



Project 5by5 Checklists - Suggestions

DEVELOPED AT SHORT TERM STAFF TRAINING EVENTS



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WUC STORSTRØM



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I. PROJECT SUMMARY

"Five by five" stands for five educational institutions which decided to join together in a network to discuss and develop approaches for the adult training sector in following main topics:

- (1) Migration, forced migration, recognition of prior learning, labour market transition
- (2) Digitization, preparing the world of education for the future world of work
- (3) Shifting from input oriented to outcome oriented education and training, incl. ECVET
- (4) Adopting new media didactics: the use of social media, micro-learning, game-based learning and other new media types in training and education
- (5) Adopting new learner centered didactics: the use of agile and problem based approaches in training and education

For each of the five topics, members of the partner organisations will form a knowledge community for collaborative research and exchange of best practice examples. The knowledge community will break down the topics into specific sub-topics for further discussion. These discussions and further intensive work will take place at three-day-staff training events.

Participants

The primary target group of this project were the staff of participating organizations, responsible for the planning, design and delivery of training services (e.g. pedagogic staff, project developers, administrators, managers). The secondary target group were all learners benefiting from the training services delivered by the project partners. The project reached estimated 100 persons through internal and external dissemination.

Activities

The core activity was the implementation of 5 Short Term staff Training events (STSTE) + a Knowledge community – one for each topic in three phases (preparation, implementation and follow-up). Members of the partner organizations formed a knowledge community for collaborative research and exchange of best practice examples. The knowledge community broke the topics into specific sub-topics and selected the most relevant ones for further discussion. At three-day short term staff training events (one event per topic) two persons of each partner organisation will meet in person for further intensive work. The major findings and findings will be documented in short video or text and disseminated internally and externally. Small flash transfer sessions with key staff allowed us to went on with discussions on an organizational and local level.

Result / Impact

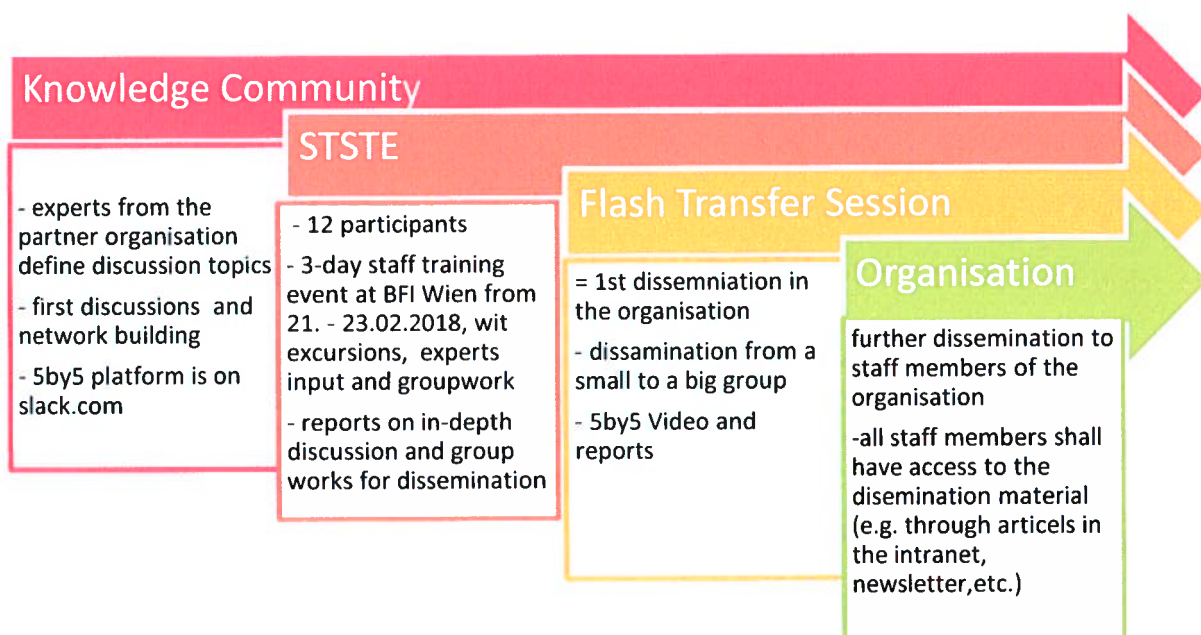
The project had an impact on all participating organisations. Newly gained knowledge, ideas and in-depth discussions contributed to the development of the partners. To set up a knowledge community we had to spread the project ideas and had to interview a number of staff-members of all partner institutes. In terms of output we disseminated the major findings of the STSTE with the partner institutes as (article, video oral presentations) in small and big meetings (with relevant management staff). The STSTE participants were our main multipliers and they were also able to create specific network groups (e.g. Video CV exchange, planned staff-mobilities between specific departments, etc.).

