Co-funded by the
Erasmus+ Programme
of the European Union

BECOMING

Curriculum addressed to the CGD operators and trainers

(Formal version)

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1. The context

The acceleration of technological and socio-economic changes will also determine changes in the competencies needed by SMEs, as well as the reduction of the useful-duration of the skill sets of job profiles (COM 180/2016, Digitaliz. Of the European industry., SWD 195/2016, Analytical ….). 20% of jobs can be automated in the EU, about 3 to 14% of the global workforce will have to change jobs thanks to the professional updating (EU, How do PES act to prevent unempl., 2019–OECD, Skills for a dig. world, 2016). A simultaneous destruction and creation of work is underway, especially in manufacturing. Factories employing hundreds or thousands of workers could close overnight. SME are affected in the same way. Jobs with a larger number of routine tasks are at risk to be replaced by machines. Workers with lower education levels are more likely to perform routine activities.

2. Workers personal development

It is proved that the lifelong professional training to learn how to carry out "non-routine" activities reduces the exit-risk from the Labor Market even for the most vulnerable workers (Cedefop, Empowering adults through upskilling and reskilling pathways 2019). But unfortunately the low skilled workers' participation in training activities is lower than that of the more skilled workers.
To maintain their employability, SMEs workers must be involved in lifelong learning paths. Career guidance and career counseling services play a crucial role in supporting decisions about further learning (Cedefop, Improving career prospects .., 2016). SMEs workers need to increase their professional self-awareness, develop a personal vision and a career development plan, effectively manage time and information, work with others in a productive way, manage their learning process and career.

3. Training objectives

The starting point is the assumption that the risk of leaving the labour market is not perceived by all workers. And even those workers who do perceive this risk have difficulty in identifying pro-active strategies that can reduce this risk. Therefore, it is fundamental to arise workers' awareness, pushing them to a little "TRANSFORMATION" by offering them a set of career guidance and personal development services.
These services help workers to reflect on their talents, passions and skills acquired in both non-formal and informal contexts. Then, these services lead workers to a process of knowledge about a future scenario, about the empowerment of competences for the future and about the need to continuously participate in training. This knowledge, combined with the increased self-awareness, will stimulate the transition to the acting-dimension: development of a career plan and choice between several learning directions.

To design proper services centred on the SMEs low skilled workers was carrying out some interviews about the condition of SMEs workers. These interviews were addressed to entrepreneurs, managers, experts and even directly to SMEs workers. From these interviews we got some insights for new services to be designed and implanted:

Insight 1: the low skilled workers are aware of their risk to exit from the labor market and develop a willingness to orientate themeselves toward a life long activation

Insight 2: the low skilled workers perceive the changes (technology evolution, emerging sectors, emerging processes and organization etc) as an opportunity of personal development

Insight 3: The low skilled workers know which will be the required new skills and new job profiles and become aware of their need to develop new skills. The workers are aware of their transferable skills.

Insight 4: The old workers manage their work pathways in pro-active way

Insight 5: Training on how to pro-actively manage one's career/work transitions (literacy level)

In doing that, the support of CGD operators and VET providers is fundamental: on the one hand, they act as a guide and inspire SMEs workers; on the other hand, they can guarantee the effective development of the career plan of SMEs workers'. From here the importance to involve them in a specific training activity. The training activity is aimed on the development of the following skills:

- how to provide development services for personal and professional development plan for SMEs workers;
- how to develop OERs for SMEs workers on the key competence "Personal, Social and Learning to learn";
- how to develop tools for SMEs workers (toolbox);
- how to know the emerging skills and job profile for SMEs after the skills roadmap process.

4. Target group

The target group of the training activities is the Career Guidance and Development operator and the trainers of the SMEs workers.

5. Competence areas

The **CGD operators and trainers** that participate the training activities will enrich the following competence areas:

- Training
- Communication Skills
- Influencing Skills
- Negotiation Skills
- Management and Leadership Skills
- Coaching and Mentoring Skills
- Time Planning Skills
- Analytical Skills

6. Curriculum design

5.1 Learning outcomes

At the end of the training, the participants will be able to:

a) understand in depth the main trend of a specific sector and the new current and emerging 4.0 enabling competences;
b) to support SMEs workers in a self-awareness process
c) to support SMEs workers to develop personal and professional development plan
d) to develop OERs connected with the personal and professional development plan

5.2 Structure of learning activities (self-study, face-to-face, test, peer-to-peer) (FCO)

The training activities are essential for the proper application of the services package (Intellectual Output 1) and for the development of part of the Intellectual Output 2.
The beneficiaries will be two participants per organisation.
The partner that created the Curriculum was Roscioli Development srl.
The partner that lead the training activity was Inpro Institute.

