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edenhub
Space of Collective Intelligence

Intellectual output <IO 03>

Guidelines and learning resources for Joint Training the Trainers, including instruments for joint design of collaboration activities between education and Industry

Progress report

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Table 1: List of Abbreviations

Terms / Abbreviations	Definitions
IO	Intellectual Output
R&D	Research and Development
LMS	Learning Management System
VET	Vocational Education and Training
KPIs	Key Performance Indicators
TTT	Training of trainers and teachers
TC	transversal competences

List of Figures

No table of figures entries found.

Table2: Document History

Date	Name	Description
20-09-2023	FREREF (A. Joder M. Turrini)	Guidelines and learning resources for Joint Training the Trainers, including instruments for joint design of collaboration activities between education and Industry

Work Description

1. Introduction to IO3

As many actions related to education-enterprise are already existing, there is a lack of integration between them and if some initiatives already worked on their interrelationship, the third intellectual output of ED-EN HUB will provide guidelines and resources, such as the toolkit from O1 to be used among teachers, guidance councillors or head of schools and people from companies such as CEO or HR managers, in company tutors to commonly design collaboration activities between education and Industry.

These guidelines and learning resources are based on the first intellectual outputs (O1 and O2) in order to propose elements to be used in training event for either people from the educational side who wants to implement education-enterprise actions or for people from the business side who needs to reinforce their link with the educational system.

The content of the IO3 *“Guidelines and learning resources for Joint Training the Trainers”*, includes instruments for joint design of collaboration activities between education and Industry gives precisions on the objectives, tools, principles and the evaluation process of the training activities. It aggregates resources from prior European projects, such as Cokleeco (2016-1-FR01-KA201-024047), local initiatives and creation from the ED-EN HUB project consortium coming from O1 and O2.

The *“Guidelines and learning resources for Joint Training the Trainers”*, based on a set of interviews and case studies carried out in the first phase of the project lifecycle, are a document that could be enriched and adapted in order to fit in the local context. In this perspective, all the stakeholders and institutions who want to use the tools developed within the ED-EN HUB project would be able to implement actions without a direct support of the partners of the project. It ensures the reusability and the sustainability of the project, even after the funding period. A significant emphasis is placed on the European dimension in the document in order to emphasize the interconnections and interdependencies existing between the economic and educational worlds of the different countries.

FREREF, as coordinator of the Cokleeco project, is leading the work on this Intellectual output, but all the partners have been involved on each of the following tasks.

- T3.1 Existing learning resources identification (M7 *mar21*-M13 *sept21*)
- T3.2 Identification of the potential lacks in the existing resources to be covered by the guidelines (M13 *sept21*-M18 *fev22*)
- T3.3 Initial version of the guidelines (M17 *jan22* -M18 *fev22*)
- T3.4 Test of the guidelines by all the partner and during the joint mobility in France (M17 *jan22* - M26 *oct22*): *learning mobility in France in October 2022*
- T3.5 Final validation of the guidelines and learning resources (M25 *sep22* - M31 *mar23*)

As above mentioned, the IO3 “Guidelines and learning resources for Joint Training the Trainers” have been validated and tested during a mobility gathering at least two staffs from each partner. The validation process took place in Lyon (France) during in October 2022.

2. Agenda

Education-Training-Company transversal skills at the heart of cooperation

October 19th, 20th and 21st 2022

Lyon, Auvergne-Rhône-Alpes – France

2.1 Description of the Test sessions: presentation

Many education and business stakeholders have already grasped the importance of soft skills and cooperation between these two sectors to respond to situations of labor market and recruitment tension.

The Erasmus+ ED-EN hub project offers a three-day training course for professionals who will have the opportunity to discover new tools and new methods to enable them to go further with their own network, but also to meet other actors, faced with similar issues in other territories and understand how they are trying to respond to them.

2.2 Modality

- Theoretical contributions by international stakeholders and local actors
- Round tables with representatives of the economic world and training
- Participatory workshops based on European case studies

2.3 Speakers

Recognized players in education and the economic world, the international partners of the ED-EN hub project have developed expertise in education-training-business cooperation on the issue of soft skills in France, Portugal, Italy, Belgium and the United Kingdom.

