



Nouveaux outils pour nouvelles compétences en formation par le travail

“New tools for new skills in work-based learning”



Toolbox

“NT4S” is a project that is co-funded as part of the Erasmus+ programme (AC2).

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It took place between 2017 and 2019 and brought together six partners from five different countries.



Erasmus+

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INTRODUCTION



1. Introduction

For reasons that are as much to do with the learners' motivations as they are about meeting the needs expressed by employers, learning models that bring the training closer to the world of work are on the up in most European countries. Dual system, alternance training, work-based learning enterprises, ... schemes based on learning through work are on the increase.

In the sector of social and professional insertion that is aimed more specifically at vulnerable groups, the model of training in a work situation enables the personal development of key skills, while improving the chances of accessing a training process that delivers qualifications for people who are usually removed from employment, and also exposed to the risk of social exclusion.

Thus, the typical approach to work-based learning is characterised by a real socialisation of learning (peer learning, continuous sharing between those responsible for the training and the group of learners) and, since it is not based solely on traditional classroom teaching, it enables training to be organised in a way that better meets the needs of people little formal education and who are rather socially marginalised.

During the course of learning through work, the learner acquires the specific skills relating to their trade as well as a broad range of important soft skills, which are necessary and useful to fully be active in the labour market: communication, problem solving, organisation, time management, etc.

However, while the system appears to work on the ground, it is not enough just to decide to create training/business partnerships: the transmission of knowledge, technical knowhow, professional attitudes, motivating a learner to see their course through, find lasting employment and helping them overcome all the obstacles to their inclusion are not things that can be improvised. On the contrary, developing training schemes together with the world of work requires rigorous and adapted pedagogical organisation.

The "New Tools for New Skills" (NT4S) project fits firmly within this approach, by aiming to develop innovating learning tools for work-based learning situations.

The project's goals are as follows:

- to Improve the understanding and knowledge of new training tools within the work-based learning model;
- to develop training activities and training tools for trainers in this field;
- to make decision-makers aware of the models for work-based learning, particularly in territories that have fallen behind in relation to the European Union's goals.

By considering the improvement of skills, it has enabled trainers to share their knowledge, knowhow and training tools, in order to enrich other good practices developed by each, with special consideration given to gender equality, non-discrimination and the participation of disadvantaged groups. In the end, this exchange led to the production of new tools.

After two years of work, the consortium of partners hereby presents its pedagogical toolbox, by retracing the background of the development of its contents.

The tools to be found in it are the fruit of a collective and collaborative labour between trainers, project managers taking part in the project.

NT4S

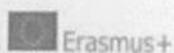
PRÉSENTATION DU PROJET : OBJECTIFS

Objectifs

Nous souhaitons proposer à des formateurs de partager leurs savoirs, savoirs faire et outils de formation, afin d'enrichir les autres des bonnes pratiques développées par chacun, en considérant l'égalité de genre, la non-discrimination et la participation de groupes défavorisés. Ce partage devant de plus faire l'objet d'une production de nouveaux outils.

Parmi les objectifs spécifiques du projet NewT4S:

- amélioration de la compréhension et de la connaissance des nouveaux outils de formation dans le modèle formation en situation travail ;
- développement d'activités de formation et de nouveaux outils de formation pour les formateurs dans ce domaine ;
- sensibilisation des décideurs sur les modèles d'apprentissage basé sur le travail, en particulier dans les territoires très en retard par rapport aux objectifs de l'UE.
- Identification des risques de discrimination dans les pratiques pédagogiques relevées et développées



NT4S
ERASMUS+
2017 - 2019

Kick off meeting in Charleroi, January 2018, a reminder of the project's goals...

PROJECT PARTNERS



2. Project partners

The project brought together six partners from five different countries:



www.aid-com.be

(Be)



www.aspire-i.com

(UK)



<https://www.convergences-emploi.fr/>

(Fr)



www.csc-en-ligne.be

(Be)



www.scformazione.org

(It)



www.spi.pt

(Pt)

PROJECT APPROACH



3. Project approach

The roots of “NT4S” are anchored in the work carried out by its predecessor, the “Experience For Training” (EFT) project, which was co-funded by the Erasmus+ (AC2) programme between 2015 and 2017. Starting from the premise work-based learning (WBL) - or “learning through work” – is increasingly recognised as a potent tool for the development of key skills in terms of employability and for fighting against social exclusion.

This project had led to the following outcomes

- a comparative analysis of experiences in WBL in five European countries;
- a shared definition of work-based learning and a common skills profile for WBL trainers;
- a series of recommendations relating to the WBL approach.

Basing itself on those results as well as on some of the reflections that emerged over the course of the project, NT4S aims to go deeper into some of the themes relating to WBL in order to share and develop relevant pedagogical tools that can be used in WBL contexts.

Trainers from the partners’ networks were involved from the start of the project, contributing their expertise in the field in order to identify and consider:

- their needs in terms of skills and teaching materials;
- the existing tools and practices within their own organisations;
- the tools that were missing or needed improvement;
- analysing new tools from the angle of fighting discrimination.

3.1. The criteria for selecting and collecting tools

During the project launch meeting in Charleroi (Be) in January 2018, the partners focussed on certain skills and decided to proceed with collecting tools focused on one of the following aspects:

1. **Formalise** technical learning at the workstation;
2. Work on **basic skills** (reading, writing, arithmetic) at the workstation;
3. Work on professional **behavioural skills and transversal skills** at the workstation;
4. **Asses** the trainees at the workstation.

Once these criteria were defined, the trainers involved carried out research internally within their organisation to collect the pedagogical tools deemed relevant in a WBL context, whether because they were innovative or because they were proven to be effective.

The aim was then to collect them together in order to present and share them with the other trainers on the occasion of the second meeting between the partners.

3.2. Presentation and exchange of the selected tools

In the course of the second meeting in Bradford (UK) in May 2018, each of the partners presented the tools selected on the basis of the criteria set out above.

The Belgian partner, **AID Coordination**, presented three tools from training centres in their network: “**Self-assessment**” (AID Tubize), “**Self-assessment**” (AID Habilux), “**Roadmap**” (AID Soleilmont).

For their part, the second Belgian partner, **CSC Diversité**, who were specifically in charge of the work of providing a cross-sectional analysis from the angle of fighting discrimination, presented a leaflet of “**Arguments against discrimination**”. The theme of the document which, although it had not initially been considered as a potential tool as such, nonetheless raised a great interest among participants.

Scuola Centrale Formazione and their associate training centre “Fomal “, put forward three tools: “**Food Advisor** “, “**Kahoot** “, “**Professional Management Evaluation**”. These tools are used in the training centre, as well as by the social cooperative associated with the centre, EVT, who were a partner in the previous project (“EFT “).

The French partner, **Convergence Emploi Cergy**, brought tools that are used daily by its trainers in market gardening: “**Morning meeting**”, “**Assessment meeting**”, “**Composition and reasoning**”.

In their selection, **Aspire** (UK) focused on the transversal skills of citizenship education and skills assessment: “**Learning Diary**”, “**British Values**”, “**Skills-Based Assessment**”.

Finally **SPI**, the Portuguese partner, proposed sectoral tools that could suit training pathways similar to theirs: “**Storytelling – Guide for learning the history of the tourism and hostelry sector**”, “**Interdisciplinary training space**”.

Tools	TECHNICAL SKILLS	BASIC SKILLS	TRANSVERSAL SKILLS	ASSESSMENT
SELF-ASSESSMENT AID TUBIZE (BE)				X
SELF-ASSESSMENT AID HABILUX (BE)	X			
ROADMAP AID SOLEILMONT (BE)			X	
ARGUMENTS AGAINST DISCRIMINATION (BE)			X	
FOOD ADVISOR (IT)	X	X	X	
KAHOOT VIDEOS (IT)	X	X	X	
PROFESSIONAL MANAGEMENT EVALUATION (IT)				X
MORNING MEETING (FR)			X	X
ASSESSMENT MEETING (FR)			X	X
COMPOSITION AND REASONING (FR)	X	X		
LEARNING DIARY (UK)	X	X	X	
BRITISH VALUES (UK)			X	
SKILLS-BASED ASSESSMENT (UK)				X
STORYTELLING – GUIDE FOR LEARNING THE HISTORY OF THE TOURISM AND HOSTELRY SECTOR (PT)			X	
INTERDISCIPLINARY TRAINING SPACE (PT)	X	X		

Table 1 – List of the tools presented by the partners and the associated target skills.

