modalités Rectec dès le lancement de la formation et que la définition des compétences transversales soit co-construite entre entreprises et équipe de formation.

Perspectives pour le Greta CFA : développer ce type de méthode pour les formations en BTS, rares, pour dynamiser des relations étroites avec les secteurs professionnels pour la formation de futurs chefs d'équipe.

Ces expériences ont été menées en partenariat avec des entreprises et autres acteurs de l'emploi, voici les retours obtenus :

Pour DéfiNov'BTP

- Des conseillers Pôle emploi ont fait part d'une appréciation très positive lors de bilan car les documents liés aux open badges imprimés ont permis de mettre en valeur le bénéficiaire, sa démarche et l'accompagnement du Greta CFA.
- La Mission locale est très intéressée et a demandé des explications pour une utilisation interne de Rectec (site Guichard Lyon 3ème)

Globalement les interlocuteurs des entreprises ont montré une réelle volonté de prise en compte des compétences Rectec pour la formation.

3. Expérimentations d'accompagnement individuel

Dans le cadre du projet Rectec By Eden Hub du Greta CFA Lyon Métropole, des expérimentations d'entretiens ont été effectuées avec des acteurs en situation de travail internes et externes au Greta CFA. La démarche de demande des open badges a été proposée pour mesurer l'impact pour ce type de public.

Profil	Date et durée de l'entretien	Intérêt de la démarche pour le.la bénéficiaire
Conseillère en formation continue au Greta CFA Lyon Métropole	21 juin 2023, 2h	Poursuivre sa formation sur Rectec afin de pouvoir construire des ingénieries utilisant Rectec de façon concrète et opérationnelle. Se former sur les open badges, pour mis en œuvre pour les formations dont elle a la charge.
Conseillère dans une banque	15 mai 2023, 2h	Avoir un retour réflexif sur son vécu professionnel. Faire le lien avec des compétences transversales développées. Faire le bilan sur ses points d'appui pour envisager une mobilité professionnelle en interne. Solliciter des Open Badges pour enrichir son CV.
Inspectrice de l'Education nationale	27 juin 2023, 1h	S'entrainer à utiliser une situation professionnelle complexe pour faire le lien avec les compétences transversales mobilisées afin de s'approprier la démarche et d'envisager des formations pour les enseignants.
Chef d'équipe dans une entreprise accueillant un apprenti	30 juin 2023, 1h30	Expliciter l'une de ses situations professionnelles Identifier les compétences transversales mobilisées. Réfléchir pour appliquer la démarche au sein de son équipe de terrain.
Stagiaire en première année de BTS SAM au CAFOC	3 juillet 2023 pendant 1h30	Décrire deux situations professionnelles dans le cadre de son stage de BTS Identifier les compétences transversales mobilisées dans le cadre des missions confiées et se focaliser sur leur mobilisation Valoriser son travail réalisé pendant le stage grâce à l'obtention d'Open Badges à des paliers co-définis avec la tutrice

Ces expérimentations ont permis de lister les conditions de réussite pour que la démarche entretien-demande d'open badges soit efficace :

- Présenter Rectec en amont de l'entretien
- Aider à pré-définir la situation en amont (prendre une situation complexe)
- Prévoir un entretien de 2h
- Transmettre un exemple de remplissage de preuve
- S'assurer de la bonne mise en application des conseils données pour le cas d'un stage en entreprise grâce à l'implication du tuteur
- Poursuivre l'accompagnement après l'obtention des open-badges jusqu'à l'acceptation des endossements et diffusion des liens sur les réseaux sociaux ou sur le CV

4. Proposition d'ingénieries de dispositif à mailler avec les formations dispensées au Greta CFA

4.1. INGENIERIE N°1

Dispositif n°1 : Ingénierie de dispositif d'accompagnement à la valorisation des compétences transversales pour la certification et pour l'employabilité avec RECTEC et les OPEN BADGES. L'objectif est ici d'utiliser Rectec comme repère de positionnement et comme aide à l'insertion.