2.4 Testing objective

At the end of the test sessions, participants will be able to:

- Understand the place of soft skills in the orientation, training and integration of individuals
- Mobilize, appropriate and co-develop resources around to develop and evaluate soft skills
- Cooperate locally and internationally around soft skills within local and European hubs.

2.5 Profile of participants and prerequisites

- Actors in the world of education: teachers, tutors, training managers, headteachers, guidance professionals, etc.
- Company actors: company tutors, human resources managers, etc.

2.6 Assessment methods

At the end of the test session, a certificate of participation will be given to the participants.

Annex Program (pdf program)



3. Training and Local Pilot Actions

As already mentioned, the ED-EN HUB project is a “Space of collective intelligence” model to think the skill and analyse its dynamic aiming to improve the quality of education (focusing but not limiting itself to VET) through the consolidation and systematization of the education-enterprise relationship in a long-term perspective.

To fulfil the first priority indicated above, and particularly *quality and efficiency of education and training, the pilot actions at local level (FR, UK, IT, BE, P) were mainly focused on Dual learning and work-based learning in their different forms.*

All the partners launched a local re-thinking to maximise the value added of both the education and the workplace environments, in ***an integrated path in which transversal competences are the key element to guarantee employability.***

Other ways to cooperate (***co-design of new qualifications, tracking employment results of former students, providing evidence-based input to guidance and career services, developing entrepreneurship competences, maintain the existing set of qualifications***) have also been covered, coherently with the review of good practices carried out in the first phase.

By joining the learning week In Lyon, the participants became part of a network of local Hubs and had the support and guidance to animate the local network, integrated in an international Hub that made them benefit from its progress and exchanges.

The participants to the Learning mobility were supported by a participant guide for the logistical aspects and also the learning process. (see appendix)

After the Learning Mobility and the Validation of the Guidelines, FREREF provided a toolbox and the guidelines to the Local Pilot Action focused on Training of trainers.



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3.1 Toolbox for the pilot actions

Toolbox

In this toolbox, you will find three documents to be used during the implementation of pilot action: the attendance list, the report and the evaluation that need to be send back to the coordination (ajoder.freref@gmail.com) .

Of course, any other material such as agenda, photos or videos would help us a lot in the promotion of the project!

Pilot Actions report

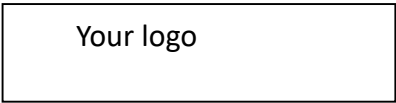
Partner of the project:
Name of the Pilot action:

A	Context of the Action
1	Place of the action
2	Date and duration
3	Other useful information

B	Participants, animators and activities
4	Number of participants -
5	Profile of the participants, please provide the signed attendance list:
6	Who animated the sessions? (name and profile) -
7	Please provide the syllabus of the activity -

C Main observations	
9	Could you describe briefly the main points of interest of each session?
10	What could have been done better?
11	What would you suggest for a further use of the action?

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?
20	Please share all other information, comments, documents related to the event (Agenda, pictures...)
21	Other observations



Ed-En-Hub attendance list

Place:

Organisation:

Date:

Name	Organization/school	Profile (Teacher, HR staff, guidance counsellor...)	Contact (email)	signature

Your logo

Pilot action evaluation by the participants

**[date] – [place]
Evaluation form**

Please take 5 minutes to fill this form and give it back to the organisers before you leave

*1... "very poor" or "I do not agree at all"
5 ... "excellent" or "I fully agree"*

Please specify your profile:

- Teacher
 Education actor
 student/pupil
 Company/private staff
 Other

Organisation of the Training session	1	2	3	4	5
Location					
Duration					
Activities					
It was interesting to discover the Ed-En-Hub project					

Thank you for specifying, to your opinion:

What was the most successful

What could have been improved

Your logo

About the Ed-En-Hub pilot action	1	2	3	4	5
It is something new for me					
It was interesting as a whole					
It gave me new ideas to work with other kinds of people					
It was interesting to share ideas with other kinds of people					
The objectives were clear for me					

About the Action I participated in	1	2	3	4	5
The objectives were clear for me					
The prerequisites (if any) are clearly stated					
I will recommend the use of this sequence to my colleagues					
Here are the three most positive (valuable, attractive, efficient, usable,) points of the Action					

