



**SEAL – Seniors’ Learning Value**  
Project n. 2019 – 1 – IT01 – KA202 – 007593



**Intellectual Output 1**

**Senior Learning Facilitator –the European Framework of competences**

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## 1. Executive Summary

This report gives evidence of the **research phase** carried out to update the main key factors and policy context at national and transnational level, impacting on the need to **design a common framework of competencies related to the Senior Learning Facilitator profile**.

The introduction of this report reminds the rationale of the project as well as the main objectives of this first Intellectual Output.

In the first section, **the research methodology** defined and implemented by the partnership has been described.

Then, starting by analysing existing experiences, qualifications, and practices widespread in Europe, and specifically in the partner Countries, **a common Senior Learning Facilitator profile is proposed**. In addition to the professional profile, **a description is also developed of the work contexts in which the SLF can best express its contribution to Education**, namely the **Feedback Loops System**.

The third part of the document defines the **design principles of the new qualification to be developed and the required skills**. It also anticipates the guiding criteria for the design of the training path addressed to the Senior Learning Facilitator. It includes the identification of teaching methodologies, adult learning techniques and management of the socio-emotional sphere, more suitable to respond to the SLF profile (self-assessment and self-esteem).

The fourth section is dedicated to **identifying the ideal target for training as SLF**, i.e. **the profiles of "senior" workers expressed by companies, especially SMEs**. This definition has been possible thanks to the field research carried out by partners in each country by means of the administration of a questionnaire interviewing potential stakeholders and end-users (companies/SMEs). The analysis of the results of the entire survey are provided in ANNEX 1.

The final section of the report concludes by proposing a **methodology and approach leading towards the prototyping of a certification of the Senior Learning Facilitator's skills and competences**, which will be subject to subsequent verification and validation by the stakeholder community.

This section foresees the referencing of skills and competences outlined for the SLF with respect to the European Qualification Framework. Linearities are also identified between the current national training profiles operating as trainers in the company and the emerging profile of the SLF.



## 2. Introduction

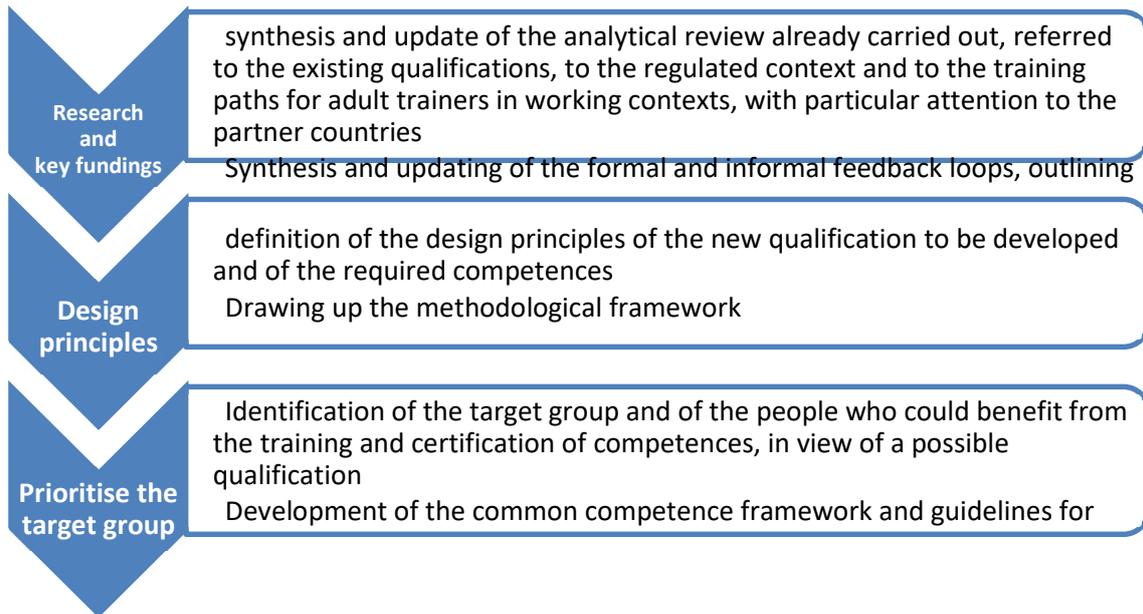
*“Who trains in small and medium enterprises: characteristics, needs and way to support”* [Cedefop 2015] highlighted how the trainers received little attention in the company and how their potential as multipliers on increasing the participation and quality of the VET offer remains untapped? The number of different standards of competence required for CVET trainers, together with the heterogeneity of corporate training approaches, limit the transnational mobility of the Trainer profile, reducing the opportunities for growth of these professions.

Senior qualified workers, not necessarily old, are a powerful reserve of experience and competencies that should be better used by enterprises, the economic systems and society at large. Senior workers might be valuable resources as learning facilitators within the company in which they work, but also contribute to: strengthen feedback mechanisms between the education and training and labour systems, provide an answer to the lack of formal and informal procedures that ensure that the education and training systems can renew themselves and adapt to the constantly evolving needs of the labour market and enterprises. Act as a hinge and bridge figures in the processes of exchange of know-how between the enterprise and the educational and training system. In many cases, however, the lack of specific knowledge of learning strategies and methodology, the limited familiarity with ICT communication and open educational resources constitute serious barriers to the full valorisation of seniors' experience as learning facilitators. The innovation of this Erasmus Plus consists of the fact that the SLF professional profile is yet to be defined at national and European level.

The project is structured into four Intellectual Outputs:

1. European Competencies Framework of Senior Learning Facilitator
2. National Action Plans
3. Learning Paths and Resources
4. Policy Recommendations

This report represents the Intellectual Output 1 “European Competencies Framework of Senior Learning Facilitator” aiming to define an European Common Framework of competencies of the Senior Learning Facilitator. The following activities were carried out:





### 3. Research Methodology

The methodological framework underpinning this report includes two main research actions, carried out by partners with the involvement of the stakeholder community, who shared results and supported interpretation.

Due to the innovation concepts of the Senior Learning Facilitator profile as well as the Feedback Loop System definition, the SEAL Partnership considered it important to develop a first disambiguation of concepts. (see Chapter 2)

Consequently, the research activities carried out have been conducted through:

- A. A desk research carried out by all partners in their own countries to collect experience and examples of adult education facilitators in private companies.**

As a first step, the partnership updated the reference context of *existing repertories of professional profiles and/or qualifications related to the CVET system* available in each partners country, in order to identify any possible **explicit or implicit reference to the Senior Learning Facilitator profile**, that the SEAL project should consider in order to develop and redesign within a European Common Framework.

A second relevant point of the desk research was related to map **the possible areas of intervention of the Senior Learning Facilitator inside the company** (e.g. recruitment, tutoring support, assessment, recognition and validation of learning outcomes achieved through work experience, certification etc...) **and outside the company with all related integrated services at local levels** (VET providers; social partners, trade unions, professional organisations, chambers of commerce and representatives of the labour market; public/government administration stakeholders; social services, etc...).

Partners performed the desk research in their countries collecting various available online and offline sources (such as scientific literature, reports, statistics, recommendations) and checking for their reliability.

The desk analysis was based on PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) methodology.

The primary result of the desk research is a map of different profiles representing the key competences of a Senior Learning Facilitator.

The aim of this first research action has been to update the **common baseline and to identify eventual best practices against different levels of development of the specific area.**



## **B. The desk research was complemented by a field research action through which surveys were carried out**

The survey has been conducted in each partner country targeting an average of 20 key persons in PMI. More than 90 key persons in SMEs have been reached through an online questionnaire, in most cases administered through online/phone interviews with the respondents.

The aim of the questionnaire was:

- to collect the point of view of managers, human resource staff and/or employers on internal education and training processes and senior retraining opportunity and needs;
- to profiling the potential beneficiaries of the project, that is to say identifying the ideal target to be trained as SLF (see Chapter 4)
- to verify and validate the areas of activities, skills and competences identified and mapped by the partnership in relation to the defined profile of SLF (see chapter 2).

The survey has been introduced to the interviewed persons with a rationale and instructions of use, in order to guarantee the homogeneous collection of responses.

Starting from the fact that each company, whether consciously or not, has its own "facilitator of learning processes", that is to say, a person who works in the company, full or part time, responsible for sharing, updating and supporting the growth of the company's assets of know-how, the survey aimed to investigate with which human resources and strategies companies undertake to improve corporate training processes.

Specifically, we implemented the questionnaire in order to better understand:

- the possible internal and external role of a professional profile dedicated to training strategies, such as the Learning Facilitator;
- how this function is organized in the company and with which workers it more easily interfaces
- its potential functions in peer and informal learning processes
- how much does it costs to the company
- and if there are external subjects, either public or private, who contribute to the learning process in the company, how and to what extent the learning facilitator interfaces with these learning systems and institutions of the territory to co-design training processes.

The questionnaire was made available on a Google form in English for the homogeneous collection of data: <https://forms.gle/Pu57E1fkRQdQ689q8>



In order to facilitate, ensure and widen the participation of potential representatives of companies/enterprises in all the partner Countries, sub-versions in partners languages were created. Researchers of the partners staff have, in these cases, translated and reversed the relevant answers on the common platform of the Google Form in English version in order to facilitate the common elaboration of final results of the survey (see Appendix 1).

#### **4. Key findings and a first definition of the Senior Learning Facilitator profile**

The SEAL working group has strengthened, at the start of the project, a common definition of the SLF descriptors.

**A learning facilitator is a professional who does not operate under the traditional concept of teaching, but rather guides and assists learners in learning activities that can include self-learning, digital social learning, and various forms of informal learning.**

Recently, experts argued that the involvement of learner facilitators smooths the process of entrepreneurship self-learning. Indeed, entrepreneurship self-learning is considered the right way to acquire the entrepreneurial skills and knowledge (*Garvey, 2011; Knowles, Holton III, & Swanson, 2014; Rajasinghe & Mansour; 2018*).

In literature, there is no common definition or job scope for being a coach, a mentor, or a learning facilitator.

Nevertheless, according to *Newman (2015)* these figures play an important role in transmitting real world knowledge and experience, and their expertise helps learners in achieving their goals.

There are various types of learning facilitators that can be engaged in entrepreneurial learning.

These facilitators could be a teacher, trainer, mentor, or coach and have a common role in developing learners, trainees, or mentees to achieve their learning goals.

Both a mentor and a coach will help people to learn through cognitive skills and develop personal capabilities. However, despite coaching and mentoring using the same skills and approach, there is an important difference present. Coaching is short term task-based whilst mentoring is a longer-term relationship<sup>1</sup>.

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<sup>1</sup> [https://www.brefigroup.co.uk/coaching/coaching\\_and\\_mentoring\\_2\\_col.html](https://www.brefigroup.co.uk/coaching/coaching_and_mentoring_2_col.html)



Foo & Turner (2019) derived from their literature analysis on enterprise education a model that provides a theoretical framework for the role of experts' facilitation, including teachers, mentors or coaches (Figure 1).

Their framework presents many similarities with that developed by the SEAL project partners during the kick-off meeting in Rome on 28-29 November 2019.

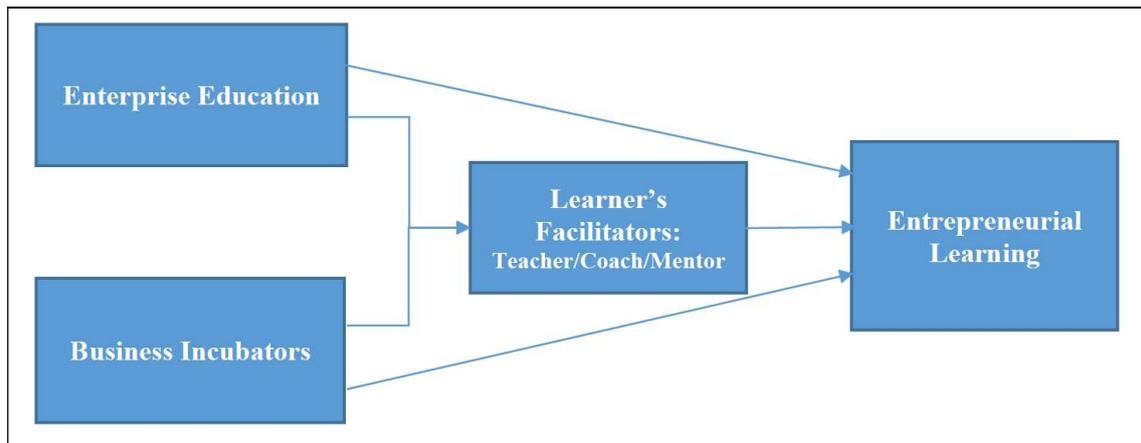


Figure 1. Facilitated Model for Entrepreneurial Learning (source: Foo & Turner, 2019, 291)

Finally, the “seniority” concept is referred primarily to the high level of expertise reached by the profile on specific work processes, rather than the age.

Surveying the SLF's profiles, it emerged that many professional profiles (mentors, coaches, trainers, and counsellors) overlap some of the characteristics of a Senior Learning Facilitators.

In fact, there are a multitude of concepts that can be associated with the **relationship of supporting the professional development of a person being this a complex and context-sensitive relationship.**



Table 1 shows various concepts associated to the Senior Learning Facilitator profile.