The training activity will be conducted in the following learning ways:

- self-learning;
- face to face;
- project work.

SELF-LEARNING
All participants will gain knowledge of:

- the context of the choosed sector emerged from the PESTEL analysis;
- the competences required by SMEs;
- the methods for developing OERs.

The participant will also gain knowledge about the content of package services, including tools and guidelines.

FACE TO FACE
The expected training units (TU) are five and include also the PROJECT WORK

5.3 Training units

The Training Units are:

1	Training Unit 1 – Sector trends and SMEs' Emerging competences	
1.1	**Rationale**	
CGD operators and trainers need to be familiar with the main trends in the sector so that they can guide low-skilled workers in their personal and professional development paths. They also need to have a thorough understanding of the skills and job profiles that will be required by SMEs. Through this information they can inspire low-skilled workers in their choice of up-skill and re-skill paths.		
1.2	**Topics**	
1. results of Pestel analysis impelemented in each country 2. results of the Emerging Skills Roadmap implemented 3. analysis of the new and emerging skills and job profile		
1.3	**Connected Learning Outcomes**	
At the end of the training, the participants should be able to understand in depth the main trend of a specific sector and the new current and emerging 4.0 enabling competences;		
1.4	**Learning experiences-activities**	
Self learning		**Face to face**
To read the final results of the Pester analysis report		Presentation of the final results of the Pester analysis report Dialogue on the relevant sectorial topics Dialogue on identification of the sectorial perspectives Dialogue on the emerged SMEs skills and job profiles needs

2	Training Unit 2 – Self-assessment and the proposed pathway
2.1	**Rationale**
CGD operators and trainers need to learn a logical framework through which to support low-skilled workers. They need to learn how to promote self-assessment and self-awareness. They need to learn what logical pathway they can propose to low-skilled workers.	
2.2	**Topics**
1. Self-assessmemt tools 2. Pathways promoting personal and professional development	
2.3	**Connected Learning Outcomes**
At the end of the training, the participants should be able to support SMEs workers in a self-awareness process ;	
2.4	**Learning experiences-activities**
Self learning	**Face to face**
################	Presentation of a self-assessment tool and individual tool test Presentation of a self-awareness activities and individual tool test

Presentation of a personal and professional develpment pathway

Dialogue on the proposed Presentation of a personal and professional develpment pathway

3	Training Unit 3 – Methodologies and techniques to support in personal & professional development plan and career development
3.1	Rationale

In the current situation, all workers need to create a long-term goal for their careers. Then it is essential to reflect on how to achieve it.
Of course, it is easy to understand what a worker wants in the long term after a reflection on her/his current situation. The worker should understand what is he/she good at? Where does she/he need room of improvement? Are there some available opportunities? And, are there factors that they can't control that have the potential to create an impact on their goals?
To acquire this information, some tools must be adopted in order:

- to become more self-aware;
- to individuate own strengths, weaknesses, and opportunity options;
- to be aware of the sector and labor trends;
- to define a kind of personal vision;
- to create a personal development plan.

By implementing the expected designed activities the Career Guidance and Development operators and the VET trainers, need to learn how to help the worker to accomplish the expected outcomes.

3.2	Topics

1. Self-awareness tools
2. Personal Strengths and Weakness Analysis
3. Personal development options
4. PEST Analysis
5. Opportunities analysis
6. Personal vision
7. Career objectives
8. Personal develpment plan
9. Action plan

3.3	Connected Learning Outcomes

At the end of the training, the participants should be able to support SMEs workers to develop personal and professional development plan

3.4	Learning experiences-activities

Self learning	Face to face
################	Self-awareness role play activities

Strengths and Weakness and possible options activity
Personal vision excercise
Personal develpment plan simulation
Action plan simulation

