Title	**Report about development of a successful methodology for design of the 8 key competences training**
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WP	3
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R E P O R T
about development of
a successful methodology
for design of the
8 key competences training

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I. INTRODUCTION & BACKGROUND INFORMATION

1. In the framework of KEYCOMKIT project

Work Package: 3 - Establishment of a successful methodology for designing the training on key competences

Start : 01/06/2009

End: 31/08/2009

Duration of the development: 3 months

DEL. No.: 5

Type of outcome: Report – reference document

Target group: adults without basic education at risk of social exclusion

2. General overview

Description: This report addresses the research and the development process of the establishment of a successful methodology for designing the training on 8 key competences. The research was based on a comparison study developed in WP 2 (please see for reference the document) and a methodological analysis for providing an adult education among the project partners' countries – Bulgaria, Spain, Lithuania, Austria and Romania.

Report's objective: To elaborate a critical method - this will be used for delivering of critic, creative, competent, coopering and autonomous training for adults. *(for reference see the KEYCOMKIT project Application form)*

Development of the report: Since the distance between the preparation of the Application form until its approval and funding was 2 years some changes in the procedure of the development was foreseen. During the Second project meeting in Linz the partners agreed to use the suggested proposal for Methodology instead of comparison study among the partner's countries. The reason for this is that the presented methodology on behalf of MCA was already tested in many countries (as you can see later in the report) and that means many experts and trainers has already done research and that methodology was foreseen as successful. Of course some adaptations will be explained and elaborated in this report. The feedback from the internal evaluator was very useful and prompt and taken into consideration.

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II. PREREQUISITIES:

Bellow you will see the findings concluded in the Diagnosis study from WP 2 which should be considered as important in the development process of the KEYCOMKIT methodology. The factors of the low qualification of the KEYKOMKIT target groups are concluded as:

- Missing school education
- Language deficits
- Educational deficits due to social and physical deprivation, and because of illiteracy and low basic education
- Social deficits and physical deficits
- Migration background
- Deficiencies in general educational achievement as a consequence of low educational family background.
- Older employees suffer from lack of training investments in companies
- Unskilled workers lack of basic technical competencies
- Self-exclusion of migrants

As a conclusion in the diagnosis study it is foreseen that targeted groups should be trained in order to obtain qualifications in:

- Additional enlargement of the key competences
  - Social and civic competence
  - Sense of initiative and entrepreneurship
  - Basic skills as a prerequisite for successful vocational training
  - Learn to learn competence
  - Sense of initiative and entrepreneurs
  - Self-learning
  - Cultural awareness and expression
- improving self-confidence "trust in oneself"
- personal goals as starting point for further qualification acquirement
- informal qualifications

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  - Informal and non-formal learning as a pathway to vocational training
  - Balanced portfolio of vocational and transversal skills
- knowledge about work life
- training basic skills are important but cannot be trained apart from technical skills.

The person with learning gaps needs more training in:

- orientated consulting
- Open-door-policy

The focus should be on public relations – message: There are chances!

- Cooperation with networks
- Simplification of the possibility to make up educational achievements
- Opportunities for acquiring and improvement of key competences;
- Encouraging social partners to take part in the life-long learning process;
- Validating and certification of the results from the informal and private learning;
- High-quality of education, training and access to information;
- High-quality services in providing information, guidance and counselling;
- Support for social inclusion;
- Connections between Labour market at school
- Work experience opportunities to acquire basic social competencies
- Motivation strategies
- Improvement in teaching methods and content
- qualification diplomas through partnerships with other public institutions
- Setting up a partnership between the public system of education and the private sector

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- Improvement in the participants status
- Provision of time and financial resources
- Awareness and information campaigns to motivate
- Better access to information
- Increase awareness of benefits of education among people with low qualification
- More possibilities for distance learning
- improving self-confidence
- Personal goals as starting point for further qualification acquirement

In general the frame of the KEYCOMKIT methodology should:

- elaborate linkage between Labour market and the school
- develop work experience opportunities to acquire basic social competencies
- establish motivation strategies
- improve teaching methods and content
- produce qualification diplomas through partnerships with other public institutions
- create a partnership between the public system of education and the private sector
- improve in the participants status
- depend on the provision of time and financial resources
- give better access to useful information
- increase awareness of benefits of education among people with low qualification
- give a possibility for a distance learning
- use appropriate basic conditions
- have low barriers regarding formal requirements
- be created on the basis of building on competences instead of looking at the deficits
- encourage the participation of clients in training design
- create sustained learning motivation

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- develop of new opportunities for acquiring and improvement of key competences
- create a social support accompanied learning

III. RESEARCH PROCEDURE

1. Procedures in the development process of the KEYCOMKIT Training Methodology:

Based on the finding in the diagnosis study explained in Work package 2 and also stated in the previous section the MCA team organised a thematic seminar (on 22 May 2009 in Plovdiv, Bulgaria) in order to establish a brainstorming discussion among the participants. The attendees were project managers and experts in the field of Lifelong Learning, VET trainers, University professors, Trainers, Representatives from National Agency, Ministry of Education and Science, National Agency for VET, Ministry of Labour and Social Affairs, Adults Education Centres, Adults, disadvantaged people, people with disabilities, unemployed and young people.

Attendees – approx. 60 persons (see list of participants in Annex 1);

Discussed tasks during the seminar:

- General presentation of the finding in WP2;
- Discussion about available methodologies for design of adult education;
- Brainstorming on the possibility of creation of new successful methodology.
- Presentation and discussion on the methodology for designing of blended learning approach used by MCA in different projects.
- To get feedback and suggestions for its improvement ;
- Collecting ideas about new methodologies.

We conduct the seminar using 3 approaches:

- Brainstorming session
- Discussion;
- Completion of a short questionnaire.

