O.6/A6 DEVELOPMENT OF FACE TO FACE TRAINING MODEL

VERSION 1

PROJECT N. 2015-1-IT01-KA202-004762
ECVET AND OER BASED ASSESSMENT AND TRAINING OF GUIDANCE PRACTITIONERS WORKING WITH NEETS

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INTRODUCTION AND METHODOLOGICAL APPROACH

The general goal of the ECVET.OER.NEET project is to improve the technical skills of the practitioners who work in public and private employment centres and trainers that deal in the field of guidance within the Youth Guarantee Programme (YG). Specifically, to improve their guidance practices and their competences to use an individualized approach with difficult users as the young NEET (Not in Education, Employment or Training) through the use of specific OER created thank to the project activities.

The specific aim of this intellectual output, henceforth designated IO.6, is to build a modular and flexible face to face Training Course for the improvem

ent of the operators' skills, on the basis of the training needs analysis carried out within the ECVET.OER.NEET project, whose results were highlighted in the *IO.3 - Report "Analysis of the training needs of the Guidance Practitioners working with Neets"*.

In the "training process" the analysis of the needs emerges as the "first activity" targeted at the acquisition of data and information useful and reliable to continue with the planning of the training experience (definition of the general and specific goals, identification of beneficiaries, organization of the contents, choice of didactic methods) and, following that, for the realization of the training course itself.

The concept of "training need", even if it does not have a univocal definition, at least among the most recent specialized literature, it is chiefly defined as the gap between the skills that the subject has and the necessary skills to carry out efficiently and effectively the activities within specific job processes.

The training need is connected both to the professional role the subject performs and to the totality of skills required to fulfil the tasks requested. The training need is then a descriptive element of the state of relationship between individual and organization and, as a consequence, indicator of a "system of needs" which every context manifests as a gap to fill when confronting changes in the reference market or specific needs of the service/product' users (for example our target group: NEETs).

The training need is configured, therefore, as a potential area for the activation of training: the knowledge of the training need allows the training designer to plan an effective and personalized intervention.

The research described in the IO.3 was therefore important to identify the gap of competences in order to plan the training project on the basis of the specific needs of the guidance practitioner working with NEETs and of the Active labor market policies of each partner country.

The research has surely highlighted the presence of basic skills of practitioners of all the engaged centres, their responsibility and participation.

It has emerged, nonetheless, the lack of integrated support actions (local actors-territorial network-companies) to improve the inclusion and reinclusion of young people in the society and in the labour market.

It has emerged the difficulty to use ICT technologies and social media; the use of a terminology understood by young people, to plan tools and a set of forms adequate to the specific users characteristics.

The face to face training course was also built on the basis of the learning contents of each Unit of Learning Outcomes identify for the Profile of the Guidance practitioner working with NEETs, which guarantee the proper performance of the duties of each activity area.

In this sense, it was very important the contribution of the IO.4 - *Competence Profile of the Guidance Practitioner who work with NEET*, to the elaboration of the training course. The IO.4 describe the professional profile of the guidance operators working with NEETs, with the description of the key activities and the levels of knowledge, skills and personal characteristics necessary for carrying out activities.

Each <u>key activity</u> identified for the profile through the job analysis, corresponds to a <u>learning outcome</u> with the allocation of specific ECVET points in order to allow its recognition and transfer to other existing titles and their comparison with similar profiles of other countries.

The key activities were grouped in <u>areas of activities</u>, which correspond to <u>Units of Learning Outcome</u> with relative ECVET points.

The learning contents linked to the identified key Activities / Learning Outcomes were in turn structured in different Learning Modules, each developed by describing the learning outcomes in terms of knowledge, specific skills and transversal skills.

Each Learning Unit will be a coherent part of the training course, but they will have their autonomy, and all of them will have the same format, as suggested by the European Parliament and Council (18.06.2009 - 2009/C 155/02).

The Learning Units/Modules are:

- Readable and understandable with reference to knowledge, specific and transversal skills
- Organized according to the individuated professional profile
- Described with reference to discipline, pluridiscipline and interdiscipline contents
- Described with reference to a wide range of activities that we have to submit to the student (Tests, exercises, etc)
- Classified according to a score that has to consider the duration needed to reach the training goals of each unit
- Created to give us the possibility to evaluate and validate the learning results of each unit

For each Unit of Learning Outcome/Module it is described:

- the general Unit/Module's title

- the general qualification's title

- the EQF and the NQF Levels of the qualification, with the associated ECVET points

- the description of learning outcomes in terms of knowledge, specific skills and transversal skills

- the ECVET points allocated to learning outcomes and linked to the unit/module

- the evaluation criteria and procedures

Two different versions of the Training Course will be realized:

- V1 <u>The first version</u>, presented in this report, was elaborated following the project guidelines and it was planned according to the Results of the IO.3 Report Analysis of the training needs of the Guidance Practitioners working with NEETs, the IO.4 Competence Profile of the Guidance Practitioners who work with NEET and of the IO.5 Validation Device of Competence of the Guidance Practitioners.

The IO.3 defines and identifies the <u>training needs</u> of the practitioner to improve its guidance activities with the young NEETs. The IO.4 identifies the "<u>Units of Learning Outcome</u>" taken into account to plan the training course, because they describe the skills that the Guidance Practitioner of each partner country must have to carry out the activities required for its professional role.

The first version of the training course will be tested directly from the Guidance Practitioners working with NEET, who will be involved in all partner countries by signing the Learning Agreement.

Very important was the choice of the criteria and procedure for the evaluation of the guidance practitioner' skills, acquired through participation in the training course.

The evaluation process is based on the allocation' system of the ECVET point to each Learning Outcome, according to the ECVET European System and as proposed by the ECVET.OER.NEET partnership in the IO.5 Validation Device of Competence of the Guidance Practitioners.

At the end of the training course, the evaluation will done through the following tools:

- traditional evaluation tools as tests, questionnaires, practical tests, etc…

- the PFI (Performance Focused Interview) Testing, identified as tool for **collecting evidence** and for the European validation of the **Learning Outcomes** and then of the innovative **competences** of the guidance practitioner working with NEETs during the proposed training course.

- V2 <u>The Second Version</u> of the training course, will be realized after the testing activities. The Testing phase will give us the possibility to do some revisions thanks to participants' feedback, collected through evaluation and monitoring questionnaires (at the beginning and at the end of activities).

The Second Version will be definitive, so it will be disseminated during the Dissemination e Exploitation project phase.

At the end of training course, participants will receive a **Certificate** concerning their skills, elaborated according to Europass and ECVET System and it will describe the training units completed by the operator/participant.

SECTION I
The Professional Profile of the guidance practitioner working with NEET

The Guidance Practioner guide the young NEET (Not in Employment and not in Educational Training) in the definition of its training and professional project/plan.

He provides support, tips and advice to young NEET helping them to identify the most consistent choices with their aspirations, attitudes, skills and motivations, through activities of: welcoming, informative advice, interviews, skills assessments, definition of personal-professional project/plan, support in the job research.

All these activities carried out by the guidance practitioner of the young NEET, represent, in the Youth Guarantee Program 2014-2020, the Actions financed by the ESF addressed only to the young NEETs, with the aim of facilitating the entry into the labor market of this particular target of youth unemployed.

The operators/practitioners (beneficiaries of the ECVET.OER.NEET project) are in fact all those who are called to work in this European Program, as **employees of public employment centers or training and guidance private agencies**.

Concerning the Guidance Practitioner Profile, there aren't specific rules that regulate the profession/job. There aren't professional registers or specific qualification to access to the career.

Similar job title are the following: trainer, business psychologist, administrative operator of employment center.

The **EQF levels** for the Guidance Practitioner working with NEETs taken into account in the project are the following: **V**, **VI**, **VII** levels.

The *work process* (and the key activities) has been widely described in the IO.4 according to a vertical flow chart that describes the progression and the connections between the various labor actions that characterize the work of the guidance of professional working with NEET's. The key activities have been grouped into three work phases: 1. Preliminary Phase: welcome and analysis of the demand; 2. Phase of analysis: exploration and reconstruction of life experiences; 3. Final phase: definition of the training/professional project and / or of the action plan and / or sharing and negotiation of the summary/final report (See IO.4 pages 108 – 130).

In addition for each key activity / learning outcome Relationship Map are created, where each partner connects to each of the three phases - Preliminary Phase; Phase of analysis and final phase - the Key activities and the Knowledge, Specific skills and Transversal skills required to perform the key activities (See IO.4 pages 95 – 107).