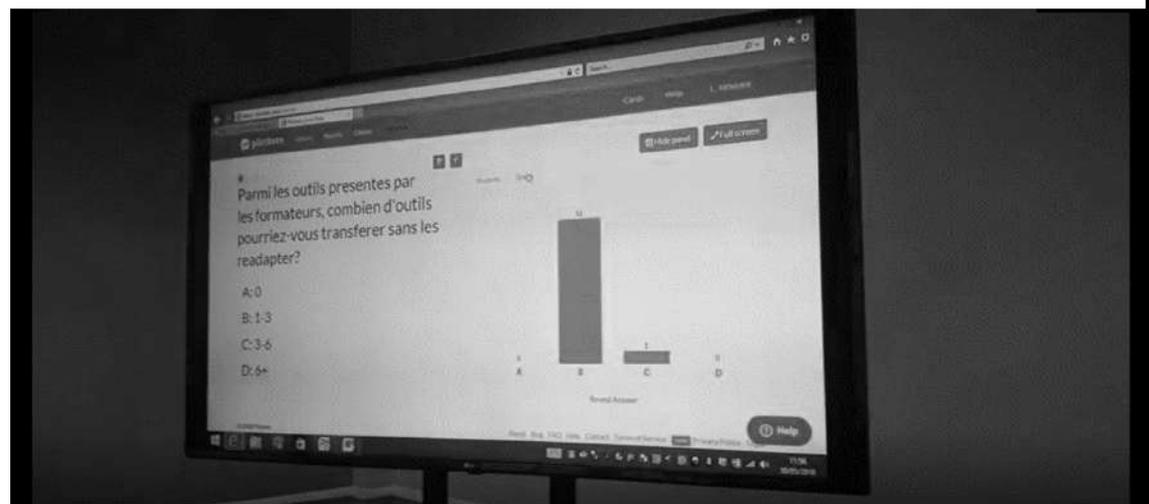
The trainers then chose six of the tools presented by their peers, with a view to trialling them in their own training centres between June and October 2018. In order to make this choice, the partners used an interactive tool¹ that facilitates discussion and exchanges about the results of the selection process.

The analysis of the trainers' choices shows that 50% of the tools chosen target basic skills, 66% target technical and transversal skills, and one tool more specifically targets the assessment of skills acquired in a work-based learning context.

OUTILS	TECHNICAL SKILLS	BASIC SKILLS	TRANSVERSAL SKILLS	ASSESSMENT
SELF-ASSESSMENT AID TUBIZE (BE)				X
SELF-ASSESSMENT AID HABILUX (BE)	X			
ARGUMENTS AGAINST DISCRIMINATION (BE)			X	
FOOD ADVISOR (IT)	X	X	X	
KAHOOT VIDEOS (IT)	X	X	X	
LEARNING DIARY (UK)	X	X	X	

Table 2 – List of the tools selected by the partners and the associated target skills.

¹ “Plickers”: a multiplatform digital poll application based on a series of closed questions that gathers the individual and simultaneous opinion of all the participants in a group by scanning a graphical code using a smartphone, enabling responses to be dealt with instantly.



Transnational meeting in Bradford, Mai 2018, selecting the tools via a "Plickers" poll...

3.3. Testing with the training teams

Once the selection was made, each of the partners' trainers trialled the chosen tools with their teaching teams in each of the training centres involved and fed back their observations and comments using an agreed template to enable appropriate processing.

In October 2018, on the occasion of the third project meeting in Cergy (Fr), after analysing the results of the trials, Aspire (UK) presented them in a compiled way.

The tool that had collected the most favourable opinions in the trials was "Kahoot", which was mainly tested by the Belgian and British trainers.

The tool "**Self-assessment**" (AID Tubize) also attracted particular interest from the trainers, who seized the opportunity to trial it in their daily activities.

All the trainers also stated that the tools trialled could potentially be used for their work. Three main qualitative appreciation criteria emerged from the trials:

- Interactiveness of the tool;
- Ease of use;
- Capacity for preparing the learners for employment.

The only downside raised by the trainers was the worry that some of the sense or value of the tools might be lost if they wished to adapt it to their language and a translation would be required.

3.3.1. Kahoot

Kahoot is an online tool for the learning of specific technical skills: it is made up of videos and interactive questionnaires, which can be chosen or created on a very specific theme.

The tool was chosen in particular because it uses an interactive approach, which could potentially greatly increase the interest and engagement of the learners, whilst simultaneously working on information technology (IT) linked skills

The teaching teams notably carried out trails with unemployed adults, young people and 16-18 year old school dropouts.

- FORCES
 - Amusant, **facile** et interactif
 - **Gratuit**
 - Grand choix de tutoriels
 - **Intéressant et attirant** aux stagiaires
 - Aspect compétitif
- POSSIBILITES
 - **Adaptable** aux apprentissage dans beaucoup de domaines et des cours théoriques
 - Créer des questionnaires en fonction avec certaines qualifications
 - Approche de l’anglais
- FAIBLESSES
 - Nécessité d’avoir une tablette, un smartphone
 - Vidéos doivent être sur YouTube
 - **Trop longue** à mettre des vidéos dans les tutoriels
 - Pas adapté aux illettrés
- MENACES
 - Manque de matériels type tablettes, portables
 - Il faut être préparé s’il n’y a pas d’internet
 - Barriere linguistique



3.3.2. Assessment (Tubize)

Here, the assessment form filled in jointly by the trainee and the trainer becomes an opportunity to discuss an activity that has to be carried out, focussing on the specific learning points and the trainees’ general feelings. It should be noted that the sheet is cleverly illustrated with “emoji” indicating the feeling experienced in several areas.

This sort of “logbook” was considered to be easy, intuitive and simple to use, while furthermore improving the learner’s involvement responsibility.

- FORCES
 - Génère la **confiance en soi**
 - **Simple**
 - Auto-évaluation et rétroaction immédiate
 - Suivi de l’élève
- POSSIBILITES
 - Adaptation aux périodes plus longues
 - **Numérisation** de l’outil et création d’une archive en ligne
 - Echange avec l’équipe encadrante et la CIP
 - Révèle certains traits chez les salariés
- FAIBLESSES
 - Tableau/items trop compliqué
 - **Manque de clarté** sur les items à sélectionner
 - La difficile compréhension par le non-francophone
 - hebdomadaire
- MENACES
 - Risque de mauvaises auto-évaluations par manque de franchise



Date : _____							
Carnet de bord de :							
Formateur de la semaine : _____							
Activité générale _____							
Tâches	1.	_____					
	2.	_____					
	3.	_____					
	Cours / Atelier	_____					
Auto-évaluation	Tâche 1	Autonomie	J'ai observé	J'ai aidé	J'ai été aidé-e	J'ai travaillé seul-e	J'ai travaillé seul-e vite et bien
		Intérêt	Ca ne m'intéresse pas du tout	Ca ne m'intéresse pas	Je suis un peu intéressé	Je suis intéressé-e	Je suis très motivé-e
	Tâche 2	Autonomie	J'ai observé	J'ai aidé	J'ai été aidé-e	J'ai travaillé seul-e	J'ai travaillé seul-e vite et bien
		Intérêt	Ca ne m'intéresse pas du tout	Ca ne m'intéresse pas	Je suis un peu intéressé	Je suis intéressé-e	Je suis très motivé-e
	Tâche 3	Autonomie	J'ai observé	J'ai aidé	J'ai été aidé-e	J'ai travaillé seul-e	J'ai travaillé seul-e vite et bien
		Intérêt	Ca ne m'intéresse pas du tout	Ca ne m'intéresse pas	Je suis un peu intéressé	Je suis intéressé-e	Je suis très motivé-e
		Mon sentiment :	☺ ☹ ☹ ☹ ☹				
		Commentaires personnels :	_____ _____ _____				
	Tâche 1	Autonomie	Observe	Aide	Est aidé-e	Travaille seul-e	Travaille seul-e, vite et bien

Three technical trainers and a vocational insertion professional were involved in testing this tool on three particular target groups: adults aged 21-65, who had recently or less recently been taken on, adolescents in a potential school drop-out situation, adults presenting with cognitive difficulties.