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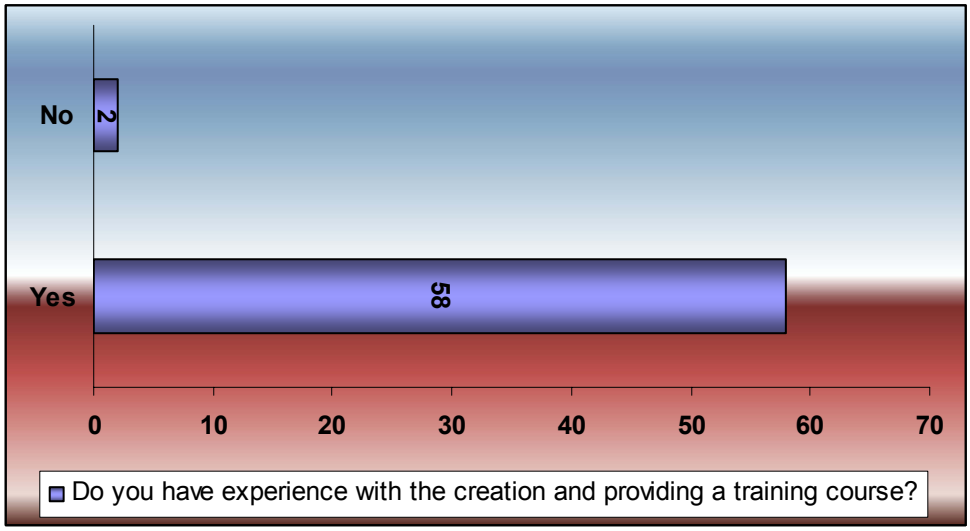
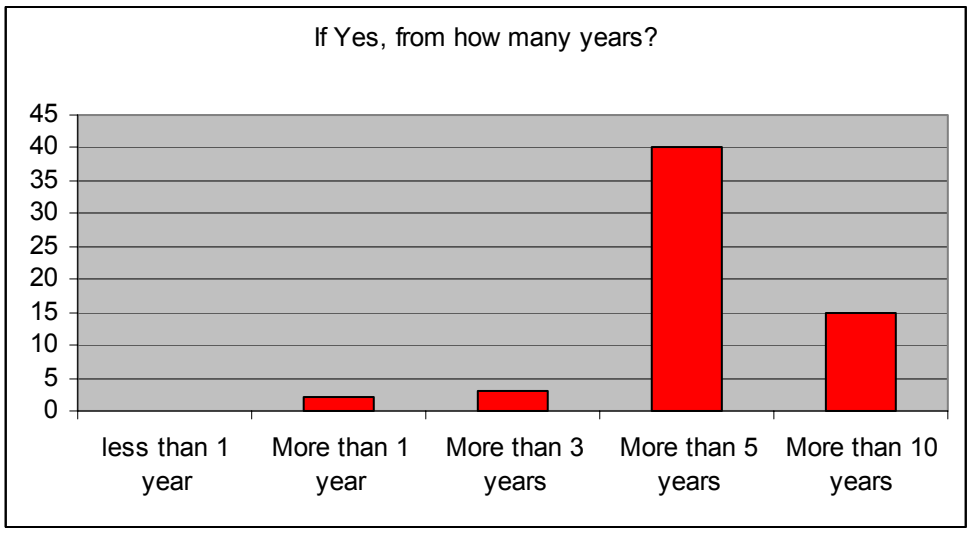
Please see the summary of the results of the elaborated questionnaire bellow. At the top of each table you will find the question and then graphics with the answers.





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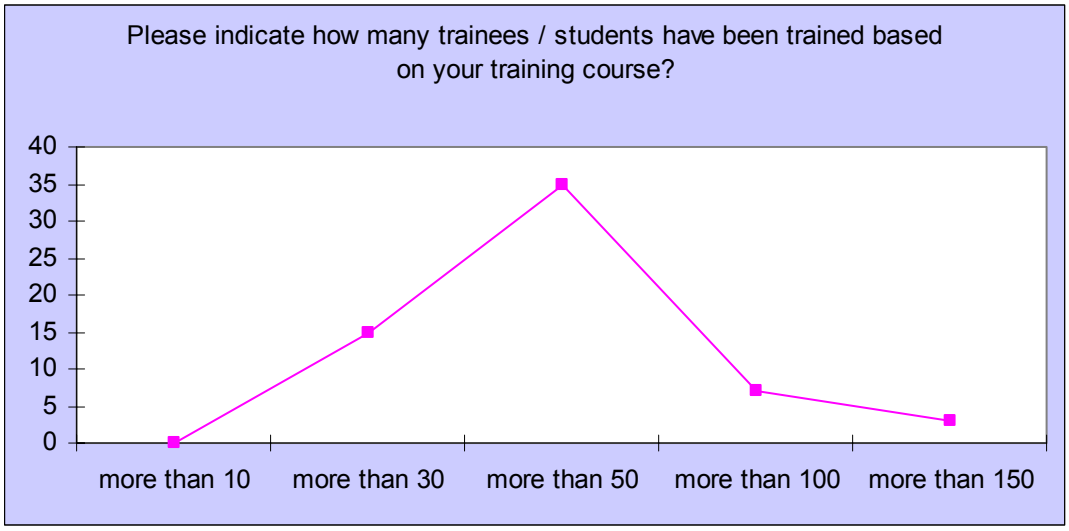

