MASTERS

Proiect M.A.S.T.E.R.S

Ghid de învățare autodirecționat pentru tutori din cadrul companiei

Rezultat Intelectual nr. 4

Program de acţiune de testare aleatorie de către tutorii din companii şi Ghid autodirecţionat de învăţare pentru tutorii din companii

Ghid de utilizare a platformei MOOC

1. Introducere

Informațiile cuprinse în acest document vor oferi alinierea necesară care va permite tuturor partenerilor să desfășoare activitățile de testare, aplicând materialele didactice elaborate în cel de-al doilea rezultat intelectual al acestui proiect.

Principalul grup țintă al acestei activități este reprezentat de tutori în cadrul companiei, din IMM-uri care au atribuții în pregătirea și formarea salariaţilor cu statut de ucenic.

Acest Ghid de învățare auto dirijată pentru tutori în companie este rezultatul intelectual nr. 4, creat în cadrul proiectului MASTERS (IO4). Acest ghid este rezultatul activităților de pilotaare/testare mixtă ale curriculei dezvoltate în cadrul IO 2 (MOOC) – care a fost organizată de toți partenerii din țările lor (Polonia, Spania, Italia și România).

Coordonatorul activităţii	Consiliul National al Intreprinderilor Private Mici si Mijlocii in Romania – filiala Arad
Organizaţii partenere implicate	Erifo and I.I. S Bramante (Italy), FyG Consultores (Spain), CWEP and RRDA (Poland).
Faza de testare-pilotare a implicat:	- 30 de tutori/mentori din companiile din categoria IMM au participat la etapa de testare/ pilotare ca şi studenţi/ cursanţi , între 8 şi 10 din fiecare ţară , adică din Italia, Spania, Polonia şi România - 10 ucenici şi/sau personae aflate în căutarea unui loc de muncă din fiecare ţară: Italia, Spania, Polonia şi Romania - instructori din ţările partenere (4 instructori, câte unul din fiecare ţară).

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2.   Descrierea celor trei faze dezvoltate de către fiecare partener.

Toate activitîşile derulate de către parteneri în cadrul proiectului, în acest rezultat intellectual au fost structurate în trei faze, după cum urmează:

FAZA 1. ATELIERE DE INSTRUIRE

În fiecare țară, partenerii seniori ai personalului din zona de coordonare a activităţilor de învăţare din cadrul IMM-urile au fost implicați în facilitarea activităţilor din cadrul atelierelor, prezentând informații despre programul curricular și sistemul MOOC (asigurând asistență în derulare) și activități de pilotare **și în transferul către participanţi a conţinutului relevant de învăţare din cadrul modulelor**.

Aceasta este dezvoltată împreună cu autoevaluarea preliminară pentru cursanți, folosind un chestionar și discuții în grup mic, cu exerciții în perechi, care le cere participanților să vorbească cu vecinul lor despre modelele și experiențele de ucenicie, având încredere că toată lumea va avea o înțelegere de bază a subiectului. Atelierul a oferit ocazia de a transfera cunoştinţe și de a împărtăși despre mecanismele schemelor de ucenicie.

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FAZA 2. ETAPA ACTIVITĂŢILOR DE ÎNVĂŢARE, UTILIZÂND PLATFORMA on line M.O.O.C.

Cursul din platforma deschisa de învăţare on line , cuprinzând materialele de învăţare ale modulelor, va fi livrat / susţinut de tutori/mentori din cadrul companiei care organizează programul de ucenicie și se bazează pe dezvoltarea continuă pentru cursanți. Astfel, acesta va fi proiectat și încorporat în curs. Acesta include o serie de sesiuni de suport online menite să completeze şi să consolideze învăţarea, care a avut loc în etapa precedentă de realizare a MOOC și, ulterior, va fi accesibilă pe site-ul proiectului, on-line, dar și offline. Cursanții vor fi implicați într-un program ,,masiv,, de instruire deschisa, on line (Masive Open On line Course) cu **o durată de instruire de aproximativ 4 ore şi 45 minute, adaptat în funcţie de nevoile participanţilor, pe baza evaluărilor iniţiale.**

Materialele de instruire ar putea fi combinate între modulele disponibile și folosind, de asemenea, șabloane furnizate în Modulele 2 – unitatea 2 (resurse din UE pentru tutori în companie).

Activitățile MOOC prezintă următoarele caracteristici:

a. **Centrate pe probleme și sarcini** – cursanții vor fi angajați în rezolvarea problemelor din lumea reală și a sarcinilor pentru dezvoltarea lor profesională prin toate cele patru module.

b. **Se bazează** pe cunoștințele existente deja, care sunt activate ca fundament pentru noile cunoștințe sau proces de învățare.

c. **Demonstrarea** cunoștințelor/abilităților către cursant (videoclipuri, povestiri).

d. **Aplicarea** noilor cunoștințe/abilități (exerciții menite să completeze și să consolideze învățarea)

e. **Integrarea** acestor abilități în activitățile din lumea reală (evaluarea eficientă va fi furnizată ca parte a procesului de învățare, în special atunci când cursanților li se va cere să reflecteze în mod critic asupra experienței lor, iar feedback-ul va fi folosit în mod constructiv pentru a sprijini transferul învățării înapoi la locul de muncă) .

FAZA 3. STADIUL ACTIVITĂŢILOR (lucrul pe grupe)

Acesta include **Testarea/Pilotarea** materialelor de învăţare cu cei implicaţi într-un **grup de lucru**. Tutorii din companii şi mentorii care au participat în etapa iniţială a testării, derulată pe parcursul sesiunilor de instruire , participă şi acum, în această etapă. Fiecare Grup de lucru este coordonat de către un membru din mult ai experimentat din cadrul companiei în care se implementează programul de ucenicie.

Aceste grupuri au testat / revizuit materialele elaborate pentru învăţare, realizate până acum în cadrul proiectului şi au furnizat un feedback cât se poate de pozitiv despre utilitatea , conţinutul şi formatul lor.