3.3.3. Assessment (Habilux)

The sheet details the activities and skills in order to objectively follow the trainee's progression over time. The tool provides considerable support in the definition of phases in an activity and helps to understand the activities.

The tool was tested in particular by a coordinator involved in combatting school dropout through training courses for unemployed adults.

- **FORCES**
 - Synthétise et schématise les processus de travail
 - Facile et rapide
 - Auto-évaluation
- **POSSIBILITES**
 - Numérisation
 - Ajouter une "légende" pour l'échelle de notation au sein de chaque fiche
 - éléments d'évaluation des compétences transversales
 - Textes plus simple et plus d'images
- **FAIBLESSES**
 - Trop de texte
- **MENACES**
 - Trop de texte pour les stagiaires avec un niveau bas d'Italien



ÉVALUATION TECHNIQUE	Évaluation 1				Évaluation 2				Évaluation 3							
	Stagiaire		Formateur		Stagiaire		Formateur		Stagiaire		Formateur					
	O	S	P	A	O	S	P	A	O	S	P	A	O	S	P	A
1. Sécurité																
Les EPI à emporter sont correctement identifiés																
Les points de sécurité des machines sont vérifiés																
L'arrimage est réalisé de manière sûre																
Les procédures en cas d'accident sont connues																
2. Ergonomie																
Le chargement et déchargement des machines et autres charges lourdes sont réalisés de manière ergonomique																
3. Organisation du travail																
Les machines, outils, matériaux et consommables à emporter sont correctement identifiés																
La disposition du chargement est judicieuse (chronologie du travail, répartition des charges)																
4. Installation et replis du chantier																
Les tâches à réaliser sont reformulées correctement																
La participation à l'analyse du chantier est bonne																
Les outils et machines sont nettoyés et rangés																
Le chantier est nettoyé et rangé en fin d'opération																
ÉVALUATION COMPÉTENCES TRANSVERSALES PROFESSIONNELLES																
La répartition des tâches au sein de l'équipe est acceptée																
Les tâches confiées sont exécutées avec autonomie																
Le formateur est interpellé en cas de doute																
Des éventuelles anomalies sont repérées et signalées																
Les outils et matériels sont manipulés avec soin																
Commentaires																
Éval 1 :																
Éval 2 :																
Éval 3 :																



3.3.4. Learning Diary

With this tool, the trainees can take the time to write a summary of their day and note the skills they have brought to bear during their activities. This enables them to reflect on their own work and identify areas for improvement.

The Diary was chosen because it was considered as suited for monitoring the acquisition of basic and transversal skills, involved the target group more, and was able to generate a group dynamic. It was used with non-French speaking adults, who nonetheless had a sufficient command of the language, certainly orally.

- **FORCES**
 - Auto-évaluation
 - [Compréhension des compétences techniques et professionnelles](#)
 - Permet d'évaluer le niveau linguistique et de compréhension des stagiaires
- **POSSIBILITES**
 - Aide à l'évaluation finale
 - Révèle certains traits ou certaines choses chez les salariés en insertion
 - Travailler certains [axes linguistiques ou de compréhension](#)
- **FAIBLESSES**
 - [Lassitude à le remplir quotidiennement](#)
 - pas adapté aux salariés qui ne parlent ni n'écrivent la langue
 - Trop de données à traiter
- **MENACES**
 - Les salariés en insertion ne veulent pas le remplir

3.3.5. Food Advisor

This tool helps trainees to better understand their placement in the hotel and restaurant industry. To do this, it expects the trainees to carry out a series of researches using their own resources.

The main aims are:

- To prepare the trainees for their first experience of a placement;
 - Lead the trainee to ask about the placement leader and the place the placement venue before they start their placement;
 - Develop the trainee's curiosity.
- **STRENGTHS**
 - The trainers who tested it noted its effectiveness in the preparation of the trainee for their external placement.
 - **weaknesses**
 - Taking full ownership of the tool can appear more complex, certainly for people with gaps in their reading ability and who would then require assistance, while still maintaining their autonomy.

3.3.6. Arguments Against Discrimination

While it was not on the initial list of tools as such, CSC-diversité presented a document that deals with the transverse theme of discrimination.

Different types of discrimination are described, as well as how to identify them as objectively as possible, in order to explicitly point them out in a work situation. Discrimination at work can be taken on different forms, this is why the Italian trainers decided to offer the sheet to their teams of educators who work either with adults or with young people.

In the end, this future tool was considered as very useful for the development of basic and citizenship skills, whilst also promoting reflectiveness and the development of critical skills.

The sheet helps to learn to recognise discrimination and to manage different types of situations that can emerge in this respect at work.

Finally, it is also an adequate means for training and helping the trainers in dealing with sensitive subjects with full awareness and in a professional manner.

3.3.7. Epilogue to the stage

At the end of the two days of exchanges, and with the intention of presenting them at the national workshops that constitute the next stage of the validation process, the trainers kept three learning tools in particular:

ASSESSMENT

The basis of the tool is made up of the Tubize resource, but all the teaching aids set out for discussion contributed to the final package by generating their share of inspirations.

FOOD ADVISOR

At this point, a decision was made to rename the tool “STAGE ADVISOR” so that it could be adapted to all of the sectors represented within the partnership and, in anticipation of an “after project”, to all sectors that could be targeted for work-based learning.

ARGUMENTAIRE ANTI-DISCRIMINATIONS

It remains to be said that the choice, against any prior expectation, to work finally use the arguments against discrimination as a full-blown tool is explained by the fact of the issues that trainers have to confront on a daily basis with very different target groups.

There is a latent, but also sometimes urgent, need to be able to deal with this subject with young people and/or adults, notably to confront the wave of racism and intolerance that is currently spreading across some European countries.

In this regard, trainers want to increase their skills in managing and building an inclusive citizenship.

Or, how current affairs impacted on the project and invited itself to the worktable, in a very congruent and definitive manner. This is also one of the merits of the philosophy mutually adopted by the project.



Transnational meeting in Cergy, October 2018, the committee ensures the project is properly (above).
While, at the same time, the trainers debate in working groups (below).



Transnational meeting in Cergy, October 2018, visit to work-based training sites, following established good habits.

3.4. The national workshops

There were essentially three specific aims underpinning the organisation of the national workshops across the first (2018) and second (2019) years of the project, one in each partner country:

- Set out the context of the project, and its goals and then present the first part of the project (“exchange of tools”) to local experts.
- In return, to collect suggestions and comments relating to the structure of the teaching tools selected as they stood.
- Involve the trainers and social workers, who will take part in the future training session to be held in Belgium in 2019.

The target audience for these events was made up of vocational training centres, the third sector (social enterprises, social cooperatives, NGOs, etc.), public institutions, the academic world, recognised experts in work-based learning, youth organisations, trade unions, local businesses, etc.

Guidelines were proposed in order to signpost the exchanges and to provide a maximum of context for the lessons to be drawn from them

The start of the meeting was to be given over to the project partner, who would give an overview of the project, leading to a more technical part centred on the importance of the internationalisation of learning and some of the results gathered from the previous project that was a prelude to this one.

The partners asked the participants to put forward their comments on the exchange of tools and the selection of training tools as it appears in this “toolbox”. Emphasis was placed on the skills requirements that are at the root of the thinking that led to both projects.

Thanks to the suggestions gathered in the forms filled in by the experts, SCF and AID were able to determine potential avenues for developing the tools later on the occasion of the short joint training session planned in Belgium.

It should be noted in passing that the national workshops were also intended to whet the appetite locally for a genuinely “international” culture of work-based learning, as well as raising awareness of the aims and motivations behind the project among other training and social and vocational insertion organisations.

SCF and AID formulated prior suggestions for the organisation of the national workshops:

Suggestions for the organisation of the event...

