



PROFI-VNFIL

**Ensuring the professionalization and good functioning of
Validation of Non Formal and Informal learning**

Intellectual Output 3

**Training programme for trainers, assessors,
guidance counsellors, VNFIL experts**

Project number: 2018-1-LT01-KA202-047020

OVERALL TRAINING PROGRAMME FOR TRAINERS/PRACTITIONERS OF VNFIL ACCORDING TO RESCHEDULED ACTIVITY PLAN DUE TO COVID 19 PANDEMIC

Introduction

The following document is drafted to detail the training activities, the target groups and the related aims and expected results, in terms of learning outcomes, representing the response of PROFI-VNFIL project partners to COVID 19 pandemic.

In the initial plan of the project proposal, 2 main training activities were foreseen:

- one Joint Staff Training (JST) at transnational level, involving all the partners, aimed at training the trainers on VNFIL processes and practices to be then taught to other VNFIL practitioner at National level, in each partner country.
- One training at National level, designed and adapted to the different countries' needs, to be held after the Training of Trainers in each partner country as a final result and output of the project proposal, thus validated and released by the project consortium.

Due to COVID 19 pandemic the JST has been postponed to summer 2021, in the meantime, due to time constraints of the project deployment, in order to plan and deliver the expected training at National level, whose curriculum/programme is also one of the IOs of PROFI-VNFIL project, partners have decided to organise a short online session in the form of a Peer Learning Activity (PLA). This one was aimed at putting partners in the condition to plan and deliver the trainings at National level, although the final IO3 is called "Training programme for trainers/assessors, guidance counsellors", thus is less focused on trainers of trainers.

Therefore, below are detailed 3 different training programmes related to:

- 1) online PLA among partners' VNFIL experts/trainers, that took place on the 17th of November 2020;
- 2) training at National level organised in each partner country, both online or blended, according to COVID 19 pandemic rules in place for each country;
- 3) Joint Staff Training – JST, that was organized in Perugia in July 2021.

The project partners have decided to split the JST into 2 different parts:

- The first one more focused on partners' needs and specific plan on how to put into action the lessons learned through PROFI-VNFIL implementation;
- while the second one targeting also other professionals from each partner Country, who are supposed to be less familiar with the topic, with the aim to equip them with basic knowledge and contents about the Validation Process and the related skills and expected performances.

The rationale behind this choice is to enlarge the potential audience to become more aware of the Validation process itself and the implications for both them as expected practitioners and the candidates.

PLA TRAINING ACTIVITY FOR PROFIL-VNFIL PARTNERS – ONLINE ACTIVITY OF 2 HOURS

17 November 2020

This online training activity is addressing the project partners, as supposed to be already/more competent on the topic, so as to better share and discuss among them, key topics affecting the overall “Recognition and Validation Process” in Europe. It is a session organised in the form of Peer Learning Activity to share ideas and main contents to be transferred at National level to VNFIL newcomers and/or experienced practitioners to acquire and update their competences in designing and delivering the VNFIL process main tasks.

Objectives

- To reinforcing the common understanding of key terminology around VNFIL process in Europe, also by discussing, by the mean of concrete examples and experiences, what are the differences and the specific meanings in each country;
- To gathering and sharing how the national Institutional context within the “Recognition and Validation process” is designed and implemented;
- To reflecting on the set of key skills and competences that practitioners working in this field should have to perform accordingly;
- To piloting the e-portfolio designed and implemented within PROFIL-VNFIL project activities, with the aim to learn how to teach its use by VNFIL practitioners at National level, in light of the expected candidates needs and expectations in each country.

Contents

Introduction to the Recognition and Validation process in Europe: policy context, functions and expected impacts and results. Specific focus on National Institutional context of VNFIL processes and practices, by the direct voice of each partner and/or other experts involved

Discussion among partners on: Key terms and slight differences among partners’ (countries) and other professionals in each country. Expectations and training needs of assessors, guidance counsellors and VNFIL practitioners in each country. Each partner is asked to prepare some slides reporting these key words, collected through documents’ analysis and other professionals in the field interviews as well as National training learners needs.

Reflection and discussion among partner on how the different context influence the skills required and the expected performances. How to design and deliver the training at National level.

Practical session on the piloting of PROFIL-VNFIL e-portfolio, guided by P-Consulting, in order to both evidence points of strength, areas of improvements with specific reference to potential candidates/users and define the key elements to be taught to assessors, guidance counsellors, VNFIL practitioners at National level.

Final work resuming and listing, if possible, the main contents and learning outcomes of the training at National level, also in relation with the Training Programme drafted by FORMA.Azione.

Target groups

PROFIL VNFIL partners, VNFIL practitioners, either experienced or newcomers, guidance counsellors, assessors.

NATIONAL TRAINING PROGRAM FOR TRAINERS AND PRACTITIONERS OF VNFIL

Introduction

The training programme below described is mainly targeting VNFIL practitioners, so as to equip them with the appropriate set of competences to design and deliver “Recognition and Validation of non- formal and informal learning processes” throughout Europe, according to the European policies on the topic and specific VNFIL norms and procedures at partner country level. At this regard, it is worth to mention that the training is a point of reference also for those professionals working in more experienced context, where they can however benefit from practicing, for the first time, the PROFI-VNFIL e-portfolio, created as ad hoc online platform targeting candidates of VNFIL as well as guidance and counselling activities.

