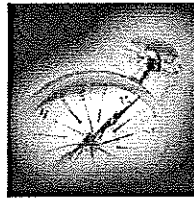




Education and Culture DG

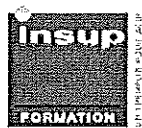
Lifelong Learning Programme



SHOT – Sharing orientation training

Bordeaux
Florence
Arbroath
Vienna

Innovative Training and new teaching methods
General Guidelines



Introduction

Human resources and vocational training

In our society, that is characterized by so many and so quick changes, vocational training becomes a strategic instrument for the personal growth, the social equality and the efficient allocation of resources.

Many principles of the old professional training pattern have been changed, the skills learnt at the beginning are no more useful and no more sufficient for people's professional life time. Jobs are characterized more and more by a higher level of complexity, so the need is to alternate periods of work to periods of vocational training, that is why continuing educational and vocational training represents the guiding rule.

In nowadays of global competition there could be advantages only where there are realization and management of educational and vocational training systems as far as research and developing systems which could bring a qualified vocational training and an adequate updating of human resources.

Being prepared to start up a job activity is strictly linked with a good vocational training system. Enterprises ask the school system for an educational training towards young people, which could be the basis for their professional careers.

Otherwise school could not be the only vocational training institution. There are many vocational training organizations cooperating with the school system, which could lead a continuing vocational training in a lifelong learning perspective.

The most famous theoreticians (Argyris C., Bruner J., Houle C., Jourard S., Knowles M., Kolb D., Lewin K., Maslow A., McClusky H. Y., Rogers C., Tough A.) and each adult's training patterns indicate, even if in different ways, that without practices in people's ordinary life there couldn't be a real learning.

From these simple statements we can gather that without a real method of "transferring on the job", vocational training couldn't be incisive. That's why we are looking for new teaching methods that could connect theory with practice.

Concerning this field in Europe we can find a lot of experimentation, a lot of researches, and comparisons about new methods and ways to proceed to make the vocational training more operative and effective.

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Innovative Training and new teaching methods

From the SHOT second seminar in Florence We have analyzed some of the innovative teaching methods which are used by each partner in its own country during vocational - educational training activities.

The main theme of the Second Seminar, agreed by each partner, was Vocational Training and in particular the attention has been pointed to innovative teaching methods.

Through recent years in Italy there has been a great interest towards new teaching methods and innovative didactical methodologies. There has been the necessity to stimulate new and more exhaustive learning results through the research of new vocational training techniques. This doesn't mean that the classical teaching methods are to be put aside. What we wish is an integration between the old and the new, the past and the future, in a developing perspective towards the demand of having more updating of e renewal and keep up with the times.

First presentation in the Shot second Seminar was made by Cedit, and It was about the *"Outdoor Training Empowerment Oriented as innovative Vocational Training Teaching Method"*

"Outdoor" is a vocational training experience realized away from traditional classes, It gives the participants the possibility to face through activities which make them learn and comprehend in an unusual context, abilities and limits of their own individual or group behaviour. Being aware of those skills could reflect positively to their professional and everyday life. "Outdoor" suggest to support the participant through the understanding of his own possibilities, leveraging on his own abilities e moving ahead their limits.

"Outdoor" is a very flexible teaching methodology. There could be many adjustment for all the vocational training needs: groups at the start up level, vocational training for the creation of the right job climate, vocational training directed to senior management.

"Outdoor" is also used in apprenticeship and with young people who left the school. In particular It is included in the vocational training programmes as a teaching method for activating and supporting empowerment, for developing students' soft skills and individual skills of self – potency directed to stimulate enthusiasm for learning and growing up.

There are different types of Outdoor Training, below We list them:

- Outdoor - Small Techniques
- Outdoor in settled fields
- Outdoor Training
- Outdoor Management Training

WHY to promote an Outdoor programme.

Outdoor training empowerment oriented want to reach the following aims:

- Giving more value to the vocational training course;
 - Creating the right climate for learning "Soft Skills" and give the participants the possibilities of having an active part during the course starting from their own resources;
 - speeding the activation of the potentiality of each participant (self empowerment),
- "Outdoor" represents an effective occasion to get the necessary training to face the work placement successfully.
- Giving the possibilities to make comparisons and to approach experiences for better knowing resources and limit of one's own behaviour.
 - Transferring the effects in the work place and in everyday situations.

Second presentation has been realized by Smile Toscana and was about the application of the Study Visit Teaching Method.

This method has been applied in a context of vocational training directed to people involved in the Trade Unions activities to develop skills of planning, managing and analysing key objectives within local and individual contexts needs. The aim is to outline the study visit so that the person could make comparisons, analysing the setting and making self organized vocational training also using didactic materials and followed by an expert tutorship. This kind of teaching method could be applied also to unemployed people, to help them to find the right way to build their professional life.

Third presentation has been made by Massa Carrara Province, it was about the Study Circle teaching method.

The fast changes of the social and economical market make each citizen feels the need to update and renew his own skills: SELF UPDATING becomes a key qualification in the working life and active policies.

Another key concept nowadays is LIFE LONG LEARNING: means that the individual is the main character of his own social and job related evolution.