Deoarece aceste sesiuni sunt concepute pentru a fi adaptate nevoilor tutorilor/mentorilor din cadrul companiei , dar şi celor care aspiră la acest statut, **se recomandă un minim de 2 sesiuni de** pe platforma MOOC (pentru a determina conţinutul sau numărul exact în funcție de evaluarea iniţială a nevoile şi aptitudinile estimate care vor fi dezvoltate).

3. ANALIZA REZULTATELOR PROCESULUI DE EVALUARE. Rapoarte naționale după pilotarea mixtă

Această analiză este făcută pe baza Rapoartelor Naţionale din fiecare ţară. (România, Italia, Spania, Polonia) care au fost întocmite şi prezentate de către fiecare partener după Activitatea de Pilotare Mixtă, parcurgând cele trei etape , anterior descrise. Rapoartele naţionale sunt ataşate la finalul acestui ghid , ca şi anexe.

Fiecare raport national este împărţit în următoarele secţiuni:

- Introducere

- Metodologia de pregătire a Raportului Naţional

- Utilitate şi eficacitate

- Relevanţă

- Sugestii pentru îmbunătăţire şi consolidare

- Concluzii.

Opiniile primate de la participanţii la aceste etape , in fiecare ţără parteneră, după ce au testat/pilotat materialele de pe platforma MOOC, sunt caracterizate ca fiind în general positive , cu un impact favorabil asupra structurii şi conţinutului acestora, fapt care ne motivează să promovăm utilizarea celor   3 module ce au fost dezvoltate în cadrul rezultatului intelectual (*Modul 1: Contextul Actual European al W.B.L (working based learning), Modul 2: Lucrul efficient cu cursanţii (stagiari/ucenici), Modul 3: Lucurul cu instituţiile de formare/ trimitere*) ca instrumente utile pentru tutorii din companii sau pentru aspiranţii la acest statut, implicaţi în schemele de ucenicie , pentru a putea să îşi dezvolte depinderi şi abilităţi în a proiecta, crea, implementa propriul program de ucenicie în cadrul companiei.

Opiniile participanţilor la testare au fost colectat rin răspunsurile pe care aceştia le au dat răspunzând la întrebările de la punctele, "Relevanţă" şi "Sugestii pentru îmbunătăţire şi consolidare". Un aspect semnificativ ca importanţă menţionat de majoritate a fost legat de necesitatea traducerii materialelor de pe platformă în limbile naţionale ale parteneriatului (Poloneză, Italiană, Româna şi Spaniosh), dar şi cele referitoate la posibilitatea oferită de a ajusta şi selecta acele materiale de învăţare potrivite cu nevoile actuale ale cursanţilor , selectate dintre unităţile /secţiunile conţinutului dezvoltate în cadrul IO 2.

Utilitatea şi eficacitatea acestor material şi metode aplicate – Massive Open On-line Course M.O.O.C- sunt demonstrate de către cursanţi pe parcursul celor trei faze/ etape de testare .

Aceste beneficii sunt :

- Calitatea şi diversitatea informaţiilor pentru grupul ţintă (tutori din companie)

- Varietate de subiecte prezentate, de la piaţa muncii, legislaţie, context educaţional UE

- Cursurile on line care oferă posibilitatea de a învăţa în propriul ritm

- Posibilitate de descărcare a materialelor

- Materiale audio, de asemenea, descărcabile

- Trecerea de la educaţia tradiţională la educaţia digitală,

- Introducerea unor oportunităţi de formare disponibile online,

- Nivel crescut de competenţe (inclusiv digital) pe piaţa muncii sau la locul de muncă, pentru tutorele din companie

- Instrumente practice şi concrete pentru a fi aplicate de către ucenici sau persoane aflate în căutarea unui loc de muncă

- Posibilitatea de a ajusta materialele şi instrumentele la nivelul de cunoştinţe al cursanţilor.

Bazat pe cele menţionate anterior, fiecare partener a colectat informaţii pe durata celor 3 faze şi a evaluat întregul proces de testare şi pilotare , completând apoi fiecare secţiune a Raportului

Naţional, folosit ca şi opinii, propuneri pentru crearea **Ghidului de învăţare auto dirijată pentru tutorii din companii.**

4. Ghid de învăţare auto dirijată pentru tutorii din companii

4.1 Ce este un ghid de învăţare autodirijată în contextul proiectului MASTERS

Procesul prin care cursanţii preiau **iniţiativa învăţării, în concordanţă cu nevoile lor de învăţare,** îşi stabilesc **obiective de învăţare**, identifică **resurse** umane şi **materiale**, **aplică cele mai adecvate strategii de învăţare şi îşi evaluează obiectivele de învăţare** , cu sau fără ajutorul altora, este considerat ca fiind **Învăţare auto dirijată. (**https://www.structural-learning.com/post/self-directed-learning-a-school-guide)

Cursanţii din cadrul proiectului nostru sunt tutorii din companii sau aspiranţi la această poziţie , din ţările implicate în parteneriat (Italia, Polonia, România şi Spania) dar şi ucenici şi persoane în căutarea unui loc de muncă.

Nevoile de învăţare cărora li se adresează proiectul: creşterea competenţelor tutorilor din companii prin utilizarea resurselor disponibile pe platforma MOOC, on line la https://masters.erasmus.site/mooc/. Cursanţii au posibilitatea de a învăţa din cele trei module, structurate în unităţi, având la finalul fiecărei unităţi opţiunea de auto evaluare/ evaluarea cunoştinţelor (chestionare de evaluare a cunoştinţelor şi obţinerea unui certificate de participare).

4.2 Ghid de învăţare auto dirijată. Persoanele implicate în procesul de învăţare de pe platforma MOOC a proiectului MASTERS pot obţine şi dezvolta abilităţi:

1. stabilirea propriilor obiective de învăţare (de exemplu: Imbunătăţirea abilităţilor pentru a dezvolta programe şi proiecte de ucenicie în cadrul companiei).