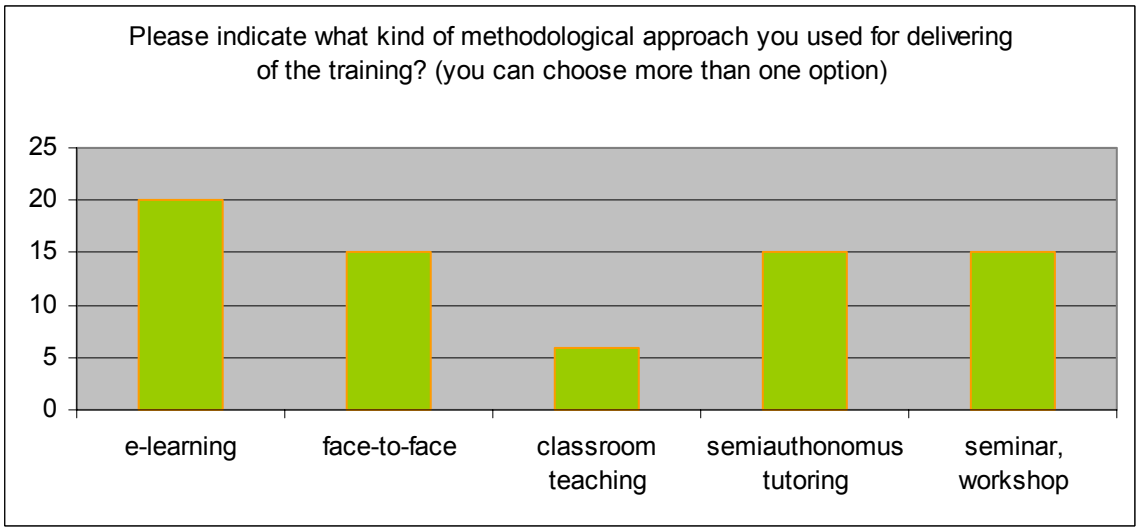

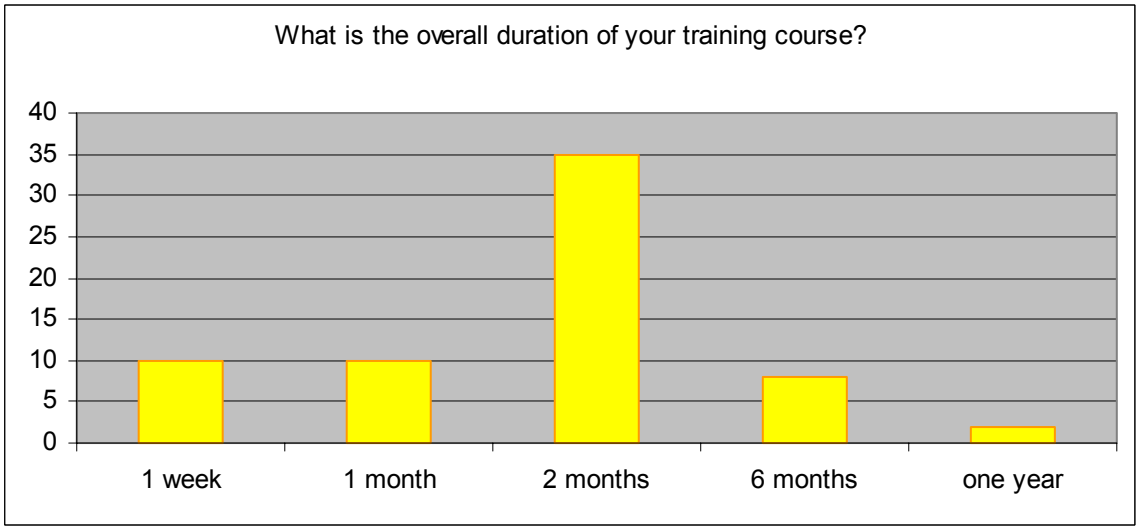

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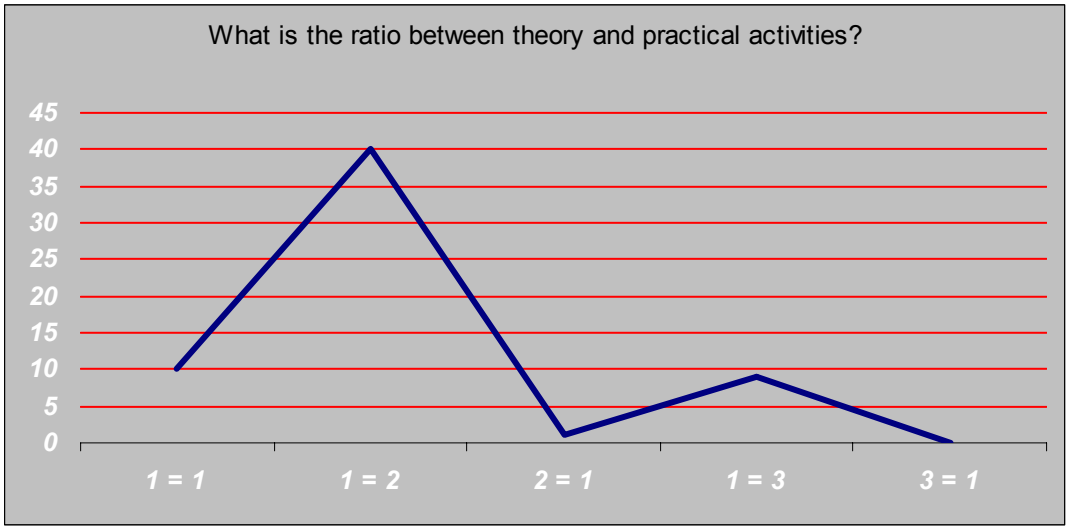

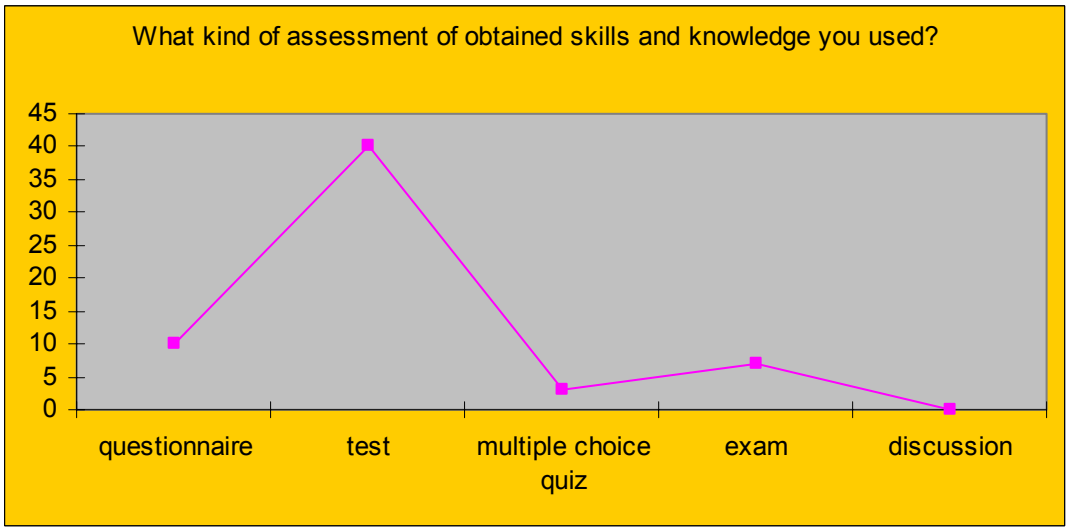

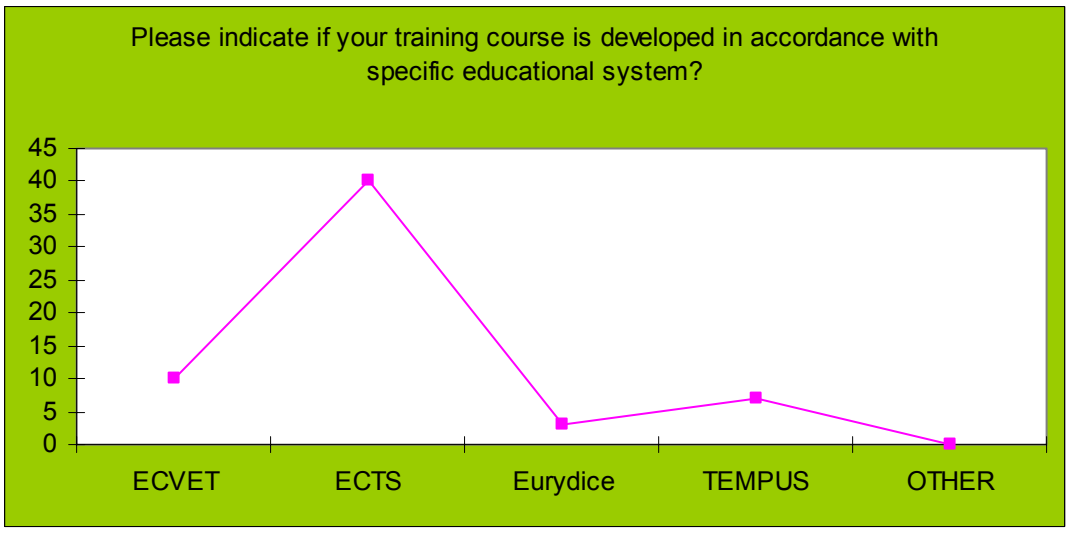

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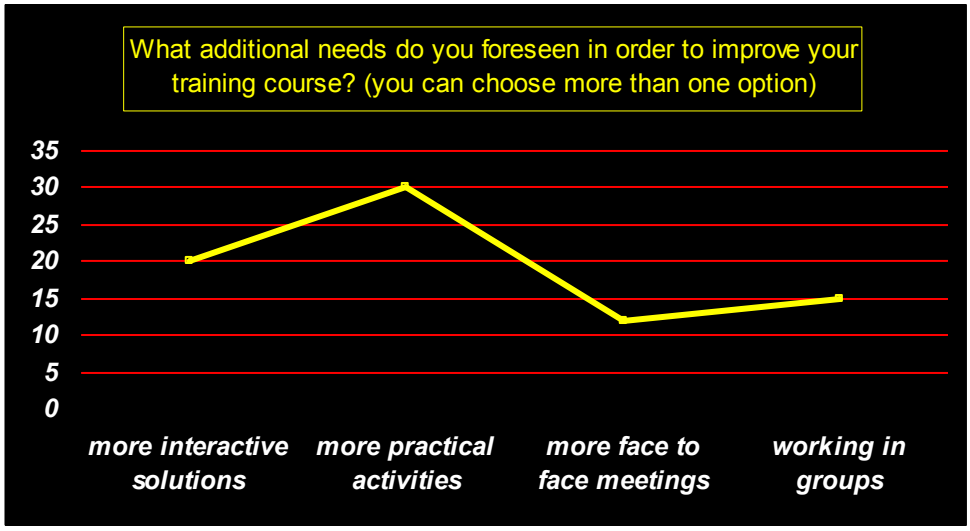

Conclusions:

- Obviously the attendees are experienced training providers and also professional working with the same target groups as they are foreseen in KEYCOMKIT project;
- All of them agreed about the need of the target group evidenced in the diagnosis study and they will be covered in the methodology and didactic approach for design of the training;
- Based on their answers it is obvious that the duration of the training course could be organised for 2 months period (5-6 weeks).
- In terms of type of delivery the training we could conclude that blended learning approach will be most convenient way for delivery of the training course;
- The ratio between the theory and the practical activities should be 1:2;
- Most widely used approach for assessment is testing so we should bear this in mind when we prepare our modules;
- Obviously in Bulgaria the practitioners are familiar with the ECTS system.
- The core message based on the last question is that the training course should have more practical activities using interactive solutions;

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Based on this outputs MCA enhanced the blended learning methodology.