Advising: offering suggestions about a course of action or academic program
Advocating: providing personal support of an individual through activities such as connecting them with influential leaders and key networks and nominating them to boards and committees
Coaching: helping a person learn a particular skill or achieve a specific goal
Counselling: professional guidance of an individual through the use of psychologic therapies
Guiding: offering advice along a particular course of action Role modelling: serving as an example of desired values, behaviours, and attitudes
Sponsoring: an explicit relationship by which a sponsor provides resources and tangible support to a professional colleague
Teaching: a formal, structured process of helping another learn specific content within a given time frame
Tutoring: providing intensive one-on-one teaching to learn specific content or to develop a particular competency

Table 1. Concepts associated to a senior learning facilitator profile.

Partners underlined how, in the last decades, digital technologies revolutionized communication relationships. Computer-mediated relations and social media broke down geographical barriers enabling communication and collaboration over distance. Nowadays, people can exchange and store massive volumes of data, messages, and multimedia objects instantaneously, easily, and at a low cost. Therefore, one should not be surprised that online interaction has also affected the relation with senior learning facilitator. Partners suggested to consider the **use of digital technology to combine face-to-face and online interactions.**

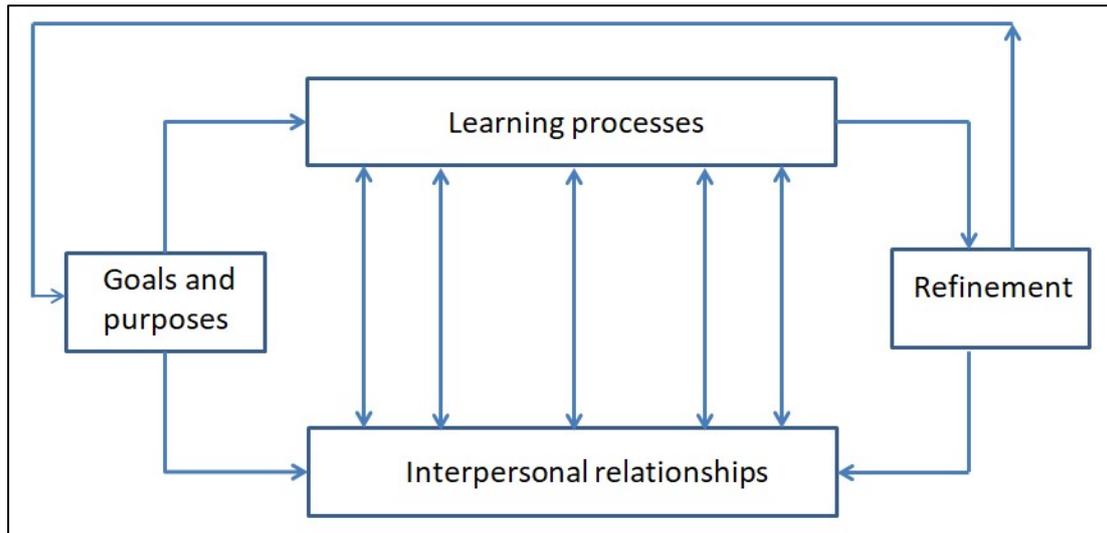


Figure 2. interdependent impact between learning process and type of interaction

Today, online encompasses a wide range of new dimensions in the Labour world. It is not only the means of giving guided support at distance or providing online facilities anonymously. It can be extended to the use of AI to implement virtual assistants that prompt their advice in an online environment (Klamma et al., 2020; Toala, Durães, & Novais, 2019). The recent development of intelligent learning environments provides the technological underpinning for online support. Intelligent learning environments can include features based on Artificial Intelligence algorithms to help learners become reflexive practitioners and support them in their professional careers (Kravčík, Schmid, & Igel, 2019).

From the partners' desk analysis emerged that **communication is a key competence of senior learning facilitators.**

In the last decades, digital technology has transformed the way people communicate. Due to the advances in the Internet of Things and Artificial Intelligence, nowadays, communication is ubiquitous and continuous and can involve humans, smart devices, and virtual agents. Accordingly, the communication model has changed.

In the traditional mass communication model, the source (sender) produces a message that is encoded in media. This message is transmitted through a channel, then is decoded and received by a receiver who provides feedback. Figure 1 shows the essential elements of this model.

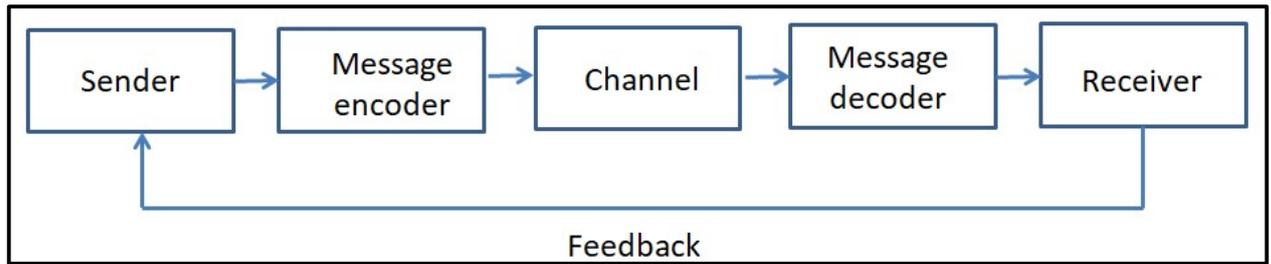


Figure 3. The traditional mass communication model (own source)

The online communication model is quite different from the mass media communication model. Online communication is not a single-channel linear process but involves a network of platforms and users (Humphreys, 2016). Users can communicate both directly and through platforms, while the content of the communication can be the result of interactions among them. The information doesn't flow following one linear direction from the sender to the receiver. Everyone in the network can be the sender and the receiver since users can be viewed as the nodes of a network (Figure 5).

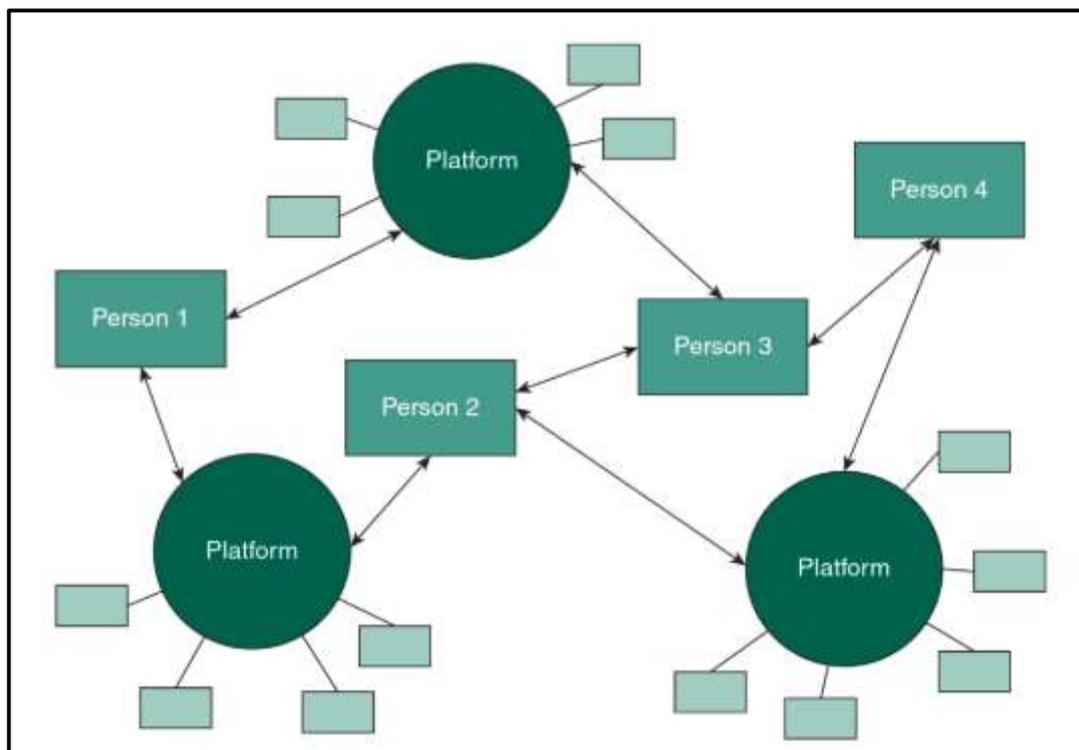


Figure 4. The social media communication model (source: Humphreys, 2016, p. 11).

Moreover, users are not passive. They can interact to build, comment, interpret, or modify content. According to Humphrey:

In the traditional communication model, companies both produce the content and control the message. In contrast, in the social media model, users - particularly groups



of networked users who collaborate - may often control the message, but corporations often still own the physical and virtual infrastructure on which people communicate. (Humphrey, 2016, p.12)

Another characteristic of online communication is that it can bring to the so-called online disinhibition and facilitate self-disclosure and intimacy.

Indeed, it seems that people are more likely to act out online than in real life: while online, some people self-disclose or act out more frequently than they would in person (Lapidot-Lefler & Barak, 2015). Suler distinguishes two types of online disinhibitions, benign disinhibition, and toxic disinhibition (Suler, 2005). The benign disinhibition attempts to better understand and develop oneself to resolve interpersonal and intrapsychic problems or explore new emotional and experiential dimensions to one's identity, whilst toxic disinhibition produces rude language use, harsh criticisms, anger, hatred, and threats.

Today, in complex organizations, communications and interactions cannot often take place face-to-face. Time and costs of face-to-face communication can be high or sometimes impossible, as in multinational companies where employees work in different countries in different time zones.

Consequently, in most cases, the business relationship is affected by the nature of online communication.

However, virtual relationships and multi-participants interactions can enhance the senior learning facilitators' experience, introducing significant shifts in their practice. For instance, distance interactions have the advantage that the relationship can continue even one partner relocates.

However, clear communication modalities should be defined to avoid negative effects on the employees relationship.

The context of the senior learning online interactions is represented in the Figure below.

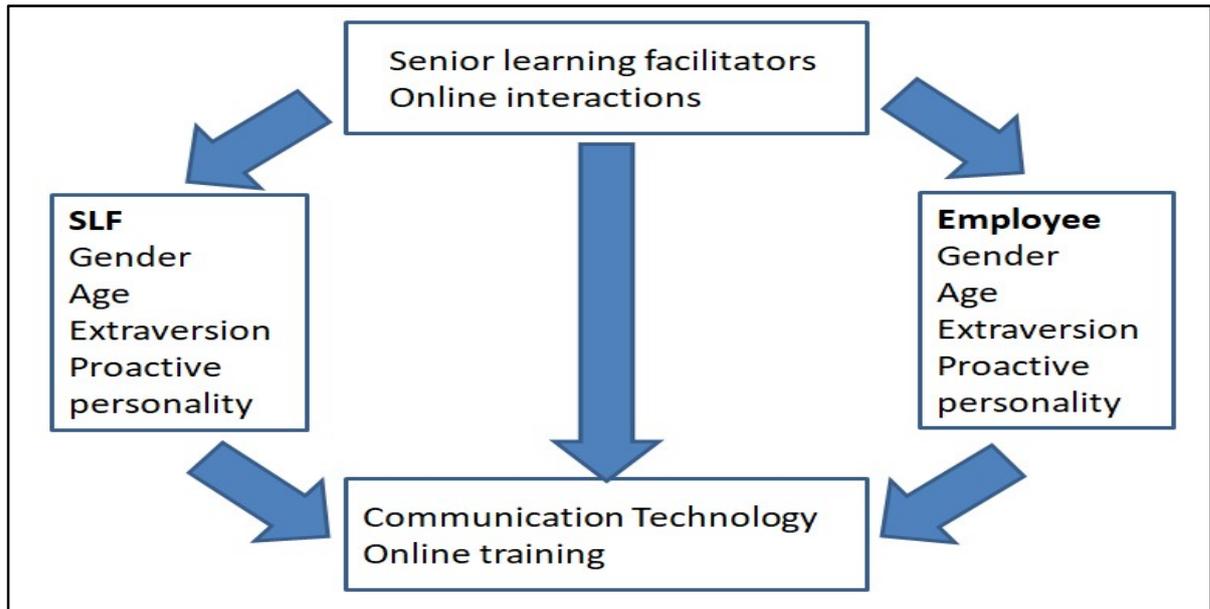


Figure 5. A model of Senior leaning facilitators online interactions (own source)

The findings from focus-group discussions with team members and semi-structured interviews with facilitators confirm that the perceived importance of a facilitator depends on several factors, such as team characteristics and the design phase.

The facilitator in the context of professional development of a teacher design team can fulfil three roles in a dynamic way: (a) providing logistic support, (b) scaffolding the design process, and (c) monitoring the design process (Figure 6).