2. îşi urmăresc îndeaproape planurile şi obiectivele de învăţare stabilite

3. îşi monitorizează singuri procesul de învăţare (chestionare la finalul fiecărui modul, disponibil după parcurgerea fiecărei Unităţi/secţiuni).

4. pot verifica şi evalua rezultatele propriei învăţări

5. se auto- motivează

6. curiozitate

7. valorifică învăţarea

8. dobândesc auto control

9. preiau iniţiativa de a învăţa

10. au un simţ al răspuderii mai ridicat

11. valorifică cooperarea şi munca în echipă.

Pe platforma MOOC, poţi alege acele tipuri de training prin care să îţi completezi cunoştinţele, dacă eşti deja tutore în companies au doreşti să devii unul.

Ai nevoie pentru a începe acest demers de un device adecvat, conectat la internet (laptop, desktop, telefon) şi un minimum de abilităţi digitale, pentru a putea naviga pe platformă.

Cum funcţionează platforma MOOC, este deja descris în precedentul Obiectiv Intelectual, nr 2 în Ghidul **Cum să utilizaţi practic mediul de Învăţare (ataşat la final).**

Odata ce ţi-ai creat propriul cont gratuit pe platforma MOOC , poţi să îţi alegi propriile subiecte cu care să începi să înveţi.

Avantajele oferite prin contul creat sunt date de accesul liber, gratuit la o serie de instrumente, informaţii, exemple practice, resurse pentru a-ţi putea crea propriul **Plan de învăţare , ajustat** modului în care doreşti să înveţi.

Începi fiecare modul şi unitate, testezi şi verifici cunoştinţele prin completarea chestionarului , la finalul fiecărei unităţi parcurse.

Modul 1 Contextul Actual European al uceniciei (**W**ork-**B**ased **L**earning)	Unitatea 1 Situaţia actuală a tutorilor din companii în Europa Unitatea 2 – Resurse ale Uniunii Europene despre Ucenicie (Work- Based Learning - Învăţare bazată pe muncă)
Modul 2 Lucrul efectiv cu cursanţii (stagiari / ucenici)	Unitatea 1 – Abilităţi pentru tutori eficienţi din companii Unitatea 2 – Metode de ucenicie adresate nevoilor cursanţilor Unitatea 3 – Comunicare eficientă prin comunicare bi direcţionată Unitatea 4 - Sprijinirea cursanţilor în oportunităţi durabile de angajare
Modul 3 Lucrul cu Instituţiile de Formare/	**Unitatea 1** - Competenţe manageriale cheie pentru colaborarea cu furnizorii externi

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Trimitere	**Unitatea 2** Posibilități de lucru cu instituții de formare sau agenții de ocupare a forței de muncă
	Unitatea 3 Oportunități de obținere a sprijinului nefinanciar pe parcursul uceniciei
	Unitatea 4 Recomandări pentru susținerea programelor la locul de muncă care să corespundă nevoilorr cursanților

Pentru a-ți putea atinge propriile obiective în procesul de învățare autodirecționat , poți să îți creezi propriul Plan de Învățare, în 5 pași. Îți indicăm un astfel de model, disponibil la:

(https://online.hbs.edu/blog/post/three-steps-to-creating-a-personal-learning-syllabus).

5 Pași pentru a-ți crea un Plan de Personal de Învățare:

1. Identifică ți Obiectivele de Învățare. Înainte de a-ți crea Planul personal de Învățare , identifică mai întâi learning plan, you need to identify your objective.
2. Împarte ți obiectivele în obiective mai mici.
3. Dezvoltăți apoi planul.
4. Ia în considerare avantajul resurselor disponibile pe platformă.
5. Ține-te responsabil de rezultat.

==O scurtă recapitulare pentru a – ți dezvolta propriul curs pentru tutorii din companii, utilizând platforma MOOC din cadrul proiectului MASTERS.==

Succesul / Eșecul cursanților	Este evaluat pe baza chestionarelor, prin răspunsurile corecte furnizate, după parcurgerea modulelor (cel puțin două dintre acestea)
Furnizarea de rezultate valide și semnificative a ceea ce s-a realizat	Este de asemenea oferită de către cursanți în procesul de învățare, prin folosirea materialelor scrise și/ sau audio.
Evaluarea învățării	Folosiți chestionarele pentru a evalua procesul de învățare, solicitați opinie (feedback) după fiecare unitate- secțiunie a modulului.
Mențineți o evidență a progresului cursanților	Ce instrumente să utilizați (fără a vă limita la acestea): - Jurnal; - Fișe individuale ale progresului , cu pași și menționarea abilităților (o scară de la 1 la 5, unde 1 e ,,puțin,, și 5 e ,,ridicat,,, dar și alte puncta intermediare ale progresului.

GHID DE UTILIZARE AL MEDIULUI DE FORMARE PRACTICA

În cadrul proiectului Erasmus + MASTERS (Make ApprenticeShip aTtractive in European SMEs, nr. 2019-1-RO01-KA202-063055), ne-a venit ideea de a crea o platformă pentru predarea tutorilor din cadrul companiei (IMM-urilor) implicați în programele de ucenicie sub forma unui MOOC. MOOC înseamnă un curs online masiv deschis și este un mediu practic de instruire online. Cursul poate fi urmărit online, dar din moment ce include un pachet de resurse / set de instrumente, este potrivit și pentru instruirea offline.

Înregistrați-vă gratuit și începeți perfecționarea.

Pentru a continua cursul de formare, vizitati website-ul **MASTERS** .

Sunt pe site, deci ce ar trebui să fac în continuare?