2. Structure for design of the KEYCOMKIT Methodology by the team of MCA:

- Training structure based on the European Credit Transfer System (ECTS)
- Blended learning methodology;
- This structure is the most recognizable framework for designing innovate training modules for Adults Education around the Europe.

Didactic approach of the methodology:

- **Target-group-orientated design**
- Training actions focused on the exercise, having in mind the advantage of the experience and the know how of each individual
- Personal/ individual approaches
- Target group oriented learning measures (smaller classes, offers for socially disadvantaged migrants and other people)
- Validating and certification of the results from the informal and private learning
- New e-learning courses elaborated by the e-learning accessible platform
- Pedagogical coaching via face-to-face meetings periodically
- Increase the level of the informal vocational competences
- Assessment of clients knowledge and skills

The trainer's qualifications should be:

- As role models as trainers ("understanding" for the people concerned)
- in relation to developing key competences
- Based on update of knowledge and skills
- Carried on the basis of the quality assurance procedures

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MCA past experience with the suggested methodology by projects:

1. "Virtual Incubator for Prequalification into Resource Tutors" (2003-2005) www.viprtdp.com "AWARDED WITH QUALITY CERTIFICATE BY THE NATIONAL AGENCY FOR THE BEST PROJECT"
    - ***Target groups:*** low qualified people, adults 55+, people with disabilities, disadvantaged people, women with learning gaps.
    - ***Delivering of the methodology:*** using blended learning approach the targets were qualified as a resource tutors based on completion of 10 key modules.
2. "JobelBio|" (2002-2005) http://jobel-bio.orbitel.bg/index-bg.htm
    - ***Target groups:*** people with learning gaps, disadvantaged people
    - ***Delivering of the methodology:*** The JOBeL-Bio Open Distance Learning programme comprises 8 specialized modules, each consisting of different number of units (1 - 12) thematically unified in various parts. These parts correspond to compulsory/optional courses which are the building blocks of the programme. Two levels of learning are foreseen, basic and advanced, which comprise the training models lifelong learning, work-linked training and apprenticeship. The assessment of trainees' knowledge is based on ECTS and is documented by a Certificate.
3. "Inclusion of disabled people at the open labour market" (2003-2005) www.idol-project.org
    - ***Target groups:*** disabled people, low qualified, young people excluded from the open labour market.
    - ***Delivering of the methodology:*** The IT/AT Training Programme is a course designed to enable vision impaired computer users to develop important vocational skills in the area of assistive and information technologies. The European partners involved in the project, have drawn on their shared experience of working in the field, to develop a comprehensive training programme that has developed training guidelines, methods, materials, information, assessment procedures and approaches for those that utilise this programme. The second part of the training is development of

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psychological didactic programme aims to develop a complementary and innovative training programme supporting basic vocational skills of disabled people intending to work on the open market. Both these training programmes will be supplemented with materials promoting service dogs helping the disabled in everyday activities.

4. "HealthBiotech" (2004-2007) http://www.healthbiotech.org
   - ***Target groups:*** low qualified practitioners, young people at risk, disabled people.
   - ***Delivering of the methodology:*** This project developed a structure for collaborative training at European level and promoting the European strategy in education and public health. The structure is Transnational Network (TN) within a group of partners and potential users and will act as a Virtual Training Center (BT-Health) in the field of public health and biotechnology. BT-Health Center elaborated a programme in 6 phases, and used innovative approach for the sector-oriented curriculum, which consists of 4 parts, guides, information/resource panel.

     The established methodology is based on:
     - educational background;
     - the opportunities the market has given – job offers, employers' requirements;
     - physical factors such as: time that they can spare for self-improvement and raising qualification; money; requirements depending on the working conditions in
     - employment sector;
     - abilities to figure out how to do something meaningful within their competence and with the training opportunities they could receive and adopt.

     Having in mind all these things and creating a plan for actions based on analyzing the considerations about users' educational level and skills is a pretty good strategy for winning over their own concerns about the future.
5. "e-FOST" (2005-2007) http://www.e-fost.org

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- ***Target groups:*** people with educational gaps, low qualified practitioners, young people at risk, disabled people.
- ***Delivering of the methodology:*** e-FOST is a learner-oriented programme, which main subject is continuous training of teachers / trainers for the food industry.

  The methodology is focused on the necessity of basic understanding of the specific problems related to active interaction between the e-based learning and the important human factor in the educational process. E-based reference tools and Internet site offers up-to-date approaches for searching, processing, delivery and exchange of specialized knowledge; advanced methodological practices based on ICT ; innovative training content. The learning approach is: up-to-date, continuous, problem-solving, context-related

6. "GOAL.NET" (2007-2009) www.goal-net.eu
   - ***Target groups:*** people with learning difficulties, people with dyslexia, low qualified adults, young people at risk.
   - ***Delivering of the methodology:*** Didactic course curriculum and material was developed based on the ECTS training approach for delivering basic skills, enhancement of the personal development, preparation for employment and work sustainability. A part of the programme was creation of 8 serious games for exercise of the obtained skills.

- ***Conclusion:*** Based on huge experience with the target groups which are quite similar with those in KEYCOMKIT project we can decide that the suggested approach for delivery of the training will be successful. Despite the different objectives and sectors of the previous covered methodologies we can say that the main didactic approach is foreseen and stated as sustainable and crucial. The Methodological approach obviously was tested in 15 countries around Europe – The United Kingdom, Bulgaria, Romania, Greece, Turkey, Spain, Italy, France, Denmark, Belgium, Cyprus, Malta, Portugal, Austria and Germany.