Finally the key activities/learning outcomes have been grouped in areas of activities/Unit of Learning Outcomes as described in the following section.

1.1 Key activities (KA), Unit of Learning Outcome (ULO) and Learning Outcome (LO) of the guidance practitioner working with NEET

Starting point for the design of the training course is represented by the schematic professional profile of the guidance operator/practitioner working with NEET, which contains the key activities and the levels of knowledge, transversal and specific skills required to perform the activities, as well as the ECVET points assigned to each activity, as described in the IO.4.

In the following table there is the description of the 7 activity' areas/Units of Learning Outcome, the learning outcomes of each key activity described in terms of knowledge, specific skills and transversal skills, the ECVET points associated to each Unit.

ECVET analysis matrix
Erasmus + Project Name: ECVET AND OER BASED ASSESSEMENT AND TRAINING OF GUIDANCE PRACTITIONERS WORKING WITH NEETS
Title: operator/practitioner who works with NEET's
EQF Level: 6-7
ECVET Global points: 60

UNIT 1	CATEGORICAL ANALYSIS	Key Activities points	WpKA	Equivalent ECVET POINTS	KNOWLEDGES (associated) – WpKR points	SPECIFIC SKILLS (associated) – WpSSR points	TRANSVERSAL SKILLS (associated) – WpTSR points
		Key - activities heavily considered			*Not found*		
NEET Support Method Module	*Key-activities moderately considered*	**WpKA2** - Assessment (profiling) of the NEET's strengths / weaknesses	13,95	2	• Knowledge about Assessment of psychological and social profiles - 61,02 • Knowledge of hard and soft skills assessment tools - 56,53 • Knowledge of vocational structure and vocational classifications - 38,48	• Problem recognition and solving skills - 56,36 • Assessment of psychological and social profiles - 53,80 • ICT skills - 36,87	• Stress resistance or Emotional Resilience - 55,44 • Pay attention to the significance of non-verbal communication and respond appropriately - 53,52 • Active listening - 48,90 • Innovativeness / creativity - 46,60 • Guidance-oriented - 46,30 • Ability to work independently - 34,39
		WpKA24 - Counsel individuals to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations	13,76	2	• Knowledge about Assessment of psychological and social profiles - 61,02 • Knowledge of social case management problems - 58,21 • Knowledge of hard and soft skills assessment tools - 56,53 • Knowledge of youth development theories - 53,39 • Knowledge of foreign languages - 52,79 • Knowledge of other cultures - 47,30 • Knowledge about factors affecting individual wellbeing and distress - 43,36	• Problem recognition and solving skills - 56,36 • Assessment and matching skills - 51,92 • Communication and interviewing/ counselling skills - 51,02 • Ability to engage and build relationships with family members or other significant persons - 41,91	Ability to motivate and inspire clientes - 57,46 Stress resistance or Emotional Resilience - 55,44 Trust building ability/ reliability - 51,59 Active listening - 48,90 Client orientation - 47,70 Patience, understanding and the ability to listen non-judgmentally - 46,88 Guidance-oriented - 46,30 Empathy - 45,77 Adaptability - 34,77 Flexibility - 32,79
		WpKA3 - Preparation of an individual action plan	13,62	2	• Knowledge of current labour market situation and trends - 51,78 • Knowledge of service-specific tools/ activation practice - 45,64	• Ability to engage and build relationships with family members or other significant persons - 41,91	• Pay attention to the significance of non-verbal communication and respond appropriately - 53,52 • Active listening - 48,90
		WpKA10 - Maintaining direct, in-person contact with registered NEET's	9,99	2	• Knowledge about contextual and systemic factors that affect human functioning, including social, biological and family factors - 53,79 • Knowledge of foreign languages - 52,79 • Knowledge of other cultures - 47,30	• Communication and interviewing/ counselling skills - 51,02 • Able to provide clients with accessible explanations about their approach and techniques - 37,42 • ICT skills - 36,87	Stress resistance or Emotional Resilience - 55,44 Pay attention to the significance of non-verbal communication and respond appropriately - 53,52 Active listening - 48,90 Guidance-oriented - 46,30 Interrelationships skills - 39,15
		WpKA4 - Providing information on available job offers	9,72	2	• Knowledge of foreign languages - 52,79 • Knowledge of current labour market situation and trends - 51,78 • Knowledge of employers selection process - 48,26 • Knowledge of labour law - 46,95	• Information finding and analysis skills - 44,81 • Ability to identify a range of community resources (people, places, things, etc) that can assist youth - 41,86 • ICT skills - 36,87	• Stress resistance or Emotional Resilience - 55,44 • Client orientation - 47,70 • Innovativeness / creativity - 46,60 • Guidance-oriented - 46,30
		WpKA23 - Explain human resources policies, procedures, laws, standards, or regulations	9,60	2	• Knowledge of social case management problems - 58,21 • Knowledge of youth development theories - 53,39 • Knowledge of foreign languages - 52,79 • Knowledge about economy (local, regional and national) - 39,92	• Communication and interviewing/ counselling skills - 51,02 • Information finding and analysis skills - 44,81 • ICT skills - 36,87 • Skills relating to employer services - 34,24 • Administrative skills - 30,26	• Innovativeness / creativity - 46,60 • Guidance-oriented - 46,30 • Ability to work independently - 34,39
		Key - activities less considered			*Not found*		

ECVET analysis matrix

Erasmus + Project Name: ECVET AND OER BASED ASSESSEMENT AND TRAINING OF GUIDANCE PRACTITIONERS WORKING WITH NEETS

Title: operator/practitioner who works with NEET's

EQF Level: 6-7

ECVET Global points: 60

UNIT 2	CATEGORICAL ANALYSIS	Key Activities points	WpKA	Equivalent ECVET POINTS	KNOWLEDGES (associated) – WpKR points	SPECIFIC SKILLS (associated) – WpSSR points	TRANSVERSAL SKILLS (associated) – WpTSR points
	Key - activities heavily considered					Not found	
NEET Assistence Actions on face to face	Key-activities moderately considered	*WpKA14* - Group sessions with NEET's	10,70	2	• Knowledge about Assessment of psychological and social profiles - 61,02 • Knowledge about contextual and systemic factors that affect human functioning, including social, biological and family factors - 53,79 • Knowledge of youth development theories - 53,39 • Knowledge about factors affecting individual wellbeing and distress - 43,36	• Communication and interviewing/ counselling skills - 51,02 • Group facilitation skills - 43,90	Ability to motivate and inspire clientes - 57,46 Pay attention to the significance of non-verbal communication and respond appropriately - 53,52 Trust building ability/ reliability - 51,59 Active listening - 48,90 Client orientation - 47,70 Innovativeness / creativity - 46,60 Guidance-oriented - 46,30 Empathy - 45,77 Teamwork/cooperation - 43,78 Interrelationships skills - 39,15 Adaptability - 34,77 Flexibility - 32,79
		WpKA5 - Job search assistance	10,42	2	• Knowledge of current labour market situation and trends - 51,78 • Knowledge of employers selection process - 48,26 • Knowledge of labour law - 46,95 • Knowledge about economy (local, regional and national) - 39,92	• Problem recognition and solving skills - 56,36 • Assessment and matching skills - 51,92 • Communication and interviewing/ counselling skills - 51,02	• Stress resistance or Emotional Resilience - 55,44 • Pay attention to the significance of non-verbal communication and respond appropriately - 53,52 • Able to contract and set boundaries appropriately - 52,83 • Trust building ability/ reliability - 51,59 • Client orientation - 47,70 • Patience, understanding and the ability to listen non-judgmentally - 46,88 • Guidance-oriented - 46,30

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ECVET analysis matrix
Erasmus + Project Name: ECVET AND OER BASED ASSESSEMENT AND TRAINING OF GUIDANCE PRACTITIONERS WORKING WITH NEETS
Title: operator/practitioner who works with NEET's
EQF Level: 6-7
ECVET Global points: 60