Link-ul către platforma MOOC este disponibil în secțiunea Rezultate. Când intră pe platformă, noilor utilizatori li se va cere să se înregistreze (înregistrarea este gratuită) după selectarea cursului disponibil la alegere, în limba lor. Pentru a vă conecta, puteți alege din nou același câmp al cursului la care doriți să participați sau „Conectați-vă" făcând clic pe acest buton din partea de sus a ecranului.

Sunt conectat, deci cum ar trebui să procedez?

Cursul este împărțit în 3 module. Alegeți modulul de la care doriți să începeți.

Modulul 1: Contextul actual WBL al UE

Modulul 2: Lucrul eficient cu cursanții (stagiari / ucenici)

Modulul 3: Lucrul cu instituțiile de instruire / trimitere

Care sunt activitățile pe care ar trebui să le urmez?

Fiecare modul este împărțit în două secțiuni. Secțiunea 1 este planul de curs. În această parte veți găsi o scurtă descriere a modulului, incluzând: obiective generale și specifice de formare, rezultatele așteptate ale învățării măsurabile, lista subiectelor de formare (unități) din modul, un rezumat al modulului, resurse suplimentare și o listă de bibliografie . Secțiunea 2 constituie pachetul de resurse, care include planul de curs pe care îl puteți descărca, sesiunile de instruire practică online, care pot fi, de asemenea, partajate cu alții și întrebări de evaluare online.

Primesc un certificat?

Odată cu finalizarea cu succes a tuturor celor 3 module, sistemul emite un certificat personalizat cu datele furnizate la înregistrare. Pentru a finaliza cu succes cursul, trebuie să aveți un scor de cel puțin 70% la fiecare evaluare a modulului. Există 2 încercări posibile pentru fiecare evaluare a modulului.

Dacă aveți întrebări suplimentare, contactați **parteneriatul proiectului**, care vor fi mai mult decât bucuroși să vă sprijine..

MASTERS NATIONAL REPORT GUIDELINES

IO 4 PILOTING , CNIPMMR ARAD (ROMANIA)

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1. Introduction

The aim of the following National Report is to present the testers' feedback on the practical application of the Guide.

The results will help to coordinate the adjustments required to the Learning Materials and the overall Curriculum Programme. This includes the diagnosis of learners' success/failure, the provision of valid and meaningful outcomes of what has been achieved, evaluation of learning and maintaining a record of learners' progress (e.g. diary) to assist them in planning their own experience.

2. Methodology for the preparation of the National Report

The report includes all the important infromation from the 3 phases regarding their usefulness and among the target groups testing the project's materials. In this section, please describe only briefly the information.

-PHASE 1: Brief description of this phase providing the aims of this phase, the target group of reference and a brief description of its sessions.

During the period 15-31.07.2021 individual workshops presenting information about the curriculum programme and MOOC system were organized. Due to the covid-19 restrictions and different schedules of interested participants, the sessions were organized during different days 1 owners of SME, 1 universitar personnel 5 in-company tutors/mentors participated in discussions with CNIPMMR Arad trainers to express their interest in the training, to evaluate learning outcomes presented.

During the meetings, participants also found out about apprenticeship models across different EU countries. Participants received knowledge corresponding to the training learning outcomes. Initial information about the MOOC was presented.

-PHASE 2: providing the aims of this phase and the target group of reference involved in this specific phase. This sub-section should also briefly describe the results (including feedback and suggestions) coming from the development of phase 2.

The 2 nd phase of piloting were developed in the period of 01.09.2021-21.09.2021, and a MOOC was organized for 8 participants from Phase 1. Each participant asked to tested 2 modules. The modules were tested online, based on the data delivered by CNIPMMR AR trainers. Four participant completed Module 1: Current context of WBL in the EU and

Modulele 2: Working effectively with learners (trainees/interns), and other four participants completed Module 2 and Module 3: Working with training/sending institutions.

After completed the modules, the feedback was obtained from all of them. All participants gave an positive feedback on the modules and approved the MOOC materials

They also mentioned the importance of online training in actual socio economic context and suggested that the introduction of the whole training material in Romanian , in order to be achieved by more people and experts (as is targeted in the project).

-PHASE 3:

In Romania, this phases of piloting were deveoped between 26 - 29.10.2021 with face to face meeting with **5** persons looking for a job. The work shop were organized in the afternoon and the aim of the meetings was to improve skills necessary for labor market, skills to raise competencies in the workplace and a transnational approach to the development of professional competencies in the workplace Several IO2 topics were covered in depth and the presentation was adapted to the participants' knowledge. The topisc discussed have been appreciated by all particinats and give them an positive attitude in the process of searching for a job , knowing the expectation of employees and having tips and trick in adress them.

3. Usefulness and effectiveness

In this section, please write the importance of the training and teaching materials provided by the project, writing the testers' feedback of the materials, highlighting the results obtained after the completion of the phases.

MASTERS represent for our organization and also for the section of non formal education in Romania, one of the most interesing aproach on apprenticeship because it is seen like an way of complete the defficiency of qualified workers in companies. The challenge is at least for SME,s, because the big companies or international one already have the resources for such schemes.

Feedback from IO4 testers includes the need to make important changes from traditional education to digital one, and to introduce training opportunities in online.

They also noted the need to adapt training materials to the knowledge and skill levels of participants. According to the testers, it is important to provide support in the practical application of the acquired knowledge and the possibility to choose the form of participation in the project: online or offline. The last aspect raised by project participants was a proposal to prepare training material in Romanian language.

Also, a variety of topics covered from a perspective adapted to the target group of the project has generated good opinions regarding the relevance of these materials for a full labour inclusion through VET.

4. Relevance

This section will be dedicated to answering the following questions:

*if you feel like there are other important questions that will help developing this section and the development of the adjustments of learning materials, feel free to use them

• **Does it meet the testers' expectations?**

The persons involved in piloting/ testing process were satisfied with the events held. They have all remarked that it has been very interesting: strategies and skills that they want to implement in the framework of using them as instrument for WBL programe (trainers) or obtain new qualification (job searcher).

