



Project M.A.S.T.E.R.S

In-Company Tutors PILOT BLENDED action programme and Self-Directed Learning Guide

Intellectual Output no. 4

In - Company Tutors PILOT BLENDED action programme and Self - Directed Learning Guide for In-Company Tutors

1. Introduction	3
2. Description of 3 phases developed by each partner	3
3. The analysis of the results of the assessment process.	5
4. Self directed learning Guide for in company tutors	7
5. ANNEXES: National reports during Piloting Phases	10

Guidelines for using MOOC platform

1. Introduction

The information contained in this document will provide the needed alignment that will allow all partners to conduct the testing activities, applying the didactic materials elaborated in the Second Intellectual Output of this project.

The main target group of this activity is represented by in-company tutors, from SMEs that have attribution in working and training with employee having the statute of apprentices.

This **Self – Directed learning Guide for In Company Tutors** is the Intellectual Output no. 4, created in the frame of the MASTERS project (the IO4). This guideline is the result of Pilot Blended activities of Curricula developed in the frame of IO 2 (MOOC) – that was organized by all partners in their countries (Poland, Spain, Italy and Romania).

Output coordinator	National Council for SME s in Romania – Arad Branch Consiliul National al Intreprinderilor Private Mici si Mijlocii in Romania – filiala Arad
Partner organizations involved	Erifo and I.I. S Bramante (Italy), FyG Consultores (Spain), CWEP and RRDA (Poland).
The pilot testing involved	<ul style="list-style-type: none"> - 30 in-company tutors/mentors from SMEs to attend the PILOT testing phase as learners, between 8 to 10 per country, from Italy, Spain, Poland and Romania - 10 apprentices and/ or job seekers per country: Italy, Spain, Poland and Romania - instructors from the partners countries (4 instructor, from each country)

2. Description of 3 phases developed by each partner. The entire activities carried out by all partners, in the frame of this project were structured in three phases as follows:

PHASE 1. TRAINING WORKSHOP

In each Country, staff senior partners representing SMEs were involved in facilitating workshop activities, presenting information about curriculum programme and MOOC system (ensuring on-going support) and piloting activities and in transferring to them key learning contents across the modules.

This is developed together with preliminary self-assessment for learners using questionnaire and small group discussions with pairs exercise asking participants to talk to their neighbour about apprenticeships models and experiences, being confident that **everyone will have a basic understanding of the topic**. The work shop provided the opportunity for knowledge transferring and sharing about mechanisms of apprenticeship schemes.

PHASE 2. STAGE OF ACTIVITIES (MOOC)

The MOOC course with the learning materials of the modules will be delivered to the in-company tutors/mentors programme of on-going support and development for learners will be designed and embedded into the course. This included a series of online support sessions designed to complement and consolidate the learning, which has taken place during the MOOC and it will be accessible by the project website, on line, but also offline. **Learners will be involved in a 4:45 hours MOOC, fitted accordingly with their needs, based on initial assessments.**

The training materials could be combined between Modules available and using also templates provided in Modules 2 – unit 2 (resources from EU for in company tutors).

The MOOC activities are focused on:

-
- a. **Problem and task centred** – learners will be engaged in **solving real world problems** and tasks for their professional development through all the four Modules.
 - b. **Builds** on existing knowledge which is activated as a foundation for the new knowledge or learning.
 - c. **Demonstration** of the knowledge/skill to the learner (videos, storytelling)
-
- d. **Application** of the new knowledge/skill (exercises designed to complement and consolidate the learning)

e. **Integration** of these skills into real-world activities (Effective assessment will be provided as part of the learning process, particularly when learners will be requested to critically reflect on their experience and feedback will be used constructively to support transfer of learning back into the workplace).

PHASE 3. STAGE OF ACTIVITIES (WORKING GROUPS)

It includes **Testing/Piloting** the learning materials with one **Working Group**. The in-company tutors/mentors participating in the initial Testing run the training sessions within each Working Group facilitated by senior staff members.

These groups tested/reviewed the learning materials that have been produced and provided positive feedback.

As these sessions are intended to be tailored to the needs of the **active/aspiring in-company tutors/mentors**, it is recommended a minimum of 2 sessions from MOOC platform (in order to determinate the exact content or number depending of the initial assessment of needs and the estimated skills that will be developed).

3. The ANALYSIS OF THE RESULTS OF THE ASSESSMENT PROCESS. National reports after blended piloting

This analysis is made according to the National Report from each country (Romania, Italy, Spain, Poland) which is designed and presented by each partner after the Blended Piloting Activities, in the three phases previously described. The reports are attached to this guide.

The National Report is divided in the following section:

- Introduction
- Methodology for the preparation of the National Report
- Usefulness and effectiveness
- Relevance
- Suggestions for improvement and consolidation
- Conclusions.