Your logo

Here is what should be improved to make this Action really valuable

Other comments



4. Pilot actions main comments and results

At the end of the Piloting phase, every partner produced a Report

[https://disp-ds.univ-lyon2.fr/owncloud/apps/files/?dir=/EDENHUB_PARTNERS%20\(3\)/2.%20FINAL%20RESULTS/3.%20IO3%20DELIVERABLES/Training%20Sessions%20and%20Partners%20report%20To%20exploit&fileid=1810725](https://disp-ds.univ-lyon2.fr/owncloud/apps/files/?dir=/EDENHUB_PARTNERS%20(3)/2.%20FINAL%20RESULTS/3.%20IO3%20DELIVERABLES/Training%20Sessions%20and%20Partners%20report%20To%20exploit&fileid=1810725)

The City of London

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

The City of London launch a pilot action in June-July 2023, focused on fusion skills.

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. Holec which is the national body for Adult Education ran training offered to all its adult education providers.

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.

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.

IUT and Trouver-Créer in France: My transversal competences, a lever for success in my technical assignments

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

The action, addressing 45 apprentices (ULL students, second year of Data Sciences Bachelor in apprenticeship) took place in April and June 2023.

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

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

France IUT Lumière and Parilly's Racecourse: Transversal competences: issues and practices

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

The action, addressing 46 participants (Manager, Guidance professionals, Teacher, trainer, coach, Student / work-study student, Human resources professional) took place in Lyon in January and April 2023.

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 Ed-EnHub octagon

Sequence 6: integration / evaluation

**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 Enterprise
- Interactions, public mixity, networking.

Suggestions for the future actions:

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.
- 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 an informal moment (lunch for example).
- Proposing a “second moment” of experiment feedbacks, few months later.

Some comments and conclusions: 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.

CIS in ITALY

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

The action, addressing 16 participants (Teachers, Trainers, Innovation strategist, staff of Association of Enterprises, coordinators, career Guidance and Orientation Experts) took place in Reggio Emilia in January – February 2023 and have been animated by CIS and HTTC.

The challenges of integrating transversal competences into corporate training and education and training systems:



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

The first session (February 2023) was articulated as follow:

- an introduction dedicated to the concept of transversal competences, how to identify, develop and assess them
- a team work, with the support of the octagon and a canvas 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 a training course starting from the process detailed in the guidelines.

Main conclusions

Implementing the action: How to organize joint actions thanks the Platform and the Local hubs

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

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



F. Evaluation process with an integration questionnaire

Evolution of the final version of the Guidelines

Contribution of the partners and coordination role of Freref

Based on the Teaching and learning week results, Freref issued a new version of the guidelines in order to help partners in the design of local pilot actions, for those who needed it.

Then, series of exchanges between partners, based on the feedback gathered on the fields allowed to update the version of the IO3 guidelines in order to align with the expectations from the partners and the actors who need it.

Thus, a new presentation of the document has been made during the Lisbon meeting in march 23, during which the partners agreed on a simplified version of the guidelines to make it easily usable by the actors of the worlds of economy and education.

After a new proposition by Freref, presented during the final meeting in Brussels partners have made their last comments in order to issue the final version at the end of the summer 2023.

This final version integrates the link with the IO1 daisy and the petals that are illustrated by cases coming from the pilot actions from the partners and is consciously keep as simple and short as possible in order to ease the use by any external actors (not involved in the Ed-En Hub project) after the end of the funding period.

APPENDIX



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ED-EN hub Test session

The development of Transversal Competences: towards a collaborative approach

Participant booklet

1.1.1 Contact:

- Axel Joder (Freref) - +33.6.30.93.90.32 (phone or whatsapp)
- Aurélie Charles (IUT Lumière Lyon 2) - +33 6 64 52 58 06



Description of the Test sessions

1.2 Presentation

Many education and business stakeholders have already grasped the importance of soft skills and cooperation between these two sectors to respond to situations of labor market and recruitment tension.

The Erasmus+ ED-EN hub project offers a three-day training course for professionals who will have the opportunity to discover new tools and new methods to enable them to go further with their own network, but also to meet other actors, faced with similar issues in other territories and understand how they are trying to respond to them.