• **Are all the materials equivalent in effectiveness, efficiency and significance?**

 The general impresion is that one that all the materials are very well structured, contain proper and practical information about models of trainings (online and offline, in-class and remote, individual and group), so they are effectiveness, efficiency and significance.

The participants noticed also the diversity of topics on the issue of using apprenticeship as am convenient method for qualify people at work-place.

• **Do the materials address the needs and problems they are meant to?**

The general oppinion of the people involved in the pilotng phases is that the materials respond to the needs and problems they currently address. May be, in the future, this material can be addapted, take into consideration future changes in legislation, education or new evolution on the the labour market (as was the pandemic context that change a lot of habits in the learning traditional and force to be combine with on line or with special security rules).

• **What are the areas that need improvement and how can we improve them?**

For the current period and in the following period, the training materials does not need adjustments. Information provided is complete, take in consideration the needs of in company tutores and give an complete overview of using its in the learning process.

5. Suggestions for improvement and consolidation

Based on the answers from section 4 and on the feedback of the materials received from the testers, please complete this section, developing ideas of improvement in order to create and coordinate the adjustments required to the Learning Materials and the overall Curriculum Programme.

No suggestion for other improvement, only the considerant that future changes in legislation can affect the actual structure, but each trainers can addapt or add this information after. Also, is recommanded also all this materials to be translated in Romanian language for an big impact.

6. Conclusions

Please write the conclusions restate the subject of the report and why it is important and summarize the key findings from the sections above.

The participant from Romania, involved in piloting activities on Modules realized in the frame of MASTERS projects give am positive feedback and assessments for entire work done in the project.
 It was important for all that using on line trainig, they can improve their digital skills, both trainers and trainees or job searcher.
Online workshops allow participants to perform tasks and adjust the schedule to their own abilities.
They also noticed that is important for them that this materials could be accessed also off line or online.

MASTERS NATIONAL REPORT – IO4 PILOTING, PARTNER CWEP (POLAND)

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1. Introduction

The aim of the following National Report is to present the testers' feedback on the practical application of the Guide.

The results will help to coordinate the adjustments required to the Learning Materials and the overall Curriculum Programme. This includes the diagnosis of learners' success/failure, the provision of valid and meaningful outcomes of what has been achieved, evaluation of learning and maintaining a record of learners' progress (e.g., diary) to assist them in planning their own experience.

2. Methodology for the preparation of the National Report

The report includes all the important information from the 3 phases regarding their usefulness and among the target groups testing the project's materials. In this section, please describe only briefly the information.

-Brief description of PHASE 1:

During the period 12-15.07.2021 individual workshops presenting information about the curriculum programme and MOOC system were organized. Due to the covid-19 restrictions and different schedules of interested participants, the sessions were organized during

MASTERS

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

different days 1 senior staff at SME and 3 in-company tutors/mentors participated in discussions with CWEP trainers to express their attitude towards the project results, interest in the training and evaluate the expected learning outcomes. Participants also found out about apprenticeship models across different EU countries. As a result, the participants received basic knowledge corresponding to the training learning outcomes. Initial information about the MOOC was provided.

-Brief description of PHASE 2:

During the period 24.08.2021 – 21.09.2021 the four participants from Phase 1 attended the MOOC. Each of the participants completed two modules. As a results Module 1: Current EU WBL context – was tested by 1 participant, Module 2: Working Effectively with learners (trainees/apprentices) – was tested by 4 participants, and Module 3: Working with Training/Sending Institutions – was tested by 3 participants. These participants received instructions for participating in the online training, as well as usernames; they were provided ongoing support by CWEP trainers. Participants completed the modules at their own pace and remotely. The participants managed to complete two full online modules each. They did not have any suggestions for improvement, but appreciated the video tutorials can also be watched beyond the online platform environment. It has been noticed that it will be essential for the whole material to be available in Polish so more people can benefit from it. Participants also mentioned that it is especially in current times very important to introduce the possibility of training available online with the transition of learning to digital environments.

-Brief description of PHASE 3:

On 08.10.2021 and 18.10.2021 5 job seekers attended workshops. The topics were tailored to the level of knowledge, skills and interests of the participants. As a result, introduced were different modes of WBL and benefits from continuous development to succeed on the labour market, as well as exchange of experience in terms of job seeking, seeking for job counselling and completion of courses. While the second workshop the project results were presented in more detail and the participants could find out more about digital skills boosting their attractiveness as potential employees. 1 mentor (participant to Phase 2) evaluated the workshops and shared their opinion on the project with Phase 3 participants.

3. Usefulness and effectiveness

The importance of the training and teaching materials provided by the MASTERS project can be evaluated well, resulting from the diversity of topics covered and different modes of training (online and offline, in-class and remote, individual and group). It is important to support transition from learning to working, providing training resulting in effective employability, but also to increase the possibilities for I-VET and C-VET.

Feedback from participants to the IO4 include:

✓ It is necessary to adjust to the transition to more digital education.

✓ Audiovisual material in training is valued due to different knowledge and skill levels of learners, who are not allows able to follow the trainer's voice.

✓ Learners require support in putting what was learned into practice.

✓ It has been noticed that is will be essential for the whole MOOC material to be available in Polish so more people can benefit from it.

✓ It was mentioned that it is especially in current times very important to introduce the possibility of training available online with the transition of learning to digital environments.

✓ It is also however necessary to provide the possibility to choose whether to contribute to T&L online or offline.

4. Relevance

This section will be dedicated to answering the following questions:

• Does it meet the testers' expectations?

Testers were satisfied with their participation, whether these were trainers or job seekers. Most of them expected to exchange experience and get to know either new ways of training in the context of WBL (the trainers) or the possibilities for developing competences at the job or still on the labour market (the job seekers).

• Are all the materials equivalent in effectiveness, efficiency and significance?