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IV. KEYCOMKIT METHODOLOGY

Methodology structure:

1. Basic data for the Module…

1.1. Partner No./Name:

1.2. Module No: 1…8

1.3. Title of the module: …

1.4. Number of units/panels:

1.5. Authors: (name)

2. Module / Unit contents.

3. Summary of the main points.

4. Module general objectives (max 10 lines)

6. Skills to be obtained by the trainee upon completion of the Module (max 10 lines)

7. Previous knowledge required.

8. Methodology.

9. Learning evaluation.

10. Reference and Glossary.

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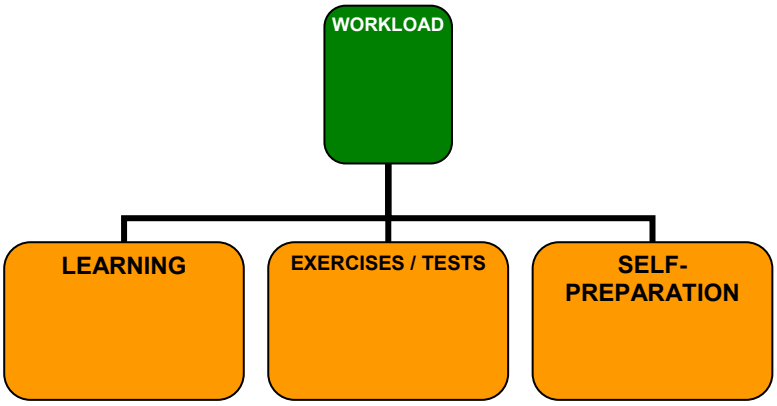

Figure 1. Main parts of the Methodology

Learning scale:

- **1 learning hour = approx. 5 pages (text + figures + tables + video + audio + etc.)**
- **1 module = 1 credit = 16 hours** (theory + practice)
- **Time for delivering the whole training: 5 weeks course**
- The **References and Bibliography** should be produced in alphabetical order.
- The **Glossary** should be developed in an alphabetical order.
- **The keywords** should be described – useful for Google search.
- **Text formatting :** 1800 characters per page, paragraph 1.5, Font 12 Arial or Sans Serif formats
- **All images, photos, audio-video files** should be provided in separate files with good resolution. In the main text just put remarks in brackets the title of the file.

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KEYCOMKIT structure by learning activities and workload:

		Activity (hours)	
		Trainee / Student activity (hours)	**Tutors activity (hours)** (depending on the way for providing the training)
1	**Auditory workload:** **Attendance to theory environment** **Attendance to practical study**	**7 h x 5 weeks = 45 h** **1 h x 5 weeks = 5 h**	**1 h x 5 weeks = 5 h** **1 h x 5 weeks = 5 h** **(face-to-face meetings)**
Sub-total		**40 hours**	**10 hours**
2	**Additional workload:** **Work preparation for practical exercises** **Checking other resources (links, books)** **Taking the exam / assessment** **Attendance to seminars , other activities** **Support of the trainee (student)**	**8 h x module** **8 modules = 64 h** **2 h x module** **8 modules = 16 h** **1 h x 1 examination** **8 modules = 8 h** **to be decided** **-**	**1 h x module** **8 modules = 8 h** **1 h x module** **8 module = 8 h** **to be decided** **0.5h x module** **8 modules = 4 h**
Sub-total		**88 hours**	**20 hours**
Total workload		**128 hours**	**30 hours**
Auditory / additional workload ratio		**1 : 2**	**1 : 2**

Figure 2: KEYCOMKIT Workload scheme

Important note: The general organisation of the workload will be determinate later on by specific learning paths depending on the specific target group and its needs. For some reasons (indicated in the Diagnosis study described in the report of Work Package 2) some of the target groups need adaptation of the curricula and the learning content which should be coherent with their individual needs. On the next stage of the project when the content will be developed each partner should create a specific pathway for each target group due to the wide range of end users of the KEYCOMKIT project.

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The training will be delivered through:

- **Interactive e-learning** – provided via www.keycompetenceskit.eu ;
- **Face to face tutoring** – three meetings as a minimum
  - *induction meeting:* introduction and organisation of the training;
  - *interim meeting:* resolving problems and providing support to the trainee (student);
  - *Final assessment (examination) meeting:* testing and assessment of the skills obtained during the training.
- **Semiautonomous tutoring with periodical face to face contacts –** for people who needs more support during the training process.

Learning evaluation

The evaluation procedure will be organised as a follow-up method applying multiple assessment instruments that assure continuous evaluation of the trainees' knowledge through:

- Different types of content-based questions
- Multiple-choice based tests
- Questionnaires of various types, etc.

Additional resources:

- *Glossary* – including all new terms;
- *Web sites links* – for practical activities or additional resources;
- *Multimedia* – audio, video files;

Bibliography data – an alphabetical order sheet which included all resources used for preparation of the module/course.

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V. VALIDATION PROCEDURES

Presentation of the Methodology to the KEYCOMKIT partners:

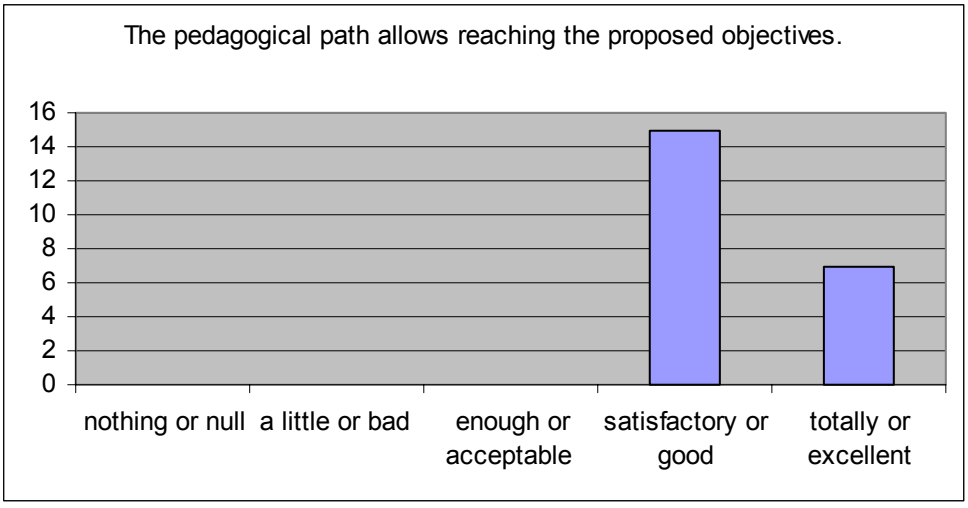
The Methodology was presented to all partners during the Second International Partners meeting 14-15 June 2009 in Linz, Austria. After detailed discussion and based on additional comments the Methodology was agreed by all partners.

Validation of the Methodology:

In order to validate the new KEYCOMKIT Methodology Foundation Metal Asturias (FMA) in collaboration with MCA prepared common validation questionnaire which was sent to all partners in order to validate it with training providers, experts in the field of Adult education, experts from adults educational centers in their own countries. All the curriculums and the questionnaire were sent for feedback to **22 experts** from Spain, Bulgaria, Germany, Austria and Romania.