Project partners:

BFI Wien, Berufsförderungsinstitut Wien (AT), www.bfi.wien
TAKK Tampere Adult Education Foundation (FI), www.takk.fi
VUC Storstrøm (DK), www.vucstor.dk

1.1. The Knowledge Community Methode

To implement the 5by5 topical cycles we decided to use the knowledge community method. This method promotes learning and innovation through a transfer from a small to a bigger group, whereas the group participants work in the same field. The target is an intensive exchange, transfer of knowledge and work on an action-oriented perspective. The STSTE target is the formulation of suggestions.



II. Checklists – Suggestions

The topics were discussed in depth at the 3-days Short Term Staff Training Event to the topics mentioned above.

The experts of the five organisations participating in the event exchanged experiences, lessons learned and made suggestions for best practice approaches.

This document summarizes the in-depth discussions that took place. The exchange focused on getting to know each other's work, getting new inputs from other participants and external experts, and suggesting best practice elements for the implementation of second language training measures.

This document is based on

- internal input, i.e. from 5by5 participants' presentations
- external input, i.e. from stakeholders external to the project
- excursions to relevant institutions/projects
- discussion and group work of the participants in the Short Term Staff Training Event.

2.1. Topical Cycle: Migration and Recognition of Prior Learning - Background

Many European countries are faced with rising numbers of refugees and other migrants. In order to facilitate the labour market integration of migrants, and especially high numbers of recent refugees, recognition of prior learning and language training have become very important issues. In the framework of the 5by5 project, one of five Short Term Staff Training Events was organized for the discussion of existing tools and practices in the process of integration of migrants into the labour market and the role that educational institutions can play.

2.1.1. Suggestion Guide on Competence Check Trainings

The following notes are a result of the group discussions of the working group on Competence Check trainings or measures. It is short description of possible paths to implement such a training and a “reality check” that gives the possibility to reflect own practice.

The working group on competence identification / assessment trainings defined three phases that are important for implementing competence check trainings: (1) Start of the competence check, (2) Phase of checking/identification/assessment/evaluation of competences, knowledge and skills, (3) Support for an integration into the labour market.

The table below is divided into defined phases, possible approaches and comments. General questions for an implementation concept are listed in the beginning of the table.

Suggested Checklist for an implementation of a competence check training

<ul style="list-style-type: none"> • What kind of professionals is needed during the process/training? (Trainers, social workers, mentors, psychologists, etc.) • Different settings for various participants in competence check training and tests, e.g. VET and higher education, persons that have an education history, persons that never or hardly went to school, etc. • Important knowledge for persons who work in a competence check training and/or openness for this knowledge: Cultural, education system, world of labour of countries of origin. • Knowing how to deal with traumatized people and where to get help in the team. • Possibility for supervision of team members. • Group size for group settings not more than 15 persons (practical test on an individual basis) • 2nd language training implemented into the competence check training. 			Possible Approaches	Comments
Phases				
Start of a competence check training				
1.	<p>Before the competence check</p> <p>Participants must have a clear understanding of</p> <ul style="list-style-type: none"> • Important concepts that are going to be used during the competence checking process. Terms that are part of the European <i>working language</i> / culture, like time management, teamwork, competences, communication skills, etc. • <i>world of labour</i> – terms, needs, requirements, values of the specific new home countries and Europe • the <i>education systems</i> of their new home countries • digital competences 	<ul style="list-style-type: none"> • Glossary of terms • Group settings are possible (training in class) • On-line support and training might be possible for some parts and some participants (a guidance – direct contact must be available) 	<ul style="list-style-type: none"> • The beginning phase of a competence check shall be guided (in form of training, individual guidance, counselling, etc.) because it imparts basis knowledge on the country specific concepts, European terms, etc. It one pillar for further professional integration as well as possible further training. • Duration – some weeks (depending on participants) • Trainers, counselors shall have an understanding of cultural differences (e.g. what means labour, education concept, etc.) from migrant countries 	
Checking of competences, knowledge and skills				
2.	<p>Beginning of the competence check</p> <ul style="list-style-type: none"> • <i>Certificate check</i>, as a proof of the qualifications and competences that the candidate has; (if available) • Do a <i>self-assessment test</i>, as a way for the candidate to 	<ul style="list-style-type: none"> • Guidance & Mentoring throughout the process • Learning outcome approach – NQF (National Qualifications Framework) 	<ul style="list-style-type: none"> • Have a multidisciplinary team (trainers, tutors, psychologists, etc.) that is responsible for the competence assessment in each different phase, will have an positive effect on the training. 	