4.1.1. CAHIER DES CHARGES

Informations générales	
Contexte	L'accompagnement des bénéficiaires à l'insertion fait partie de la formation.
Demande, besoin	Ce dispositif répond au besoin d'accompagnement à la recherche d'emploi attendu par les commanditaires. Il est à intégrer à toute formation visant l'insertion
Nom du dispositif	Valorisation de parcours avec Rectec et les Open Badges
Finalité	Assurer l'employabilité de l'apprenant
Public ciblé	Jeunes en décrochage scolaire, adultes en reconversion professionnelle, demandeurs d'emploi
Profil	Apprenants ayant besoin d'accompagnement pour réussir la construction d'un projet et leur insertion professionnelle
Attentes recueillies	Besoin d'être accompagné, remobilisé, en confiance
Freins à anticiper	Abandons de formation, perception de limites personnelles
Modalités retenues	Présentation Rectec en positionnement de départ, médiations mensuelles
Aspects pédagogiques	
Objectifs pédagogiques	Etre acteur de son développement, identifier ses points forts, valoriser son potentiel, avoir confiance en soi
Volume horaire de la formation	24h30 de formation + 2h d'entretien collectif par mois
Durée du dispositif	Durée de la formation
Rythme	Dispositif déployé pendant toute la formation
Effectif	12 personnes
Critères de réussite attendus des apprenants	Respect des exigences Rectec, présence aux entretiens Obtention d'au moins deux open badges Rectec
Evaluation des acquis	Positionnements au démarrage, pendant et en fin de formation

4.1.2.PARCOURS

Dispositif Valorisation de parcours avec Rectec et les Open Badges

Objectifs de formation avec RECTEC et les open badges :

- Guider pour mieux se connaître
- Développer la confiance en soi
- Développer la capacité à
    - Enrichir son CV
    - Décrypter des offres d'emploi
    - Se présenter et à parler de ses expériences
    - Rédiger une lettre de motivation efficace

Outil de suivi

Grille excel avec les attendus de maîtrise des compétences Rectec en début, milieu et fin de formation

Dispositif Valorisation de parcours avec Rectec et les Open Badges

Finalité : Accompagner l'insertion professionnelle des stagiaires inscrits en formation au Greta CFA

Etapes

	Prise en main de la carte RECTEC	Description de situations dans le cadre de la formation Greta CFA	Prise en main de Open badge passport	Demande des OB	Utilisation de Open Badge Passport	Optimisation de la démarche	Suivi post formation
Durée et calendrier	7h (2 séances) au démarrage de la formation	2h par mois pendant la formation	3h30 à mi-parcours	7h (2 séances) aux ⅔ de la formation	3h30 dans le mois qui suit l'étape précédente	3h30 au moment de l'accompagnement à la recherche d'emploi	A définir
Contenus	1-Serious game ou activité de team building collectif 2-Lien avec les CT[1] Rectec à partir des photos 3- Jeu de reconstitution de la carte RECTEC 4- Lien avec des situations vécues 5- Choix de situations et auto positionnement	1-Présentation des attendus de maîtrise des CT par rapport au métier et à la recherche d'emploi 2-Préparation de la description de situations vécues en entreprise sur plateau technique ou en entreprise à partir d'un gabarit 3-Présentation collective d'expérience 4-Co-sélection de CT principalement mobilisées dans l'expérience présentée	1-Présentation de ce qu'est un OB[2] 2-Prise en main de la plateforme avec la formation[3] et demande du premier OB[4] 3- Création du compte sur OBP[5] 4-Création de CV avec les OB[6] 5- Remplissage de la page expériences	1-Sélection d'une expérience significative 2-Entretien 3- Rédaction des documents de preuve 4-Corrections/enrichissement des documents de preuves 5- Enregistrement du document en pdf 6-Mise à la signature du Greta du document de preuve	1-Acceptation des OB délivrés 2-Impression de la version papier de l'OB 3-Demandes d'endossements (formateur et autres acteurs du Greta, stagiaires du groupe, tuteurs entreprise) 4-Endossements des OB des collègues 5-Ajout d'informations sur la page expériences	1-Acceptation des endossements 2- Enrichissement des OB avec de nouvelles expériences en utilisant la diapo de description et en ajoutant des documents 3- Intégration du lien de chaque OB dans le CV, dans les lettres de motivation, linkedIn...	Ateliers d'aide à l'enrichissement des OB obtenus
Objectifs pédagogiques	- Identifier les CT à partir d'une situation vécue collectivement - Identifier les paliers et la logique de progression - Sélectionner une situation vécue - Décrire une situation vécue - S'auto positionner	-Choisir une expérience vécue significative -Préparer la description -Décrire à l'oral cette expérience vécue -Sélectionner des CT en fonction de l'activité -Positionner sur un degré de maîtrise	- Identifier l'intérêt des OB - Naviguer sur le site OBP -Compléter son profil sur OBP -Obtenir son premier OB -Préparer son CV	-Choisir une expérience vécue significative -Préparer la description -Décrire à l'oral cette expérience vécue -Sélectionner des CT en fonction de l'activité -Positionner sur un degré de maîtrise -Rédiger le document de preuve -Déposer une demande d'OB	-Utiliser OBP pour valoriser son expérience et ses CT -Solliciter la reconnaissance de pairs ou d'acteurs de l'organisme de formation ou du monde économique	-Valoriser son expérience et ses CT pour trouver un emploi - Expérimenter la démarche des OB -Prendre sa place dans la communauté des utilisateurs de OB	-Accéder à l'emploi