The programme is detailed in Units of Competences so as to individuate the knowledge, skills and behaviours that the professionals are expected to acquire at the end of its deployment, by succeeding in conducting Recognition and Validation of non-formal and informal learning process

The programme was implemented at National level through a piloting activity and then validated within the Joint-Staff Training among PROFI-VNFIL partners

Aims

- Equipping VNFIL practitioners and counsellors with the needed competences to perform according to the set of rules and norms defined in each country for the “Recognition and Validation of formal, non-formal and informal learning” process
- Empowering and supporting candidates, with a specific attention to the most vulnerable, in accessing to and applying for Validation process, with a view to its learning and motivating added-value along the labour market active policies offered and
- Reinforcing practitioners’ capacities to monitor tasks and activities performed, adopt Quality Assured procedures, by respecting also privacy and ethical principles
- Informing about and showing practitioners the use of PROFI-VNFIL platform as a mean of further candidates’ engagement and empowerment in validation and career guidance-related processes.

Learning pathway in Units of Competences

Unit of competence: "To carry out the accompaniment and support to the identification of candidates prior learning and competences, according to the national/regional VNFIL legal framework in place”

Skills

1. To support the candidate of the intervention in identifying the skills/prior learning of potential interest for the purposes of credit recognition, validation and certification, especially by adopting inclusive practices
2. To support the candidate of the intervention in drafting the appropriate documentation.
3. To administer the Validation process according to Quality Assurance, Legal and ethical principles

Minimum Knowledge:

- Overview of the European, National/ regional regulatory framework regarding the recognition, validation and certification of learning.
- Structure of the National/Regional Repertoires of qualification and standards of process, with specific focus on the professional and certification standards: characteristics, functionalities and key common elements.
- Structure, phases and roles in the recognition, validation and certification processes. Value of certifications. Rights, duties and responsibilities of the actors involved in the processes.
- Working experiences and formal, non-formal and informal learning relevant to the Identification, evidencing and validation processes.
- Legal and ethical principles related to the treatment of personal data and the respect of candidates' privacy.
- Principles and practices of Quality Assurance and monitoring of the Validation process, with reference to reliability, validity and usability of the results
- Specific principles and trans active techniques to make evident formal, non-formal and informal learning of the candidates, with specific attention to the most vulnerable, when relevant
- Basic principles and behaviours of the guidance process

Behaviours

- Empathetic
- Assertive
- Good listener
- Supportive
- Impartial
- Efficient

Unit of competence: "To execute the planning and implementation of assessment activities in coherence with the national/regional VNFIL legal framework in place"

Skills

1. To assess candidates prior learning for the purpose of issuing the "Validation Document"
2. To recognise training credits and define candidates individualized training plan.

Minimum Knowledge:

- Overview of the European, National/ regional regulatory framework regarding the recognition, validation and certification of learning.
- Structure of the National/Regional Repertoires of qualification and standards of process, with specific focus on the professional and certification standards: characteristics, functionalities and key common elements.
- Structure, phases and roles in the recognition, validation and certification processes. Value of certifications. Rights, duties and responsibilities of the actors involved in the processes.
- Working experiences and formal, non-formal and informal learning relevant to the validation processes.

- Legal and ethical principles related to the treatment of personal data and the respect of candidates' privacy.
- Principles and practices of Quality Assurance and monitoring of the Validation process, with reference to reliability, validity and usability of the results
- Analysis and description of possible "Support document for the identification of acquired competences".
- Methods and techniques of assessment tests designing for both appraisal and performance measurement (e.g. audition, technical interview, trial)
- Training pathways design principles, with specific reference to its individualisation

Behaviours

- Conscientious
- Logical
- Organised
- Sincere
- Reliable
- Efficient
- Analytical
- Efficient

Training programme

With the aim to achieve the above detailed set of competences the training programme will follow the present structure:

- Connections and terms of reference within the European and National/Regional Validation systems and frameworks, where present;
- Rationale, structure and features of the National/Regional Repertoire of competences, qualification and training standards;
- The milestones of the "Recognition and Validation of formal, non-formal and informal learning" process: features and tools and techniques for each phase of deployment
- Transparency of non-formal and informal learning: accessibility, starting of the process, process deployment, forms and protocols to be followed
- Focus on the relationship between the practitioner and the candidate: relevant behaviours and attitudes
- Rights, duties, legal and ethical principles
- The PROFIL-VNFIL e-portfolio: rationale and main characteristics
- Piloting the e-portfolio: allowing learners to learn how to support candidates in accessing, using and benefitting from the e-portfolio
- Basic concepts and background references to quality assurance in VNFIL, with a special focus on policy recommendations and arrangements for VNFIL;
- Methodologies and techniques to put quality assurance into practice and to do that by involving all the relevant stakeholders – who as a counterpart get an insight on what can be expected from VNFIL providers as quality service.