	<p>learn about her-/himself by gathering data that includes information about work-related values, interests, personality type, and attitudes as well as competences, skills and knowledge. The aim is to find occupations that are suitable based on the results.</p> <ul style="list-style-type: none"> • Do a diagnosis on strength and abilities, to find out in which direction the participant can be oriented. This can be compiled with the information provided by the certificates and the self-assessment test. Make visible non-formal and informal training / education. • Supported by an multidisciplinary team 	<ul style="list-style-type: none"> • Multidisciplinary team (trainers, tutors, psychologists, etc.) 	<ul style="list-style-type: none"> • Duration – some weeks (this part is an intensive personal work) • Using the learning outcome approach and NQF could be good for comparisons • Formal and non-formal education must be introduced to the training. How to make visible this education is a major aspect of the training. Be aware that migrants very often bring no certificates.
<p>3.</p>	<p>During the competence check – practical phase</p> <ul style="list-style-type: none"> • Completion of a practical test to evaluate the candidate's competences, skills and knowledge. • Have a good partner network to support the assessment of the practical test. For example, when assessing the competences of a baker it is important to have a close collaboration with a VET school or a bakery. 	<ul style="list-style-type: none"> • On an individual basis • Group work (e.g. role plays in the training) • Self-made videos to show competences, skills and knowledge • Native language approach - make the practical test in the native language, at least for some topics (if necessary) 	<ul style="list-style-type: none"> • On an individual basis • The competence check needs a practical phase. Only by showing competences everybody can get aware of them (both sides the participant as well as possible employers, trainers) • Important for testing to be able to have the same levels – Learning Outcome Approach – level description (EQF, NQF) – Competence matrixes for partner network • Have a standard languages reference;
<p>Support after the competence check</p>			
<p>4.</p>	<p>After the competence check</p> <ul style="list-style-type: none"> • Definition of a career path • Guidance for the integration into the labour market 	<ul style="list-style-type: none"> • Guidance on an individual basis 	<ul style="list-style-type: none"> • Elaboration of supporting documents for an integration into the labour market (CV, application letter, etc.) • Support help for the formal recognition process

2.1.2. Suggestion Guide on Second Language Training

The following notes are a result of the group discussions of the working group on Second Language Training for Migrants. It is a short description of possible paths to implement such a training and a “reality check” that gives the possibility reflect own practice.

Within the framework of teaching young migrants, second language teaching is a crucial issue in the overall effort of their integration into the society. It is obvious that there are a number of players involved – in addition to language teachers other players include social workers, governmental institutions, etc.

It takes a combined effort to tackle all the problems that come with that task and we think it is important to have the players working together during the whole process: sharing their expertise.

The working group on second language training believes that an ideal approach is based on the points described in the table below.

Suggested Checklist for the implementation of a Second Language Training for Migrants			
TEACHING ENVIRONMENT			
		Comments	Reality Check in your training?
1	Teaching must be provided in small groups with a learner centered learning environment.	A maximum of 12 persons.	
2	The courses should last at least six months per level (A1 – B2) and take place in a permanent place.		
3	There should be a high continuity of teachers and staff. A minimum of 10 hours per week.	Students get the possibility to build personal relationships.	
4	Teachers and staff need paid time for preparation and team meetings .	Because of very diverse groups and migration experiences a multidisciplinary exchange between the staff members can have a very positive effect on the training.	
5	A common language level framework should be used in all countries - Common European Framework of Reference for Languages.		
6	The environment must provide the maximum flexibility in teaching .		
7	Multidisciplinary team (social worker, teacher/trainer, psychologist, tutor, learning coach etc.)		
8	Supervision for staff members (trainers, social workers, councilors) must be provided.		