The structure of the STUDY CIRCLE teaching method is characterized by 3 main levels:

1.Spontaneous Origin 2.Vocational training associations could offer supporting and assistance (places, facilities, tutoring, etc) 3.The activity's development.

This teaching method has very brief programmes (max 60 hours), and get the needs of little groups (5-10 people) of adults self organized citizens. They proceed through people self learning (minimum 50 % of the total amount of the training hours) while the remaining hours has got to be done in the presence of an expert teacher. This teaching model has its main

concept in the self organized vocational training, and even if it is considered a non formal vocational training, it could be also defined as a formal one.

The fourth presentation has been made by INSUP Formation. It shows a developing project directed to young people groups (under 25 years old), without job and without formal vocational training, living in the city suburbs or from the Romany Community. The aim of the project was not finding a job, but to realize and promote this target group through the publication of their creative products. The main contribution was delivered by a team of teachers: a psychologist, a French language and literature teacher, and an art and painting teacher. At the end of the project, activities have been realized such as an exhibition with all the artistic production of the participants. Each of the participants at the conclusion of the course took a different course of career.

Finally the fifth and the last presentation was from Angus College. The first part of the presentation was issued by Rona Mcgregor who described an online self organized vocational training system, which the student can manage in total autonomy, just connecting with a website to open their own personal web page, updating their own skills portfolio, filling in evidence data or learning tests results. All this evidence is supported and assessed by an online tutor, who is constantly monitoring the students progress and at the end has got to certify the learning level on the base of the SVQ (Scottish Value Qualification) table.

The second part of the Scottish presentation has been made by Mike Swan who showed a teaching model named "Team Teaching" utilized inside Angus College in the building and construction area. The programme is of 36 weeks. In the first 5 weeks the participants attends different subjects, and then in the following weeks they decide which kind of specialization They would choose. The students of these programmes can progress from another programme named "Skills for Work" which is school/college partnership. They are older then 15 years old without a job and a vocational training qualification. This programme is government funded. The delivery team have regular meetings also with the class representatives, and they joint deliver essential skills and share good practice about how the programme is going, and how to reach the best results. At these meetings there are many experts giving their contribution to develop the students learning.

The second day theme of the Shot Florence Seminar was dedicated to questions each partner would like to ask, for developing specific contents that are meaningful or considered important for each of them.

We can report some important issue from the discussion.

From the debate We could highlight some relevant contents about new teaching methods which are yet to improve by each partners activity.

For example Cedit Director would like to have some information about the Coaching teaching method. Below the definition of Coaching:

The Coaching: It's an individual vocational training, where the Coach wants to develop in the Coachee the awareness of the personal skills, and to enforce the understanding of the competences on the job.

Cedit Director stated they have applied these new teaching method for better developing the knowledge learnt during classes, but They have not reached the expected results, and They thought the main reason would be the low interests from the participants.

From the debate came out that the teaching method is correct, but it needs much more involvement from the company, that must believe in vocational training as an investment in human resources and must understand the importance of having vocational training for the employees, and a constant mentoring activity.

Besides it came to light also that these teaching methods are difficult to apply in the micro enterprises, and towards groups with a low school level.

Another theme that came out from the discussion has been asked by Smile Toscana and It was about the developing of "**Accompanying methodologies**": They are a kind of mentoring which follows the guidance activities as the French and the Scottish Partners have presented in Bordeaux, especially referred to the planning of the skills development towards employed people.

From Angus College experience They presented on the issue of the "accompanying methodologies" the courses delivered by the "Contracts Team" and how it promotes employment opportunities. Students are referred from 'Skills Development Scotland Agency' or their local 'Job Centre'. Also to support learners in full time courses inside the College there are Tutors who have pastoral responsibility for students on their courses. There are also Learning and teaching mentors for staff to support development of their professional skills.

Besides Insup Formation as "Accompanying methodologies" makes a report about the Skill Balance technique. People come to the Employment Office, who makes the first step of guidance and analysis of the social and economical context in which the person is involved, then the Employment Office calls up the vocational training agency who provides the skills balance. In France making the skills balance is to analyse the abilities needed to realize a professional plan or a vocational training plan.

The main document to do the skill balance is the Guideline Book which follows the individual during all the way, till the conclusion.

This guideline book is composed by different parts where there have to be written aims and needs of the individual. The main purpose is to discover the most suitable professional area for study. Participants go through each professional and educational experience and evaluate their personal characteristics.

To underline, in this kind of programme, the importance of Counselling, a guide role which has got to be a qualified and expert man or woman, such as a psychologist, who is constantly alongside of the candidate, supporting him/her but in a total autonomous action, because the individual has got to be completely free and active.

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Conclusions

In the last years, experimentations of new methods and patterns in vocational training have been fruitful, and even if we should have to proceed carefully, we just can say that there are some new and interesting groups of vocational training activities.

As a result of these meeting seminars we could say that nowadays we can't proceed to an educational and vocational training as in the past, closing people in classes. Actually their professional skills nowadays are "to practice the real things", getting through the problems, catching the opportunities, searching new ways, and reacting to unexpected events.

From all the above, it emerges as the most important element and focus of all the vocational training activity is the individual.

Strategic politics of vocational training has to aim and to improve skills and careers of human beings; that could lead countries towards the developing of the economical conditions and the improving of the job markets.