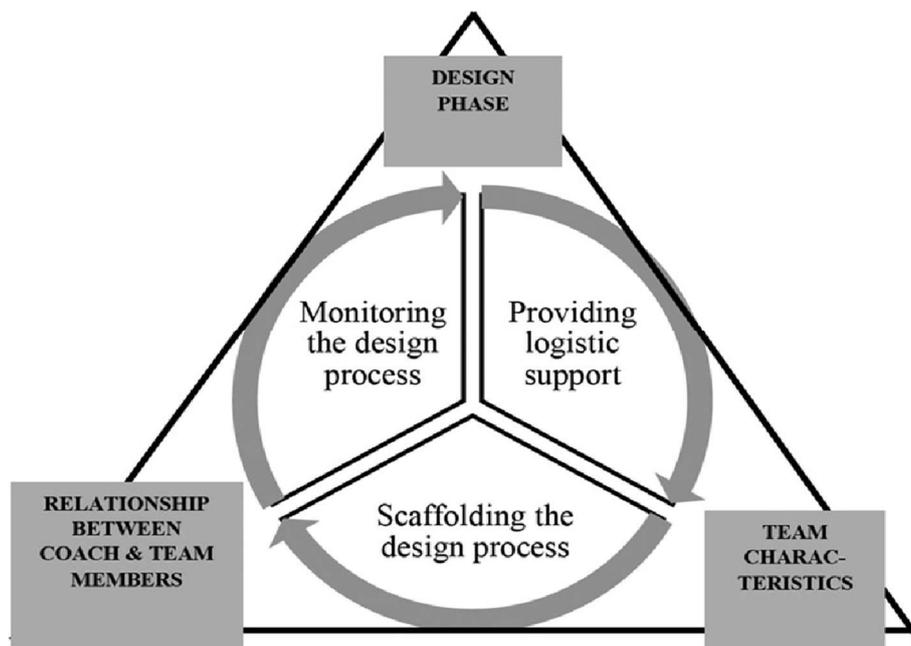


Figure 6. Key roles of a facilitator SOURCE



## 5. Senior Learning Facilitator and Feedback Loop system: from previous experiences in Europe towards a common framework

The second concept profiling the SLF work context is the **Feedback Loop Systems**

As recap in the EQAVET<sup>2</sup> glossary, the Feedback Loop System may assume different definitions in Organizational perspective, focused on how this concept can help organizations function more effectively.

<b>A possible definition of Feedback Loop System</b>
<p>A system for improving a product, process, etc. by collecting and reacting to users' comments. SOURCE: <a href="#">Cambridge Dictionary</a></p>
<p>Mechanism through which information is collected and used to make an intervention more effective and efficient. Feedback loops can bring the perspective of beneficiaries and other stakeholders into account to enable changes to be made to the project, programme or policy intervention. SOURCE: <a href="#">OECD (2014). Measuring and managing results in development co-operation. OECD, Paris.</a></p>
<p>Practice to policy feedback loops are PDSA cycles designed to provide VET organizational leaders and policy makers with information about implementation barriers and successes so that a more aligned VET system can be developed. Feedback from the practice level (Practice Informed Policy) engages and informs organizational leaders so that they can ensure that VET policy, procedures, resources, etc. enable innovative practices to occur in classrooms, schools, local/regional/national level (Policy Enabled Practice) as intended. Source: Adapted from The Active Implementation Hub: Modules &amp; Lessons-Module 5 Improvement cycles The State Implementation and Scaling up of Evidence-based Practices Centre (SISEP) and the National Implementation. <a href="#">SOURCE: Research Network (NIRN), North Carolina, USA.</a></p>
<p>Feedback loop exists when information resulting from some action travels through a system and eventually returns in some form to its point of origin, potentially influencing future action. If the tendency in the loop is to reinforce the initial action, the loop is called a positive or reinforcing feedback loop; if the tendency is to oppose the initial action, the loop is called a negative or balancing feedback loop. SOURCE: <a href="#">System Dynamics Society (1999/2011) Introduction to System Dynamics, Adapted from GP Richardson, System Dynamics. In Encyclopedia of Operations Research and Management Science, Saul Gass and Carl Harris, eds., Kluwer Academic Publisher, Albany, USA.</a></p>

Table 2 - Feedback Loop System definition (sources quoted)

<sup>2</sup> <https://www.eqavet.eu/eu-quality-assurance/glossary/feedback-loop>



Feedback Loop System in Education play a key function in renewing VET provision<sup>3</sup>. An European overview on different Feedback Loop Systems supporting the VET provision has been proposed by the CEDEFOP. The relevant feedbacks between VET and the labour market are mediated by stakeholders different in weights and effects and this implies the continuous research of a trade-off between the different feedbacks. In particular, relevant actors are:

**(a) the government and administration** (Ministries of Education, awarding bodies, qualification authorities);

**(b) the education and training providers** (OLS, colleges, enterprises);

**(c) the labour market** (understood as the interplay between employers/demand and workers/supply);

**(d) the social partners** (collective interest organizations of the employers and the workers, i.e. employer organizations and trade unions).

Therefore, the combination of different feedbacks (*from different actors*) results in at least 2 typologies of exchanges, as reported by the CEDEFOP study "*Renewing VET provision: Understanding feedback mechanisms between initial VET and the labour market*":

**1) 'steering'**, referring to interaction processes designed to achieve a compromise between divergent interests; the communication results in changes that have consequences for everybody concerned with a particular occupation (the VET providers, the companies, the workers);

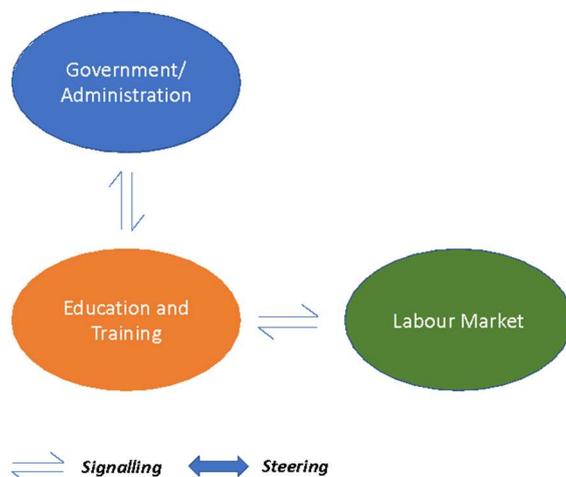
**2) 'signaling'**, referring to the transmission of various weakly aggregated 'needs and concerns', which may be contradictory and are not necessarily adjusted to each other; 'signals' may be used for orientation. As various signals are transmitted and respondents freely choose whether or how to respond to signals, any exchange process will only affect the particular VET or occupational standards in question, leading to potentially different outcomes with no or few meaningful consequences for the VET system. (CEDEFOP 2013)

Depending on the different roles played by the identified actors, different feedback dynamics can be observed (and planned).

- **The LIBERAL mechanism (or dynamic)**, characterized by a low degree of coordination, where feedback between VET providers and the labour market is mainly regulated through the market;

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<sup>3</sup> [2013, CEDEFOP, \*Renewing VET provision. Understanding feedback mechanisms between initial VET and the labour market\*](#)

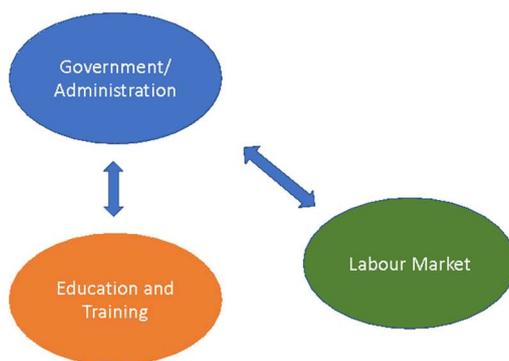


**LIBERAL FEEDBACK MECHANISM:**

- Education market
- State ensures quality by external agencies
- State sets rules for co-funding and competition
- Content design of programs determined by providers

The liberal feedback mechanism is a combination of a market-based approach and forms of 'liberal feedback mechanisms', we can find it frequently in use in the industrialized countries in the CVET field.

- **the STATIST mechanism (or dynamic)**, characterized by strong state regulation of education and weak links between education and the labour market in terms of formal communication;



**STATIST or STATE REGULATED FEEDBACK MECHANISM:**

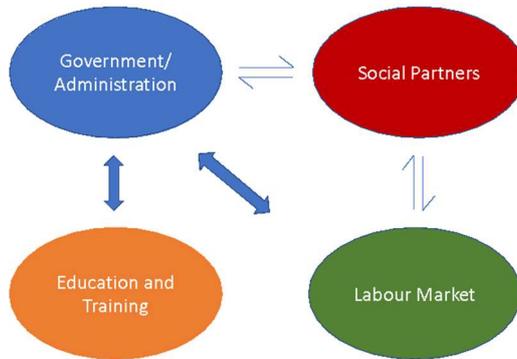
- States funds and control
- Content determined by temporary working/commissions set up by ministry of education
- Initiatives for changes ad hoc, not systematically
- Only informal role of social partners

**The Statist mechanism is the most diffuse in Europe, its feedback mechanism is strongly influenced by State mediation.**

- **the PARTICIPATORY mechanism**, which allows for the participation of social partners in the processes, but mainly in a consultative role;



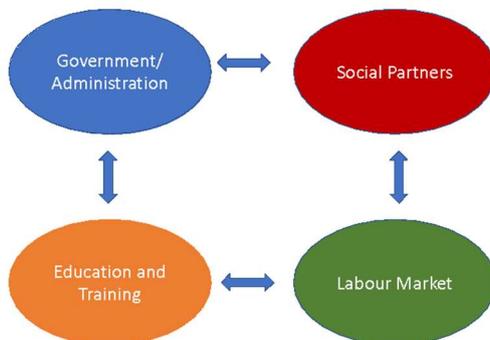
The participatory model occurs when the statist model involves the social partners in a distinct consultative role of (be it in national or regional boards) recognizing them the faculty of exceeds a mere commenting function in renewing VET curricula or standards.



**PARTICIPATORY FEEDBACK MECHANISM:**

- Similar to statist type (state is responsible for curricula and examination)
- Consultative and formal role for social partners

- *the COORDINATED mechanism*, where social partners are the drivers of renewal processes and play an active role in its implementation.



**COORDINATED FEEDBACK MECHANISM:**

- The motivation and initiative to renew VET is often generated directly by the firms or by trade unions
- Demands are expressed to the government and mediated by the social partners, and the state makes formal decisions on changes to VET
- The implementation of change is largely dependent on the social partners, who are responsible for major parts of the provision.

The labour market or the trade unions can start up the request process of new curricula or linked to the renewal of curricula, underlining new needs, specific issues and problems relating to the labour market. In this phase the social partner action is fundamental to mediate the request from the labour market and express them to the government in the form of proposals. The government is in charge of the proposal evaluation and of his eventual admission.

The typing of FLS models will help to guide the SLF's training pathways, developing the skills needed to operate adequately in each context examined. (for example, emphasis moved on



negotiation and decision making skills, in the case of coordinated feedback mechanism, instead of Policy design in Liberal mechanism).

The SEAL project consortium is composed of Italy, Austria, Poland, France and Romania. Among these countries, it has been possible to explore some study cases representing the “statist model”, i.e. where VET education (IVET) is state-financed, state-run and state-controlled. In this context, it is possible to find variations of the statist model of feedback mechanism.

The following tables highlights the emerging contents on both concept, Feedback Loop System and Senior Learning Facilitator role.



### **Feedback mechanism for school-based VET in Austria**

In Austria, the IVET is sufficiently independent of the administration also its study programs are always under the statist control. Usually, the national curricula are renewed every 10 - 15 years. The Ministry of Education is responsible for schools and VET colleges by its specialised administrative units, the Fachabteilungen, that plays a fundamental role in the feedback mechanism thanks to the relation with the social partners, large firms, and experts. While there are more regular opportunities for exchange the exchange produces informal feedback.

The senior teachers of vocational subjects are another source of feedback. Their intervention is linked from one side with students, for the other one with the Fachabteilungen. Contemporary, thanks to the relationship with the companies in which their students spend time for research or stage, teachers can acquire important information at local and/or sectoral levels. Inside this feedback loop, the Fachabteilungen is the reference point for every kind of decision in the VET system. When fundamental curricula changes are requested they have to be developed by commissions (Lehrplankommission) of VET teachers representing all relevant regional VET schools. Mostly on these occasions, forum and conference represent exchange moments also with the social partners, companies, and expert sectors that share useful information. In effect, also if the social partner feedback is informal, it remains a fundamental requirement for developing new curricula.

### **Feedback mechanism in the dual system in Austria**

In the Austrian feedback mechanism for renewing occupational profiles, the Federal Advisory Board on Apprenticeship (BBAB - Bundesberufsausbildungs-beirat) is in charge to design new qualifications requested from the labour market. BBAB subcommittees or the educational research institutes of the social partners introduce proposals or draw on expert opinion concerning reform proposals. The Institut für Bildungsforschung der Wirtschaft, Institute for Research on Qualifications and Training of the Austrian Economy, representative of the employer side, with the collaboration of the Austrian Institute for Research on Vocational Training (Österreichisches Institut für Berufsbildungs-forschung) draw the first proposal draft. If the document is positively shared, it will be sent to the BBAB.

The dual system mechanism in Austria is a coordinated model, in which the social partners have a formal and consolidated role inside the Federal Advisory Board represented by the labour chambers.

### **Key Experience**

Learning Facilitator training //Ausbildertraining (480 Euros)//  
<https://www.stmk.wifi.at/kurs/72100x-ausbilder-training>

The learning facilitator training provides teachers, trainers and persons responsible for education with the pedagogical, psychological and legal knowledge required for apprenticeship training in a practice-oriented manner. The trainer training is legally



equivalent to the trainer examination. The training ends with a technical discussion (CBT learning success assessment), which is recognised as a statutory trainer examination.