Please see below the summary of the results:

CONTENT OF THE PEDAGOGICAL PATH:



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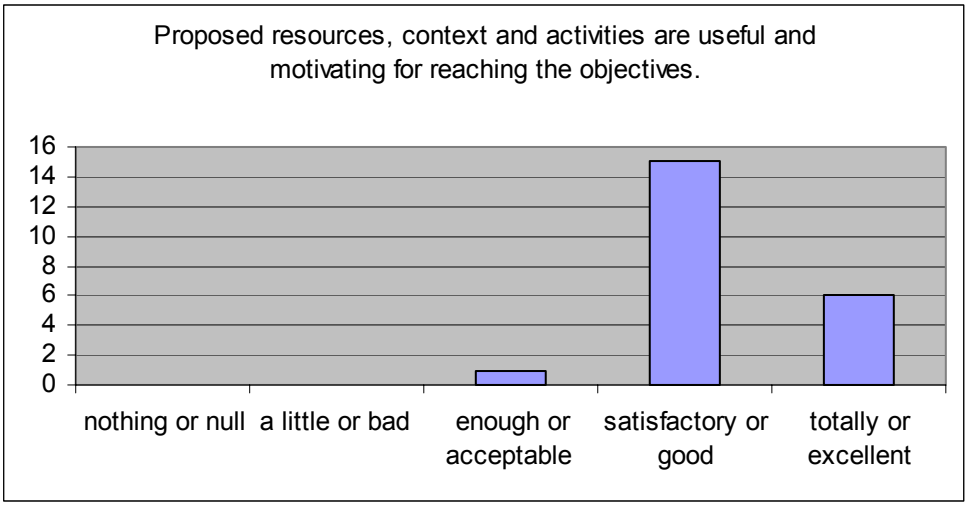

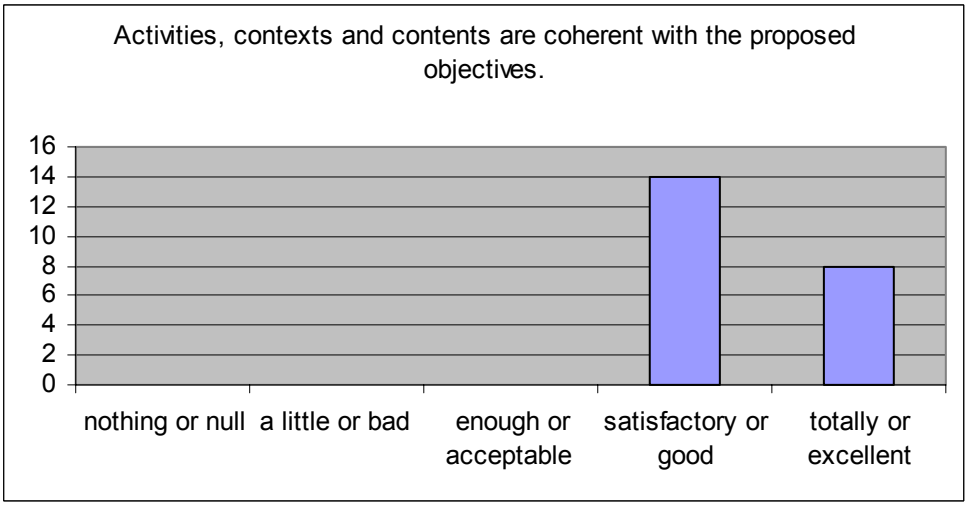

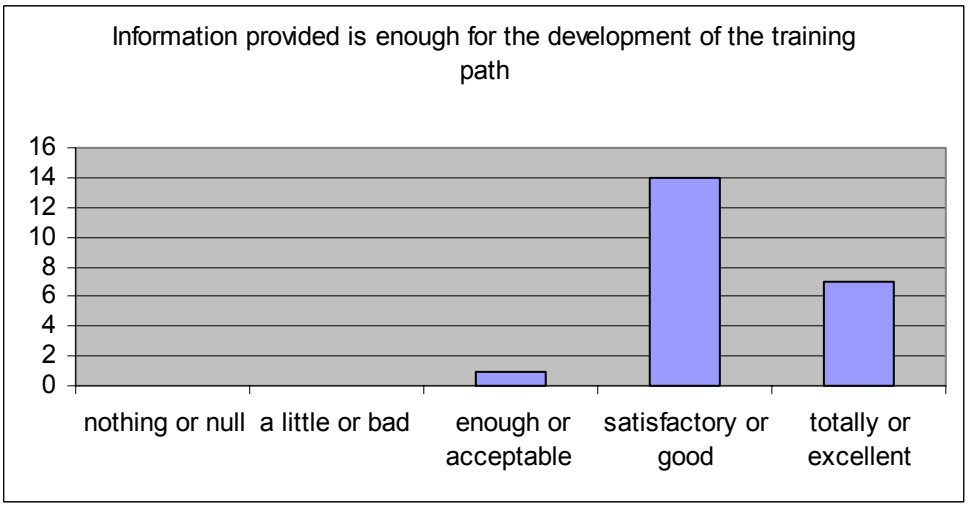

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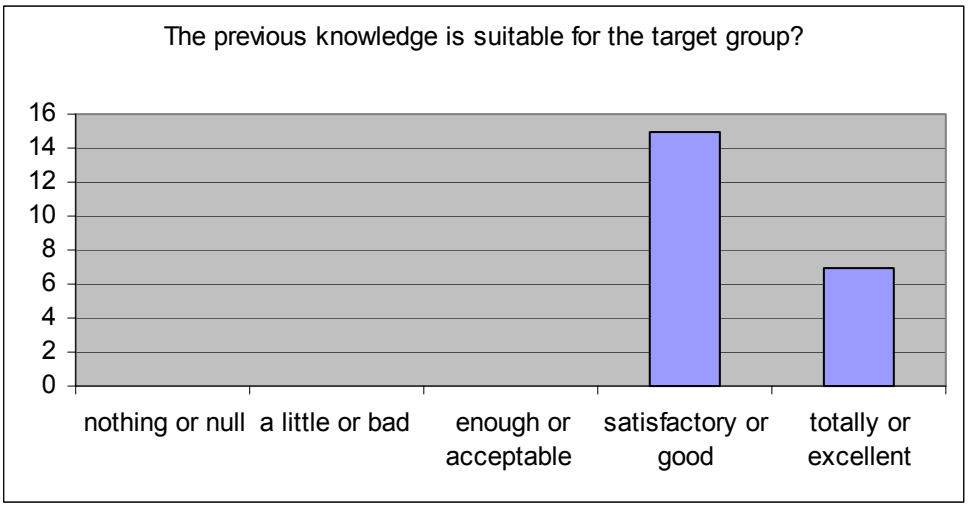
The overall objective – presenting a blended learning course for the 8 key competences for the target group is very challenging. The pedagogical path (didactic/socio-pedagogical methodology) makes the connection between the identified needs (identified in WP 2) and the training material. The curriculum will fit the special needs of the target group. The activities should be adapted according to the social category of the trainees.

The respondents concluded the following important criteria as:

- Start with experiences of the learners
- build on competences
- individualise
- focus on exercise
- train close to real workplaces
- project learning instead of classroom teaching

Some of the interviewers expressed their opinion that some of the curriculums are not really taking care of these criteria and should be adjusted before preparation of the main content. The content should not be too ambitious and should be focused mainly on the practical exercises.