KNOWLEDGE / COMPETENCES			
		Comments	Reality Check in your training?
1	The teachers must have a knowledge about cultures and their differences.		
2	Teachers and other staff shall be aware of trauma and how to act to this.		
3	Political education should be part of the language training.	The students should have a knowledge about democratic approach.	
4	Learning approach: Make the student to an expert (e.g. explain structure of their mother tongue, show their profession, etc.)	Students should be encouraged to show their knowledge.	
SOCIAL INTEGRATION			
		Comments	Reality Check in your training?
1	Social events and group interactivities provides learning e.g. weekly meal.		
2	Social worker gives the student the opportunity to be helped with private issues.		
DIDACTICS AND METHODOLOGY			
		Comments	Reality Check in your training?
1	Flexible arriving time to start the day (15 minutes).	Student have to on time- but they get time to get themselves settled, organize their day, solve problems and "arrive".	
2	Using games or gamification.		
3	Physical and practical exercises.		
4	Help them learn how to learn , teachers should become learning coaches and put the student's learning needs in the focus.		
5	Include dialect and sociolect as a part of the target language to teach language variety.		
6	Focus on oral practice via small talks and exercises to create speaking opportunities.		
7	Self-directed learning		
8	Put students learning needs at the center		
9	Purpose orientated language level (technical language, etc.)		
10	Learning coach system		

2.2. Topical Cycle: Digitisation

Digitisation is starting to have a major impact on the world of work as we know it. However, we are only seeing the beginning of a radical transformation of entire industries, job roles and labour markets. In this this topical cycle, participants discussed how to prepare the world of education for the future, increasingly digitize, world of work. Questions of discussion included: How will digitization affect the labour market? What will be the skills needed in future? What best practice examples exist in anticipating or addressing the impact of digitization in the education services provided by the project partners?

The following notes are a result of the group discussions of the STSTE participants working groups. The focus was upon the digital environment in the organization, how to digitalize staff members and training and a “reality check” that gives the possibility to reflect on the own practice.

Suggested Checklist to digitalizes the Organisation			
DIGITAL ENVIRONMENT IN THE ORGANIZATION			
		Comments	Reality Check in your organisation?
1	Range of digital resources in your organization (general for administration).	Are there enough sources and who has access to the sources?	
2	Range of digital resources in your organization for the training in the classroom.	Are there enough sources and who has access to the sources?	
3	Is there a concept to further digitalize the organization?	<ul style="list-style-type: none"> - What is the approach of the concept? - Who is involved (which departments IT, department for pedagogics and didactics, etc. and which staff members are involved). 	
4	Budget and investments	Is there a section on digital investments in the budget?	
5	Administration digitalized?		
KNOWLEDGE / COMPETENCES			
		Comments	Reality Check in your organisation?
1	Staff aware of the need of digitalization?	e.g. DigEduComp	
2	IT, pedagogic and didactic staff aware of digital competences for training?	<ul style="list-style-type: none"> - Cooperation between the different experts in the implementation process - Awareness raising and support 	
3	The teachers and other staff shall have a knowledge about the use of digital media in their daily work.		
4	Further development of digital competences of staff members.	Are there staff trainings provided. Should be on a modular basis so that	

		the training is based on the individual knowledge, needs.	
DIGITAL ENVIRONMENT IN CLASSROOM			
		Comments	Reality Check in your training?
1	Evaluation instruments to evaluate digital competences of trainees	Students should be encouraged to show their knowledge.	
2	Evaluation of provided vocational training in regard to new job roles and digital use in the vocation.	Is there a further development of curricula to provide trainees with the future world of work?	
3	Digital sources and tools in classroom (enough sources available?)	PC, phones, boards, internet, etc. – to be able to work on a digital basis	
4	Are there training concepts to introduce digital training in the training?	Didactical concepts available?	
3	Funding organisations – are they aware of the need for digital training in the future world of work	<ul style="list-style-type: none"> - important for investments - training curricula development 	