In the learning facilitator training you deal with the following aspects of apprenticeship training:

- The tasks of the trainer
- Objectives of apprenticeship training
- Recruitment of apprentices
- Young people and their problems
- communication strategies
- Leadership styles and motivation
- training planning
- teaching and learning methods
- Performance reviews and feedback
- Legal requirements for apprenticeship training
- Legal aspects of the implementation of apprenticeship training

The end of the apprenticeship period

Consider the trainer training as a personality-building measure to prepare yourself for your future tasks as a trainer and to deal with your role and dealing with other people.

Depending on your time resources, you can complete the trainer training as a block event in one week. Or you can choose our evening programme, in which case the training will last several weeks.

Further training offer can be seen at the Training Academy (Ausbilderakademie)  
<https://www.stmk.wifi.at/suche?searchterm=ausbilderakademie>

Further projects related to the SEAL topics:

<https://www.wblaccelerator.eu/en/>; <https://www.wblaccelerator.eu/en/downloads/>  
[www.ecvet-goes-business.eu](http://www.ecvet-goes-business.eu)



### **Feedback mechanism in France**

France holds a state-regulated school model: IVET is centralised and embedded in the comprehensive education system in which the state has decisional power on the curricula content and examinations. Apprenticeship training (undertaken by less than one third of all VET students) is an integral part of IVET, while participation in VET, in general, is modest and only comprises approximately one third of the entire student population (CEDEFOP 2013). The CAS - Centre d'Analyse Stratégique provide to the monitoring of general trends in the economy and labour market to assess VET demand and produce report to support the education policy management at national and regional level. In the French regions, there are specialized observatories on labour trends monitoring and data collecting. At sectoral level, the OPMQ - Observatoire Prospectif des Métiers et des Qualifications oversees this role. The feedback produced by all these organization is used during the decisional process on the curricula renewal or new offer.

In this context the académies, diffused in the 26 French regions, has a key role in education management, determining the VET offer. In the French model, there is also the CNCP - Commission Nationale de la Certification Professionnelle, a commission with the aim to identify and certify the qualifications in France.

The VET curricula are the product of the interaction between the government and the CPC, organization composed of four collegiate bodies: employers, employees, public authorities, and eminent experts. The CPC defines new qualification, learning trainer and curricula then sends the documentation to the Ministry of Education to be approved.

Other instruments able to be a bridge between state and social partners are the Contrats d'études prospective that permits to analyse the private economical sector and to plan new actions;

Another private system does exist through employers' organizations ("branches professionnelles"), who have their own monitoring of the market and their own training centers which deliver certifications in continuing education

### **Key experience**

In France there are 4 profiles who could fit into most of key competences of the senior learning facilitator:

1. IPE ("Ingenieur pour l'Ecole"), Engineer for school whose task is to help to inform pupils of secondary schools about trades and training courses, promoting vocational and technological education and apprenticeship. Engineers for School help to bring schools and businesses closer together to prepare young people for working life and to promote their integration into employment.
2. Operating Director for CMQ ("Campus des metiers et des qualifications"), namely networks of training institutions. Operating Director for CMQ are led by the National Education. They bring together public and private operators.



They focus on vocational training and each one on an economic sector characterized by understaffed jobs. They have a regional reach with an opening on the international. Work in close contact with all stakeholders involved either in the field of pedagogical guidance, or in the field of initial and continuing vocational training within the academic services, as well as with all campus partners (companies, associations, local institutions).

3. CFC (“Conseiller Formation Continue”), Continuing training Advisor. According to the needs of a territory, CFCs develop a continuing training offer, either custom or standard; they set up, organize and evaluate it (training engineering), structuring training provision and identifying good practices. Furthermore, monitoring the training market, they are in charge of the commercial policy of National Education Centre for Adults (GRETA) network. Since most of them comes from National Education, they have a good knowledge of the training offer.
4. CEE (“Conseiller Entreprise pour l’Ecole”), Business Adviser for School. The CEE works for a private company and in parallel is missioned by National Education to advice initial vocational training.



### **Feedback mechanisms and IVET in Poland**

In Poland, the education system is centralized on the Ministry for National Education decisions. At the same time, it cooperates with the Ministry of the different government fields that are responsible for the supervision of the concerning VET school (Ministry for Culture and National Heritage - artistic schools, Ministry for Agriculture - agricultural schools, Ministry for Environment - forestry schools, etc...). At the regional level, Voivodship employment boards have been established with an advisory role. Its board advises both the management of the division of labour fund resources and advice on the characteristics of training, vocational training and employment in the region. The same functions but at the local level, are carried out by Poviats employment boards.

Concerning the social partner's role and in particular of Tripartite Commission for Social and Economic Affairs, its activity is focused on advice and give opinion related to program documents for vocational schools (core curricula, detailed curricula, and examination requirement standards).

In this frame, the local authority, responsible also of the local education system are funded for the management of lower secondary schools that provide vocational education including practical occupational education in schools and directly at employer workplaces.

#### **Key experience**

##### **1. Entrepreneurial learning in Poland**

In Poland, entrepreneurial learning received an impulse as a result of the reform of the education system of 2017.

The new national curriculum (NCC 2018) was announced in 2018 and has been applied in the

school year 2019/2020 for graduates of the “new” 8-year primary school. The new curriculum foresees the basics of entrepreneurship are taught in the first grade.

Entrepreneurship education in Poland takes place primarily on three levels, i.e. during obligatory lessons in the Basics of entrepreneurship in secondary schools, implementation of various types of national and international projects whose aim is to develop broadly understood entrepreneurship, but also during lessons or apprenticeships carried out by students in various types of schools:

Entrepreneurship is an essential element in the Polish education system. Its primary purpose is to prepare students to live in the modern world regarding understanding the socio-economic processes that take place in it and shape the necessary skills and attitudes necessary in professional activity, including running own business.

(Kilar & Rachwał, 2019)



Entrepreneurial learning and Learning Organization are notions closely connected with figures that can support workers to drive for their professional growth.

Indeed, a Learning Organization is an organization that intentionally uses learning processes to know itself and its potential. To this end, subjects, intra-organizational and extra-organizational interactions are activated. Learning is considered a lever to tackle the continuous development of the organization.

## **2. Business learning facilitators, mentors, and coaches in Poland**

In Poland, the figure of the learning facilitator has not been defined. There is a broad convergence among experts that the aging of the population and the digital revolution represent the main issues that should be faced.

The Polish government agrees on the need to invest in competence building, digitalization, and innovation. Competences are defined as integrated use of knowledge, skills, values, experience, and tools to solve problems, (Sienkiewicz, Trawińska-Konador 2013).

There is the awareness that it necessary to invest on mature workers whose knowledge, competence and experience are often invaluable. Loyalty and commitment of those workers, and particularly their achievements may be a source of inspiration for younger workers. Mature workers could help to develop attitudes and behaviours indispensable for the company's strategical goals (Knap-Stefaniuk, 2016).

However, a research conducted on a sample of 30 companies operating in Poland that have implemented mentoring programs within the last 3-5 years shows the interest to business mentoring (Baran, 2018).

The mentoring process demonstrated to be relevant in shaping employee engagement in work (Baran, 2017).

Coaching is at the initial stage of development in Poland. A recent research evidenced that (Sielenzak, 2018) :

- about 1/5 companies in Poland are interested in coaching);
- a Polish coach is a person at the age of 30 years.



### Feedback mechanism in Italy

The preeminent actors in VET policymaking in Italy also act in feedback mechanisms. They are:

- the state, which has the legislative powers over most issues related to education. This level includes the Ministry of Education, the Ministry of the University and Research (concerning the VET programmes for ITS and IFTS), the Ministry of Labour and Social Policies (referred to the framework for leFP)
- the regions and autonomous provinces, in charge of planning, organisation and provision of ITS, IFTS, post-higher education, and most of the apprenticeship-type schemes.
- social partners, which have a general advisory role in VET policy, and they play an important role in promoting company-level training plans (single or group of companies) to be financed by the regions or by the joint interprofessional funds (Fondi Paritetici Interprofessionali per la Formazione Continua). They also contribute to designing and organising active labour market policies.

The feedback mechanism should refer to the CVET as a permanent process embedded in environments, acquired formally or informally, both inside and outside of the workplace.

Therefore, CVET is understood as an opportunity for lifelong learning, employment and corporate innovation, career guidance, development of occupational identity, autonomy, adaptability, and career management skills of the individual (Cedefop, 2015).

CVET is essential for the evaluation of competences, non-formal and informal learning, and included in the minimum standards of service described in the national system for the certification of competencies.

Regarding the Senior Learning Facilitator role, in the National and Regional Repertoires of Professional Qualification there is no explicit reference to this profile. However, we can find competences pertaining to the different areas in which the role of SLF is involved, mapping them from different qualifications and profiles.

Most of the profiles are related to VET, few attention is paid to CVET specific profiles of “trainers” that can be key actors in HR management in companies.

#### Key experience

In Italy there is a lack of significant experience of a Senior Learning Facilitator profile. However, some professional profiles and experiences were identified that represent a good starting point for the further development of the SLF profile.

Among these experiences are:

#### Company tutor training



The company tutor is one of the key figures for the success of apprenticeship and dual system pathways, as envisaged by the regulatory framework of National Law no. 107/2015.

The action of the company tutor focuses mainly on the co-planning of the learning pathway with the school or VET provider, on the verification of learning.

His or her function takes the form, above all, of collaboration between the school tutor and the company tutor, which is fundamental for guaranteeing the positive development of the student's alternance experience.



### **Feedback mechanism in Romania**

In Romania, qualifications are granted through HE programmes and through continuous education programmes run by public and private providers accredited by the National Qualification Authority. The qualifications that are similar in some parts with SLF are as follows:

#### ***Qualifications granted through continuous education programmes (National Qualifications Authority)***

- Vocational Guidance Counselling (*Vocational guidance counsellor*)  
*Professional competences:*
  - Analyses of beneficiary's aptitudes, interests, competences and evaluate the level of their vocational development;
  - Development the vocational profile of beneficiary's based on aptitudes, competences, interests, psychophysical characteristics, past performances and failures, the results obtained following practical tests;
  - Identification of vocational development path based on beneficiary's aptitudes, motivation, scholar results, interests, long-, medium- and short-term objectives, psychophysical characteristics and socio-cultural context;
  - Development of professional insertion plan and update it as often is needed;
  - Ability to support the beneficiary in finding a job in accordance with its skills and psychophysical characteristics;
  - Ability to assure the liaison with employers aimed at finding the open positions and working conditions;
  - Ability to assure post-employment counselling aimed at accommodating the beneficiary with the requirements of the job and employer;
  - Ability to mediate the conflicts between the beneficiary and the employer or working mates;

#### ***Qualification granted within HE programmes (National HE Qualification Framework)***

- **Educational Counselling – MSc degree /2 years**  
*Professional competences:*
  - A thorough knowledge of the counselling activities based on the identification and evaluation of psychological, emotional, dysfunctional and behaviour issues of individuals, groups, work of educational teams under his expertise area;
  - The use of the specialty knowledge to design and implement programs of educational counselling of people of various age, families, educational, managerial and work groups, of the people or groups with high risk tasks, freedom-deprived people, for situation of psychological, behaviour, communication, decisional nature;



- The integrated use of the conceptual and methodological device to provide relevant assistance for a better behaviour and interpersonal relations, to increase the awareness level of the person or group, of the self-evaluation and self-control capacity, adjusting to various situations of life, individual or collective work, of a decision regarding work or life.
- The graded and appropriate use of evaluation criteria and methods, in order to formulate value judgments and substantiate constructive decisions in order to provide support for an increase in the individual and collective performance in the learning and education activity in schools, kindergartens and special institutions of assistance and care, to avoid school deviance, lack of interest for learning, absenteeism and violence;
- Designing professional and/or research projects, by an innovative use of a varied range of quantity and quality methods in fundamental research activities, applied individually or in research teams in the area of educational counselling and to disseminate and implement the research results in the scientific and psychological and pedagogical practice.

*Transversal competences:*

- Performance of complex professional tasks, under conditions of autonomy and professional independence, in compliance with the rules of good practice and the norms of professional ethics and deontology.
- Assumption of management roles/functions in the activity of the professional groups (micro-groups on research topics). Self-control of the learning process, the diagnosis of the needs for training, the reflexive analysis of its own professional activity

- ***Career Counselling and Management in professional and technical domain – MSc degree /2 years***

*Professional Competencies:*

- Application of career management and counselling specific concepts and theories;
- Analyses of career counselling process's main features and stages
- Correlation of career specific concepts with real life situation or others existing on the labour market;
- Analyses of specific adults' issues in career counselling and management in order to support practical solutions, psychologically and professionally;
- Providing problem solving models in career management;
- Providing psycho-pedagogical consultancy in choosing vocational routes and in labour market insertion;

*Transversal Competencies:*

- Efficient communication in different stages of counselling process according to the specific expertise of career counsellor/consultant;
- Argumentation of and values' judgments referring to specific concepts, such as: career counselling and management, lifelong learning, human resources management etc.;



- Design and implementation of professional development programs, through individual and groups activities;
- Assuming responsibilities in carrying out individual and group tasks;

Design and implementation of scientific research, throughout participation in conferences and scientific career events.

**Key experience**

An example of good practice (not something new, the practice is common in other countries as well) is that each company that has an agreement with University Polytechnica of Bucharest to host students for practical stages as a **senior expert** (understood as an experienced expert not specifically senior in terms of age) that is responsible with students' guidance and supervision during their stay in company serving as a liaison officer between the university and the given company.