- *Plan a 20-minute introduction about the NT4S project, its activities and the stages and productions, while explaining the need for skills that underpins the project.*
- *Organise the participants into 3 working groups; each group will be facilitated by one of the trainers from the partner organisation who has been involved in the project's activities from the beginning.*
- *Give the 3 groups 45-60 minutes to debate the first tool, giving them the form that will help guide the discussion and which is to be completed with the results of the debate by the group facilitator.*
- *Then change the groups around, mixing the participants (in order to diversify and vary the dynamics within the working groups), and give them 45 to 60 minutes to discuss the second tool. Another sheet will have to be completed, based on the participants discussions.*
- *Finally, change the groups around one last time, and give another 45 to 60 minutes to discuss the third tool.*
- *Plan half an hour of collective debate and collegial presentation of the outcomes of the group discussions to close the session.*



National workshops: presenting the initiative, Portuguese style...



National workshops: discussion tables the Italian way (above) and brainstorming with a Belgian flavour (below)...

3.5. The training week in Belgium

Based on the prior analysis of the need for skills, and also taking account of the recommendations in terms of fighting discrimination, the partners began a phase of improving the existing tools as selected over the previous stages of the project.

The common theme consisted in making them correspond as best as possible with the needs identified, and then build new tools by sharing the adapted or newly created tools with a view to transferring them between the actors involved.

In order to do this, a training week was organised in Belgium at the mid-point of the project, enabling a series of intensive meetings to take place, whether in various work sessions or through multiple visits and encounters exclusively centred on work-based learning.

The process started from the conclusions of the previous meeting in Cergy four months earlier, whilst also injecting a fresh expert eye thanks to the comments and appreciations gathered during the five national workshops. Five tools had, in the meantime, been the subject of improvements at the initiative of some of the partners.

The time had come for the group to set about concretely developing new tools from the preselected teaching aids that had been assessed, trialled and analysed over the course of nearly a year. The aim was to work collectively to achieve a common version of the four tools selected: the sheet raising awareness about discrimination and prejudice, the assessment sheet, the placement preparation and monitoring sheet, and the engaging learning tool (“Kahoot”).

The chosen way of working was once again shared reflection, in order to come to a common “standard” version of each tool, to then enable each to adapt afterwards it to their realities on the ground.

The work sessions had been prepared by AID, who also framed them so that each day could be devoted to one tool in particular. A look back at this week...

- ❖ **Monday:** Start in Namur, with a session devoted to the leaflet against prejudice and/or discrimination. The challenge was considerable: the first group exercise, and a dynamic had to be set up and established on a specific and atypical tool, since it is more an awareness-raising tool than a more classical practical training tool. After some discussion to better grasp the aims of the tool, the participants reviewed its content to, among other things, adapt the content to the reality of a work site/workplace situation, working from different cultural sensibilities but seeking necessary common ground.

- ❖ **Tuesday:** The group finds itself in Tubize to work on the assessment sheet, which has emanated from this training centre involved in the project. Both the content (technical and transversal skills, comments) and the form (layout, pictograms and images) were discussed to in order to arrive at a self-assessment tool that is to be used as the basis of individual interviews with the learners. In the second half of the day, the group also had a chance to visit the workshop and meet the training team to discuss their daily experience of training.
- ❖ **Wednesday:** Return to Namur to work on “Stage Advisor”, the elements of which had been standardised and generalised to contain everything that a trainee has to pay attention to before, during and after their placement: address details, practical information, specialties, working hours, team composition, tasks carried out, etc. In the afternoon, the team was able to meet the general manager of Perron de l’Ilon, a hostelry, restaurant and catering training centre, who presented his tool for the assessment of micro-skills before taking the group on a visit of the restaurant and its kitchens.

The day’s end was the opportunity to meet the Steering Committee to take stock and carry out an intermediate assessment of the progress of the work done since the beginning of the week, in order to reset the missions still to be carried out, as well as the resources required to meet the goals for the week.

- ❖ **Thursday:** A trip to Bastogne, for a morning of work at Habilux, also one of the project’s stakeholders. The trainers involved showed the group how they had concretely taken ownership of ‘Kahoot’ and the use they were already making of it in training courses in horticulture and green space management (preparation of training sequences, gathering resources, learners’ participation). This is an enthusiastic group that has closely felt the need and usefulness of integrating the tool into their work. At lunchtime, the group had a chance to meet the cookery trainers, before heading out to a green spaces maintenance site, where they were able to meet a group of learners hard at work.
- ❖ **Friday:** Return to Namur along with the Steering Committee to conclude the work. The new (now common) version of each tool was presented and agreed on by all. Job done! See point n°4 for details.

By alternating work sessions and field visits, the participants were able to complete their reflections through action, via concrete real-life situations of work-based learning. The collaborative dynamic that had been initiated in the previous meetings was thus reinforced, once again by drawing on the common values that drive the group.



Training week: work sessions (left) and field visits (right), in Tubize (top) and Bastogne (bottom)...



Namur: participants' meeting (above, left), exchanges with the Committee (right); steering (below, left).

3.6. The national experiments

From February to June 2019, the trainers from the different countries returned to their respective fields of work to trial what were now the three common tools developed over the course of the training week in Belgium (see point n°5 for details).

To collect the results of these trials, a joint sheet was once again provided by the project partners, to ensure that the information and data collected were homogenous (analysis of the comments, suggestions and potential developments).

During this period of work, the trainers thus had the opportunity to use the tools in the course of their daily activities, and were now able to test the impact and effectiveness of the work carried out in collaboration with the other European trainers.

There were three objectives for the trainers. Firstly, reflect on and anticipate the adaptations that would have to be made to the common versions in order to make them more suitable to local specificities (geographical and sectoral). Secondly, to assess the impacts and effects on their work. Thirdly to prepare the lessons and other final considerations drawn from the different trial phases, in the knowledge that these recommendations will figure as the project's second intellectual output "IO3"...

3.7. Finalising the tools

The meeting in Porto in June 2019 was fundamental to summarising the feedback from the trials carried out by the trainers based on the final experimental phase that took place over a period of five months after the shared training session in February.

This final phase served as an opportunity not just to only test some tools in a few day-to-day activities, but to fully integrate them as new training tools in the training courses and social and vocational integration pathways run by the centres involved in the project.

Thus, the partnership can now count on some ten new tools, all adapted to differing national contexts, that have been trialled and validated (with supporting comments) by various actors on the ground and are accessible online.

The fact that the format is downloadable will enable other European trainers to take hold of them and make their own local adaptations.



Transnational meeting in Porto, June 2019, the steering Committee and the trainers launch the joint working session...

3.8. First balance sheet

The “NT4S” project will have organised three internal experimental phases within each of the partners’ networks, complemented by three occasions for shared discussion and exchanges :

- in Bradford, the partners shared their teaching aids considered the most interesting and, after each choosing 2 or 3, they took the time to assess them by handing them over to their teams for trials;
- In Cergy, the partnership discussed the observations issuing from the different teams’ work in order to present them to national stakeholders in the national workshops;
- Finally, in Namur, the trainers took part in a joint training session, armed with the indications gleaned from their respective national contexts, enabling three joint tools to be developed, and opening up the final trial of a bespoke version for the partner organisations.

The result comprises some ten new teaching aids, which have already been adapted to the Belgian, British, French, Italian and Portuguese contexts, knowing that they are designed to be transferable, and thus potentially available to trainers who did not participate in the project but who may draw inspiration from them to design their own tool to benefit their target groups in work-based learning.



Nouveaux outils pour nouvelles compétences en formation par le travail

“New tools for new skills in work-based learning”

THE COMMON TOOLS



4. The common tools

4.1. Kahoot

It should be noted that “Kahoot” followed its own path as a tool, given its modalities as an engaging online learning tool, where the common format was already set beforehand, since it is offered as such.

4.2. Assessment

While all the attention should not be focussed on assessing the learners, these moments are nevertheless an important stage in their training course. Indeed, the occasion allows the learner’s progression to be verified, and for corrections to be made to their trajectory, when necessary.