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[1] Pour faciliter la lecture, nous utiliserons CT pour compétences transversales
[2] Nous utiliserons OB pour open badge
[3] Accès au cours gratuit ici : https://openbadges.info/apprendre/course/view.php?id=3#section-0
[4] A partir de ce cours, demande du badge "Je sais utiliser les Open Badges"
[5] Nous utiliserons OBP pour désigner le site internet open badge passport
[6] Accès au cours gratuit ici : https://openbadges.info/apprendre/course/view.php?id=5

4.2. INGENIERIE N°2

Module : Interagir dans l'environnement professionnel

L'objectif est ici d'utiliser Rectec comme repère de développement des compétences en lien avec les exigences du métier visé par la formation

Finalité	S'exprimer clairement en utilisant le vocabulaire et en respectant les usages professionnels
But visé par module	Développer la capacité à s'exprimer, à rendre compte en toute transparence en utilisant le vocabulaire technique approprié, à auto évaluer son activité
Durée	20 heures à mailler avec les autres modules de formation
Objectifs (palier à déterminer selon le contexte professionnel)	Communiquer à l'oral Traiter des informations Prendre en compte les usages sociaux

Documents authentiques/supports	Productions
Toutes les traces de l'activité professionnelle • simulée en formation • réelle, vécue sur plateau technique ou en entreprise	Portfolio Cartes mentales et schéma Vidéos de présentation de gestes techniques Présentations orales d'expériences au collectif ou en entretien individuel

4.3. INGENIERIE N°3

Module : Respecter les règles de sécurité

L'objectif est ici d'utiliser Rectec comme repère de développement des compétences en lien avec les exigences du métier visé par la formation

Finalité	**Prendre en compte les règles de sécurité**
But visé par module	Développer la capacité à identifier les règles, à appliquer les consignes et les procédures pour réaliser efficacement une activité professionnelle
Heures de formation définies	10 heures à mailler avec les autres modules de formation et la formation SST
Objectif	Prendre en compte les règlements (intérieur, sécurité, cadre du travail) Communiquer à l'écrit, volet compréhension écrite, lecture Agir face aux imprévus Prendre en compte les usages sociaux

Documents authentiques/supports	Productions
Panneaux Symboles Plans Consignes écrites liées au métier	Affiches sur la sécurité, les situations d'urgence Schémas pour agir face aux imprévus du métier

4.4. EXEMPLE DE CONTENUS

L'objectif est ici de faire le lien entre des compétences transversales et des exercices pour développer le degré de maîtrise dans des contextes liés au métier visé par la formation.

Gérer des informations, Organiser son activité, Travailler en équipe

- A partir d'une gamme opératoire, d'une notice technique, d'une fiche de consigne et effectuer des mises en situation nécessitant de s'organiser (avant, pendant, après) de manière la plus rationnelle et efficace pour répondre aux attentes.
- A partir d'une simulation (jeu sérieux par exemple) repérer comment fonctionnent les transmissions de données, la relation d'équipe et la position de chacun dans le groupe (leader…)
- A partir des traces de l'activité sur plateau technique ou en entreprise, construire des schémas de description de la situation professionnelle

5. Vademecum

L'objectif est ici d'utiliser Rectec comme repère de progression du développement des compétences faisant le lien entre les cours et l'entreprise.

Le vademecum s'adresse aux coordos et formateurs référents de formations en alternance qui vise à mailler la formation professionnelle et l'accompagnement avec Rectec. Cette proposition peut être adaptée à la formation continue avec PMSMP.

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Vademecum à destination des coordonnateurs ou des formateurs référents qui mettront en place le dispositif

sur la mise en application Rectec, en lien avec les entreprises d'un secteur professionnel

- Préparation en amont : 5h de présentation de la démarche Rectec et de la mobilisation des Open Badges
- Travail d'équipe : associer formateurs techniques et généraux et développer ainsi une véritable co-intervention
- Outils à construire : Fiche de médiation entre tuteurs d'entreprises et formateurs Greta permettant de repérer, à partir de situations précises, les évolutions et progressions des apprenants sur les compétences transversales majeures analysées (trois à quatre)

1. Présenter la grille Rectec à tous les tuteurs, avant le démarrage de la formation, en explicitant notamment son intérêt pour la progression pédagogique avec atteinte de paliers en compétences transversales.