Authorities entrusted for activation of certification processes are:

- National Qualification Authorities
- Higher Education Institutions;
- Continuous Education / VET providers;
- Schools with special regards to VET and Dual-Education;
- HR departments with special regards to university/school – industry liaison officers;
- Chambers of commerce, Confederations of various industries



## 6. Design principles of the new qualification

On the basis of collected data and stakeholder dialogue evidences, a profile and a list of competences of the Senior Learning Facilitator (SLF) have been developed and subsequently, thanks to the on-field research phase, verified and validated through the questionnaires administered to Stakeholders and potential end-users.

The results converge on the fact that the senior learning facilitator will be endowed with two sets of skills:

- a general technical knowledge on the operations of a modern enterprise (be it in the industrial or service sector), with a sound understanding of the main domains and implications of digital transformation underway;
- a recognized professional senior ship that will place them at the centre of a network of education, training, and private/public institutions to facilitate the flow of information and exchange of knowledge.

The facilitating role will pay particular attention to re-skilling and up-skilling opportunities proposed by local, regional, national and EU programs, either about workers/employees of the enterprise inserted within continuous training processes, either about the participation in apprenticeship and WBL experiences realized in connection with VET institutions and other relevant stakeholders at local and sectoral level.

Areas of intervention of the Senior Learning Facilitator

The SLF will be at the center of a network of activities that has three strategic objectives:

- 1) bridging education and enterprise
- 2) labour market guidance and advice
- 3) learning processes based on tutoring and mentoring

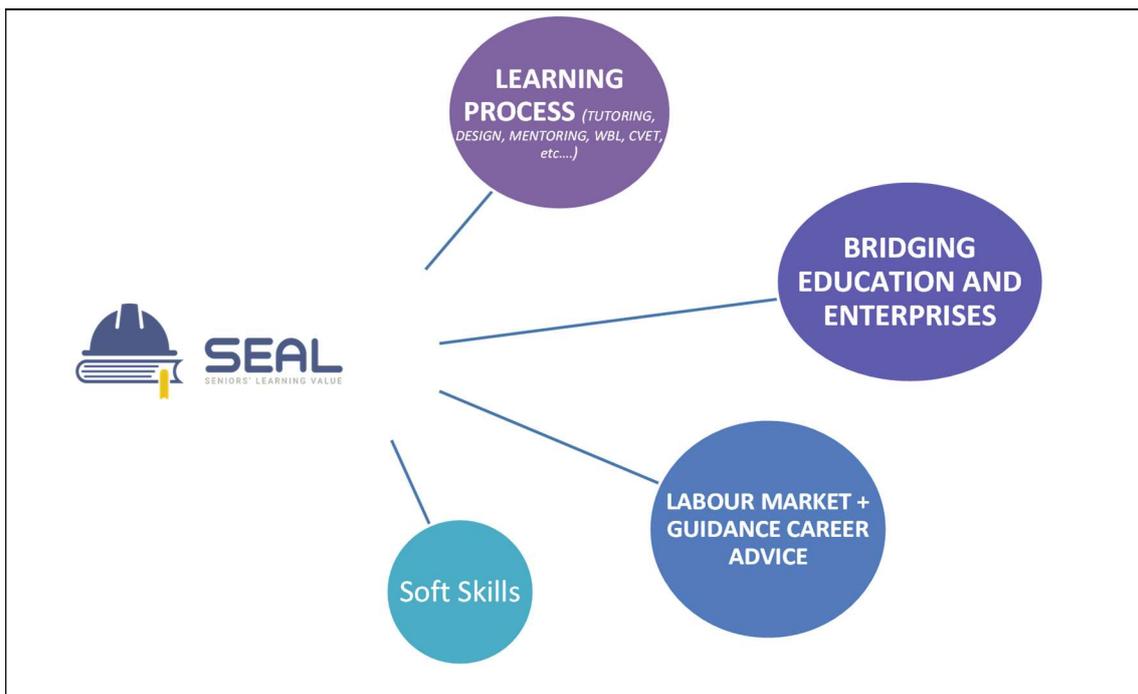


Figure 7, Activities carried out by SLF within each area of intervention (own source)

- **BRIDGING education and enterprise**

Organize presence of community experts; strengthen the network and frequency of collaboration between schools, VET institutions and enterprises, cooperate in the co-planning of apprenticeship training and WBL experiences; strengthen the effective participation in public events organized by schools, VET providers (open days, fairs, educational events, etc.); overcome lack of confidence

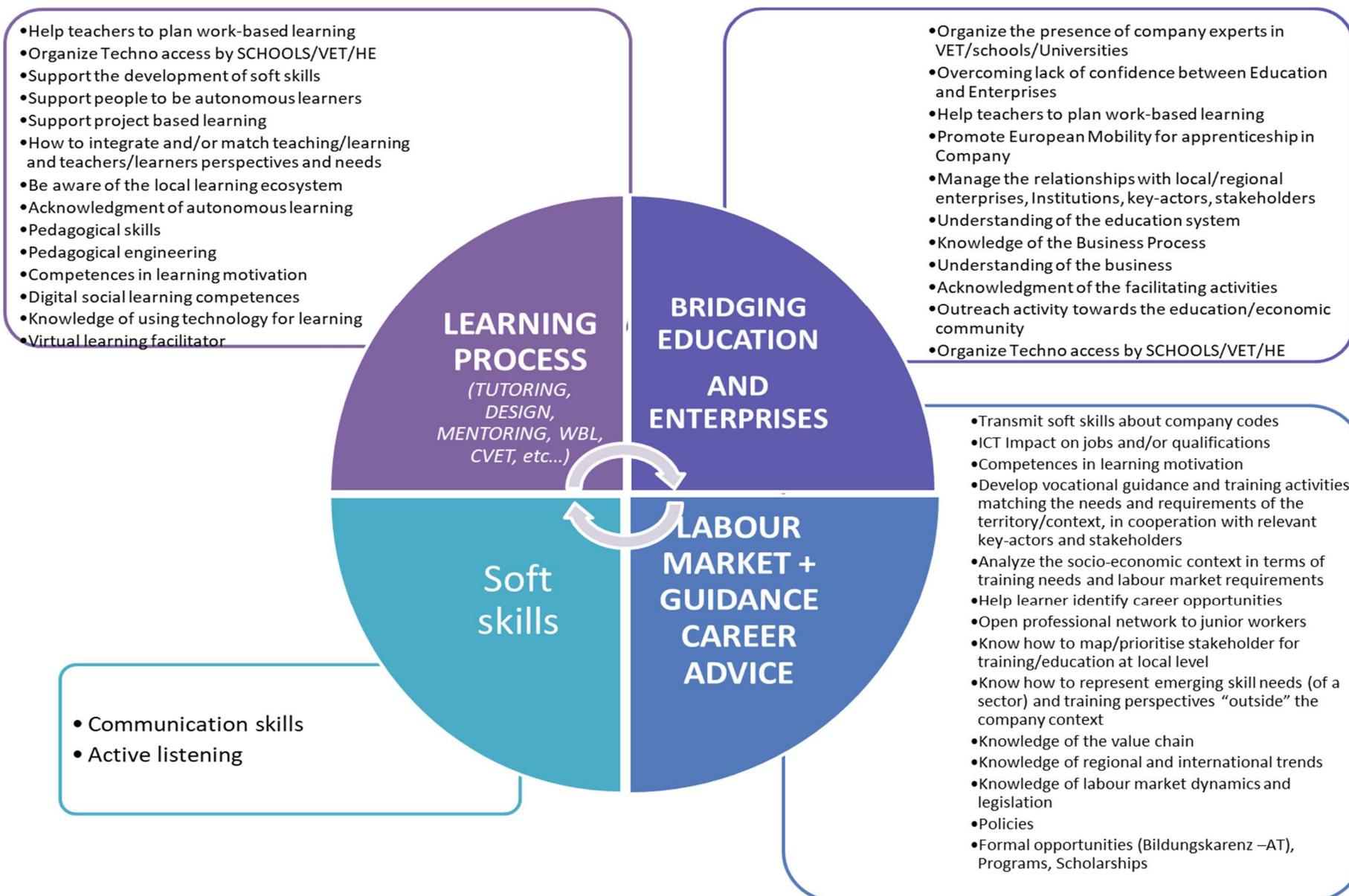
- **Labour market GUIDANCE and advice**

Help identify career and re-skilling opportunities; skills and competences anticipation; assess and monitor innovation leverages and their impacts on jobs and qualifications (ICT, digital impact, design, environmental and green options, etc...); facilitate opening of professional network to junior workers

- **LEARNING processes based on tutoring and mentoring**

Support development of soft skills; identify qualitative training supply and select VET providers; support acquisition of autonomy and leadership propensity; transmit soft skills about company codes; versatile pedagogical engineering: problem analysis skills (from problem setting to solving, applying design thinking and interdisciplinary approach to assess the impacts of the solution); virtual learning; organize tech exchanges between schools, VET system and higher education; communication skills  
**A framework of competences** has been defined by the partnership as the result of the organization of these areas of intervention in four functional areas of activities considered relevant for the SLF profile:

- Learning process
- Bridging education and enterprises
- Labour market & guidance career advice
- Soft skills





## 7. The structure and contents of the new qualification

All the competences of the SLF will be distinguished between a common core and some complementary competences defined according to local needs, contextual conditions, and background of the selected SLF.

The tailoring of the pathways will be supported using a guidance tool aimed at presenting the different ways of achieving the certification of competences, based on the validation and recognition of learning outcomes obtained through work experience and previous learning support functions.

The competences, as shown in the map, refer to the three identified areas of intervention, plus the transversal competences of communication and active listening.

Each competence will be described adopting the learning outcome approach, the specification of each main learning outcome to be assessed and the suggested methods of assessment.

An evaluation and certification model will be developed, containing a combination of self-assessment, tests, portfolios, testimonies of colleagues; this action will be combined with a Training of Trainers action, to guarantee a preparation of the VET Provider to orientate the SLF aspirant towards a plan of competences to be developed. The action will involve at least 1 participant identified by each partner.

The SEAL Project intends to define a set of tools supporting the testing phase for the new qualification. Among them, there will be developed :

- a **Manual of Validation and Evaluation for the organisations** that would like to carry out a role in the certification of competencies referred to the SLF profile once the pilot phase is concluded. A first version of this document will be produced by the partners in the pilot phase;
- a **Development plan of Feedback Loop practices**, both formal and informal, and the framing of the SLF functions in planning systems, update and validation of renewal strategies of VET Systems. The Development Plan will contain considerations from points of view of institutional agents, private and public stakeholders, it will suggest organisational, methodological and financial solutions in view of the long-term sustainability of the SLF profile and Feedback Loop systems;
- a **collaborative learning platform** and a selection of Learning resources of the highest quality, tools of self-assessment, open courses will be provided as common ground on how to build learning paths and personalised qualifications.



## 8. Identifying the ideal target for training as SLF

According to the results of the survey (see Appendix 1), and in line with the representative sample contacted, the general hypothesis of the SEAL project seems to be confirmed and supported.

The target for the training as SLF can be identified, of course, in professionals with a “seniority” primarily referred to a certain level of expertise reached by the profile on specific work processes, which in some cases, but not all the cases, might also coincides with a seniority in terms of age.

SME are preferably the type of companies within which the potential SLF could be specifically trained.

In most of the cases, even though different levels of formal assignment, most of the companies have the function of one responsible person for all training activities. In several cases the person is part of the HR team, in other cases more responsible persons are identified in each business unit.

It emerges from the survey that a distinction should be done between CVET and IVET/Education training programmes, so distinguished competences should be formed in SLF in order to acquire the differences in dealing with CVET formal or informal training programmes for internal employees, rather than in dealing with devices such as apprenticeship training, dual system, alternation training between school and enterprise, which recall for wider competences in establishing stable and effective cooperation with networks of education and training institutions, for which competences in the area of bridging education and enterprise are very strategic.

Micro and small enterprises are characterized by assigning these tasks to the manager or company owner itself. This means that, within the average profile of possible candidates, this target should be considered with high attention.

The stakeholders' interviews highlighted a further potential target group to be introduced to the Senior Learning Facilitator profile. They are managers or other seniority profiles, early retired from the labour market for structural or conjunctural reasons (e.g. staff cuts resulting from the impacts of Covid19). These profiles could be trained to re-launch their professional seniority boosting the planning, implementation, monitoring and development of the Education Feedback System Loop.

In this way, managers who left the labour market early can be further employed, capitalising their senior skills to the advantage of the education system and the economic and social development of the territory.

Partners, in the preparation phase of the proposal, have already agreed on some of the base criteria for the selection and recruitment process of the SLF giving priority to:

- Good level of professional technical skills acquired in the workplace. The indicators of skill level will be studied further in IO2 and IO3.
- Previous positive experience in the support/organisation/facilitation of learning processes, documented by employer/peer/ex students



- Agreement on behalf of employer to undertake experimental action to strengthen the cooperation with the VET acting on the SLF profile and the feedback loop systems
- Agreement to pass through a regulated process of competency evaluation and assisted learning, including the use of online learning.

## 9. COVID19 impact on Education and Enterprise: the SLF as pivotal profile in CVET and Education

COVID has strongly impacted on Education systems, bringing attention to the need to find solutions suitable to make learning sustainable and continuous even in situations of social isolation.

In this emergency scenario, Distance Learning seemed to be the simplest and most effective answer. To this end, a great deal of efforts and investments has been made in order to transfer face-to-face educational design to online technologies and enhance it.