2.3. Topical Cycle: Shifting from Input Orientation to Outcome Orientation

Adapting to learning outcome oriented training and education is a major paradigm shift for many educational systems and organisations. National qualification frameworks have been, and are being, rolled out in many European countries with the objective to make education more transparent, efficient and portable. Participants in this topical cycle explored the impact that the learning outcome oriented approach has brought to their respective projects and tasks. Best practice examples were identified and discussed for using learning outcomes in various contexts, such as in curriculum design, e-learning, continuous assessment of learning achievement, mobility/ECVET, formal and informal learning settings, etc.

The following notes are a result of the group discussions of the STSTE participants. It is a short description of possible paths to implement ECVET/learning outcome orientation into the curricula and a “reality check” that gives the possibility to reflect on own practice.

Suggested Checklist to implement Learning Outcome Orientated Descriptions			
EQF / NQF / ECVET			
		Comments	Reality Check in your organisation?
1	EQF and NQF status of the organization.	Does the organization use the EQF and NQF?	
2	ECVET credits implemented in the organization?	<ul style="list-style-type: none"> - Is the organization able to give ECVET points? - If no, do they have a credit point system that is transparent to other 	

		institutions / trainings, etc.? - Partner network for transparency of provided trainings (e.g. for further assessment and recognition)	
3	In which way are the trainings described?	Does the institute use the learning outcome oriented description?	
4	Recognition of prior learning?	Transparency of prior learning? In which way are non-formal, informal and formal skills and competences are recognized by the organization?	
5	Is there an organizational concept on the European approach on training descriptions, etc.	<ul style="list-style-type: none"> - Implementation of credit points common - description of trainings, transparency - recognition of prior learning - Partner network for assessment and/or transparency 	

KNOWLEDGE / COMPETENCES of KEY STAFF MEMBERS

		Comments	Reality Check in your organisation?
1	Does key staff members (trainers, course managers, course developers, etc) know about learning outcome orientated descriptions of trainings?		
2	Are they able to describe trainings in this way?		
3	Is there a training for staff-members provided to use learning outcome oriented descriptions.	e.g. to be able to evaluate competences and needs.	
4	Does the organization provide resources (articles, tools, etc.) that key staff members are able to work with this learning outcome approach?		

LEARNING OUTCOME APPROACH IN CLASSROOM / TRAINING

		Comments	Reality Check in your training?
1	Participants must have a clear understanding of the outcome oriented approach	<ul style="list-style-type: none"> - Guidance for possible credit point systems - Glossary of terms - What means transparency - Knowledge about formal, informal and non-formal learning 	
2	Use of the outcome learning approach for methodical and didactical approaches in the training	<ul style="list-style-type: none"> - Training development - assessment 	
3	Videos for competence checks	Video resources for competence evaluation and/or showing competences	

2.4. Topical Cycle: New Media Didactics

New media such as social media, computer games, micro-learning apps, collaborative online tools, among others, provide opportunities for the adoption of new didactic approaches in VET and adult education. Mainly younger learner increasingly expect that new types of media are applied in various learning contexts, either out of familiarity with these media or out of an expectation that these media may facilitate the learning process. On part of the educational institutions there is often more reservation regarding new media didactics, which may be linked to lack of experience and/or capacity, lack of evidence for the effectiveness of cost factors. In this STSTE participants were able to gain and exchange their knowledge in practical workshops to the topics like active floor, collaborative online tools and social media in the classroom. The focus of the in-depth discussions was upon pedagogical and didactic in the classroom.

The suggested checklist was developed during the STSTE on the basis of in-depth discussions, group works and on the basis of checklists from the other STSTEs.