The form that was created enables the learners to self-assess, and to confront this assessment with that of the supervising trainer. Carried out on a more or less regular basis, it allows the learner’s progression and increase in skills. The tool enables the learner to better realise their learning, and to identify the skills they are acquiring, as well as those they still need to work on.

4.2.1. Content

The sheet, which is relatively simple, comprises few elements. This makes it understandable and easy to use for all learners, even if their basic skills are lacking.

Since it is a sheet for assessing skills that have (not) been acquired, its content needs to be adapted to the sector in which it will be used and the training pathway in question.

The sheet is made up of:

- General items: name, date, name of the supervising trainer.
- A section that allows the learner to select the tasks or groups of tasks carried out over a set period, e.g. a week. For illustration purposes, in a building/renovation training course, the learner will have to choose between masonry, plumbing, electricity, painting, etc.
- A second part for the assessment of a chosen task/skill.
- A third part for the assessment of three set transversal skills.
- An “open” part, where comments can be inserted on the assessed period, as well as general feelings (a “weather report” for the week): personal feelings, rating the support provided, comments on their relationships with the group, etc.
- Finally, a last part that allows the supervising trainer to insert a comment or remark of their own about the learner.

4.2.2. Indications and suggestions for use

The sheet is filled out in two steps:

1. firstly, the learner takes it and fills in the spaces set aside for him/her;
2. next, it is the supervising trainer's turn to take the assessment sheet to fill in their assessment of the learner's skills.

The sheet was initially conceived to be used in paper, rather than digital format: it is simple and easy to use by the greatest number (no need for digital skills) and does not require any particular equipment (cf. the issue of accessing a computer on a work site). The paper format is particularly suited for work-based learning contexts.

The main aim of the tools is to be able to compare the learner's self-assessment with that of the trainer; it is essentially the discussion and individual interview that follows that is the attraction here: the sheet should be used to stimulate an exchange about the course and the learning outcomes, as well as the learner's progression.

The skills assessment can also be a pretext to engage a discussion about feelings and interpersonal links and relationships, etc.

When using the sheet, by adapting it where necessary, it is important not to overlook transversal skills, the importance of which we have previously identified. Indeed, in the labour market, as well as in training situations, there has been agreement for many years on the importance of behavioural skills as sometimes more determining than actual technical skills.

The sheet was originally conceived for weekly use.

Having said this, it is clear that the timescale and frequency can be adapted to the training context: not everyone progresses or learns at the same speed, certainly there will be differences between a course in construction (short to medium timescale, diversity of working actions) or a course in market gardening (longer timescale, seasonality and repetition of the actions).

Furthermore, this tool has to take its place in a larger assessment process, alongside other methods of assessment. In this way, it can be used to document the learners file by following their progression over time.

4.3. Stage advisor

The work placement is often a cornerstone of a training programme. It allows the learner to face the realities of the job outside the staged and sometimes cosseted context of a training course and to become familiar with the codes of the workplace.

By using the tool, the learners can share information and what they see as essential and relevant comments about placement locations between groups and over time. Especially, the tool allows the monitoring to be better organised: researching information on the placement location prior to the placement, reflection on the practices during the placement, and conclusions and feedback afterwards.

4.3.1. Content

The tool is in the form of a table to be filled in. It can be used either in paper or digital format. It is relatively simple to use, but requires some basic skills (e.g. reading and writing), and digital ones if it is done on a computer.

The table is made up of a series of items to be completed that, together, comprise all the information necessary for a trouble-free insertion into a work placement: address, contact details, team members, daily working hours, points to take note of, accessibility, etc.

4.3.2. Indications and suggestions for use

The sheet can be used at several points in relation to the placement: before, during and after. The three moments can be combined, with the sheet being completed in several parts. The tool enables the learner to prepare for their placement, thus lifting any concerns and stress that can be generated by the unknown (world of work, colleagues and supervisor, new environment, new travel arrangements...) for socially vulnerable people.

By preparing for the placement, by getting to know some of the aspects before facing them for the first time, the learner can get a number of potentially disrupting factors out of the way beforehand and grow in confidence by concentrating on the implementation of specific technical skills that they have acquired through their training.

By using it at different times, it allows the learner to fundamentally be an actor in his/her experience of the placement, and also to pay attention to the new environment in order to develop their knowledge and transversal and behavioural skills.

While the tool is aimed at work placements, it can also be used for other situations. Thus, it could be used to advantage in job seeking workshops. Indeed, the table allows learners to begin to seek employment (gathering information required to write relevant applications for the desired position), but also to prepare for job interviews or starting a job.

4.4. Antidiscrimination

While recommendations in favour of diversity might seem obvious, in practice, some facilities can turn out to be poorly adapted to receiving everybody. Some problematic behaviours or statements may inadvertently hurt some people.

Training centres for vulnerable groups host a wide variety of individuals, who make up very diverse groups within which the inclusion of all needs to be ensured. The issue of diversity, inclusion and non-discrimination is actually central in training.

The tool developed within the framework of then project thus provides recommendations to improve the daily experience of all learners during their training programme.

4.4.1. Content

The sheet is divided into several text boxes, each dealing with a subject directly concerning work-based learning situations.

Each theme is dealt with in the form of advice on the themes of diversity and non-discrimination, to ensure the inclusion of all in the training centre: layout of the premises, adapting the contents and visual elements of technical documents, benevolent and inclusive communication, group management, etc.

4.4.2. Indications & suggestions for use

The sheet is different from the other tools developed as part of the project as originally conceived, since it is mainly an awareness raising tool, rather than a teaching aid. While it is not for use as a direct teaching tool for the training of the learners, it may nonetheless serve to raise awareness of issues of diversity according to the specific context in which it is used. For example, it may be used as a manifesto, in complement to the internal rule book, to be presented to learners during induction sessions to make them share the benevolent and open atmosphere that is, and must remain, in place in the training centre.

Within teams, it can question the practices and behaviours of each person, help improve the management of groups of learners, as well as managing interpersonal relationships. The subject can be raised in team meetings, so that each participant can know about it and discuss the subject.

To support the “awareness raising” aspect, it is recommended to think about developing sessions and training resources to work on diversity in an engaging way.



Transnational meeting in Porto, June 2019, the group of partners and trainees in all its diversity...

NATIONAL EXPERIMENTATIONS



5. National experimentations

The trainers from the partner countries trialled the common tools developed in the training session in Namur in February 2019 in the course of their daily work and in the training programmes already under way in the different organisations.

The French and Belgian partners each tested the tools in work-based learning enterprises; the Portuguese used a vocational school, and the Italian partner involved its vocational training centre, the sheltered workshop and the social cooperative linked to the centre.

We can therefore draw on the results gleaned by several actors in the field of social inclusion and differentiated target groups within the field (young trainees, adult trainees, disabled people, etc.).

5.1. Kahoot

The work here was based around developing specific contents, given that the structure of the tool is fixed online.

The tool has already generated initial concrete applications in Belgium (in “horticulture” and “green space management”), but also in France (where it was cleverly used as a joint tool with the antidiscrimination aid).

5.2. Assessment

Experimental groups

The tool was trialled with over 40 young trainees and almost a hundred adults working in work-based learning or social integration enterprises. It is worth highlighting that the Italian partner tested the tool with 3 different groups, which included 3 young adults placed on a prison release programme and disabled adults placed in a sheltered workshop.

The skills concerned by use of the tool

Most partners identified basic skills as those most concerned by the tool. Some recognised that the tool had a specific importance in the development of transversal skills.

The assessment tool did not undergo any radical modifications by the trainers the pictograms linked to the business sector and the layout were, however, adapted.

The results of the experiment were thus also enriched by the experience of the Italian partner, who was able to test it on quite different groups: in the sheltered workshop belonging to the social cooperative linked to the training centre named “FOMAL”, member of SFC, the tool was tested on a weekly basis with 5 beneficiaries presenting with differing mental and physical disabilities, and the assessment was carried out with the mediation and support of an operator; the tool was also tested with 3 young adults, aged 18-20, in a hostelry, restaurant and catering training programme on release from prison.