**This switch from face-to-face learning to online learning has put a strain on Work Based Learning teaching and other dual learning systems**, in which it was lacking the real, concrete work environment as an ideal learning context (made up of experience based on relationships, coaching, on-the-job tutoring and coaching, know-how application for the creation of concrete products, use and knowledge of company production plants).

In this situation, the demand for professional profiles to support the change and adaptation of Education systems has increased with respect to the development of the emergency situation. The profile of the Senior Learning Facilitator was interpreted, by many of the stakeholders interviewed in the SEAL project, as a potential reference professional profile capable to support the identification of concrete solutions in local areas to favour continuity, thus ensuring that the learning process can also take place in emergency situations.

We need to think right now how to use the experience learned in the emergency phase to plan the Education system at local territory level in the future. Also with the aim of strengthening teaching, **the SLF will be able to support different projects that will increasingly require the integration of different learning methodologies**: face-to-face and online teaching, in school and/or private contexts, in the work environment and in society.



## 10. Towards a prototype certification of the Senior Learning Facilitator' skills and competences

This final section of the report is meant to explicit the **process of prototyping a certification of the Senior Learning Facilitator's skills and competences**, which will be subject to subsequent verification and validation by the stakeholder community.

This section foresees the referencing of skills and competences outlined for the SLF with respect to the European Qualification Framework, giving evidence to the possible available and practicable scenarios at national level in partner countries.

To do so, in view of the developing National Action Plans ( IO 02) partners will have to identify the possible conditions framing the development of the formal or informal certification process basing their analysis at national level on these agreed principles:

- The envisaged certification should be **modular based on the principle of recognition of learning outcomes already acquired through informal learning and work experience ( validation of prior learning)**
- Highlight of **gaps and differences between the existing national profiles operating as company trainers ( and other similar profiles) and the emerging profile of the Senior Learning Facilitator**
- **Leverage on existing certifications:** partners were called to search for already existing profile(s) that can be enhanced under a perspective of continuous professional developing
- Identification of possible **assessment and validation methodologies and tools;**
- Identification of possible **competent body to assess and evaluate** the skills and competences of the Senior Learning Facilitator in formal and informal contexts
- Identification of possible **competent body to certify** the skills and competences of the Senior Learning Facilitator in formal and informal contexts

The following table is a suggestion to summarize the emerging contexts conditions leading to possible certification processes in each partner country. These are suggested as a starting point for the development of National Action Plans ( IO 02)



### **Framework conditions for certification of SLF in country xxxxxx**

*Please discuss here the conditions and possibilities for the development of a certification process for the SLF profile addressing these issues:*

- *Identification of already existing profile(s) (for example current national training profiles operating as company trainers) that can be enhanced into the SLF under a perspective of continuous professional updating*
- *Which training module do you think should be developed – in a modular perspective - to integrate existing profiles and obtain skills and competences for the SLF?*
- *How can skills and competences identified for the SLF can be **aggregated for their validation and certification?***
- *How can you imagine that an **assessment and validation process (methodologies and tools ) should be defined in order to fit for the certification of SLF skills within the framework of identified profile?***
- ***who evaluates and who certifies the skills.** For example: can it be certified by the company? or by the company together with the VET institution it certifies? certification of skills in the company?*
- *Which possible **competent body/organization/institution** can be identified **to assess and evaluate** the skills and competences of the Senior Learning Facilitator in formal and informal contexts*
- *Which possible **competent body/organization/institution** can be identified **to certify the skills and competences of the Senior Learning Facilitator in formal and informal contexts?** (For example: can it be certified by the company itself? or by the company together with a VET institution? By a HR association?)*



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## **ANNEX – 1 Analysis of the results of “Survey on the role of Learning Facilitator in Enterprises/Companies”**



## Survey on the role of Learning Facilitator in Enterprises/Companies

### Questionnaire

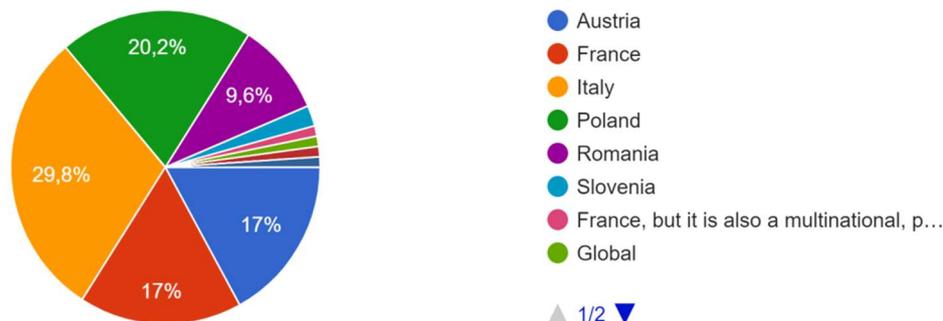
We start the analysis of data from the last section of the questionnaire aimed to collect data, location and conditions of the respondents in order to have a framework of the profile of our target.

### 7. SOME DATA OF THE ENTERPRISE / COMPANY

#### Location of the sample of respondent companies/organizations

In which country is the enterprise / company based?

94 risposte



Out of the 94 questionnaires collected:

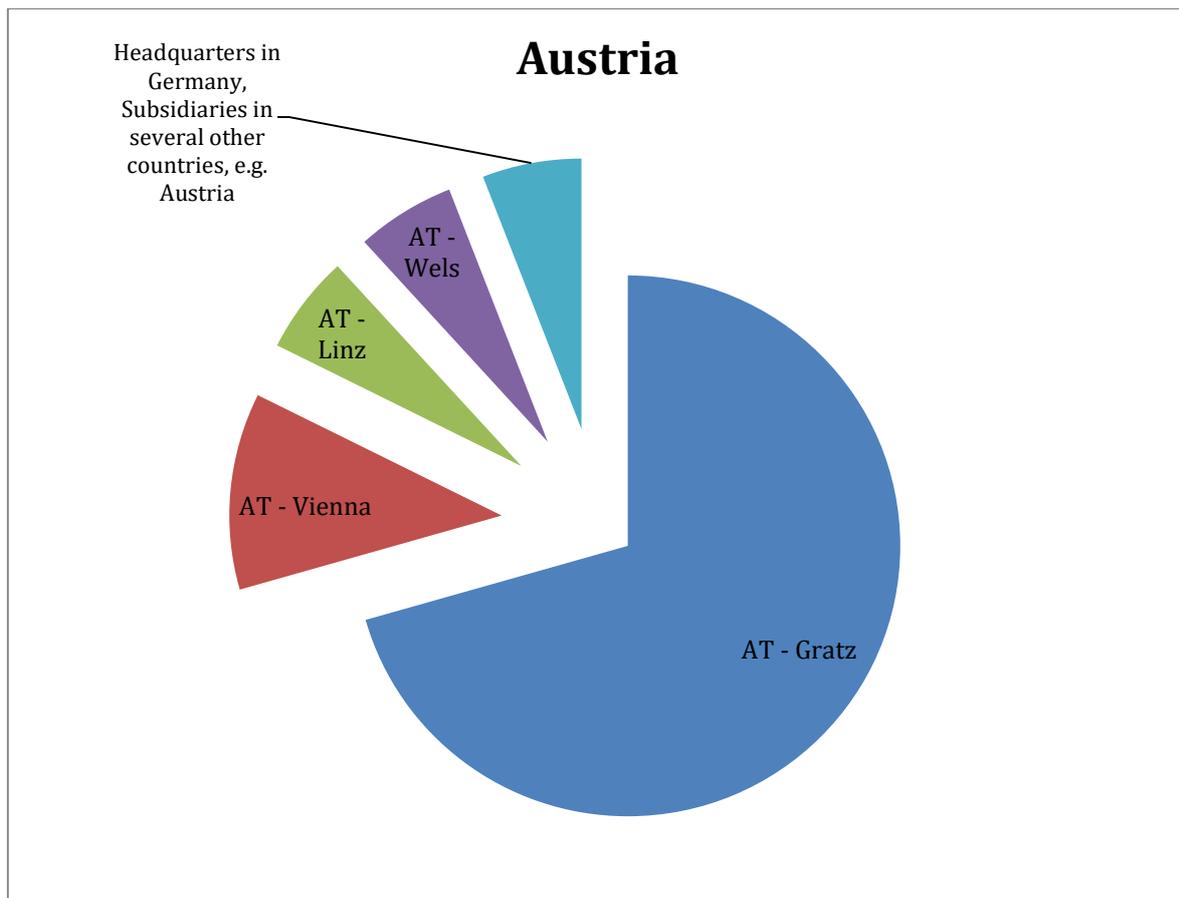
- approximately the 30% of the sample is represented by respondents from Italy
- 20% from Poland,
- 17% from France beyond some responses from other territorial contexts are related to questionnaires submitted to companies/organization linked to France in multinational or global context;
- 17% from Austria beyond other territorial contexts (Slovenia) which are related to questionnaires submitted to companies/organization linked to Austria in multinational or global context;
- 9,6% to Romania

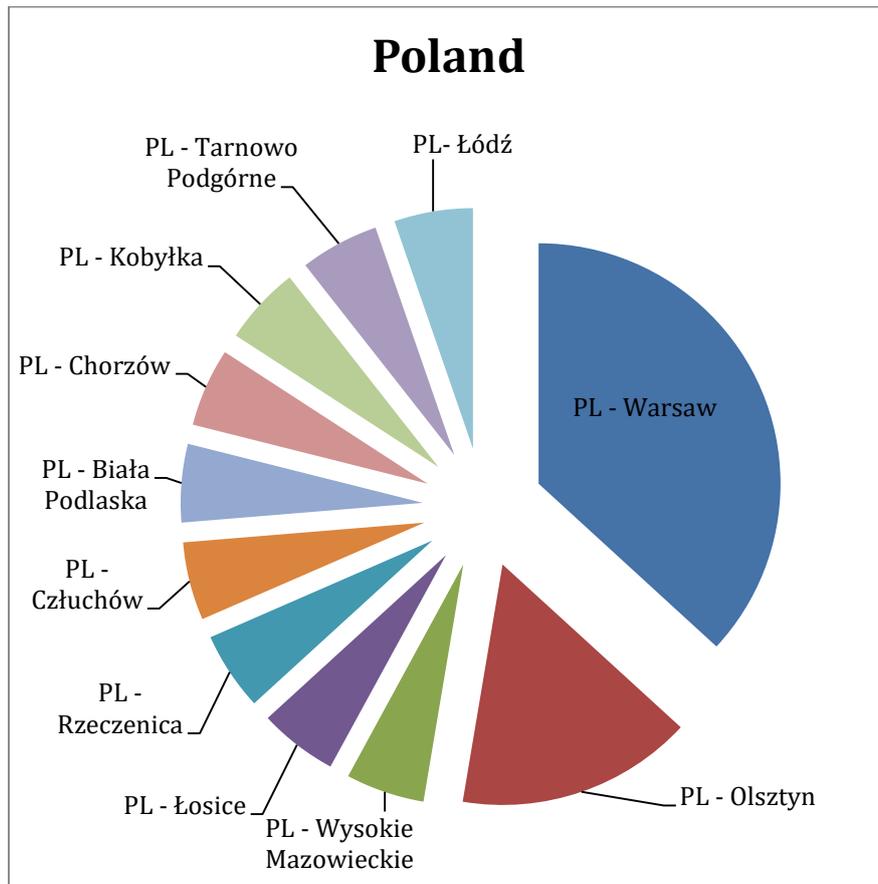
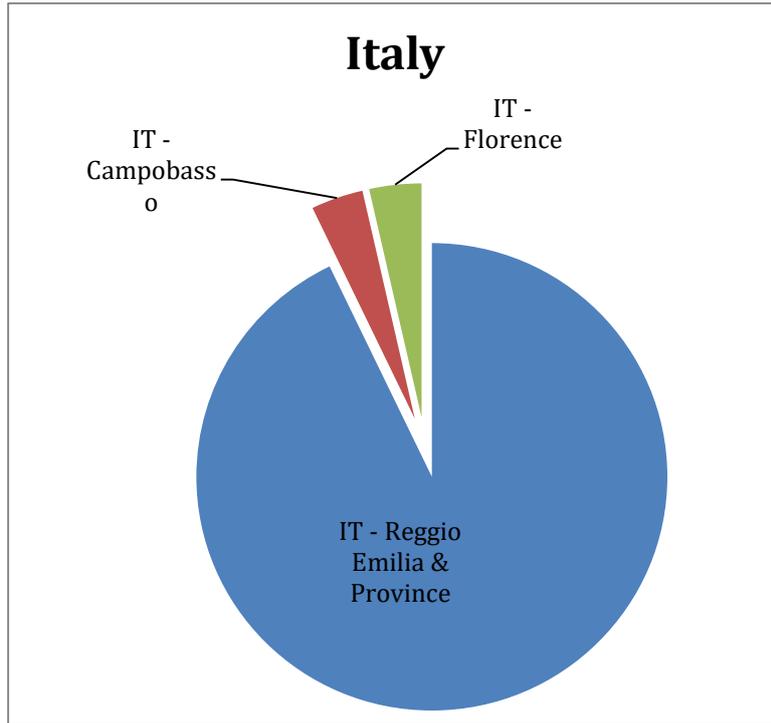