The effectiveness, efficiency and significance of material can be assessed resulting from the diversity of topics covered and different modes of training (online and offline, in-class and remote, individual and group), but also by the fact that MASTERS is to increase the possibilities for I-VET and C-VET.

• Do the materials address the needs and problems they are meant to?

The materials address the needs and problems they are meant to, which results from the research and other activities completed within IO1 and documented in the Report: In-depth Transnational Research Study and Analysis on professional roles and challenges of apprenticeship schemes in Europe, concerning: Policies, Systems, Competency Standards and Good Practice.

• What are the areas that need improvement and how can we improve them?

The training does not need adjustments. Information provided within is accurate.

5. Suggestions for improvement and consolidation

Participants did not request for improvements in training material. It has only been noticed that it will be essential for the whole material to be available in different languages so more people can benefit from it

6. Conclusions

Overall piloting activities per assessed by Polish participants positively, including the organization of workshops, material delivered and communication.

Key findings:

- ✓ Online training should always be an alternative to traditional learning, additionally developing digital skills of participants.
- ✓ Learners should have the possibility of contributing to T&L while deciding upon flexible schedules and at their own pace, as well as be supported in their experience in order to increase their potential to benefit from the sessions.
- ✓ The undergoing transition of learning to digital environments (or blended learning) is towards the introduction of a new trend for personalized learning.

MASTERS NATIONAL REPORT GUIDELINES - IO4 PILOTING, PARTNER RRDA (POLAND)

Table of Contents

1. Introduction

The aim of the following National Report is to present the testers' feedback on the practical application of the Guide.

The results will help to coordinate the adjustments required to the Learning Materials and the overall Curriculum Programme. This includes the diagnosis of learners' success/failure, the provision of valid and meaningful outcomes of what has been achieved, evaluation of learning and maintaining a record of learners' progress (e.g. diary) to assist them in planning their own experience.

2. Methodology for the preparation of the National Report

The report includes all the important information from the 3 phases regarding their usefulness and among the target groups testing the project's materials. In this section, please describe only briefly the information.

-PHASE 1: During the period of 26-29.07.2021, workshops were organized for project participants, during which they got acquainted with basic information about the labor market and the MOOC system. As part of the workshop, participants were introduced to the basics of the curriculum for trainers working in SMEs and how the MOOC e-learning platform works. In discussions with the trainers to assess project outcomes, interest in training and expected learning outcomes participated one senior staff at SME and 3 in-company tutors/mentors. The result of the training was that participants gained basic knowledge corresponding to the learning outcomes of the training.

-PHASE 2: During the period 24.08.2021-21.09.2021, a MOOC was organized for four participants from Phase 1, during which each participant tested 2 modules. The modules were tested online and at any pace for the participant. As a result, 1 participant completed Module 1: Current context of WBL in the EU, 4 participants completed Module 2: Working effectively with learners (trainees/interns), and 3 participants completed Module 3: Working with training/sending institutions. Each participant received a username and instructions for the online training. In addition, participants were able to count on ongoing support from CWEP trainers at every stage of the training. Finally, participants were asked about their feelings about the activities. The strengths they mentioned were related to the video tutorial, which can be accessed even without using the online platform. They also mentioned the importance of online training nowadays and suggested that the introduction of the whole training material in Polish would give more people a chance to benefit from it.

-PHASE 3:

During the period 24-27.10.2021 the workshop was organized with 5 job seekers. The aim of the workshop was to improve skills necessary

on the labour market, skills to raise competencies in the workplace and a transnational approach to the development of professional competencies in the workplace. During the workshop, the benefits of continuous development and its impact on the success on the labor market were presented. Participants had the opportunity to share their own experiences in the field of completed courses and job search. The second workshop focused on detailed project outcomes. The workshop presented digital skills and their impact on increasing the attractiveness of future employees. At the end of the workshop, 1 mentor who participated in phase 2 summarized the workshop and gave the participants their own feedback on the project.

3. Usefulness and effectiveness

The training and teaching materials provided by the project can be rated very good. The information contained in them addressed a variety of information about training and possible modes of delivery. Attention was also paid to the issues of transition from learning to work, so that training is an effective way to effective employment. It is also important to improve the conditions for I-VET and C-VET.

Feedback from IO4 testers includes the need to shift from traditional education to digital education, and to introduce training opportunities available online. In addition, they noted the need to tailor training materials to the knowledge and skill levels of participants. According to the testers, it is important to provide support in the practical application of the acquired knowledge and the possibility to choose the form of participation in the project: online or offline. The last aspect raised by project participants was a proposal to prepare training material in Polish language, which would give a chance to more people to benefit from it.

4. Relevance

This section will be dedicated to answering the following questions:

•   Does it meet the testers' expectations?

All testers attending the meeting expressed satisfaction with their participation. The trainers expected to learn new ways of training in the context of WBL, and the job seekers wanted to develop their competencies in the labor market through the workshop. Both groups unanimously stated that the meeting met their expectations.

•   Are all the materials equivalent in effectiveness, efficiency and significance?

The materials provided by the project can be rated as very good. The information they contain is varied in terms of topics covered, training modalities and opportunities for improvement within I-VET and C-VET. This allows to assess their effectiveness, efficiency and relevance at a high level.

•   Do the materials address the needs and problems they are meant to?

Materials respond to the needs and problems for which they are intended. This is indicated by the research and activities carried out under IO1 as contained in the report: In-depth Transnational Research Study and Analysis on professional roles and challenges of apprenticeship schemes in Europe, concerning: Policies, Systems, Competency Standards and Good Practice.

•   What are the areas that need improvement and how can we improve them?

All training information is accurate and complete. As a result, no areas need improvement.

5. Suggestions for improvement and consolidation

Testers made no comments regarding the training materials. The only aspect they mentioned in discussion was necessity to prepare training material also in Polish language, what will give possibility to use it for larger group of people.