The feedback from the participants, in each partner country, after they were piloting the materials from MOOC Platform is appreciated as a positive one, with good conclusion that motivate us to promote the 3 modules that were developed in the frame of IO 2 (Module 1: Current EU WBL context ,Module 2: Working Effectively with learners (trainees/ apprentices), Module 3: Working with Training/Sending Institutions) as useful instruments for in company/ aspiring in company tutors, involved in the apprentice scheme in order to develop their skills and abilities for developing their own scheme/ program in apprenticeship.

Important feedback for the consortium was given by answering questions related to the topic, “Relevance” and “Suggestion for improvement and consolidation,”. The most significant are related to the translation in the national languages (Polish, Italian, Romanian and Spanish) of the materials, but also with the possibility to adjust the materials according to the actual needs of the learners, selected from the units of the content developed in the frame of IO 2.

The usefulness and effectiveness of these materials and method applied – Massive Open On-line Course M.O.O.C- are demonstrated by the learners during the three phases piloting.

Those benefits are:

- Quality and diversity of information for target group (in company tutors)
- Variety of topics presented, from labour market, legislation, educational EU context
- On line training that give possibility to train in own rhythm
- Possibility to download the materials
- Audio materials, also downloadable
- Shift from traditional education to digital education,
- Introduce training opportunities available online,
- Increased level of competences (including digital one) on labour market or at job for in company tutors
- Practical and concrete instruments to be applied by apprentices or job searcher
- Possibility to adjust the materials and instruments at the level of knowledge of the learners.

Based on these, each partner collected information during each 3 phases and evaluated the entire process of piloting, completed each section of the National Report, used as feedback for creating the Self - **Directed Learning Guide for In Company Tutors**.

4. Self - Directed Learning Guide for In Company Tutors

4.1 What is Self-Directed Learning in the context of MASTERS project

The process in which learners take the **initiative of learning**, **assess their learning needs**, create **learning goals**, identify human and **material resources**, **apply the most appropriate learning strategies**, and **evaluate learning outcomes** with or without the help of others is referred to as **Self-Directed Learning**. (<https://www.structural-learning.com/post/self-directed-learning-a-school-guide>)

Learners in our project are in company or aspiring in company tutors, from the countries involved in this partnership (Italy, Poland, Romania and Spain) and also apprentices or job searcher.

Learning needs that are addressed to this project: increase the competences of in-company tutors using as resources MOOC platform, available on line at <https://masters.erasmus.site/mooc/>. Learners have the possibility to learn from 3 Modules, structured in units, having at the end of each unit the option of self-assessment/ evaluation (questionnaire for evaluating the level of knowledge and obtaining a certificate of participation).

Self-directed learner skills. Persons involved in MASTERS MOOC process of learning:

1. set clear goals for themselves (example: Improve the ability to develop an in-company apprenticeship program).
2. figure their in-line process in line with plans and goals
3. monitor their own learning process (questionnaire at the end of the modules, available after completing each unit).
4. can check and evaluate the outcomes of their own learning
5. have self-motivation
6. curious
7. they value learning
8. have self-control
9. take initiative to learner

10. have a higher sense of responsibility

11. value cooperation and team work.

On MOOC platforms, you can choose the training dedicated to you, if you are an in-company tutor/ or you have to become one.

You need a device connected to the internet and have minimum digital skills, in order to navigate on the platform.

How MOOC platform works, it is already described in the IO 2 in Guidelines **How to Use the Practical Training Environment**.

Once that you created for free your account on MOOC platform, you can choose the topic for starting learning.

The advantages of your account created provide to you free access to a lot of instruments, information, examples, resources in order to design how do you prefer your **Plan of learning**. Start with each module and unit, learn, test and check the knowledge by using the evaluation questionnaire that is provided at the end of each unit.

Module 1 Current EU WBL context	Unit 1 The current situation of in company tutors in Europe Unit 2 – Existing EU Resources on WBL
Module 2 Working Effectively with learners (trainees / apprentices)	Unit 1 – Skills for effective in company tutors Unit 2 – WBL methods addressing learners' needs Unit 3 – Effective communication through two-way feedback Unit 4 - Supporting learners in sustainable employment opportunities
Module 3 Working with Training/Sending Institutions	Unit 1 - Key managerial competences for collaborating with external providers Unit 2 Possibilities of working with training institutions or employment agencies Unit 3 Opportunities for obtaining nonfinancial support throughout apprenticeships Unit 4 Recommendations for sustaining on-the job programs matching capabilities of learners

In order to achieve your objective in The Self-Directed Learning process, you can create your personal learning Plan, in 5 steps. We can indicate you such a model

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

5 Steps to Creating a Personal Learning Plan

1. Identify a Learning Objective. Before creating a personal learning plan, you need to identify your objective.
2. Break Your Objective into Smaller Goals.
3. Develop Your Plan.
4. Take Advantage of Available Resources.
5. Hold Yourself Accountable.