PEDAGOGICAL ORGANISATION / STRUCTURE



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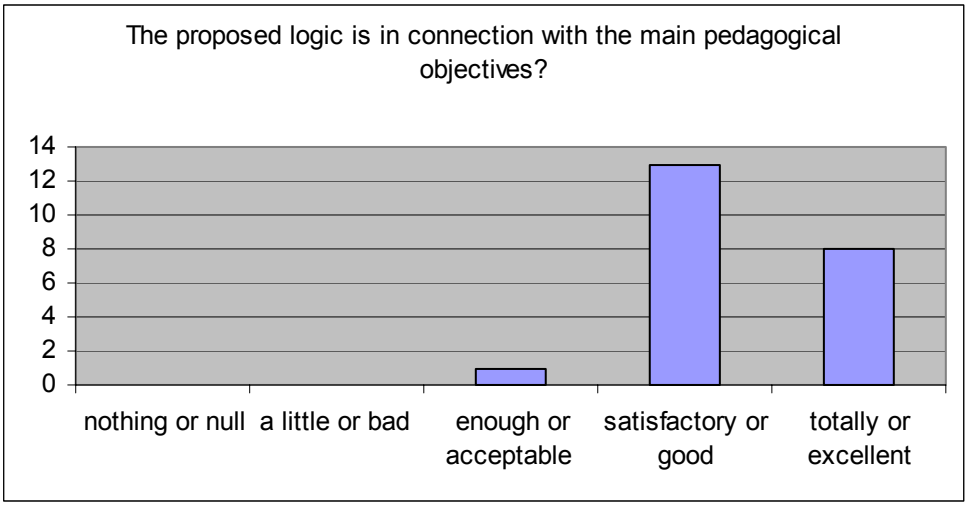

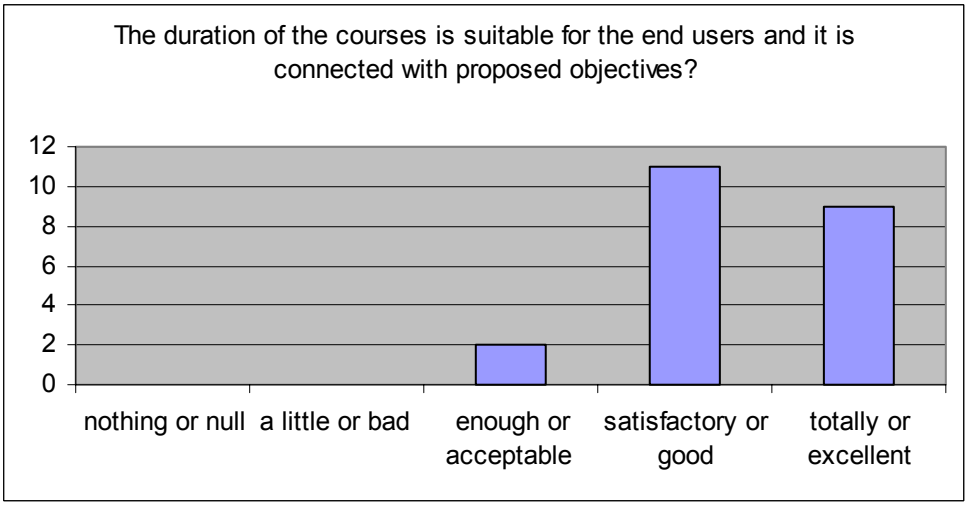

Without previous minimum knowledge, the results cannot be the expected ones. All authors should take this into consideration in order to produced very clear profile of previous competences of the potential trainees. The duration of the training really depends on the attendants and it must be adapted based on individual needs. The partners should really make sure that they check their curricula with people who have first hand experience with the target group. It is important to make sure to take the actual competencies of the learning group as a starting point and then decide how to build on this rather then to have a pre-fixed curriculum. So what the trainer has to select the appropriate parts and also adapt the specific learning content. The ratio between theory and practice must be at least

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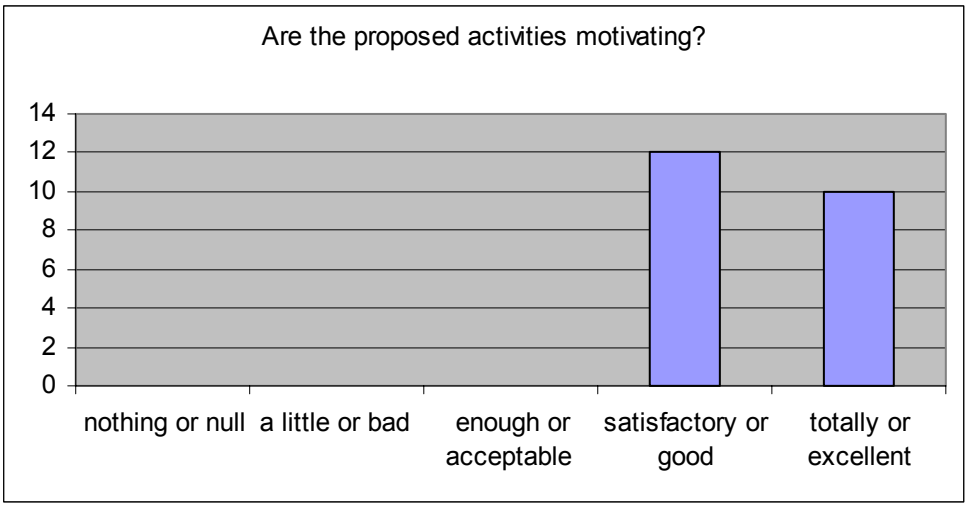
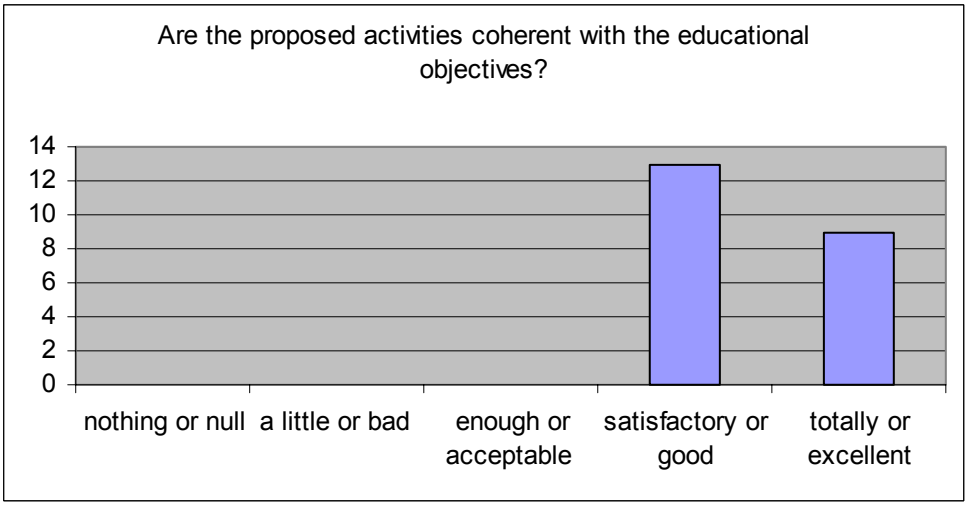
the reverse and activating didactical methods should be used instead of classroom teaching.