The difficulties that emerged during this experimental stage were mainly linked to the trainees’ skills in terms of reading, writing and comprehension, which may limit the potential use of this tool due to the need to be able to grasp abstract concepts.

One suggestion is to set aside a sufficient length of time to use the tool, which will necessarily be longer the first time, but this will get shorter (15 mins.) over time, or to use it in three stages, always with a time for comparison between the trainee and trainer.

Several trainers also suggest producing a digital version of this tool, whereby the data would directly be recorded in a spreadsheet (e.g. Excel), thus making it possible to carry out more accurate and effective analyses.

5.3. Stage advisor

Experimental groups

More than 30 young people placed on a training programme and dozens of adults working in work-based learning or social integration enterprises.

The skills concerned by use of the tool

A majority of the partners identified basic skills as those most concerned by the tool. The common format was not significantly modified: the Italian trainers changed the icons, and those from Tubize adapted the order of the elements and the size of some textboxes.

Given that French employees in integration enterprises did not do work placements during the experimental phase, the trainers changed “stage advisor” into “job advisor”. Thus, they prioritised different components of job seeking, trade surveys and collective meetings for finding employment, with the aim of pushing their employees towards finding permanent employment after their work in the social integration enterprise. The idea is for the workers in the enterprise to carry out a “trade survey” in order to discover/decide what they want to do, or to use the tool to prepare their job interview (research on the company, reading and analysing the job offer, etc.).

Finally, “Stage Advisor” was considered to be a useful tool for selecting work placements in outside businesses, even though the latter do not systematically take part during the formulation of the document.

It is also the case that the database thus constituted can also serve as a resource for the next interns. Companies that are not very helpful can be mentioned, so that the next cohort is better informed and may avoid unpleasant surprises.

Several trainers also highlighted the combined development of IT skills as an added value of this tool.

Most trainers consider « Stage Advisor » to be an inclusive tool that can also be used by people who have, for example, a physical or mental disability, but command of the language could be a barrier that needs to be overcome. The most “vulnerable” interns could experience difficulties filling in the questionnaire themselves, requiring mediation from the business and/or the trainer.

5.4. Arguments against discrimination

Experimental groups

People enrolled on training or social and vocational integration programmes, trainers and professionals from the partner organisations.

The skills concerned by use of the tool

Awareness raising, fighting stereotyping, fostering more diversity, but also knowing your rights and know where to go in cases of discrimination, also preparing for a job interview.

Both the format and the theme of the tool have opened up several possibilities in terms of organising the experiment.

In France, the tool was tested in combination with Kahoot, which had previously been presented as an innovating teaching aid by the Italian partner at the meeting in Bradford at the start of the project. The French trainers created a questionnaire on employment discrimination, since they work with people on integration programmes who are likely to have job interviews regularly. In order to merge the two tools, they conferred to think of simple and relevant questions for their target group. The tool was tested 3 times per group of 4 people with a smartphone, and involved 4 men and 8 women aged between 20 and 58.

In Portugal, the arguments sheet had a positive impact, the tool was inserted into the school’s educational portal, where it is visible by the whole of the educational community: students, teachers, technicians managers, parents, businesses; the internal education team also decided to integrate it into their educational package.

The Italian partner tested the argument sheet in a class of students/interns at the end of their third placement (two months before completion of their vocational course), it was necessary to adapt the methodology to make the dialogue around the question “what does the word ‘discrimination’ bring to mind?” more interactive. This enabled discussions and analysis to take place on different situations observed during the placements and class them into broad categories (discrimination on the basis of gender, origins, age, etc.). The discussion was carried on into the way each of them would deal with these episodes and the activity ended with a role-playing game led by the trainer, with final thoughts.

For their part, the Belgian partners used two methods in each of the centres in their network:

1. On the one hand, the sheet was posted on the centre’s administration noticeboard, a place where all staff pass through, whatever the time of year. The initiative was announced, and the sheet was presented as a potential awareness raising tool;
2. On the other hand, the sheet was systematically handed out to learners on arrival, but without asking for their prior agreement, nor detailing the contents during supported reading, for example.

All partners agreed that the theme and the teaching aid that was presented require a sufficiently supported involvement, given the obvious density of its content, and that an activity to introduce this sort of ‘more sensitive’ theme was absolutely necessary.

Some reservations were expressed regarding the risks of running into potential taboo subjects, of falling into a caricatured fixed posture, of encountering doubts as to the effect produced, and perhaps even the legitimate fear of running the risk of initially creating more problems than are solved.

Before being able to approach the “how”, a substantial amount of awareness-raising work needs to be to include the “why”, certainly in view of the sometimes precarious realities of each partner’s target groups.

5.5. Summary

From February to June 2019, the trainers from Belgium, Italy, France and Portugal trialled the three common tools they had developed during the training session in Namur. The testing phase saw different target groups involved: young trainees, adult trainees, disabled people, etc., and the trainers were free to insert this experiment into their daily activities, employing the methodology they deemed most appropriate.

The results presented by the partners enable a very positive assessment to be made of this experimental phase. The most interesting aspect was to see three common tools trialled in five different national and vocational contexts, and often coming to similar considerations and suggestions.

One element to be found in all the trials is the difficulty for the target groups to initially overcome the language barrier. The diverse nature of the target group and the creativity displayed by the trainers in the search for different methodologies for application enabled several “faces” of the teaching aids to be revealed, enabling further thought to go into the pedagogical implications and offering suggestions for future development.

Two singular and unexpected elements especially deserve to be taken into consideration:

- The Arguments Against Discrimination tool, which was not anticipated in the project, became the tool that provided the trainers with the most inputs, as they trialled it in different ways, also involving the whole of their organisation;
- Several trainers wanted to draw attention to the eco-sustainability of the tools created, given the use of paper and ink, suggesting that thought is given to creating digital versions of each of the tools.

ANALYSING THE TOOLS FROM THE ANGLE OF DISCRIMINATION



6. Analysing the tools from the angle of discrimination

A small step backwards to carry out a more cross-cutting assessment of the potentially discriminatory (or not) nature of the tools presented in their original form, restating the original context (more from an angle of diversity), knowing that the lessons drawn served as markers in the later stages of the development of successive versions of the tools until reaching their final form.

6.1. Kahoot Videos

This is an online programme that is made available to the learners via the web. It was originally inspired by a project (in Italy) of tutorial videos going through the different stages of processing a product or preparing a dish or drink. After the visual demonstration, generally by two trainers, the learner is set a short quiz to assess whether the information has been taken in. These videos allow a greater ease of acquisition, since the videos can be viewed as many times as necessary to soak in the information. They formalise a technical learning.

There is no discrimination to report, unless one considers that some people do not have internet access. However, they could probably access it in facilities made available to the team for this purpose (in the school, centres for jobseekers, etc.).

When designing new content, care will have to be taken to ensure that the trainers appearing in the videos reflect diversity (men, women, different ethnic backgrounds...).

6.2. Assessment (Tubize)

In the construction sector, Tubize created a sort of weekly logbook in which interns self-assess with regard to their level of autonomy and interest in each task. The trainer in turn assesses the intern on the same points. Finally, the cursor has to be placed on emojis representing the trainee and trainer's emotions.

Tâche 1	Autonomie	J'ai observé	J'ai aidé	J'ai été aidé-e	J'ai travaillé seul-e	J'ai travaillé seul-e vite et bien
	Intérêt	Ca ne m'intéresse pas du tout	Ca ne m'intéresse pas	Je suis un peu intéressé	Je suis intéressé-e	Je suis très motivé-e
Tâche 2	Autonomie	J'ai observé	J'ai aidé	J'ai été aidé-e	J'ai travaillé seul-e	J'ai travaillé seul-e vite et bien
	Intérêt	Ca ne m'intéresse pas du tout	Ca ne m'intéresse pas	Je suis un peu intéressé	Je suis intéressé-e	Je suis très motivé-e
Tâche 3	Autonomie	J'ai observé	J'ai aidé	J'ai été aidé-e	J'ai travaillé seul-e	J'ai travaillé seul-e vite et bien
	Intérêt	Ca ne m'intéresse pas du tout	Ca ne m'intéresse pas	Je suis un peu intéressé	Je suis intéressé-e	Je suis très motivé-e
Mon sentiment :		😊 😊 😊 😊 😊				

This kind of logbook is relatively simple, the tool goes straight to what is essential and enables a rapid poll to be taken of the interns' motivation, their level of satisfaction and to self-assess, but also to check it against the way trainers' perceive the autonomy and interest shown by the learners.