UNIT 3	CATEGORICAL ANALYSIS	Key Activities points	WpKA	Equivalent ECVET POINTS	KNOWLEDGES (associated) – WpKR points	SPECIFIC SKILLS (associated) – WpSSR points	TRANSVERSAL SKILLS (associated) – WpTSR points
		Key - activities heavily considered		*Not found*			
Professiotional NEET Assistence and updating information Module	Key-activities moderately considered	WpKA28 - Dealing with multicultural needs	10,24	2	• Knowledge of social case management problems - 58,21 • Knowledge of other cultures - 47,30	• Communication and interviewing/ counselling skills - 51,02	• Guidance-oriented - 46,30 • Teamwork/cooperation - 43,78 • Interrelationships skills - 39,15
		WpKA30 - Participating in training and information sharing activities of guidance with NEET's	9,97	2	• Knowledge of foreign languages - 52,79	• Ability to engage and build relationships with family members or other significant persons - 41,91 • Ability to engage youth in community service and leadership activities - 41,17 • Planning and organising skills - 40,58 • Resolve ethical dilemmas in a manner consistent with professional standards - 34,71	• Teamwork/cooperation - 43,78
	Key - activities less considered	WpKA20 - Use of specialized IT and other tools for assessment	9,01	2	• Knowledge of hard and soft skills assessment tools - 56,53 • Knowledge of performance measurement/ controlling - 47,94 • Knowledge of service-specific tools/ activation practice - 45,64	• Assessment of psychological and social profiles - 53,80 • Assessment and matching skills - 51,92 • Administrative skills - 30,26	• Innovativeness / creativity - 46,60 • Ability to work independently - 34,39 • Adaptability - 34,77 • Flexibility - 32,79
		WpKA7- Providing information about active labour market policies	8,92	2	• Knowledge of current labour market situation and trends - 51,78 • Knowledge of employers selection process - 48,26	• Communication and interviewing/ counselling skills - 51,02 • Information finding and analysis skills - 44,81 • Ability to identify a range of community resources (people, places, things, etc) that can assist youth - 41,86	• Ability to motivate and inspire clients - 57,46 • Stress resistance or Emotional Resilience - 55,44 • Able to contract and set boundaries appropriately - 52,83
						• Able to provide clients with accessible explanations about their approach and techniques - 37,42	• Trust building ability/ reliability - 51,59 • Innovativeness / creativity - 46,60 • Guidance-oriented - 46,30 • Adaptability - 34,77 • Flexibility - 32,79
		WpKA27 - Participate social and institutional networks	8,91	2	• Knowledge of service-specific tools/ activation practice - 45,64 • Knowledge about economy (local, regional and national) - 39,92	• Communication and interviewing/ counselling skills - 51,02 • Ability to engage and build relationships with family members or other significant persons - 41,91 • Ability to identify a range of community resources (people, places, things, etc) that can assist youth - 41,86 • Ability to engage youth in community service and leadership activities - 41,17 • Able to provide clients with accessible explanations about their approach and techniques - 37,42	• Teamwork/cooperation - 43,78 • Interrelationships skills - 39,15
		WpKA16 - Maintaining contact with registered NEET's through telephone / e-mail	8,91	2	• Knowledge about contextual and systemic factors that affect human functioning, including social, biological and family factors - 53,79 • Knowledge of foreign languages - 52,79 • Knowledge of other cultures - 47,30 • Knowledge about factors affecting individual wellbeing and distress - 43,36 •	• Communication and interviewing/ counselling skills - 51,02 • ICT skills - 36,87	• Client orientation - 47,70 • Interrelationships skills - 39,15
		WpKA6 - Building materials and tools of survey	8,64	2	• Knowledge about Assessment of psychological and social profiles - 61,02 • Knowledge of youth development theories - 53,39	• ICT skills - 36,87	• Innovativeness / creativity - 46,60 • Ability to work independently - 34,39

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ECVET analysis matrix
Erasmus + Project Name: ECVET AND OER BASED ASSESSEMENT AND TRAINING OF GUIDANCE PRACTITIONERS WORKING WITH NEETS
Title: operator/practitioner who works with NEET's
EQF Level: 6-7
ECVET Global points: 60

UNIT 4	CATEGORICAL ANALYSIS	Key Activities points	WpKA	Equivalent ECVET POINTS	KNOWLEDGES (associated) – WpKR points	SPECIFIC SKILLS (associated) – WpSSR points	TRANSVERSAL SKILLS (associated) – WpTSR points
NEET Deepening Assistance Module	Key-activities moderately considered	*Key - activities heavily considered*				*Not found*	
		WpKA25- Managing conflict	12,27	2	• Knowledge about Assessment of psychological and social profiles - 61,02 • Knowledge of social case management problems - 58,21 • Knowledge about contextual and systemic factors that affect human functioning, including social, biological and family factors - 53,79	• Problem recognition and solving skills - 56,36 • Recognise and manage conflict in the client counsellor relationship - 55,61 • Negotiation skills - 52,24 • Communication and interviewing/ counselling skills - 51,02	• Able to contract and set boundaries appropriately - 52,83 • Trust building ability/ reliability - 51,59 • Empathy - 45,77 • Adaptability - 34,77 • Flexibility - 32,79
		WpKA13- Guidance on career planning/ development	11,70	2	• Knowledge about contextual and systemic factors that affect human functioning, including social, biological and family factors - 53,79 • Knowledge of youth development theories - 53,39 • Knowledge of foreign languages - 52,79 • Awareness of self-knowledge about youth development worker, including professional ethics and boundaries, confidentiality, and professional development needs and opportunities - 50,62 • Knowledge of other cultures - 47,30	• Problem recognition and solving skills - 56,36 • Assessment and matching skills - 51,92 • Communication and interviewing/ counselling skills - 51,02 • Information finding and analysis skills - 44,81 • Ability to identify a range of community resources (people, places, things, etc) that can assist youth - 41,86 • Able to provide clients with accessible explanations about their approach and techniques - 37,42	• Ability to motivate and inspire clientes - 57,46 • Stress resistance or Emotional Resilience - 55,44 • Pay attention to the significance of non-verbal communication and respond appropriately - 53,52 • Able to contract and set boundaries appropriately - 52,83 • Trust building ability/ reliability - 51,59 • Active listening - 48,90 • Client orientation - 47,70 • Guidance-oriented - 46,30 • Empathy - 45,77 • Adaptability - 34,77 • Flexibility - 32,79
		WpKA9- Monitoring of implementation of Individual Action Plan	11,08	2	• Knowledge of current labour market situation and trends - 51,78 • Knowledge of employers selection process - 48,26 • Knowledge of performance measurement/ controlling - 47,94	• Negotiation skills - 52,24 • Planning and organising skills - 40,58 • ICT skills - 36,87 • Administrative skills - 30,26	• Ability to motivate and inspire clientes - 57,46 • Stress resistance or Emotional Resilience - 55,44 • Trust building ability/ reliability - 51,59 • Client orientation - 47,70 • Patience, understanding and the ability to listen non-judgmentally - 46,88 • Teamwork/cooperation - 43,78 • Flexibility - 32,79 • Adaptability - 34,77
		WpKA26 - Interact and collaborate with the local network of employment and training services	11,03	2	• Knowledge of service-specific tools/ activation practice - 45,64 • Knowledge about economy (local, regional and national) - 39,92	• Communication and interviewing/ counselling skills - 51,02 • Ability to engage and build relationships with family members or other significant persons - 41,91 • Ability to identify a range of community resources (people, places, things, etc) that can assist youth - 41,86 • Ability to engage youth in community service and leadership activities - 41,17 • Able to provide clients with accessible explanations about their approach and techniques - 37,42	• Teamwork/cooperation - 43,78 • Interrelationships skills - 39,15 • Adaptability - 34,77
		Key - activities less considered				*Not found*	

Additional information	Sun of the heavily WpKAs =	0				
	Sun of the moderately WpKAs =	46,27	8	ECVET NUMBER CORRESPONDENT (Total ECVET points X Relative Weight - value rounded to units)		
	Sun of the less WpKAs =	0				
				RELATIVE WEIGHT OF THE CLUSTER ON THE OVERALL WEIGHT OF LEARNING OUTCOMES	13,3%	

ECVET analysis matrix
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EQF Level: 6-7
ECVET Global points: 60