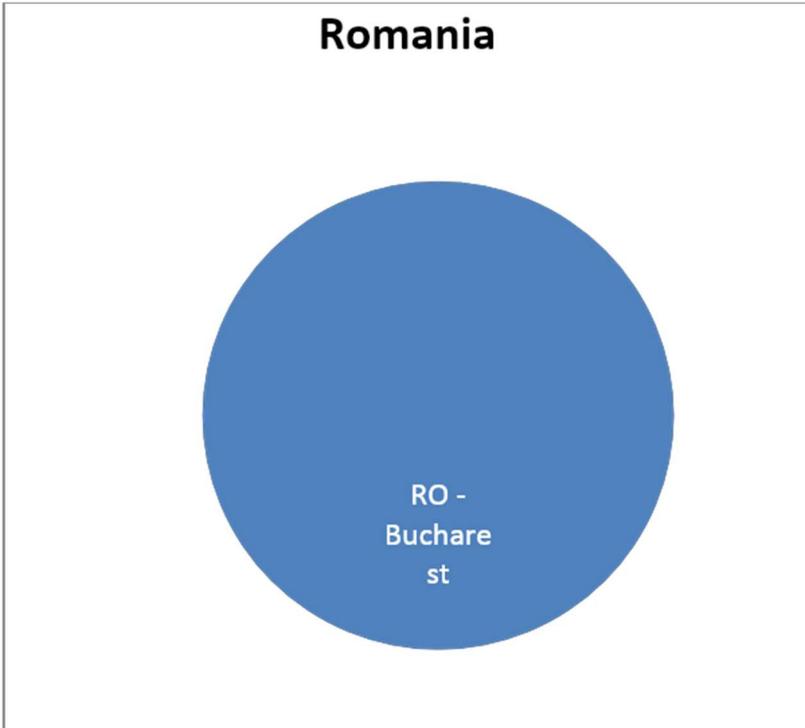
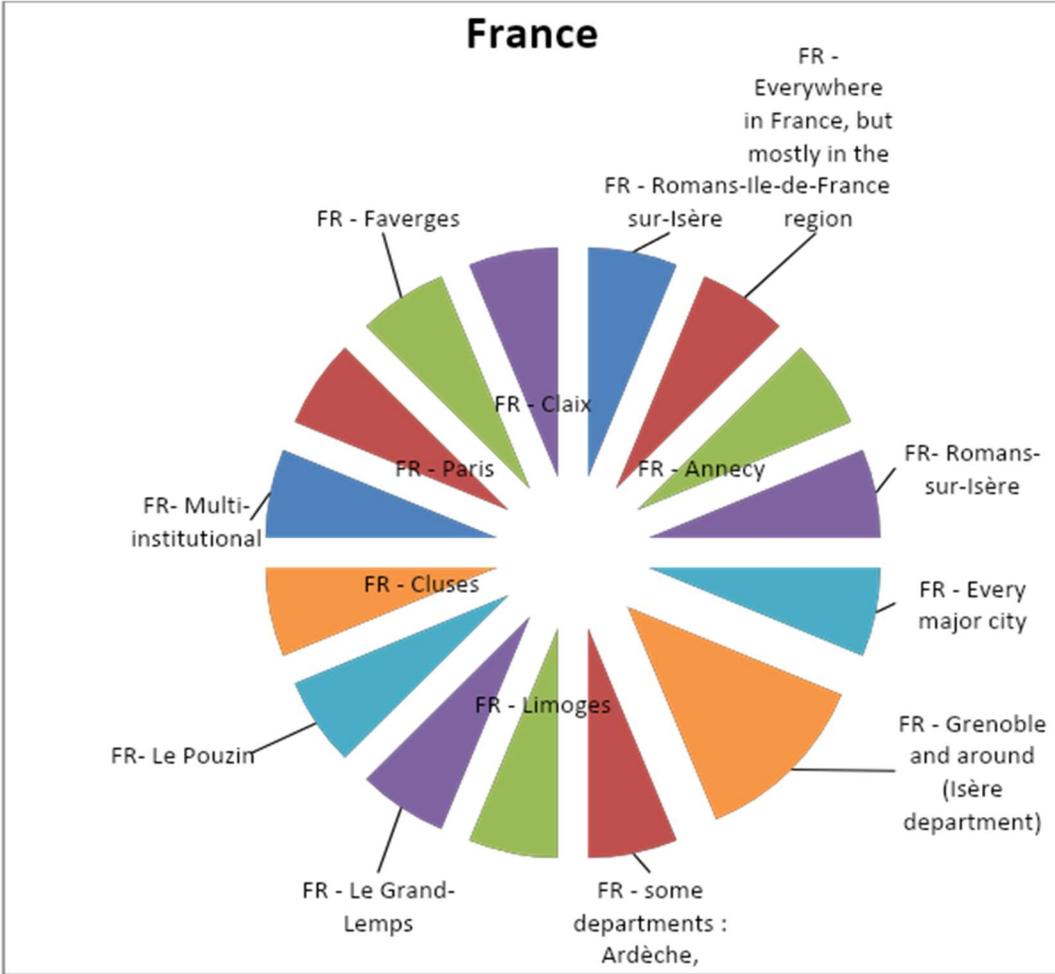
## In which city is the enterprise / company based?

Companies, in the different partner countries, were differently distributed:

- In Austria the majority of the companies and organizations participating in the survey were from Gratz, where the partner has its main headquarter, and the remaining were from Vienna, Linz, Wels and a multinational company with headquarter in Germany and subsidiaries in other countries as Austria,
- In Italy, as well, the majority of the companies and organizations participating in the survey were from Reggio Emilia and its province, where the partner CIS has its main headquarter, and the remaining were from Florence and Campobasso;
- In Poland there is a higher diversification of cities where the respondents have their main headquarters, with a slight predominance of Warsaw and Olsztyn which account together for the half of the sample, the remaining 50% is distributed in 9 different cities;
- The highest level of diversification has been reached in France, where the entire sample of respondents is divided in 13 different city/areas, with a small representation also of multinational companies, and companies operating in more than one region/area in France;
- 100% of respondents in Romania are from Bucharest;
- Some partners networks (FHJ and JKPU) allowed to widen the sample of respondents also to few other countries external to the partnership

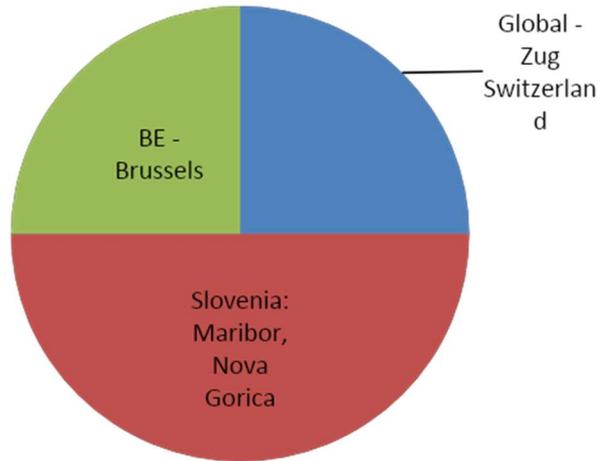








## OTHER

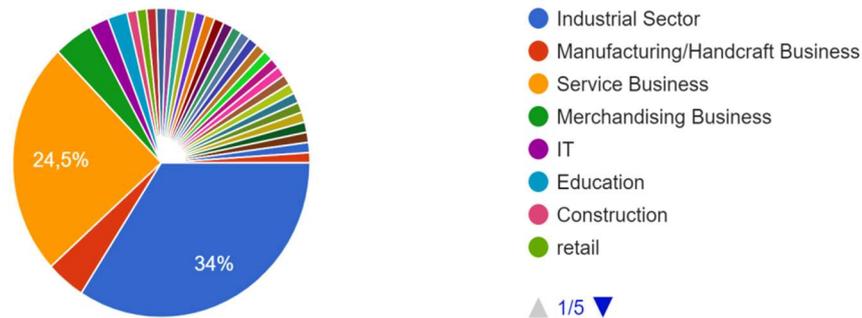




## Sector and dimension of the sample

What is the business of your enterprise / company?

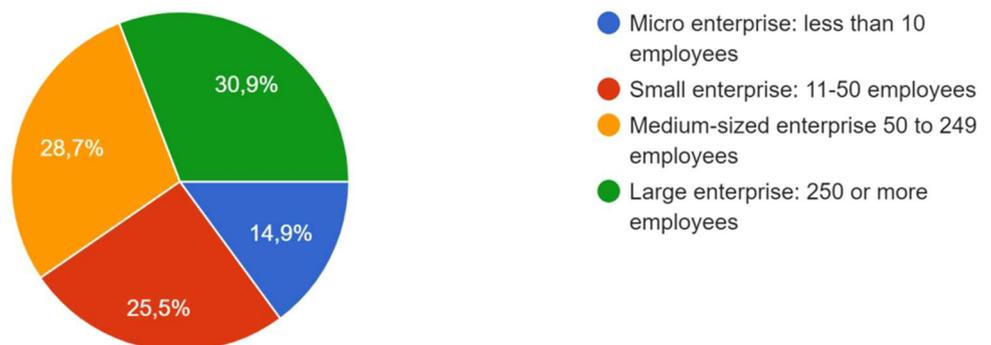
94 risposte



The majority of the companies interviewed (34%) were from the Industrial sector, another 24,5% from Service Business sector. The remaining 42% is distributed between merchandising Business and Manufacturing followed by Retail, IT, Construction, Education, etc...

What size is your enterprise / company?

94 risposte





The sample of respondents represents properly the project target, since the majority of the companies interviewed (54,2%) are SMEs - considering the 25,5% of Small enterprises plus the 28,7% of Medium enterprises-, while the 31% are large enterprises, and 14,9% are micro enterprises.

What is your role in the enterprise / company?

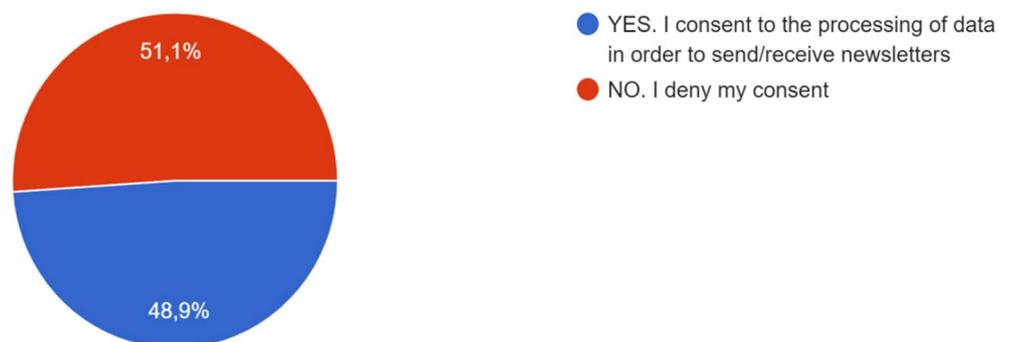
94 risposte



The sample of respondents are mainly represented by HR Responsible persons, General Managers and entrepreneur or companies owner.

Would you like to receive further communication on the project through the thematic newsletter, occasional communication and invitations to SEAL ...g your consent to the use of your email address?

94 risposte



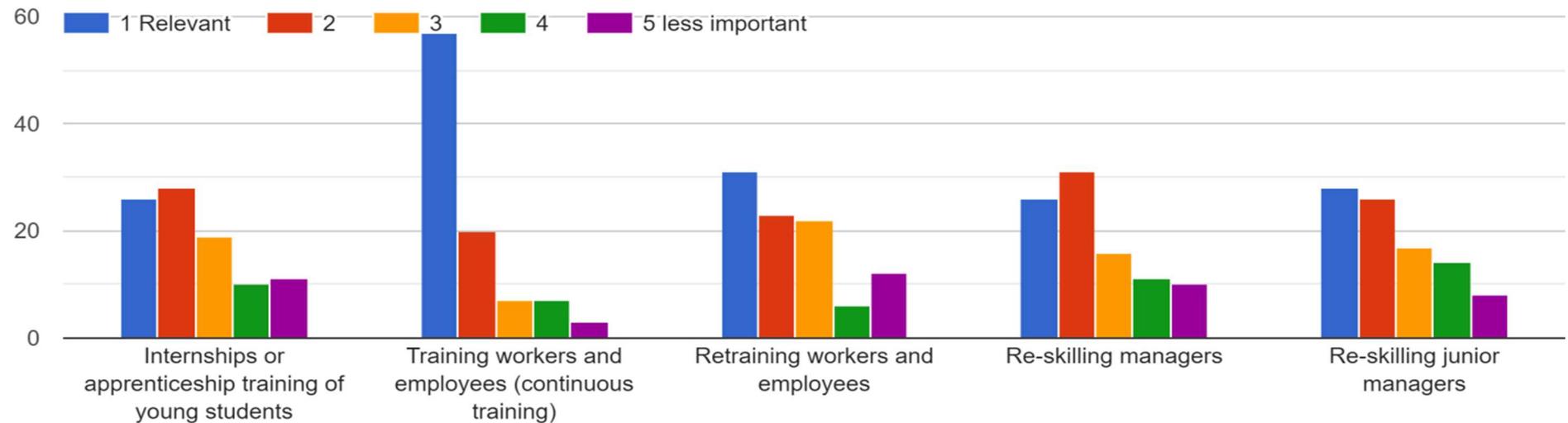
43 respondent out of the sample of 94 have provided their contacts for future involvement in the project activities.