Teaching methodology

Since the VNFIL process is still under development in many EU countries, what is important that the trained professionals acquire at the end of the whole training programme is the ability to immediately put themselves in candidates' shoes, when they are accessing the process, asking for being heard, informed and supported alongside the entire process.

Indeed, this training is based on practical activities and group discussions as well as on an innovative approach "How to pass through a validation process", that allows learners to directly experience the key milestones of the VNFIL process, by undergoing the hardest part of it. Learners, in fact, should prepare their own Document of Evidence/Transparency where all the evidences of their formal, non-formal and informal learning are gathered and described with the aim to re-build their professionals story, evidencing key passages, possible learnings and skills acquired and practiced.

By directly experiencing this process, professionals of VNFIL are able to consolidate/acquire (depending of the level of expertise they have or if they are newcomers) also the soft skills required to better interact with individuals asking for recognition/validation, especially in a key phase of the process where they are asked to remember and tell what kind of experiences they lived with a formative and competences development value. Interpersonal communication skills, active listening, interviewing techniques, positive attitudes towards people are some of the expected soft skills that are strengthen with this didactical approach.

Of course some more theoretical parts will be taught through presentations and study cases, in order to always trying to support the concepts, norms and theoretical contents with practical examples from the reality.

Training material

Power point presentations

Pdf files of laws, Norms, Regulations, Validation Frameworks, Service Charters, Code of Conducts, etc.

Forms, Check lists and other supporting documents for the appropriate delivery of the different phases of the Recognition and Validation process, available in digital format

Duration

The training will be organised in 4 online sessions of 2,5 hours each + the Exercise on "How to pass through a validation process" that will be developed both online, through the trainers support and in the form of homework.

Target groups

VNFIL practitioners, either experienced or newcomers, guidance counsellors, assessors at National level.

JST - TRAINING PROGRAMM FOR TRAINERS OF PRACTITIONERS OF VNFIL

Introduction

The training programme below described is mainly targeting trainers of VNFIL practitioners, so as to equip them with the appropriate set of competences to start designing and delivering or reinforcing and updating, according to digital tools available (e-portfolio), the “Recognition and Validation of formal, non- formal and informal learning” process.

At this regards, it is worth to mention that the training is a point of reference also for those trainers and assessors working in more experienced context, where they can however benefit from this commonly shared programme in order to compare the training offer already in place and take advantage of some learning practices and tips that have proven to be effective.

The programme details the expected learning outcomes in terms of competences that VNFIL practitioners are expected to acquire at the end of its deployment, so as to allow them to succeeding in conducting Recognition and Validation of formal, non-formal and informal learning process.

The programme was implemented within the joint-staff training of PROFIL-VNFIL project so to collect feedback and comments on its validity and replicability in the different country contexts, following what explained before.

Aims and Learning outcomes

Within the PROFIL-VNFIL project activities, the training for trainers in VNFIL is expected to equip these professionals with the **right set of competences so that they are able to:**

- Coherently integrating VNFIL practitioners work and competences within the European and National Validation systems and frameworks;
- Reinforcing soft skills and specific behaviours that are crucial to interact with candidates accessing VNFIL, through a specific learning approach based on directly experiencing the VNFIL process;
- Recognising and identifying the milestones of Recognition and validation of non-formal and informal learning processes, especially the ones related to e-portfolio use experimentation;
- Supporting candidates in accessing and benefitting from the use of the e-portfolio, also beyond the Validation process;
- Empowering and supporting candidates in accessing to and applying for Validation process, with a view to its learning and motivating added-value along the labour market active policies offered.
- Planning and implementing Quality Assurance monitoring and performance indicators to measure VNFIL process effectiveness both in terms of candidates’ satisfaction and potential of improvement of the whole experience;

Training programme

- Overview of the European, National/ regional regulatory framework regarding the recognition, validation and certification of learning.
- Structure of the National/Regional Repertoires of qualification and standards of process, with specific focus on the professional and certification standards: characteristics, functionalities and key common elements.
- Structure, phases and role played by VNFIL practitioners and other professionals in the recognition, validation and certification processes.
- Rights, duties and responsibilities of the actors involved in the processes.
- Interpersonal communication techniques and active listening as preliminary soft skills needed to effectively interact with candidates
- Working experiences and formal, non-formal and informal learning relevant to the Transparency and Validation processes.
- Assessment of curricular and professional contents: objectives, methods, tools, documentation.
- Critical factors of the assessment process and code of conduct.
- Evidences to be produced or in case of impossibility how to allow recognition process in case of evidences lacking.
- The identification and validation process finalisation: the "Validation Document".
- Practical exercises on how to fill in the Transparency and Validation documents.
- Rationale and main features of the e-portfolio: overview of the platform and practical exercise on it
- How to benefit the best from the e-portfolio, being a candidate to the VNFIL process?
- Quality Assurance Framework in VNFIL process: criteria e indicators to monitor and measure
- Tools and actions to measure candidates' satisfaction and the recognition and Validation process overall quality.

Target groups

PROFI VNFIL partners, VNFIL practitioners, either experienced or newcomers, guidance counsellors, assessors who can be trainers of other VNFIL practitioners.