UNIT 5	CATEGORICAL ANALYSIS	Key Activities points	WpKA	Equivalent ECVET POINTS	KNOWLEDGES (associated) – WpKR points	SPECIFIC SKILLS (associated) – WpSSR points	TRANSVERSAL SKILLS (associated) – WpTSR points
Macting and providing NEET Assistance		Key - activities heavily considered			Not found		
		Key-activities moderately considered			Not found		
	Key - activities less considered	WpKA18 - Providing and up-keeping on-site and on-line information on available job openings	8,15	2	• Knowledge of social case management problems - 58,21 • Knowledge of service-specific tools/ activation practice - 45,64 • Knowledge of other cultures - 47,30	• Information finding and analysis skills - 44,81 • ICT skills - 36,87 • Administrative skills - 30,26	• Guidance-oriented - 46,30 • Interrelationships skills - 39,15
		WpKA29 - Providing guidance in another language (e.g. english)	8,09	2	• Knowledge of foreign languages - 52,79 • Knowledge of other cultures - 47,30	• Communication and interviewing/ counselling skills - 51,02	• Teamwork/cooperation - 43,78 • Interrelationships skills - 39,15
		WpKA11 - Filling of vacancies - selection of candidates	7,94	2	• Knowledge of foreign languages - 52,79 • Knowledge of employers selection process - 48,26 • Knowledge of other cultures - 47,30	• Communication and interviewing/ counselling skills - 51,02 • ICT skills - 36,87 • Administrative skills - 30,26	• Ability to motivate and inspire clients- 57,46 • Client orientation - 47,70 • Guidance-oriented - 46,30 • Interrelationships skills - 39,15
		WpKA12 - Informing employers about Active labour market policies / support	7,94	2	• Knowledge of foreign languages - 52,79 • Knowledge of employers selection process - 48,26 • Knowledge of other cultures - 47,30	• Information finding and analysis skills - 44,81 • Skills relating to employer services - 34,24	• Ability to motivate and inspire clients - 57,46 • Client orientation - 47,70 • Interrelationships skills - 39,15 • Flexibility - 32,79
Additional Information		Sun of the heavily WpKAs =	0		ECVET NUMBER CORRESPONDENT (Total ECVET points X Relative Weight - value rounded to units)		
		Sun of the moderately WpKAs =	32,12	8			
		Sun of the less WpKAs =	0				
					RELATIVE WEIGHT OF THE CLUSTER ON THE OVERALL WEIGHT OF LEARNING OUTCOMES		13,4%

ECVET analysis matrix
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EQF Level: 6-7
ECVET Global points: 60

UNIT 6	CATEGORICAL ANALYSIS	Key Activities points	WpKA	Equivalent ECVET POINTS	KNOWLEDGES (associated) – WpKR points	SPECIFIC SKILLS (associated) – WpSSR points	TRANSVERSAL SKILLS (associated) – WpTSR points
Referring the NEET for others services/providers Module		Key - activities heavily considered			Not found		
		Key-activities moderately considered			Not found		
	Key - activities less considered	WpKA15 - Networking with other stakeholders and providers	8,99	2	• Knowledge of current labour market situation and trends - 51,78 • Knowledge about economy (local, regional and national) - 39,92	• Group facilitation skills - 43,90 • Ability to identify a range of community resources (people, places, things, etc) that can assist youth - 41,86	• Teamwork/cooperation - 43,78 • Interrelationships skills - 39,15 • Adaptability - 34,77
		WpKA17 - Providing telephone / on-line job information and assistance	8,20	2	• Knowledge of foreign languages - 52,79 • Knowledge of labour law - 46,95 • Knowledge of service-specific tools/ activation practice - 45,64	• Communication and interviewing/ counselling skills - 51,02	• Active listening - 48,90 • Client orientation - 47,70 • Guidance-oriented - 46,30 • Adaptability - 34,77
		WpKA21 - Monitoring in case of referral to another provider/ training	7,89	2	• Knowledge of performance measurement/ controlling - 47,94	• Assessment of psychological and social profiles - 53,80 • Ability to identify a range of community resources (people, places, things, etc) that can assist youth - 41,86	• Able to contract and set boundaries appropriately - 52,83 • Teamwork/cooperation - 43,78 • Interrelationships skills - 39,15
Additional Information		Sun of the heavily WpKAs =	0		ECVET NUMBER CORRESPONDENT (Total ECVET points X Relative Weight - value rounded to units)		
		Sun of the moderately WpKAs =	25,08	6			
		Sun of the less WpKAs =	0				
					RELATIVE WEIGHT OF THE CLUSTER ON THE OVERALL WEIGHT OF LEARNING OUTCOMES		10,0%

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ECVET analysis matrix
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Title: operator/practitioner who works with NEET's
EQF Level: 6-7
ECVET Global points: 60

UNIT 7	CATEGORICAL ANALYSIS	Key Activities points	WpKA	Equivalent ECVET POINTS	KNOWLEDGES (associated) – WpKR points	SPECIFIC SKILLS (associated) – WpSSR points	TRANSVERSAL SKILLS (associated) – WpTSR points
Formal administrative process of registering Module		*Key - activities heavily considered*	Not found				
		Key-activities moderately considered	Not found				
	Key - activities less considered	**WpKA19** - Registering unemployed (formal registration process)	4,15	2	• Knowledge of foreign languages - 52,79 • Knowledge of service-specific tools/ activation practice - 45,64	• Information finding and analysis skills - 44,81 • ICT skills - 36,87 • Administrative skills - 30,26	• Client orientation - 47,70 • Guidance-oriented - 46,30 • Ability to work independently - 34,39
Additional Information	Sun of the heavily WpKAs =		0				
	Sun of the moderately WpKAs =		4,15	2	ECVET NUMBER CORRESPONDENT (Total ECVET points X Relative Weight - value rounded to units)		
	Sun of the less WpKAs =		0				
					RELATIVE WEIGHT OF THE CLUSTER ON THE OVERALL WEIGHT OF LEARNING OUTCOMES		3,3%

1.2 Unit of Learning Outcome (ULO) identified for the design of the training course/program

The following table describes the summary of the Units of LO and their ECVET Points, the Learning Outcomes/key activities identified for the profile of the guidance practitioner working with NEETs, coming up from IO.4

UNITS OF LEARNING OUTCOMES / LEARNING OUTCOMES	ECVET POINTS / ECVET SUB-POINT
Unit of Learning Outcome 1 - NEET Support Method **Learning Outcome**	8
WPKA 2 Assessment (profiling) of the NEET's strengths / weaknesses	2
WPKA 24 Counsel individuals to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations	2
WPKA 3 Preparation of an individual action plan **WPKA 1** Individual initial interviewing	2 2
Unit of Learning Outcome 2: NEET Assistance Actions face to face **Learning Outcome**	10
WPKA 14 Group sessions with NEET's	2
WPKA 5 Job search assistance	2
WPKA 10 Maintaining direct, in-person contact with registered NEET's	2
WPKA 4 Providing information on available job offers	2
WPKA 23 Explain human resources policies, procedures, laws, standards, or regulations	2

Unit of Learning Outcome 3: Professional NEET assistance and updating infomation	18
Learning Outcome	
WPKA 28 Dealing with multicultural needs	2
WPKA 30 Participating in training and information sharing activities of guidance with NEET's	2
WPKA 20 Use of specialized IT and other tools for assessment	2
WPKA 7 Providing information about active labour market policies	2
WPKA 27 Participate social and institutional networks	2
WPKA 16 Maintaining contact with registered NEET's through telephone / e-mail	2
WPKA 6 Building materials and tools of survey	2
WPKA 8 Referral to appropriate active labour market policies provider (e.g. specialist assessment, training, etc.)	2
WPKA 22 Providing and up-keeping on site and on-line information on available trainings/ Active labour market policies	2
Unit of Learning Outcome 4: NEET Deepening Assistance	8
Learning Outcome	
WPKA 25 Managing conflict	2
WPKA 13 Guidance on career planning/ development	2
WPKA 9 Monitoring of implementation of Individual Action Plan	2
WPKA 26 Interact and collaborate with the local network of employment and training services	2
Unit of Learning Outcome 5: Matching and providing NEET Assistance	8
Learning Outcome	
WPKA 18 Providing and up-keeping on-site and on-line information on available job openings	2
WPKA 29 Providing guidance in another language (e.g. english)	2
WPKA 11 Filling of vacancies - selection of candidates	2
WPKA 12 Informing employers about Active labour market policies / support	2

Unit of Learning Outcome 6: Referring the NEET to other services/providers	6
Learning Outcome	
WPKA 15 Networking with other stakeholders and providers	2
WPKA 17 Providing telephone / on-line job information and assistance	2
WPKA 21 Monitoring in case of referral to another provider/ training	2
Unit of Learning Outcome 7: Formal administrative process of registering	2
Learning Outcome	
WPKA 19 Registering unemployed (formal registration process)	2

The key activities/learning outcomes identified for the training course have been selected on the basis of the Units of Learning Outcome identified in the IO.4 and on the basis of the training needs described in the IO.3.

The key activities chosen for the training design have been selected among the activities identified as **critical** ("**at risk**") and **problematic**, which need to be strengthened in terms of development and acquisition of new and specific professional skills, as described in the **Reports** of the previous project phases: Phase A.3 – Research and Analysis of the training needs and Phase A.4 – Definition of the competence profile of the guidance practitioner working with NEETs, through the Job Analysis.