6. Conclusions

The organization of the workshops, the prepared training materials and the course of the workshops were positively received by those who participated in it. From the conducted workshops it is possible to draw conclusions that online trainings are a useful tool to increase competence and digital skills of participants. They also have a great impact on complementing the traditional forms of teaching.

In addition, online workshops allow participants to perform tasks and adjust the schedule and time to their own abilities. In addition to this, it is important that participants can count on support from the right people.

Nowadays, the form of online training has evolved a lot. More and more individuals are opting for online training, which helps in reaching out to a larger audience.

MASTERS NATIONAL REPORT - ITALY

Table of Contents

1. Introduction

The aim of the following National Report is to present the testers' feedback on the practical application of the Guide.

The results will help to coordinate the adjustments required to the Learning Materials and the overall Curriculum Programme. This includes the diagnosis of learners' success/failure, the provision of valid and meaningful outcomes of what has been achieved, evaluation of learning and maintaining a record of learners' progress (e.g. diary) to assist them in planning their own experience.

2. Methodology for the preparation of the National Report

The report includes all the important information from the 3 phases regarding their usefulness and among the target groups testing the project's materials.

- PHASE 1: The workshop for the first part of the IO4 testing took place on August 30th 2020. The workshop was organized online due to the COVID-19 restrictions that Italy was experiencing at the time.

At the workshop participated the following professional profiles:

- 6 in-company tutors

• SIMONE MARIANO - Baasbox s.r.l.

• MARCO CRISTIAN VITIELLO - Studio Saperessere

• MARCO IACCARINI - Iaccarini Marco d.i

• PIETRO ANTONIO MICHELI - KKL Italia Onlus

• MAURIZIO ANNESI - Biokit Safety & Environmental s.r.l.

• ANTONIO CAMMAROTA - New Cam s.r.l.

-2 learners (aspiring in-company tutors, senior personnel in the SME of reference)

• GIUSEPPE LOMBARDO - Ecolaser informatica s.r.l.

• CHIARA PAGLIARANI - Hair Space

The activity lasted around 3 hours and it was structured in 4 sections:

1- Introduction of the activities;
2- Preliminary testing on the participants' knowledge of the apprentices schemes in Italy (preliminary self-assessment);

3- Work in pairs or small groups in order to share their knowledge on the subject in question;
4- Knowledge transfer activity from the facilitator to the participants of the workshop.

At the end of the activity, all the participants shared their new experiences and acquired knowledge from all the other participants, by comparing their acquired learning.

-PHASE 2: For the second phase of the piloting, there were testing activities of the MOOC learning materials. Through these, participants completed the MOOC modules and subsequently evaluated the platform materials.

Generally, learners expressed interest in the activities by actively participating in the sessions. With respect to the characteristics of the MOOC, they appreciated the clarity of the presentation and the insights into the apprenticeship schemes.

-PHASE 3: For the third phase, two online workshops were organised and involved a group of 6 participants. The learning materials, designed in the IO2 stage, were tested by the learners, through the implementation of activities tailored to the specific training and professional skills and interests of individual attendees. The overall objective was to transfer the importance, vital in a labour market characterised by flexibility, of life-long learning and work-based learning schemes. In this sense, the in-company tutors are configured as life-long tutors who can accompany and support their trainees in their progressive occupational integration. Generally, the content was evaluated positively by the participants, who also pointed out the need to build content that is appropriate for specific professional contexts.

3. Usefulness and effectiveness

The set of teaching and learning materials developed for the MASTERS project is an extremely important tool in our labour market since enables the transition, and the interconnection, between the world of education and training and the world of work, through work-based learning, which makes this bridge its main tool. In this sense, in-company tutors and mentors are essential, first of all because of the possibility they have of transferring career management skills: these refer to the «development of "meta-competences" that are not occupation-specific but are transferable, thus helping individuals to better manage their learning and work» (Cedefop, 2011f p. 31). It requires continuous learning and development to become and remain employable and Work-based learning can make an important contribution to enhancing the learner's career progression and can help develop career management skills.

In Italy, a nation characterised by the widespread presence of SMEs, the aim of MASTERS is to promote and increase the quality of training provided by enterprises, through the provision of tutors with sufficient training and competencies, established by collective bargaining, to monitor

apprentices' progress within companies. From the learners' evaluations, a number of needs emerge, among which, in addition to the need for support in the transition from training to actual work, stands out the need for a transition from a traditional, uni-directional and receptive type of learning to one that, in line with WBL schemes, is more active and also compatible with the transformations of the labour market and contemporary society (e.g. the increase of digital opportunities in training).

4. Relevance

This section will be dedicated to answering the following questions:

• **Does it meet the testers' expectations?**

All the testers, trainers and job seekers, expressed general satisfaction with the piloting activities, since they were aimed at improving career management skills, considered very important by the participants in a context characterised by uncertainty such as the Italian labour market.

• **Are all the materials equivalent in effectiveness, efficiency and significance?**

On the level of effectiveness, efficiency, and significance learners found each of the modules appropriate, especially for the variety of topics and teaching methods (individual/collective; online/offline).

• **Do the materials address the needs and problems they are meant to?**

In general, learners recognised the materials produced by MASTERS as being relevant to the needs identified during the project definition phase, although the need for continuous updating, in line with the idea of life-long learning, of knowledge on apprenticeship policies, regulatory systems and skills was also highlighted.

• **What are the areas that need improvement and how can we improve them?**

All participants emphasised the substantial completeness of the information passed on to them, always pointing out that this could be updated in the future.

5. Suggestions for improvement and consolidation

Although the participants generally considered the set of teaching and learning materials provided to them to be complete and effective, the need to adapt the contents of the modules to the national context was also pointed out, taking into account the specificities in a diachronic sense, following the regulatory and policy changes.

6. Conclusions

The survey of participants' evaluations reveals a general satisfaction expressed with the teaching and learning materials developed within MASTERS. The need to have figures assigned to the function of in-company tutors and mentors who are adequately trained and up-to-date, especially in a context such as the Italian one, characterised by many small and medium-sized companies (in which staff training is not organically guaranteed as in large companies) makes MASTERS product a useful and effective tool.