<table>
<tr><td>4</td><td colspan="2">Training Unit 4 – OERs and tools used by SMEs workers</td></tr>
<tr><td>4.1</td><td colspan="2">Rationale</td></tr>
<tr><td colspan="3">SMEs workers have to increase their professional self-awareness, develop a personal vision and a career development plan, effectively manage time and information, work with others in a productive way, manage their learning process and career. For these purposes, the CGD operators and the trainers have to develop a package of OERs. The OERs also include practical tools to develop the ability to cope with uncertainty and complexity, to learn to learn, to maintain physical and emotional well-being, to develop empathy and to manage conflict.
The toolkit can be defined as ANTI-FRAGILE as it is thought to make workers more resilient.
The CGD operators and the trainers have to learn how to create the OERs.</td></tr>
<tr><td>4.2</td><td colspan="2">Topics</td></tr>
<tr><td colspan="3">1) What is an OER
2) The different media
3) How to create the an OER
4) The framework of Becoming project OERs</td></tr>
<tr><td>4.3</td><td colspan="2">Connected Learning Outcomes</td></tr>
<tr><td colspan="3">At the end of the training, the participants should be able to develop OERs connected with the personal and professional development plan</td></tr>
<tr><td>4.4</td><td colspan="2">Learning experiences-activities</td></tr>
<tr><td>Self learning</td><td colspan="2">Face to face</td></tr>
<tr><td>##################</td><td colspan="2">Lecture on digital learning
Presentation of concept of OER
Analysis of the different media (power point, video animation, infographic, games) and the different platform (genial.ly, canva, renderforest etc)
Exercise on creation of a single OERs using two different media
Presentation of the framework of each OERs
Presentation of the templates
PROJECT WORK
● Activity plan for the development of OERs and tools;
● Sharing of standards;
● Sharing of media;
● Division of labour;
● Definition of the validation method for the developed tools;
● Definition of modalities of involvement of SMEs workers for the pilot test;
Learning assessment.</td></tr>
</table>

5.4 Teaching methods adopted

The methodology entails both the use of traditional pedagogical techniques and the use of approaches for experiential learning based on case studies and workshop exercises. Training will be practical-oriented.Part of the learning will be facilitated through interaction and dialogue among participants. Particular attention will be paid to the assessment and certification of learning in accordance with EQF principles and ECVET processes. This training activity is expected at the beginning of the project together with the first transnational meeting, as it is essential for the development of the roadmaps.

5.5 Learning assessment

The learning assessment will be based on the observation of products that the learners have to create during the LTTA. The final assessment will be reliable, it will be referred mainly to real and appropriate products, which are considered as necessary and sufficient evidence of the target competences. The competences will be appropriately certified taking into account the planned learning outcomes and evaluation results.

5.6 Certificate

The participants will receive a certificate of attendance. They will also receive a Europass Mobility certificate, which describes the whole educational process, the objectives and the learning outcomes of the trainings.
The recognition and validation of the learning outcomes achieved by the participants in the learning activities is ensured by a special procedure that involves the use of a range of tools:
- A Memorandum of Understanding between partners. The Memorandum will define the general cooperation framework and agreements on the acquisition and evaluation of knowledge and skills.
- In a second step, the partner responsible for each international learning activity and other partners will jointly define the learning outcomes (LOs): identification of the LOs units to be acquired during the international learning activity and the modalities by which the LOs are transferred and recognized, including assessment criteria and methods to verify whether the participant has actually achieved the defined LOs. This synergy between sending and hosting partners in terms of assessment procedures and criteria allows a clear understanding of the expected performance level. This synergy will concern the following: content and assessment indicators clearly linked to the LOs; assessment criteria and methods aligned with the LOs and duration of the learning activity; the way in which the participant´s results are recorded on his/her own Europass Mobility certificate; modalities and responsibilities for evaluation and recognition.

- On the basis of what was mentioned above, the Learning Agreement is then signed by the participant, the sending and the hosting organisations. It will specify which LOs are expected and how they will be assessed.

- This whole preparation phase will be important to guarantee a clear and transparent learning process. For the realization of the international learning activity, the following activities will be carried out:
    - Sending a copy of the Learning Agreement to all participants
    - The participants will take part in the international learning activity as defined in the Learning Agreement
    - Partner responsible for the international learning activity will identify an internal resource that will be responsible for supervising the entire learning path. He/she will take care of all the documentation for the Europass Mobility after the participants have demonstrated the achievement of the Los based on the assessment process defined in the L.A. and in the MoU.

At the end of the international learning activity, the sending partners will validate and recognize the acquired learning outcomes in the Europass Mobility