The Report on the training needs has indeed highlighted the need expressed by the Guidance Operators to develop adequate and specific *skills* to perform their role as counselor of the young NEET, in particular:

- ✓ Ability to read and understand the social complexity of the users;
- ✓ Ability to understand the request for individual, group and/or social guidance;
- ✓ Communicative/empathic and proactive skills;
- ✓ Ability to design tools used for the guidance counselling and the elaboration of individualised professionalization plans;
- ✓ Ability to design professional projects;
- ✓ Ability related to flexibility and motivation towards the users;

✓ Sociological and psychological knowledge;

✓ Linguistic and technological skills.

The training should be aimed at these specific goals:

- Guidance psychology,

- Operational and procedural techniques,

- Welcoming techniques,

- Communication techniques,

- Acquaintance with and interpretation of the different communicative registers and behaviours used by the NEETs (verbal, non verbal, digital and social media jargon),

- Ability to read and define the individual need and the request for guidance, Knowledge and sociology of guidance practices.

The training course will allow to respond to the following needs in terms of skills:

✓ read and understand the guidance needs expressed by the demand (especially the young NEET) more and more difficult to understand, for different factors related to psychological, personal, social and cultural filed;

✓ use an innovative and digital communicative language, based on the use of tools and web and social networks' terminology, close to the way of communication and expression used mainly by young people;

✓ organize information and tools that respond to the different needs and guidance requests expressed by the young NEET.

These training needs correspond to professional **skills** that we can define **common** and necessary for the performance of all the main functions and / or of the 7 Areas of activity identified for the Profile of the guidance practitioner working with NEETs:

1. NEET Support Method

2. NEET Assistance Actions face to face

3. Professional NEET assistance and updating information

4. NEET Deepening Assistance

5. Matching and providing NEET Assistance

6. Referring the NEET to other services/providers

7. Formal administrative process of registering

For our training course, we will take as "reference" to describe the professional tasks of the figure / profile subject of training, only some of the "**key**" activities of the areas of activities, most representative of the training needs of operators.

Below, we describe the key activities / learning outcomes described in terms of knowledge, soft skills and specific skills, that meet the training needs identified during the analysis and research activity and identified in the examined areas of activities / Unit of learning outcome:

Area of activity/Unit of Learning Outcome 1 – NEET Support Method

Key activities/Learning Outcome	WPKA 24 - Counsel individuals to help them understand and overcome personal, social, or behavioral problems affecting their educational or Vocational situations		Punti ECVET: 2
	KNOWLEDGES	**TRANSVERSAL SKILLS**	**SPECIFIC SKILLS**
	- Knowledge about Assessment of psychological and social profiles - Knowledge of social case management problems - Knowledge of hard and soft skills assessment tools - Knowledge of youth development theories - Knowledge of foreign languages - Knowledge of other cultures	- Ability to motivate and inspire clients - Stress resistance or Emotional Resilience - Trust building ability/ reliability - Active listening - Client orientation - Patience, understanding and the ability to listen non-judgmentally - Guidance-oriented - Empathy - Adaptability - Flexibility	- Problem recognition and solving skills - Assessment and matching skills - Communication and interviewing/counselling skills - Ability to engage and build relationships with family members or other significant persons

	- Knowledge about factors affecting individual wellbeing and distress		

Area of activity /Unit of Learning Outcome 3 – Professional NEET assistance and updating information

Key activities/Learning Outcome	WPKA 7 - Providing information about active labour market policies		Punti ECVET: 2
	KNOWLEDGES	**TRANSVERSAL SKILLS**	**SPECIFIC SKILLS**
	- Knowledge of current labour market situation and trends; - Knowledge of employers selection process	- Ability to motivate and inspire Clients; - Stress resistance or Emotional Resilience; - Able to contract and set boundaries appropriately; - Trust building ability/ reliability; - Innovativeness / creativity; - Guidance-oriented; - Adaptability; - Flexibility	- Communication and interviewing/ counselling Skills; - Information finding and analysis skills - Ability to identify a range of community resources (people, places, things, etc) that can assist youth; - Able to provide clients with accessible explanations about their approach and techniques

The **Units of Competence** identified for the training design are therefore described in terms of Unit of learning outcomes (**ULO**), which correspond in the teaching plan of the proposed training course to Modules and Training Units.

1.3 Assessment Procedures and Criteria of the Learning Outcome (LO)

General goal of evaluation activity is to verify the realization' level of training objectives. At the end of training activities each participant must be able to demonstrate the skills acquired by reference to the expected learning outcomes (LO).

The following aspects will be evaluated:
- Cognitive;
- Technical and operational;
- Relational

These aspects, in an integrated manner, combine to form the overall personality of the participants.
- Under the cognitive profile, you will have to check the ability to process the theoretical contents of the training course in the classroom in an overall view.
- Under the technical and operational aspect, you should test if the participant is able to realize the cognitive aspect activating procedural skills.
- Under the relational aspect, you will need to check whether the participant is capable of preserving roles and functions according to predetermined organization models

The criteria that will be adopted in evaluation' phases of the training course, will be based:
- on exhaustive knowledge of topics covered in the various training modules (70% of correct answers on asked questions)
- the proper development of the technical and operational activities (level of acceptance of performance equal to 70% of the correct formulations)

The evaluation criteria will be measured through the following **tools**:
- _Written tests_ in order to verify the personal and group growth of participants, during and at the end of the training course;
- _Materials / products_ on specific topics concerning the specific role of the participant;
- _Simulated Performance_, designed to verify the personal and group growth of participants towards the appropriation of the role
- _Perfomance Focused Interview_, to evaluate performance at work, an interview between an evaluator and a candidate (assessed person), in which the candidate describes to his / her work

tasks their professional performance to the established requirements by the norms, as widely described in the IO.5 of ECEVET.OER.NEET. project.

The test results will be evaluated in order to draw up a final judgment on each participant and then define the final degree of skills' acquisition.

There will be an evaluation:

- *ex ante*: descriptive, it will tend to detect knowledge, skills and attitudes inbound to identify potential and needs, in order to guide the teaching action;
- *in progress*:

  training, will tend to track the quality / effectiveness of the training course, in order to adjust / calibrate the didactic choices and set up where necessary corrective actions;
- *final*, it will tend to comprehensively evaluate the participant about the skills acquired through the training course.

The surveys will be carried out by:

- o remarks
- o objective evaluations
- o Analysis of training documentation
- o specific tests.

The assessment procedures that will be activated, will identify not only the knowledge, skills and attitudes attained by each participant but also the validity of the proposed training course.

Type of evidence, tools and methods

During the training activities a careful evaluation of the results will take place (ex ante, in progress and final), to measure the achievement of expected learning outcomes, aimed at:

- ➢ Verify the effectiveness of the course;
- ➢ Assessing individual learning;

- ➢ Identify any changes and corrective actions;
- ➢ Evaluate participants for the final certification.

To evaluate the results of the training course, an analysis related to learning / change will be carried out (knowledge and skills learned by the participants).

In particular it will be taken into consideration:

1. the initial status of participants;
2. the status of the participants at the end of the training course.

The assessment of the results of the learning process will take place at the end of each Module with verification of learning through:

- Administration of questionnaires/tests for the verification of knowledge;
- Evaluation of the results for each participant and for the groups of partecipants;
- Evaluation of output/products relating to the tasks of the professional role of reference;
- Performance assessments through guided simulations;
- Any recovery strategies for the group relating to sections of the program in which you are registered inadequate ratings for more than 40% of participants.

The type of skills evaluation may be varied and will be adopted by the teacher in accordance with the training offered: multiple choice questions, interviews and survey forms of acquired skills.

The evaluation process will enable participants to acquire the following certifications:

- ***Certificate of attendance*** (presence of at least 70% of the course), granted by the organization responsible for the training course in each partner country. The certificate will be structured according the Europass and the ECVET system. It will certify the skills acquired on the basis of the learning Modules successfully completed by the operator / participant and it will provide access to the process of validation of skills, if provided by the national law.

For the possible future formal recognition of ECVET points, the partnership has identified a procedure for the validation of skills according ECVET system, defining a validation devise of competence of the guidance practitioner working with NEET (IO.5) that uses the instrument of PFI.