2. Cadrer avec les entreprises les 3 ou 4 compétences transversales majeures sur lesquelles les progressions pédagogiques de chaque formateur devront s'organiser particulièrement, avec un niveau de palier à atteindre pour chaque bilan de formation (au moins deux par année de formation).

3. Présenter la grille Rectec aux alternants, lors d'un moment dédié et intégré au planning de formation, la première semaine de formation, expliciter aux alternants le suivi de leur progression sur les compétences transversales définies par les entreprises.

4. Positionner les alternants à partir de la grille Rectec sur les compétences transversales définies et leur indiquer quel est objectivement le palier qu'ils ont déjà atteint à partir de leurs expériences passées à partir de la description précise d'une situation professionnelle ou personnelle, vécue dans le passé, et présentée oralement aux collègues de promotion.

5. Organiser, lors de chaque bilan mensuel en équipe pédagogique, le suivi de la progression Rectec en compétences transversales, informer l'alternant individuellement de son positionnement d'étape. Rappeler régulièrement aux alternants que s'appuyer sur Rectec leur permet de suivre leur progression et leurs possibilités d'évolution professionnelle, d'être eux-mêmes acteurs de leur formation, de cerner ce qui est à mettre en œuvre, à développer pour atteindre leur objectif d'employabilité ou/et de certification.

6. Organiser une visite chaque trimestre du formateur référent technique en entreprise pour évaluer la progression de l'alternant en compétence transversale professionnelle en situation de travail.

7. Co-évaluer lors des réunions de bilans conjointement par l'équipe pédagogique et les tuteurs professionnels.

8. Impliquer les entreprises pour l'insertion professionnelle des alternants par l'endossement des open badges, l'embauche de l'alternant ou la recommandation à des confrères.

Avec ces éléments re-tracés de 1 à 8, on peut co-construire un parcours pédagogique et professionnel associant équipe pédagogique, tuteurs d'entreprise, apprenants, au moyen d'un livret unique reprenant les attendus du diplôme et les attentes (paliers) des compétences transversales Rectec repérées.

6. Conditions de réussite

Pour que l'accompagnement avec Rectec soit optimum, il faut que :

- les principes de Rectec soient connus et maîtrisés par le.la CFC en charge de la formation, qu'il.elle sollicite un.e expert.e Rectec pour construire l'ingénierie de parcours et permette une travail collectif de l'équipe pour faire co-construire des progressions pédagogique maillées avec le développement des compétences transversales

- les membres de l'équipe aient suivi une formation comprenant l'obtention d'open badges pour soi afin de mettre en œuvre un accompagnement de qualité

- des moments dédiés à Rectec soient inscrits dans le parcours et le calendrier de formation,
    - des rencontres avec les entreprises sont prévues dès le départ de la formation pour la présentation de Rectec et la définition des compétences transversales à positionner,
    - des positionnement Rectec sont effectués au démarrage pour chacun des stagiaires,
    - des bilans mensuels sont effectués
    - des visites en entreprise sont effectuées régulièrement par les formateurs de l'équipe pédagogique et des bilans de régulation sont proposés aux entreprises

- les alternants présentent régulièrement des situations professionnelles pour s'entrainer et pour permettre au formateur une juste évaluation au moment de la sollicitation d'open badges

- la formation favorise toutes sortes de modalités pour découvrir le monde économique en rendant les apprenants actifs

- les entreprises respectent leurs engagements et intègrent leurs alternants, en leur sein ou via leurs réseaux, à la fin de la formation, si les apprenants respectent eux-mêmes leurs engagements

- l'on communique en interne et en externe sur les réussites des dispositifs Rectec et qu'elles soient valorisées

7. Conclusion

A travers l'ensemble des expérimentations menées avec des groupes de stagiaires et d'apprentis ou en accompagnement individuel, on perçoit l'ouverture de nouveaux possibles pour l'accompagnement. Les ingénieries proposées montrent en cela différentes façons d'utiliser Rectec. Le potentiel de ce référentiel de compétences transversales Rectec est indéniable, cela n'a pas échappé à Pôle emploi qui l'a mobilisé dans la construction de son ROME 4.0.

Cependant, il s'agit d'une nouvelle façon d'accompagner le développement qui peut bousculer les pratiques au sein de l'organisation.

Il ne s'agira pas de proposer une nouvelle offre à part entière mais plutôt de considérer Rectec comme un outil au service de la formation et de l'accompagnement grâce à sa méthodologie.

Intégrer Rectec dans des parcours de développement de compétences de demandeurs d'emploi ou de salariés en entreprise, en formation par alternance, classique, en AFEST, en VAE parcours ou inversée, permettra au Greta CFA de mettre en avant un nouvel avantage concurrentiel gage de la qualité de ses prestations.