1.3 Modality

- Theoretical contributions by international stakeholders and local actors
- Round tables with representatives of the economic world and training
- Participatory workshops based on European case studies

1.4 Speakers

Recognized players in education and the economic world, the international partners of the ED-EN hub project have developed expertise in education-training-business cooperation on the issue of soft skills in France, Portugal, Italy, Belgium and the United Kingdom.

1.5 Testing objective

At the end of the test sessions, participants will be able to:

- Understand the place of soft skills in the orientation, training and integration of individuals
- Mobilize, appropriate and co-develop resources around to develop and evaluate soft skills
- Cooperate locally and internationally around soft skills within local and European hubs.

1.6 Profile of participants and prerequisites

- Actors in the world of education: teachers, tutors, training managers, headteachers, guidance professionals, etc.
- Company actors: company tutors, human resources managers, etc.

1.7 Assessment methods

At the end of the test session, a certificate of participation will be given to the participants.

1.8 Online session(s)

The online sessions could be joined with this link:
<https://us06web.zoom.us/j/82584344530?pwd=bk93ZkQwTWxaVlVweVcyR000d1JHdz09>





Programme

1.8.1 Wednesday October 19, 2022: Focus on Transversal Competences and the difficulties to deal with- The ED-EN hub approach – Manu’Village

9 a.m. Welcome of participants

9:30 a.m. *Conference* - Transversal Competences in a changing world: why is it so important to collaborate? – ENG

10:30am *Round-table* - Collaborating around Transversal Competences: what uses, needs and what obstacles? – ENG

12.00 p.m. *meal*

1:30 p.m. *Conference* - The ED-EN hub project: a methodology for developing a collaborative approach to Transversal Competences - ENG

2:30 p.m. *Workshop* - Experiment the ED-EN Hub methodology

5 p.m. end of the first day

7 :30 p.m *Social Dinner* : *Le pique Assiette 4 Rue de la Baleine, 69005 Lyon –métro D Vieux Lyon*

What interested me/ Qu’est ce qui m’a intéressé aujourd’hui :

What I will reuse / Qu’est-ce que je vais réutiliser:

What amazed me / Qu’est-ce qui m’a surpris :

1.8.2 Thursday, October 20: Develop and assess Transversal Competences: Tools, good practices and cases studies – Manu’Village

9 a.m. Case studies - ENG



-Tripartite cooperation at the service of the construction of the professional career at the IUT

-RECTEC (intervention of the actors of the initiatives)

-Fusion skills as a way to collaborate.

12:30 p.m. meal

1:30 p.m. Workshop- guidelines for a cooperative Lifelong guidance – ENG

2 p.m. Workshop to participate to the improvement of the ED-EN hub results ENG/FR

5:30 p.m. End of the second day

What interested me/ Qu'est ce qui m'a intéressé aujourd'hui :

What I will reuse / Qu'est-ce que je vais réutiliser :

What amazed me / Qu'est-ce qui m'a surpris :

1.8.3 Friday 21 October Building a collaborative approach of Transversal Competences – IUT Lumière Lyon 2, bâtiment 1

9 a.m. Building local hubs for developing ED-EN hub local approach & international cooperation - salle de conférence

- Wallonie-Bruxelles: Collaboration as a means for improving the education system and promoting



the socio-professional integration
of young people

- Emilia Romagna: coordinate and animate the ecosystem of excellence
- UK: Concrete collaboration for concrete results

11 a.m. *Workshop* - Definition of local ED-EN hubs: Which stakeholders?

10-12 a.m Construire un hub local sur le développement collaboratif

des compétences transversales -
salle du conseil

- Présentation des différents acteurs intéressés par la démarche
- Présentation des attentes, motivations et intérêts des différents acteurs
- Quelle gouvernance pour le hub local ?
- Plan d'action

12 p.m. meal

1:00 p.m. *Workshop* - Define the roadmap for local hubs – ENG, FR, POR, ITA... (in hybrid form)

2:30p.m *Feedback* on the local roadmaps for each of the Local Hubs

3:00 p.m Evaluation and conclusion

4 p.m. end of the test session

What interested me/ Qu'est ce qui m'a intéressé aujourd'hui :

What I will reuse / Qu'est-ce que je vais réutiliser:

What amazed me / Qu'est-ce qui m'a surpris :