LEARNING ACTIVITIES AND CONTEXT





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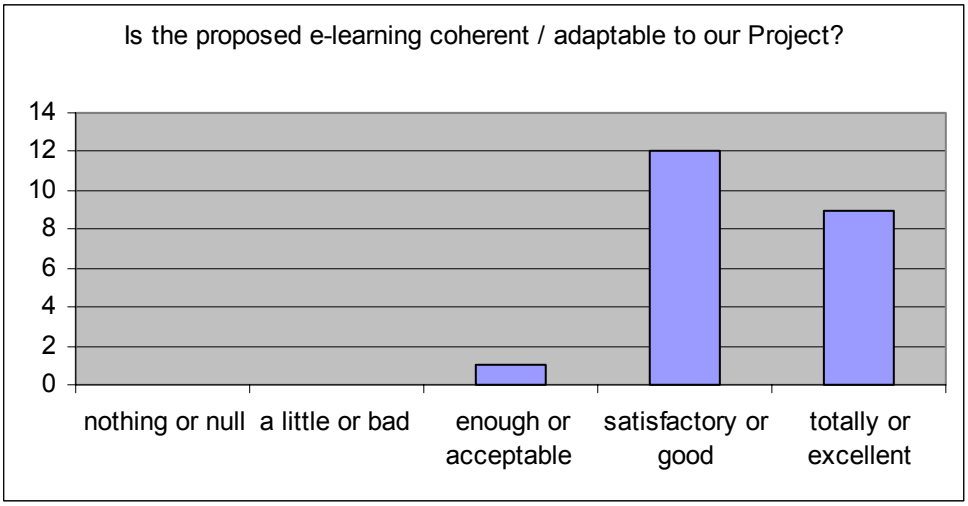
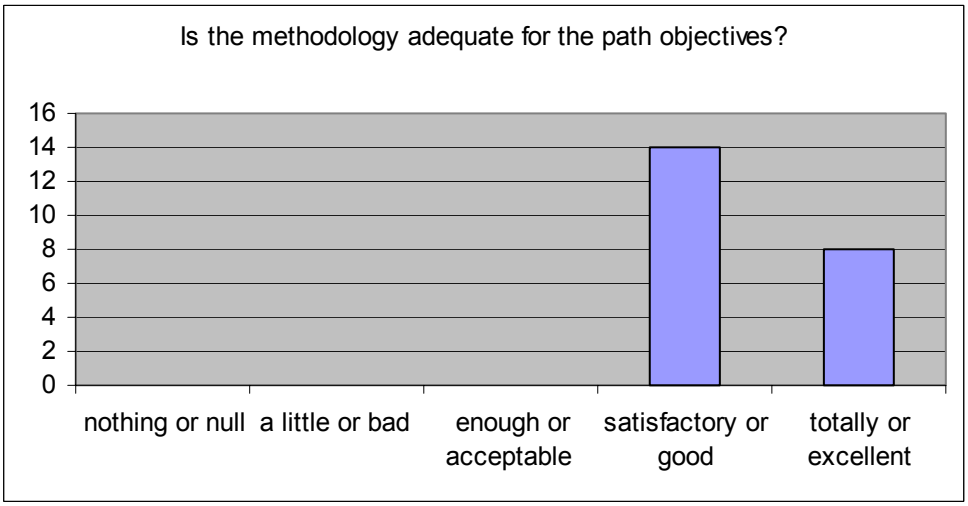


The people under 40 are likely to use e-learning, while with those more than 40, it can become a real problem. In that case the material will be available also on hard copy and the training will be supported by frequent face-to-face meetings. Focus on practical exercises and reflexion seems to be very important.

PEDAGOGICAL MANAGEMENT



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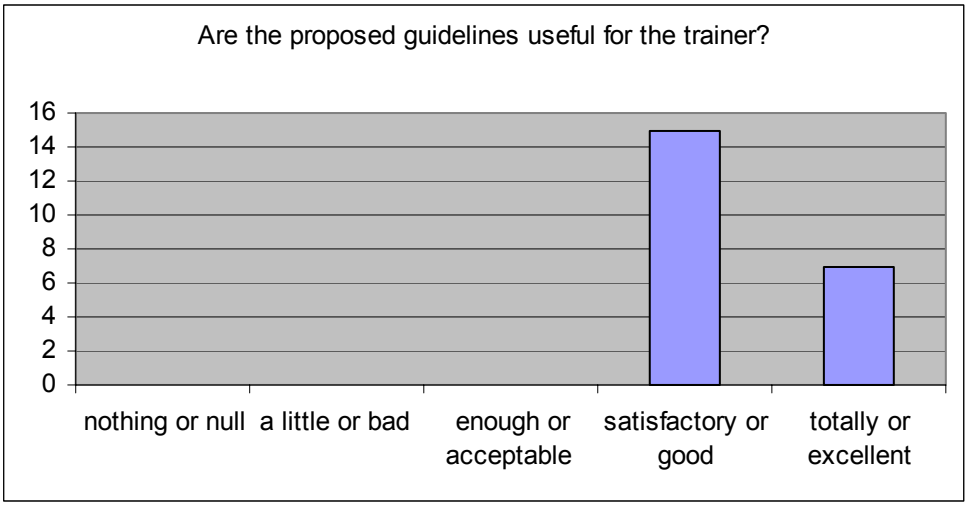

Innovative, effective didactical method is important for the training of the people with disabilities. Adjustment of training environment to the needs of the disabled trainees is necessarily in order to make vocational training inclusive for this group.

Conclusions:

The results of this validation questionnaire again confirmed that the suggested developed methodology will be successful which is very important evidence to continue with the development of the 8 modules based on 8 key competences.

Since the KEYCOMKIT project is the Development of Innovation that means that all products are pilot and they will be justified after the testing phase. That means that the final conclusion for the design of the methodology which was explained in this document will be delivered after the testing phase of the KEYCOMKIT project.

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VI. Annex 1: List of participants for the Methodology seminar:

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Key Com Kit
Key Competences Kit for facing Lifelong Learning

ВАЛОРИЗАЦИОНЕН СЕМИНАР

Зала "БАХ", Хотел "Лайпциг", Пловдив, България

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VII. Annex 2: Photos from the seminar:

Figure 3. Presentation of the KEYCOMKIT Methodology

Figure 4. Project managers expressed their opinion

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Figure 5. Project managers expressed their opinion

Figure 6. Attendees

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Figure 7. Attendees

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VII. Annex 3: Validation questionnaire

Dear Mr. /Mrs_____

Please find below a brief questionnaire aiming to validate the pedagogical path developed in our European Project "Key competences kit for facing Lifelong learning – KEYCOMKIT". Please kindly indicate your level of satisfaction regarding to the following indicators based on this scale. Please circle the score which is the most close to your opinion.

1: nothing or null
2: a little or bad
3: enough or acceptable
4: satisfactory or good
5: totally or excellent

CONTENT OF THE PEDAGOGICAL PATH

CRITERIA	SCORE	COMMENTS
The pedagogical path allows reaching the proposed objectives.	1 2 3 4 5	
Proposed resources, context and activities are useful and motivating for reaching the objectives.	1 2 3 4 5	
Activities, contexts and contents are coherent with the proposed objectives.	1 2 3 4 5	
Information provided is enough for the development of the training path	1 2 3 4 5	

PEDAGOGICAL ORGANISATION / STRUCTURE

CRITERIA	SCORE	COMMENTS
The previous knowledge is suitable for the target Group?	1 2 3 4 5	
The proposed logic is in connection with the main pedagogical objectives?	1 2 3 4 5	
The duration of the courses is suitable for the end users and it is connected with proposed objectives?	1 2 3 4 5	

LEARNING ACTIVITIES AND CONTEXT

CRITERIA	SCORE	COMMENTS
Are the proposed activities motivating?	1 2 3 4 5	
Are the proposed activities coherent with the educational objectives?	1 2 3 4 5	
Is the proposed e-learning coherent / adaptable to our Project?	1 2 3 4 5	

PEDAGOGICAL MANAGEMENT

CRITERIA	SCORE	COMMENTS
Is the methodology adequate for the path objectives?	1 2 3 4 5	
Are the proposed guidelines useful for the trainer?	1 2 3 4 5	

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