Suggested Checklist to New Media Didactics			
<ul style="list-style-type: none"> → Different settings for various participants, e.g. persons that have an education history, persons that never or hardly went to school → Different settings for persons with different digital knowledge → Group size for group settings 			
DIGITAL ENVIRONMENT IN THE ORGANIZATION			
		Comments	Reality Check in your organisation?
1	Range of digital sources in your organization (training in the classroom)	<ul style="list-style-type: none"> - Are there enough sources available - who has access to the sources? 	
2	Is there a concept to further digitalize the organization?	<ul style="list-style-type: none"> - What is the approach of the concept? - Who is involved (which departments IT, department for pedagogics and didactics, etc. and which staff members are involved). 	
3	Time resources for trainers to develop new media methodologies and didactics for the provided training?		
4	Budget and investments	Is there a section on digital investments in the budget?	
KNOWLEDGE / COMPETENCES			
		Comments	Reality Check in your organisation?
1	Staff aware of the need of new media training in provided trainings		
2	Train-the-trainer seminars / workshops on new media didactics	<ul style="list-style-type: none"> - introduction of new media in trainings - feedback approaches with new media (e.g. video-conferencing) - Videos - Development of new media 	

		trainings	
3	Resources on new media trainings	Resource data bank for new media possibilities used in training	
DIDACTICS and METHODOLGY			
		Comments	Reality Check in your training?
1	Using games or gamification.		
2	Physical and practical exercises	e.g. Active Floor	
3	Self-directed learning		
4	Put students learning needs in the focus	.	
5	Feedback system developed together with trainees		
6	Learning coach system		
7	Involvement of external experts in trainings	e.g. guest teaching	
8	New distance learning approaches	e.g. flipped classroom - how to involve students and how to get the commitment of students	
9	Virtual reality		

2.5. Topical Cycle: New learner-centered didactics (problem-based and agile didactics)

The agile mindset has changed how teams achieve milestones and objectives – what started in software development is now being applied in a wide range of industries and has been successfully applied in education as well. Problem –based didactics are a similar approach which uses teams and self-organised learning with interesting results. Such new didactic approaches may provide successful alternatives to the conventional ways of teaching in VET and adult education. In this STSTE participants were able to explore some theory behind these approaches and exchanged own experiences in applying agile and problem-based didactic principles (e.g. Eduscrum, learning strategies for problem solving, etc.).

The suggested checklist was developed during the STSTE on the basis of in-depth discussions, group works and on the basis of checklists form the other STSTEs.

Suggested Checklist to New Learner Centered Didactics (Problem-based and agile didactics)			
General remarks:			
→ Learning Outcome Oriented Approach (description of trainings)			
→ Different approaches / settings for general education / training and VET training			
→ Different settings for various participants, e.g. persons that have an education history, persons that never or hardly went to school			
EVALUATION IN THE ORGANIZATION			
		Comments	Reality Check in your organization / training?
1	Which kind of training does the organization provide?	Problem-based and agile didactics can be implemented in and at different	

		training levels and contents. Most experience is and resources are generated in VET training. <ul style="list-style-type: none"> - VET training - Basic training - General knowledge 	
2	Where it is possible to implement new learner centered didactics?	<ul style="list-style-type: none"> → Evaluation of trainings and target groups is important to be able to implement new learning approaches. → Are there learning outcome oriented descriptions of trainings (this is useful for the preparation of training material, training targets, etc.) 	
3	Time resources for trainers to develop new training material?		
4	Partner networks are open to implement new didactics?	Especially in adult training of our partner organisations there is a need to cooperate with funding organisations, when new training methodologies and didactics shall be implemented.	

KNOWLEDGE / COMPETENCES

		Comments	Reality Check of staff members knowledge / competences?
1	Trainers have a knowledge of the learning outcome oriented approach?	To set up learning targets according to the description of trainings.	
2	Train-the-trainer seminars / workshops on new learner centered didactics	<ul style="list-style-type: none"> - Problem-based didactics - Agile didactics - Edusrum 	

DIDACTICS and METHODOLOGY

		Comments	Reality Check in your training?
1	Put students learning needs in the focus		
2	Self-directed learning		
3	Organisation of learning groups	<ul style="list-style-type: none"> - who is able to make a moderation. - Balanced group regarding strength and weakness 	
4	Definition of learning steps	.There is again a link to the learning outcome oriented description of trainings.	
5	Feedback system developed together with trainees		
6	Learning coach system		
7	Digital knowledge of students	Which kind of training method is effective for the group?	
8	Resources for the training	<ul style="list-style-type: none"> - Digital media 	

		<ul style="list-style-type: none">- Place for group works- Time resources	
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