The learners emphasised the importance of focusing on career management as a tool to develop meta-competencies that are not occupation-specific but transferable from one professional context to another and from one territory to another. In addition, the value of remote learning modes, both online and offline, was emphasised because of the possibility of enhancing digital skills and the greater flexibility needed in a context such as the pandemic.

MASTERS NATIONAL REPORT – IO4 PILOTING, PARTNER FYG CONSULTORES (SPAIN)

Table of Contents

1. Introduction

The aim of the following National Report is to present the testers' feedback on the practical application of the Guide.

The results will help to coordinate the adjustments required to the Learning Materials and the overall Curriculum Programme. This includes the diagnosis of learners' success/failure, the provision of valid and meaningful outcomes of what has been achieved, evaluation of learning and maintaining a record of learners' progress (e.g. diary) to assist them in planning their own experience.

2. Methodology for the preparation of the National Report

The report includes all the important infromation from the 3 phases regarding their usefulness and among the target groups testing the project's materials. In this section, please describe only briefly the information.

-PHASE 1:

During 28 July 2021 an online workshop was organised with people interested in the subject. At this conference a series of information about the online MOOC platform and the curriculum created at MASTERS was presented.

The piloting was carried out with 18 attendees, whose profiles are very diverse, ranging from SME staff, HR managers of companies, company tutors and university professors.

After the presentation of the content, a very enriching discussion was opened, a kind of round table, in which the participants could share their impressions and evaluate the tools and materials created in the project.

-PHASE 2:

For the second phase of the piloting, in order to get feedback from the tutors/mentors on the learning materials of the modules, a support programme was designed through two online sessions with the aim of complementing the learning obtained throughout the MOOC.

The participants completed the modules and interesting feedback was obtained from all of them. They were asked to complete the modules and, as before, a discussion was opened for feedback on the modules. All gave positive feedback on the modules and approved the MOOC materials. Everyone could ask as many questions as they needed to complete the modules and carry out the training content they found in the MOOC, time was always left free for the participants, but somehow we fixed it beforehand so that we could do the further discussions all together.

After completing the modules we can say that the participants were very happy with the materials. As a suggestion they said that it could have been translated for better understanding.

-PHASE 3: here we're kindly requesting to be a bit more specific in th deleopment of this phase, specifying when it took place, where, aims and objectives and target testers of reference. Additionally, it will be also asked to briefly describe the matrix's items and the comments that the facilitator reported at the end of the activity.

In Spain the third phase of the IO4 implementation took place from 11 to 14 October 2021 in the afternoons with 5 participants.

Several IO2 topics were covered in depth and the presentation was adapted to the participants' knowledge at the time of the training.

It can be said that the result of this workshop was very good, after testing the learning materials with the working group, the IO2 modules were presented, everything went very well since in the comment and feedback part the participants showed that they had learned and acquired knowledge and strategies about the labour market. They emphasised how positive the exchange of experiences in terms of job search had been.

In the second workshop, the results of the project were presented in more detail and the participants were able to learn more about the digital competences that increase their attractiveness as potential employees.

The participants developed the content relevance matrices and a very interesting discussion was opened.

3. Usefulness and effectiveness

In this section, please write the importance of the training and teaching materials provided by the project, writing the testers' feedback of the materials, highlighting the results obtained after the completion of the phases.

MASTERS is a project that will have a great impact on society and on the target group in particular. The training and teaching materials that have been created throughout the project and shown to the participants are of high quality and of great importance to the good results it has had among them. The variety of topics covered from a perspective adapted to the target group of the project has generated good opinions regarding the relevance of these materials for a full labour inclusion through Dual VET.

It is also worth highlighting the effectiveness of conducting the training through online events because of the ease with which participants can access the materials, prepare them and attend the sessions at a time that suits them. Brainstorming sessions are an element that FyG Consultores has used to train participants in a more contemporary and less monotonous way.

4. Relevance

This section will be dedicated to answering the following questions:

- **Does it meet the testers' expectations?**

As noted above, the evaluators are satisfied with the events held. They have all remarked that it has been very interesting and that they have learned many strategies and skills that they want to implement when dealing with the labour market, either as trainers or job seekers.

- **Are all the materials equivalent in effectiveness, efficiency and significance?**
- **Do the materials address the needs and problems they are meant to?**

From the responses collected and following the piloting and the discussion after the sessions, we can say that the materials have been able to satisfy the participants in terms of effectiveness and efficiency. It is true that it was also made clear on some occasions that they are materials that are useful now, but that they will have to be updated over time if the VET situation changes, but for the moment we can say that they are.

Therefore, we can say that for the time being the materials respond to the needs and problems they currently address. There may come a time when they are not sufficiently comprehensive, due to changes in legislation, education or the labour market, but they are now materials that respond perfectly to the situation.

- **What are the areas that need improvement and how can we improve them?**

It could be improved in the future, adding the content that has been mentioned as missing, but for the moment it is complete and responsive to the needs. They could be made more specific, but taking into account the level of knowledge of the participants, it can be said that they meet the requirements.

5. Suggestions for improvement and consolidation

As we have highlighted in the previous section, no major requirements for improvements in the materials created in MASTERS have been reported, but it has been concluded that they should be adapted taking into account the legislative, educational and labour context of the time when the training course is implemented. Each trainer should keep this in mind when implementing the training, if and when the situation has changed.

6. Conclusions

After analysing all the previous sections we can say that the participants of the different phases of the piloting in Spain have given a very good response to the materials presented and the sessions carried out.

It should be noted that having conducted the sessions online has greatly favoured people's participation and interest has been higher because it could be carried out from anywhere, which is also aligned with the idea that Dual VET can be carried out from anywhere and can be, at times, online.

The usefulness of the materials to achieve the required knowledge and skills was highlighted.