As described in the IO.5 "*the formal recognition of ECVET points can be obtained by the Candidate only after the examination done by a Public body, authorized in the credit grant, according to official agreements,.."*

In effect, at the end of the training course, the evaluation will done through the following tools:

- traditional evaluation tools as tests, questionnaires, practical tests, etc…

- the PFI (Performance Focused Interview) Testing, identified as tool for **collecting evidence** and for the European validation of the **Learning Outcomes** and then of the innovative **competences** of the guidance practitioner working with NEETs during the proposed training course.

SUMMARY OF ASSESSMENT PROCESS OF SKILLS
SINTESI PROCESSO DI ACCERTAMENTO FINALE DELLE COMPETENZE

MODULE	TEST	DURATION	TYPOLOGY OF TEST	OUTCOMES	ECVET POINTS
MODULE 1	I^ Test ex ante	2 hours	Test with multiple-choice questions	Evaluation of entrance skills	2
	II^ Final test of the module	2 hours	Test with multiple-choice questions Evaluation of script/output	Technical and specialist knowledge for the final certificate	
MODULE 2	Final test of the module	2 hours	Test with multiple-choice questions Evaluation of script/output	Technical and specialist knowledge for the final certificate	2

SECTION II: Training course for the identified ULO

2.1 ECVET Modules and Learning Outcomes

As descrive in the Application form, the face-to-face training was built on the basis of the learning contents of each Unit of Learning Outcomes identify in the IO.4 for the Profile of the Guidance practitioner working with NEETs.

The learning contents linked to the identified key Activities / Learning Outcomes were in turn structured in different Learning Modules, each developed by describing the learning outcomes in terms of knowledge, specific skills and transversal skills.

The Learning Units/Modules are:

- Readable and understandable with reference to knowledge, specific and transversal skills
- Organized according to the individuated professional profile
- Described with reference to discipline, pluridiscipline and interdiscipline contents
- Described with reference to a wide range of activities that we have to submit to the student (Tests, exercises, etc)
- Created to give us the possibility to evaluate and validate the learning results of each unit
- Classified according to a score that has to consider the duration needed to reach the training goals of each unit

For each Unit, we have to precise:

o The general title of the unit/module
o The title of the qualification/profile/job title
o the EQF or NQF levels with the associated ECVET points
o The economic sector
o The description of learning results/evidences in terms of knowledge, specific and transversal skills
o The ECVET points allocated to learning results and linked to the unit/module
o The evaluation criteria and procedures
o Cognitive resources: learning time

Concerning this last element, learning time will be the basis for the development of ECVET modules, to ensure equivalence in formal and non-formal / informal.

The **learning time** is a measure of the amount of effort that a student employs in the learning process for obtaining a given learning result. It is defined as **the average time it takes to a student in formal education or training, to achieve a particular result of learning**.

The learning time is an average, and includes not only formal hours of contact with the tutor / teacher, **but also: hours to prepare for the formal time, reading time and private study, and the completion of the valuation of activities and review**. It is a measure of mixed learning time.

In the ECVET context, the learning time, which is the basis for the allocation of points and the development of learning outcomes (the measures that need to be evaluated**) is cognitive, not real**.

An ECVET point correspond to learning outcomes achieved through **10 hours of cognitive learning**. The reference for this correspondence is the Recommendation of the EU, where 120 ECVET points correspond to 1200 hours of learning in total, equivalent to a traditional year of study (formal).

The ECVET levels will be evaluated through benchmarking with various equivalent levels of formal learning.
ECVET points (2 for each ECVET module) will be awarded when the candidate passes a rigorous evaluation process that measures the achievement of the results of the learning modules, as explained in the next paragraph.

ECVET modules are described through learning outcomes and measure knowledge reached at a certain point in time.

Based on the EU recommendations on the learning outcomes and on the formulation, **n. 2 Modules** were chosen described according to the results to be achieved, as identified in paragraph 1.2 of this report.

The table below used for the Module description

Number of module		Title	
Name of qualification/profile			
EQF			
Economic sector			
… description of the learning outcomes …			
knowledge	Transversal skills		Specific skills
…. detailed description of the learning outcomes	…. detailed description of the learning outcomes		…. detailed description of the learning outcomes
Work hours			
LO Evaluation criteria and procedures			
ECVET Points			

For each module the elements described are the following:
1) Module number and title
2) The module is inserted inside the profile of the guidance practitioners working with NEET
3) EQF level
4) The learning outcomes are described in detail in terms of knowledge, specific skills and soft skills
5) Based on formal training, it is defined the learning time (1 hour of cognitive learning = 60 minutes) and the methods and criteria for evaluation

Each Module in turn is divided into n. **teaching units**.

For each teaching unit are described the following elements:
- the learning object of the teaching unit
- how to develop the training course (teaching techniques - methods of training work)

- the bibliographic material required (handouts, books, manuals, CD-ROMs, journals, documents, information sources, archives and databases)
- laboratory technology (if provided)
- duration
- professional resources

The table below used for the teaching unit description

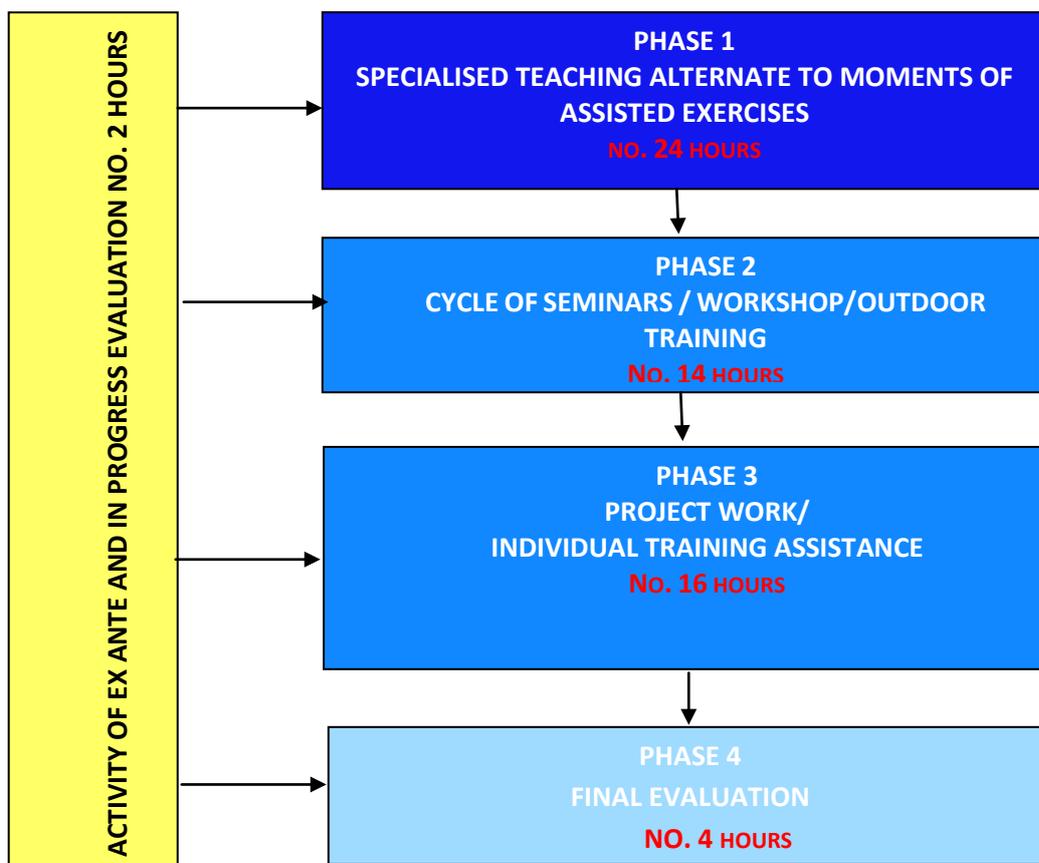| Number of teaching unit		Title	
Duration			
Learning object			
Modality of training course development (teaching techniques - methods of training work)			
The required bibliographic material			
laboratory technology (if provided)			
Professional resources			

2.2 Didactic structure of the training course

The training course has been designed on the basis of the general goal of the ECVET.OER.NEET project and in relation to the needs identified during the analysis and research activity realized and synthesized in the IO.3.

It foresee the realization of a training program face-to-face in each partners' country aimed to a total of **240 operators**.