➔ Ouvrier polyvalent en éco-construction



La formation vise à enseigner le métier d'ouvrier polyvalent en éco-construction.

Par une alternance de cours théoriques, de travaux en atelier et sur chantiers, vous apprenez à mettre en œuvre et utiliser des techniques et matériaux respectueux de l'environnement et de l'humain. Ces travaux nécessitent patience, minutie, persévérance et rigueur.

Durée : 12 à 18 mois

Horaire : du lundi au vendredi de 8h30 à 16h15

Fréquence : entrée permanente

Public : demandeur d'emploi

Lieu : Tubize

In terms of discrimination, care will need to be taken to include women, starting with the advertising the training course, even if it concerns manual labour that appeals more to men. In order to feel legitimately involved, the inclusion of women has to be clearly and explicitly expressed (images, feminisation of the trade, etc.). The same goes for people of foreign origin.

Thought will have to be given to include people with a light physical or mental disability, depending on the feasibility of the course on offer. As far as possible, avoid excluding a disabled person without having first assessed whether they can still be trained in the field and/or bring added value to the whole team (sense of responsibility, mutual help, other skills, etc.).

6.3. Assessment (Habilux)

For learning the tasks associated with maintaining parks and gardens, Habilux created 10 sheets detailing the steps to carry out, points to pay attention to, as well as the learning assessment indicators for each task. Among the sheets, there are different areas of work: "planting", "felling", "shredding", etc., they enable a better acquisition of the technical actions and skills required.

Some are aimed at the trainers, others are meant for the trainees. This helps to clarify what is to be done: the trainer has to think about supplying the site, ensure the trainees' safety, anticipate each stage in a constructive and thought-out manner. On the front of the sheets, the trainee will find a summary of the tasks sequenced into different specific operations. On the reverse side, the trainee will be able to self-assess on aspects such as safety, efficiency, work organisation, techniques employed etc. O = observe, F = follow, P = partially autonomous, A = autonomous.

On the issue of discrimination, it will also be a matter of including women on the posters or publications providing information on the training course, even if it is manual labour mainly associated with men. In order to feel legitimately involved, the inclusion of women has to be clearly and explicitly expressed (images, feminisation of the trade, etc.). The same goes for people of foreign origin.

Thought will have to be given to including people with a light physical or mental disability, depending on the feasibility of the course on offer. As far as possible, avoid excluding a disabled person without having first assessed whether they can still be trained in the field and/or bring added value to the whole team (sense of responsibility, mutual help, other skills, etc.).

6.4. Learning diary

The tool is aimed at an "NEET" audience ("Not in Education, Employment, or Training, aged 16 to 19).

The learner identifies the skills used and learnt at the end of each session. This way, they learn to self-assess their work and to identify the areas in which they can improve further. This also reinforces their writing and spelling skills (here linked to the field of industry). The trainer helps those who have major problems writing.

Since the qualification is based on evidence presented, the tool enables the progressive acquisition of skills to be demonstrated. Furthermore, the learners can observe their own progress and realise that they can continuously improve.

There is nothing to report with regard to potential discrimination.

6.5. Food advisor (IT)

FOMAL, member of SCF, created an interdisciplinary guide on the city's restaurants, which is available as a hard copy or online via an app. This is a guide that relays the opinions of the places in which the students served their internships (accessibility, number of covers, target customers, type of food/cooking: vegan, gluten-free, standard European, ethnic, specialised menus, type of service...). The interns are invited to carry out research of appropriate responses and write a full description of the restaurant. The training centre publishes the texts, which are made available to future interns.

It should be noted that the possibility of adding explanatory pictures to the descriptions is being considered in the future, as well as a text reader for the sight impaired.

There is no discrimination to report, unless one considers that some people do not have internet access. However, they could probably access it in facilities made available to the team for this purpose (in the school, centres for jobseekers, etc.).

When designing new content, care will have to be taken to ensure that the trainers appearing in the videos reflect diversity (men, women, different ethnic backgrounds...).

6.6. Arguments against discrimination

The tool is aimed at anyone who might be in employment (from the age of 15), to know their rights in terms of equality of opportunity, which are the unlawful questions an employer may not ask and how to respond to them without losing the employer's interest- inasmuch as is possible, at least.

There is no discrimination in the form (as in the substance), since it is aimed at everybody (men and women of all ages, ethnic origin, disabled or not, of any sexual orientation, etc.).

This tool deals with discrimination and looks at all the criteria that the (Belgian) law rests on to combat unfavourable treatment at work.

NB: the laws and specificities of each country will have to be considered when transposing to an international context.

TOOLBOX



7. Toolbox

The aim of this section is to retrace the evolution of the tools, from their original form, the assessment made after being trialled in a new context and presented to external experts from another country, the common version issuing from the training week organised between peers, the versions adapted to the specificities of the different regional contexts and the latest assessment made after validating these final versions on the ground.

The tools are available online from the project website:

- > [Original tools](#)
- > [Common tools](#)
- > [Adapted tools](#)

The general view we present here demonstrated the scope of the pedagogical innovations engaged in the back-and-forth and trial-and-error between local realities and the common link provided by an international context via the meetings of trainers who have to use the tools in their daily practice.

7.1. Kahoot

Tool

- **Original version (It) :**
 - ✓ [Info](#)
 - ✓ [Online](#) learning platform

Experimentation: Partners

- **ORIGINAL VERSION**
 - ✓ [Sheet](#) “Habilux” (Be)
[Video](#) “Habilux” (Be)
 - ✓ [Sheet](#) “Tubize” (Be)
 - ✓ [Sheet](#) (UK)
[Video](#) (UK)

Experimentation: Expert workshop

- ✓ **ORIGINAL VERSION**
- ✓ [Sheet](#) (Be)

Experimentation: Partners

- **Bespoke versions** (43 quizzes developed around 4 new themes)
 - ✓ [Sheet](#) (Be-Habilux)

Tools

- **NATIONALE VERSIONS**
 - ✓ (Be): “Habilux”
 - > Nomenclature (15)
 - > Forestry (7)
 - > Dry walls(7)
 - > Ergonomics (13)
 - ✓ (Fr): “ NT4S2019”
 - > Anti-discrimination

7.2. Assessment

Tools	
➤	ORIGINAL VERSIONS
✓	(Be) : <u>Good Practice</u> (“Habilux”) <u>Annexes</u> (“Habilux”) <u>Video</u> (“Habilux”)
✓	(Be) : <u>Good Practice</u> (“Perron”)
✓	(Be) : <u>Good Practice</u> (“Tubize”)
✓	(Fr) : <u>Good Practice</u> <u>Sheet</u> <u>Info</u>
✓	(It) : <u>Info</u>
✓	(UK) : <u>Sheet</u> <u>Info</u>

Experimentation: Partners	
➤	ORIGINAL VERSION
✓	<u>Sheet</u> “Habilux” (It)
✓	<u>Sheet</u> “Tubize” (Fr)
✓	<u>Sheet</u> “Tubize” (It)

Tools	
➤	IMPROVED VERSIONS
✓	(Be): <u>Good Practice</u> (“Tubize”)
✓	(Fr): <u>Good Practice #1</u> <u>Good Practice #2</u>

Experimentation: expert workshops	
➤	IMPROVED VERSION
✓	<u>Sheet</u> (Be)
✓	<u>Sheet</u> (Fr)
✓	<u>Sheet</u> (It)
✓	<u>Sheet</u> (Pt)

Tool
➤ <u>COMMON VERSION</u>

Experimentation: Partners
➤ VERSION COMMUNE <ul style="list-style-type: none"> ✓ <u>Sheet</u> “Habilux” (Be) ✓ <u>Sheet</u> “Tubize” (Be) ✓ <u>Sheet</u> (Fr) ✓ <u>Sheet</u> (It) ✓ <u>Sheet</u> (Pt)