A short recap in order to develop by yourself Training courses for in company tutors on MOOC platform

Succes / Failure of learners	Is evaluated based on a questionnaire with correct answers provided, after complete the Modules (at least 2 of them)
The provision of valid and meaningful outcomes of what has been achieved	Also is given by learners in the process of learning, using written and / or audio materials
Evaluation of learning	Using questionnaire in order to evaluate the process of learning, using question or request just feedback after each unit / section or modules.
Maintaining a record of learners' progress	Instrument to use for this (but not limited to this): <ul style="list-style-type: none"> - Diary; - Individual Sheet of progress with pointed important skills developed (a scale from 1 to 5, where 1 is low and 5 is high and different other points are intermediate in the progress).

MASTERS NATIONAL REPORT GUIDELINES

IO 4 PILOTING , CNIPMMR ARAD (ROMANIA)

Table of Contents

MASTERS NATIONAL REPORT GUIDELINES	1
Table of Contents	1
1. Introduction.....	2
2. Methodology for the preparation of the National Report	2
3. Usefulness and effectiveness	3
4. Relevance	4
5. Suggestions for improvement	5
6. Conclusion	5

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: 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

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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.

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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 programme (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.

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

No suggestion for other improvement, only the consideration that future changes in legislation can affect the actual structure, but each trainer can adapt or add this information after. Also, it is recommended also all these materials to be translated in Romanian language for a 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 a positive feedback and assessments for entire work done in the project.

It was important for all that using online training, 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 it is important for them that these materials could be accessed also offline or online.

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

Table of Contents

MASTERS NATIONAL REPORT – IO4 PILOTING, PARTNER CWEP (POLAND)	1
Table of Contents	1
1. Introduction	1
2. Methodology for the preparation of the National Report	1
3. Usefulness and effectiveness	2
4. Relevance	3
5. Suggestions for improvement and consolidation	3
6. Conclusions	4

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

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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.

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- ✓ Audiovisual material in training is valued due to different knowledge and skill levels of learners, who are not always able to follow the trainer's voice.
- ✓ Learners require support in putting what was learned into practice.
- ✓ It has been noticed that it 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

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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

MASTERS NATIONAL REPORT GUIDELINES	1
Table of Contents	1
1. Introduction.....	2
2. Methodology for the preparation of the National Report	2
3. Usefulness and effectiveness	3
4. Relevance	3
5. Suggestions for improvement	4
6. Conclusions.....	4

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

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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?

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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

MASTERS NATIONAL REPORT – IO4 PILOTING ERIFO (ITALY)	1
Table of Contents	1
1. Introduction	2
2. Methodology for the preparation of the National Report	2
3. Usefulness and effectiveness	3
4. Relevance	4
5. Suggestions for improvement	5
6. Conclusions	5

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);

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- 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.

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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.

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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

MASTERS NATIONAL REPORT – IO4 PILOTING, PARTNER FYG CONSULTORES (SPAIN)	1
Table of Contents	1
1. Introduction	2
2. Methodology for the preparation of the National Report	2
3. Usefulness and effectiveness	3
4. Relevance	4
5. Suggestions for improvement and consolidation	4
6. Conclusions	5

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 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.

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

-PHASE 3: here we're kindly requesting to be a bit more specific in the development 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.

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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.

GUIDELINES HOW TO USE THE PRACTICAL TRAINING ENVIRONMENT

Within the frame of the Erasmus+ project MASTERS (Make Apprenticeship aTtractive in European SMEs, no. 2019-1-RO01-KA202-063055), we have come up with the idea to create a platform for teaching in-company tutors (SMEs) involved in apprenticeships programs in the form of a MOOC. MOOC stands for a Massive Open Online Course and it is a practical online training environment. The course can be followed online, but since it includes a Resource Pack/Tool Kit, it is also fit for offline training.

Register for free and starting upskilling.

To continue to the training course, visit [MASTERS website](#).

I am on the website, so what should I do next?

The link to the MOOC platform is available under the Results section. When you land on the platform, new users will be asked to register (registration is free) after selecting the available course of choice, in their language. To log in you can either again choose the same field of the course you want to participate in or 'Log in' by clicking this button at the top of the screen.

I am logged in, so how should I proceed?

The course is divided into 3 modules. Choose the module you want to start from.

Module 1: Current EU WBL context

Module 2: Working Effectively with learners (trainees/apprentices)

Module 3: Working with Training/Sending Institutions

What are the activities I should follow?

Each module is divided into two sections. Section 1 is the course plan. In this part you will find a short description of the module, including: general and specific training objectives, expected measurable learning outcomes, the list of training topics (units) in the module, a summary of the module, additional resources and a bibliography list. Section 2 constitutes the Resource Pack, which includes the Course plan you can download, the online practical training sessions, which can also be shared with others, and online assessment questions.

Do I get certified?

With the successful completion of all 3 modules, the system issues a personalized certificate with the data provided at registration. To successfully complete the course, you must have a score of at least 70% in each module assessment. There are 2 possible attempts to each module assessment.

If you have any additional questions, contact the [project Partners](#), who will be more than welcome to support you.