The organization of the training course is best identified in the following graphic representation:

GRAPHIC REPRESENTATION OF THE TRAINING COURSE

NO. 60 HOURS

ACTIVITY OF EX ANTE AND IN PROGRESS EVALUATION NO. 2 HOURS

PHASE 1
SPECIALISED TEACHING ALTERNATE TO MOMENTS OF ASSISTED EXERCISES
NO. 24 HOURS

PHASE 2
CYCLE OF SEMINARS / WORKSHOP/OUTDOOR TRAINING
NO. 14 HOURS

PHASE 3
PROJECT WORK/
INDIVIDUAL TRAINING ASSISTANCE
NO. 16 HOURS

PHASE 4
FINAL EVALUATION
NO. 4 HOURS

The course includes a total duration of **no. 60 hours** and it is divided into no. 4 Phases, organized on the basis of structured sets of activities aimed at acquiring defined and verifiable professional skills.

The didactic strategies of this training course take into account, first of all, of the pursued professional skills and thus the professional profile to train, which is the guidance operator that work with NEET.

In this sense highly innovative is the **strategic approach** with which the project partnership wants to develop the course: it comes to transfer a technical - specialist - operational know-how that allows to invest in a highly qualifying training process and centered on activities not only traditional, but also provide the confrontation with experts of the matter subject of training.

In particular, the **didactic strategy** foresees during the training activities the use of active and innovative didactic methods, which will enable the participant / student to be the protagonist of the learning process: besides the typical training activities, in fact, practical exercises, cycles seminars, were planned, during which participants can interact with experts of the matter subject of training and testimonials. Finally a moment of individualized training to be carried out at their place of work was planned, which will allow the operators to analyze their "modus operandi" taken into account what was learned in the classroom and during the training seminars.

The choice of didactic strategy adopted in this training course is connected to the experience of the project partners in the field of education and training, and to the comparison with experts and with the same operators realized during previous activities, particularly during the analysis of training needs. The result was the selection of a highly innovative methodological approach as oriented to the integration of **theoretical and specialist know-how**, typical of traditional training, with the **concreteness, practicality and professionalism** that emerge from the world of guidance counseling and work in general.

All phases provided for in this training course are closely linked in a **systemic logic**: each phase corresponds to a particular strategic moment of learning.

The phase of **specialised teaching** will permit to learn the specific skills related to communication skills, active listening and motivation of NEET, tools and methods of conduction a guidance interview with the NEET, characteristics and trends of the labor market and VET system, elements of economy and sociology of work.

The **cycle of seminars** will cover the development and discussion on particular issues related to the type of activity.

The phase of individual **training assistance / project work** will allow operators / participants to verify the "state of the art" taken into account what was learned in the previous activities, making a real check up on their work.

The phase of **final evalution** as described in the paragraph 1.3.

In particular, <u>didactic methods</u> introduce the **active involvement** of students / participants, emphasizing in particular the **practical, relational and resourcefulness abilities**.

The <u>didactic strategy</u> is strongly oriented to the practical management of working life: the topics discussed in classroom have in fact immediate feedback in the simulation of work processes, through the implementation of case discussions, exercises, role playing, group work, business games and other didactic methods that favor the analysis of concrete situations, the reconstruction of labor problems and the development of useful frameworks for action.

Particular emphasis is given to the component of "doing", proposing the following <u>didactic model</u>:

⇒ **classroom activities**

during classroom training, alternating with moments of practice exercise, training days divided into initial and follow-up modules will be realized

⇒ **cycle of seminars/workshop/outdoor training**

for each meeting, the discussion of a specific topic through the involvement of experts / consultants and testimonials, providing also *activities of outdoor coaching / training*

⇒ **"individual" training assistance / Project work**

providing for the involvement of a consultant / expert who will provide an individualized service of assistance for the realization of a check-up at work.

⇒ **final evaluation**, as described in the paragraph 1.3.

Source of innovation and update of the training course will be guaranteed by the use of newspapers, magazines, books and publications and multimedia products.

Finally also in the selection of **didactic equipment and supports**, pc and internet connection, audiovisual media, databases, etc..., technical documentation and scientific literature (books, manuals, periodicals, CD Rom) were added to the more traditional tools (slides, handouts, video projector, whiteboard, etc...).

Each phase of training activity was organized in training modules, described as indicated in the Paragraph 2.1 of this report.

The following table summarizes the identified Modules:

MODULES	TRAINING ACTIVITIES	TEACHING UNITS (T.U.)	HOURS
MODULE 1 "Management of the relationship with NEET" no. 30 hours	• Entrance evaluation (no. 2 hours) • Specialised training and exercises (no. 12 hours) • Cycles of seminars/workshop/ outdoor training (no. 6 hours) • project work / individual training assistance (no. 8 hours) • Final evaluation (no. 2 hours)	• T.U.1.1 - "Entrance evaluation" • T.U. 1.2 - "Techniques of communication, active listening and motivation of NEET" • T.U. 1.3 - "Tools and methods for conducting a guidance interview with a NEET" • T.U.1.4 - "Final evaluation and assessment of satisfaction"	2 12 14 2
MODULE 2 "Analysis of the labor market and of the guidance demand of the context" no. 30 hours	• Specialised training and exercises (no. 12 hours) • Cycles of seminars/workshop/ outdoor training (no. 8 hours)	• T.U. 2.1 – "Economics and sociology of labor" • T.U. 2.2 – "Characteristics and trends of the labor market and of the VET system" • T.U. 2.3 – "Final	12 16

	• project work / individual training assistance (no. 8 hours) • Final evaluation (no. 2 hours)	evaluation and assessment of satisfaction"	2
		TOTAL	**60**

2.3 Training program: modules and teaching units description

Number of module	1	Title	Management of the relationship with NEET
Name of qualification/profile	Guidance practitioner working with NEET		
EQF	IV – V – VI		
Economic sector	Tertiary/service sector, public sector		

Counsel individuals to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations

knowledge	Transversal skills	Specific skills
- Knowledge about Assessment of psychological and social profiles - Knowledge of social case management problems - Knowledge of hard and soft skills assessment tools	- Ability to motivate and inspire clients - Stress resistance or Emotional Resilience - Trust building ability/ reliability - Active listening - Client orientation - Patience, understanding and the ability to listen non-judgmentally - Guidance-oriented - Empathy - Adaptability - Flexibility	- Problem recognition and solving skills - Assessment and matching skills - Communication and interviewing/counselling skills - Ability to engage and

- Knowledge of youth development theories - Knowledge of foreign languages - Knowledge of other cultures - Knowledge about factors affecting individual wellbeing and distress		build relationships with family members or other significant persons
Work hours	30	
LO Evaluation criteria and procedures	The assessment of the results of the learning process will take place at the end of the module with verification of learning through: - Administration of Questionnaires / tests, specially developed for the assessment of knowledge - Evaluation of the results at individual and groups level - Evaluation of project work / products of specific cases relating to the tasks ascribed to the professional role of reference - Performance assessments through guided simulations - Any recovery strategies for the entire classroom relatively to the program sections in which they have registered insufficient feedback for more than 40% of the participants The type of competency testing may be varied and will be adopted by the teacher in accordance with the training offered: - Written multiple choice test on the theoretical content related to technical knowledge - interviews - Observation in situation with survey forms / techniques grids for the detection of procedural skills For the possible future formal recognition of ECVET points, the partnership has identified a procedure for the validation of skills according ECVET system, defining a validation devise of competence of the guidance practitioner working with NEET (IO.5) that uses the instrument of PFI. As described in the IO.5 "the formal recognition of ECVET points can be obtained by the Candidate only after the examination done by a Public	

body, authorized in the credit grant, according to official agreements,.."

In effect, at the end of the training course, the evaluation will done through the following tools:

- traditional evaluation tools as tests, questionnaires, practical tests, etc…

- the PFI (Performance Focused Interview) Testing, identified as tool for collecting evidence and for the European validation of the Learning Outcomes and then of the innovative competences of the guidance practitioner working with NEETs during the proposed training course.