Tools
➤ NATIONAL VERSIONS <ul style="list-style-type: none"> ✓ (Be) : <u>“Habilux” Version</u> (Single task) ✓ (Be) : <u>“Tubize” Version</u> ✓ (Fr) : <u>Specific version</u> (with <u>recommendations</u>) ✓ (It) : <u>Specific version</u> ✓ (Pt) : <u>Specific version</u>

7.3. Stage advisor

Tool
➤ ORIGINAL VERSION “Food” (It) <ul style="list-style-type: none"> ✓ <u>Good Practice</u> <u>Guide</u> <u>Info</u> <u>Video</u>

Experimentation: Partner
➤ ORIGINAL VERSION <ul style="list-style-type: none"> ✓ <u>Sheet</u> (Be)

Tool
<ul style="list-style-type: none"> ➤ IMPROVEDVERSION (Fr) <ul style="list-style-type: none"> ✓ <u>Good Practice</u>

Experimentations: expert workshop
<ul style="list-style-type: none"> ➤ IMPROVED VERSION <ul style="list-style-type: none"> ✓ <u>Sheet</u> (Be) ✓ <u>Sheet</u> (Fr) ✓ <u>Sheet</u> (It) ✓ <u>Sheet</u> (Pt)

Tool
<ul style="list-style-type: none"> ➤ <u>COMMON VERSION</u>

Experimentation: Partners
<ul style="list-style-type: none"> ✓ COMMON VERSION ✓ <u>Sheet</u> "Habilux" (Be) ✓ <u>Sheet</u> "Tubize" (Be) ✓ <u>Sheet</u> (It) ✓ <u>Sheet</u> "Prison#1" (It) ✓ <u>Sheet</u> "Prison#2" (It) ✓ <u>Sheet</u> (Pt)

Tools
<ul style="list-style-type: none"> ➤ NATIONAL VERSIONS <ul style="list-style-type: none"> ✓ (Be) : <u>"Tubize" Version</u> ✓ (Fr) : <u>"Job" Version</u> ✓ (It) : <u>Specific version #1</u> ✓ (It) : <u>Specific version #2</u> ✓ (Pt) : <u>Sopecific version</u>

7.4. Anti-discrimination

Tool
<ul style="list-style-type: none"> ➤ ORIGINAL VERSION (Be) <ul style="list-style-type: none"> ✓ Good Practice ✓ Info ✓ Info1 ✓ Info2 ✓ Info3 ✓ Info4 ✓ Info5 ✓ Video
Experimentation: Partner
<ul style="list-style-type: none"> ➤ ORIGINAL VERSION <ul style="list-style-type: none"> ✓ Sheet (It)
Tool
<ul style="list-style-type: none"> ➤ IMPROVED VERSION (Be) <ul style="list-style-type: none"> ✓ Good Practice
Experimentations: Expert workshop
<ul style="list-style-type: none"> ➤ IMPROVED VERSION <ul style="list-style-type: none"> ✓ Sheet (Be) ✓ Sheet (Fr) ✓ Sheet (It) ✓ Sheet (Pt)
Tool
<ul style="list-style-type: none"> ➤ <u>COMMON VERSION</u>
Experimentation: Partners
<ul style="list-style-type: none"> ➤ COMMON VERSION <ul style="list-style-type: none"> ✓ Sheet "Habilux" (Be) ✓ Sheet "Tubize" (Be) ✓ Sheet (Fr) ✓ Sheet (It) ✓ Fic Sheet he (Pt)

Tools
<ul style="list-style-type: none"> ➤ NATIONAL VERSIONS <ul style="list-style-type: none"> ✓ (Be): Specific version ✓ (Fr): Specific version: Quiz created on Kahoot (" NT4S2019") ✓ (It): Specific version ✓ (Pt): Specific version ✓ (UK): Specific version

7.5. Learning Diary

Tool
<ul style="list-style-type: none"> ➤ ORIGINAL VERSION (UK) <ul style="list-style-type: none"> ✓ Sheet Info Video
Experimentation: Partner
<ul style="list-style-type: none"> ➤ ORIGINAL VERSION <ul style="list-style-type: none"> ✓ Sheet (Fr) Video (Fr)
Tool
<ul style="list-style-type: none"> ➤ <u>IMPROVED VERSION</u> (Fr)

7.6. Roadmap

Tool
<ul style="list-style-type: none"> ➤ ORIGINAL VERSION (Be) <ul style="list-style-type: none"> ✓ Sheet Info
Experimentation: Partner
<ul style="list-style-type: none"> ➤ ORIGINAL VERSION <ul style="list-style-type: none"> ✓ Sheet (Pt)

7.7. Composition & reasoning

Tool
<ul style="list-style-type: none"> ➤ ORIGINAL VERSION (Fr) <ul style="list-style-type: none"> ✓ Good practice sheet Info

7.8. Morning meeting

Tool
<ul style="list-style-type: none"> ➤ VERSION ORIGINALE (Fr) <ul style="list-style-type: none"> ✓ Good practice sheet Info

7.9. British Values

Tool
<ul style="list-style-type: none"> ➤ ORIGINAL VERSION (UK) <ul style="list-style-type: none"> ✓ Sheet Info

7.10. Storytelling

Tool
<ul style="list-style-type: none"> ➤ ORIGINAL VERSION (Pt) <ul style="list-style-type: none"> ✓ Info

7.11. Interdisciplinary construction

Tool
<ul style="list-style-type: none"> ➤ ORIGINAL VERSION (Pt) <ul style="list-style-type: none"> ✓ Sheet

CONCLUSIONS



8. Conclusions

A project's journey is littered with pitfalls to avoid and mishaps and other unexpected occurrences to overcome, all the more so when it involves multiple partners and their trainers, who adhere to a common practice of work-based learning for a disadvantaged target audience, but apply it in as many different realities as there are specific local contexts.

To give an example, we speak of “learners”, “trainees”, “interns” or “employees” depending on the schemes in place and the legislative framework that applies. The European dimension remains a reality that is under construction.

This project emanated from a prior project that enabled the bases of a common language to be set. However, not all partners took part in the second project, while others joined. Each partner will have undergone changes in its personnel tasked with the tracking of the project, forcing the newcomers to update their own directory and software about what constitutes a “work-based learning enterprise”, which was the starting point of the project, which had set itself goals to achieve, despite the vagaries such as national general strikes, the redefining of professional projects, or more personal ones (weddings, births) or the uncertainties imposed by Brexit, etc.

Two years of permanent readjustments nonetheless enabled particular care to be given to the trust of the parties involved and that of the support given (including co-funding) to finally manage to put together a toolbox equipped with **3 common tools, six intermediate versions and no less than 15 specific forms (to which should be added 43 online applications), 44 assessment sheets, recommendations, expert opinions, information and other materials or instructions for use**, to enable them to be appropriated by any who wish to make use of them.

While achieving these tangible results was a long shot, they were not the only satisfaction, since the main challenge from the start was the meeting of trainers on the ground to enable the **mutual exchange of good practice**, the discussion or even debate on the ins and outs, string points or those needing improvement, then the development and final integration of innovating teaching practices and their assorted training aids.

Given, on the one hand, the understandable dislike a vulnerable and precarious audience has developed towards classical teaching methods that have led to too many failures in the past and, on the other hand, the need to ensure a level of quality both in the technical and pedagogical terms, for this real-life learning situation (work-based), the challenge has been met with flying colours.

Evidence of this- in passing, this is a source of further satisfaction and even pride- can be seen in the way the partnership had wanted to add a cross-cutting dimension to the project by placing it under the spotlight of the fight against discrimination, at a time when Europe is being swept by foul smelling winds.

The focus was permanent throughout the different productions, but also on the practices observed and developed. To the point that the trainers took ownership of the theme and quickly expressed the desire to make it a full-blown tool to use in their training centres.

Where education meets training, flexibility, case-by-case listening and innovation enable practices and a project to be 'of its time', sometimes with pieces of string, sometimes with successes to boot.

Long live "work-based learning". Long live work-based learning enterprises.