ECVET Points	2

Number of teaching unit	1.1	Title	Entrance evaluation
Duration	2 hours		
Learning object	Test of entrance skills through defined tools		
Modality of training course development (teaching techniques - methods of training work)	During the test, aimed at identifying entrance competencies of participants / students, a multiple choice test with response will be administered, processed by an expert in training and guidance systems.		
The required bibliographic material	Not expected		
Laboratory technology (if provided)	Not expected		
Professional resources	Degree, expert in vocational training, guidance, organizational and management techniques		

Number of teaching unit	1.2	Title	Techniques of communication, active listening and motivation of NEET
Duration	12 hours		
Learning object	Learning objectS of this teaching unit will be the following: - Techniques of active listening - Techniques of motivation and empowerment - Techniques of observation - The language of social networks in the relationship with NEET		
Modality of training course development (teaching techniques - methods of training work)	The training course foresees the use of active and innovative didactic methods, which will enable the participant / student to be the protagonist of the learning process: besides the typical training activities, in fact, practical exercises, cycles seminars, were planned, during which participants can interact with experts of the matter subject of training and testimonials. Finally a moment of individualized training to be carried out at their place of work was planned, which will allow the operators to analyze their "modus operandi" taken into account what was learned in the classroom and during the training seminars. Case discussions, exercises, role playing, group work, business games and other didactic methods will be realized, that favor the analysis of concrete situations, the reconstruction of labor problems and the development of useful frameworks for action. It is also planned an experience of coaching / training in outdoor.		
The required bibliographic material	In the selection of didactic supports, databases, technical documentation and scientific literature (books, manuals, periodicals, CD Rom) were added to the more traditional tools (slides, handouts, video projector, whiteboard, etc...).		
Laboratory technology (if provided)	In the selection of didactic equipment, pc and internet connection and audiovisual media were provided.		
Professional resources	Degree, expert in vocational training, guidance, organizational and management techniques		

Number of teaching unit	1.3	Title	Tools and methods for conducting a guidance interview with a NEET
Duration	no. 14 hours		
Learning object	Learning object of this teaching unit will be the following: - Techniques of guidance counseling - Techniques of guidance interview - Techniques of psycho-social assessment - Techniques of coaching		
Modality of training course development (teaching techniques - methods of training work)	The training course foresees the use of active and innovative didactic methods, which will enable the participant / student to be the protagonist of the learning process: besides the typical training activities, in fact, practical exercises, cycles seminars, were planned, during which participants can interact with experts of the matter subject of training and testimonials. Finally a moment of individualized training to be carried out at their place of work was planned, which will allow the operators to analyze their "modus operandi" taken into account what was learned in the classroom and during the training seminars. Case discussions, exercises, role playing, group work, business games and other didactic methods will be realized, that favor the analysis of concrete situations, the reconstruction of labor problems and the development of useful frameworks for action. It is also planned an experience of coaching / training in outdoor.		
The required bibliographic material	In the selection of didactic supports, databases, technical documentation and scientific literature (books, manuals, periodicals, CD Rom) were added to the more traditional tools (slides, handouts, video projector, whiteboard, etc...).		
Laboratory technology (if provided)	In the selection of didactic equipment, pc and internet connection and audiovisual media were provided.		
Professional resources	Degree, expert in vocational training, guidance, organizational and management techniques		

Number of teaching unit	1.4	Title	Final evaluation and assessment of satisfaction
Duration	2 hours		
Learning object	Test of final skills through defined tools		
Modality of training course development (teaching techniques - methods of training work)	During the test, aimed at identifying the skills acquired at the end of the course by the participants / students, a test with multiple-choice questions will be administered, processed by an expert in training and guidance systems.		
The required bibliographic material	Not expected		
Laboratory technology (if provided)	Not expected		
Professional resources	Degree, expert in vocational training, guidance, organizational and management techniques		

Number of module	**2**	Title	**Analysis of the labor market and of the guidance demand of the context**
Name of qualification/profile	Guidance practitioner working with NEET			
EQF	IV – V – VI			
Economic sector	Tertiary/service sector, public sector			

Providing information about active labour market policies

KNOWLEDGES	TRANSVERSAL SKILLS	SPECIFIC SKILLS
- Knowledge of current labour market situation and trends; - Knowledge of employers selection process	- Ability to motivate and inspire Clients; - Stress resistance or Emotional Resilience; - Able to contract and set boundaries appropriately; - Trust building ability/ reliability; - Innovativeness / creativity; - Guidance-oriented; - Adaptability; - Flexibility	- Communication and interviewing/ counselling Skills; - Information finding and analysis skills - Ability to identify a range of community resources (people, places, things, etc) that can assist youth; - Able to provide clients with accessible explanations about their approach and techniques
Work hours	30 hours	
LO Evaluation criteria and procedures	The assessment of the results of the learning process will take place at the end of the module with verification of learning through: - Administration of Questionnaires / tests, specially developed for the assessment of knowledge - Evaluation of the results at individual and groups level - Evaluation of project work / products of specific cases relating to the tasks	

	ascribed to the professional role of reference
	- Performance assessments through guided simulations
	- Any recovery strategies for the entire classroom relatively to the program sections in which they have registered insufficient feedback for more than 40% of the participants
	The type of competency testing may be varied and will be adopted by the teacher in accordance with the training offered:
	- Written multiple choice test on the theoretical content related to technical knowledge
	- interviews
	- Observation in situation with survey forms / techniques grids for the detection of procedural skills
	For the possible future formal recognition of ECVET points, the partnership has identified a procedure for the validation of skills according ECVET system, defining a validation devise of competence of the guidance practitioner working with NEET (IO.5) that uses the instrument of PFI.
	As described in the IO.5 "the formal recognition of ECVET points can be obtained by the Candidate only after the examination done by a Public body, authorized in the credit grant, according to official agreements,.."
	In effect, at the end of the training course, the evaluation will done through the following tools:
	- traditional evaluation tools as tests, questionnaires, practical tests, etc…
	- the PFI (Performance Focused Interview) Testing, identified as tool for collecting evidence and for the European validation of the Learning Outcomes and then of the innovative competences of the guidance practitioner working with NEETs during the proposed training course.
ECVET Points	2

Number of teaching unit	2.1	Title	Economics and sociology of labor
Duration	no. 12 hours		
Learning object	Learning object of this teaching unit will be the following: - Fundamentals of economics and statistics; - Techniques of reading and analysis of statistical and economic data; - Fundamentals of methodology and techniques of social research; - Fundamentals of sociology		
Modality of training course development (teaching techniques - methods of training work)	The training course foresees the use of active and innovative didactic methods, which will enable the participant / student to be the protagonist of the learning process: besides the typical training activities, in fact, practical exercises, cycles seminars, were planned, during which participants can interact with experts of the matter subject of training and testimonials. Finally a moment of individualized training to be carried out at their place of work was planned, which will allow the operators to analyze their "modus operandi" taken into account what was learned in the classroom and during the training seminars. Case discussions, exercises, role playing, group work, business games and other didactic methods will be realized, that favor the analysis of concrete situations, the reconstruction of labor problems and the development of useful frameworks for action.		
The required bibliographic material	In the selection of didactic supports, databases, technical documentation and scientific literature (books, manuals, periodicals, CD Rom) were added to the more traditional tools (slides, handouts, video projector, whiteboard, etc...).		
Laboratory technology (if provided)	In the selection of didactic equipment, pc and internet connection and audiovisual media were provided.		
Professional resources	Degree, Expert in economics and sociology of labor		

Number of teaching unit	2.2	Title	Caratteristiche e tendenze del mercato del lavoro e del sistema VET
Duration	no. 16 hours		
Learning object	Learning object of this teaching unit will be the following: - Characteristics and trends of training supply and demand at international, national and local level - Sources of information on the labor market; - International, national and regional rules in the field of education and vocational training; - Characteristics and trends of the international, national and local labor market.		
Modality of training course development (teaching techniques - methods of training work)	The training course foresees the use of active and innovative didactic methods, which will enable the participant / student to be the protagonist of the learning process: besides the typical training activities, in fact, practical exercises, cycles seminars, were planned, during which participants can interact with experts of the matter subject of training and testimonials. Finally a moment of individualized training to be carried out at their place of work was planned, which will allow the operators to analyze their "modus operandi" taken into account what was learned in the classroom and during the training seminars. Case discussions, exercises, role playing, group work, business games and other didactic methods will be realized, that favor the analysis of concrete situations, the reconstruction of labor problems and the development of useful frameworks for action.		
The required bibliographic material	In the selection of didactic supports, databases, technical documentation and scientific literature (books, manuals, periodicals, CD Rom) were added to the more traditional tools (slides, handouts, video projector, whiteboard, etc...).		
Laboratory technology (if provided)	In the selection of didactic equipment, pc and internet connection and audiovisual media were provided.		
Professional resources	Degree, Expert in vocational training, economics and sociology of labor		

Number of teaching unit	2.3	Title	Final evaluation and assessment of satisfaction
Duration	no. 2 hours		
Learning object	Test of final skills through defined tools		
Modality of training course development (teaching techniques - methods of training work)	During the test, aimed at identifying the skills acquired at the end of the course by the participants / students, a test with multiple-choice questions will be administered, processed by an expert in training and guidance systems.		
The required bibliographic material	Not expected		
Laboratory technology (if provided)	Not expected		
Professional resources	Degree, Expert in vocational training, economics and sociology of labor		