The majority of respondents have ranked as relevant/important for their companies the priorities related to:

- Training and Retraining of workers and employees in the framework of continuous training
- Internship or apprenticeship training of young students

### Rank the education priorities in your enterprise

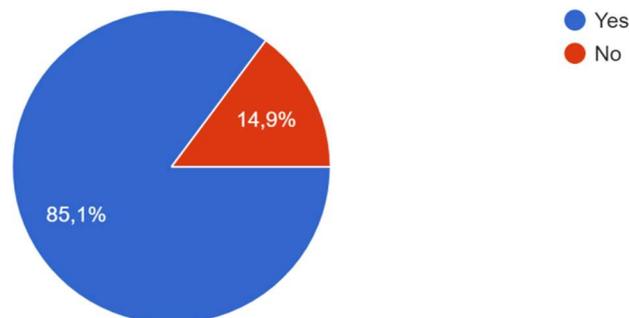




## 1. COMMITMENT IN DIFFERENT ACTIVITIES

1.1 Is your enterprise engaged in projects/initiatives for the realization of student's internships or other incoming training? (apprenticeship, dual system, tutoring, WBL, PhD in industry...)

94 risposte



The majority of respondents declared that their companies are already engaged in the realization of education and training of young students.

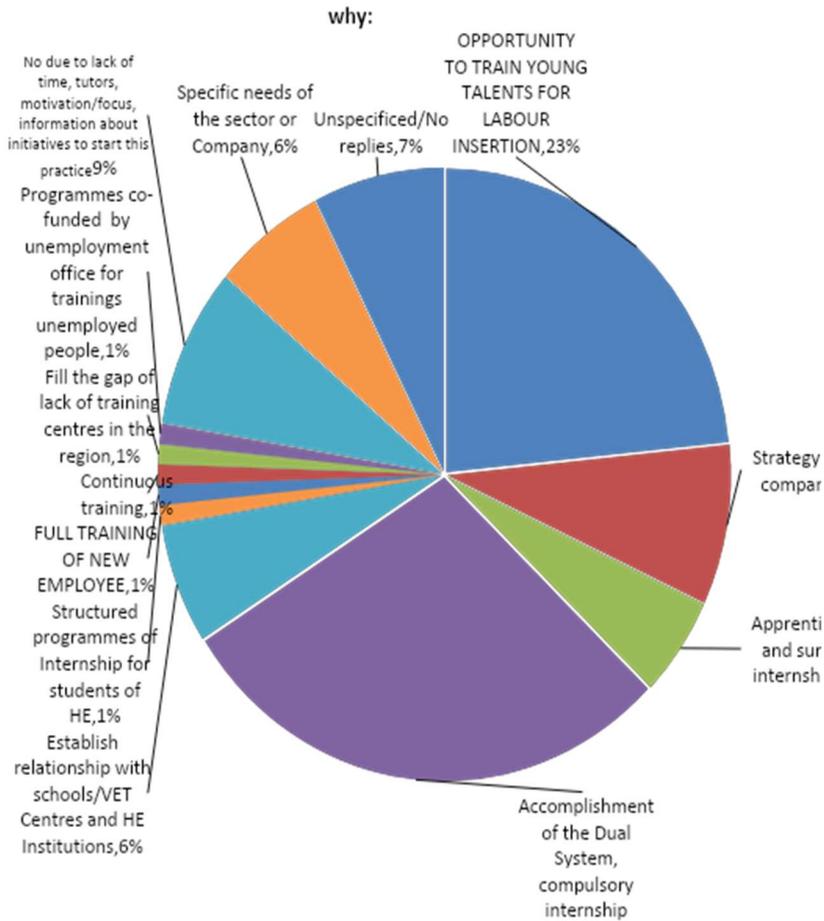
This engagement has been specified by the respondents highlighting that the motivation for this engagement is mainly related to:

- Accomplishment of dual system, compulsory internship programmes, apprenticeship training, or specific national devices, such as Alternanza scuola-lavoro in Italy
- The opportunity to train young talents for their future labour insertion, in the companies themselves, or in the Labour market in general

Most of the negative responses are justified due to lack of time, resources, professional profiles, focus or motivation or lack of sufficient information to start these kind of initiatives within the companies

**Please, if YES provide a synthetic explanation or description; if NO explain why:**

1.1. Please, if YES provide a synthetic explanation or description; if NO explain





## “QUOTES”



IN ORDER TO DEAL WITH THE LACK OF  
SPECIALISTS AVAILABLE ON THE JOB MARKET,  
COMPANIES NEED TO INVEST IN INITIATIVES  
TO QUALIFY YOUNG TALENTS.

The Education and CVET Responsible person  
of Wirecard Central Eastern Europe GmbH  
subsidiary in Graz - AUSTRIA



TO A SMALL EXTENT, THE COMPANY  
ACCEPTS STUDENTS FOR INTERNSHIPS  
MAINLY AS CASUAL HELP AND TO PREPARE  
THEM AS POTENTIAL FUTURE EMPLOYEES

The General Manager  
of PSI CRO  
Zug Switzerland



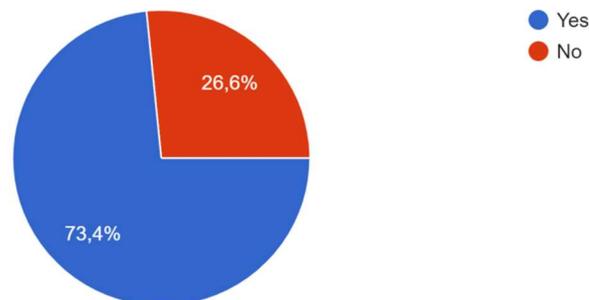
IN OUR COMPANY, WE PROVIDE TUTORING AND  
WBL INTERNSHIP. THE INTERNSHIP PROGRAM HAS A  
BENEFICIAL SIDE FOR BOTH PARTIES. IT PROVIDES A  
REAL WORK ENVIRONMENT FOR THE STUDENTS AND  
ALSO GIVE US THE OPPORTUNITY TO ATTRACT  
BETTER-SKILLED STUDENTS IN OUR COMPANY. IN  
ADDITION, THE INTERNSHIP PROGRAM IS PART OF  
OUR FEEDBACK MECHANISMS FOR EVALUATING THE  
ORGANIZATIONAL PERFORMANCE OF THE COMPANY.

The General Manager  
of INGERSOFT  
Bucharest - ROMANIA



1.2 Is your enterprise engaged in projects/initiatives for the realization of continuous training and/or retraining of workers and employees, other than compulsory education

94 risposte



The majority of respondents declared that their companies are already engaged in the realization of CVET and training/retraining or upskilling of employees.

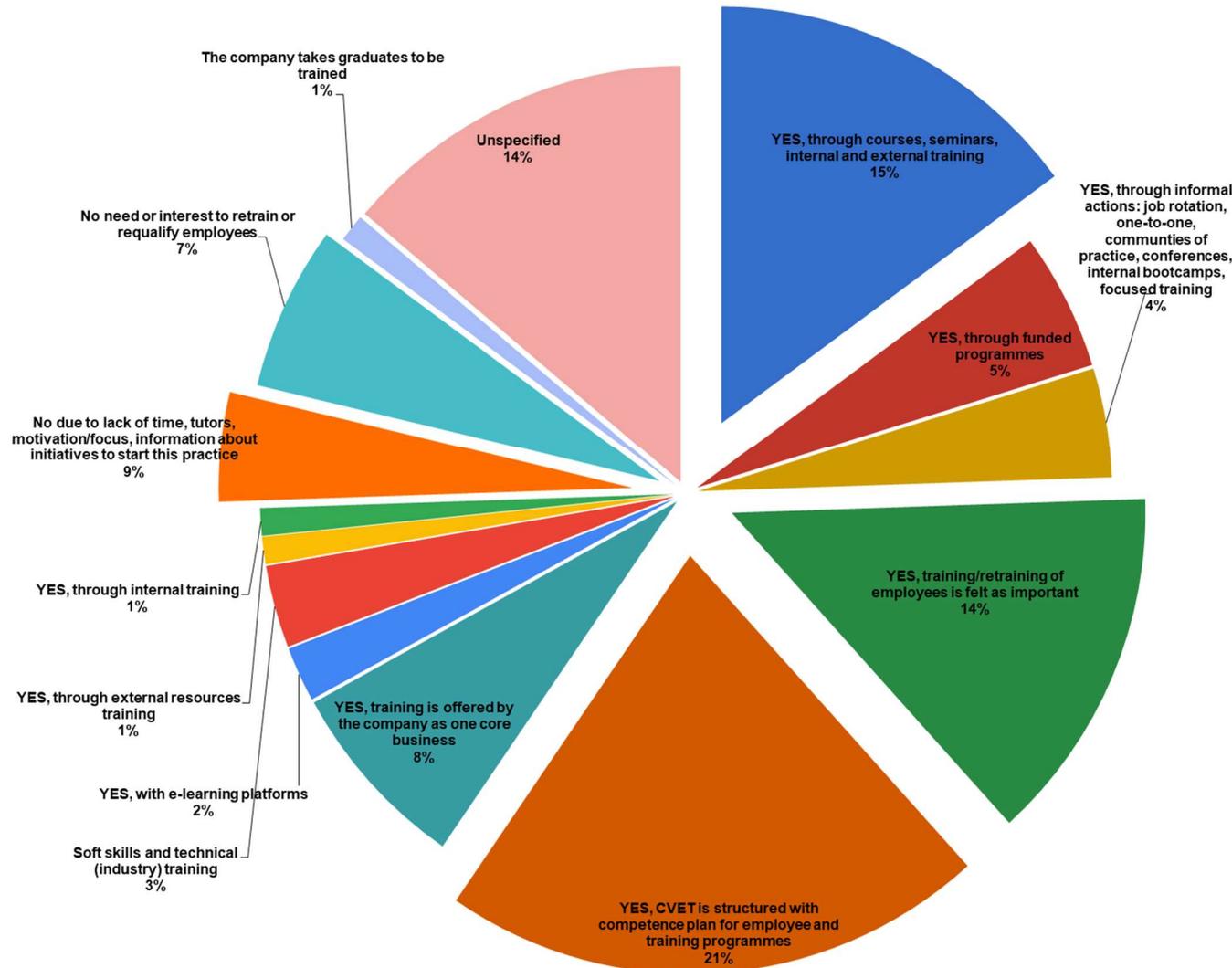
This engagement has been specified by the respondents highlighting that it mainly:

- takes the forms of structured – if not compulsory – CVET programmes, based on competence plan for employee and annual training programmes
- training/retraining of employees is felt as important
- realized through courses, seminars, internal and external training, or through funded programmes
- in some cases realized through informal actions: job rotation, one-to-one, communities of practice, conferences, internal bootcamps, focused training

Most of the negative responses are justified due to lack of time, resources, professional profiles, focus or motivation or lack of sufficient information to start these kind of initiatives within the companies, some respondents declared to have scarce interest in retraining employees, or they do not perceive this as a need.



1.2. Please, if YES provide a synthetic explanation or description; if NO explain why:





## “QUOTES”



SKILLS DEVELOPMENT PLAN FOR MORE  
THAN 4% OF THE PAYROLL, MASSIVE  
INVESTMENT IN TRAINING OUR EMPLOYEES  
(BUSINESS TRAINING, MANAGER,  
COMMUNICATION, IT, SECURITY, ETC.)

The Education and CVET Responsible person  
of Stäubli Faverges SCA  
Faverges - FRANCE



YOU CANNOT BE COMPETITIVE  
WITHOUT CONSTANTLY ALIGNING YOURSELF  
WITH THE CHANGES TAKING PLACE, AND  
TRAINING IS AN INDISPENSABLE FACTOR.

The Entrepreneur/company owner  
of DALET srl  
Novellara – Reggio Emilia - ITALY



WE HAVE A COMPETENCE PLAN FOR  
IDENTIFYING EDUCATIONS NEEDS.

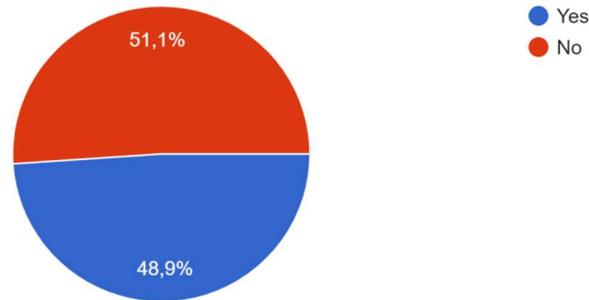
The Education and CVET Responsible person  
of DOBA  
Maribor -SLOVENIA



## 2. ORGANIZATION

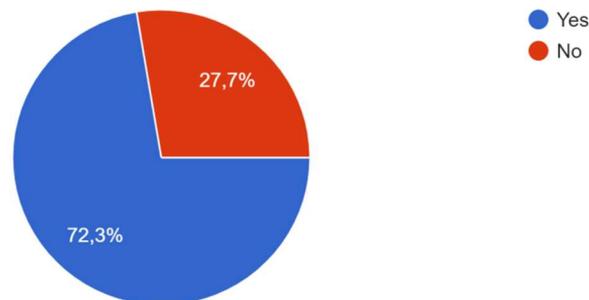
2.1. Does your enterprise have an education office/department?

94 risposte



2.2. Does your enterprise have a responsible person for education (for all Education activities in enterprise, or for a specific training action)

94 risposte

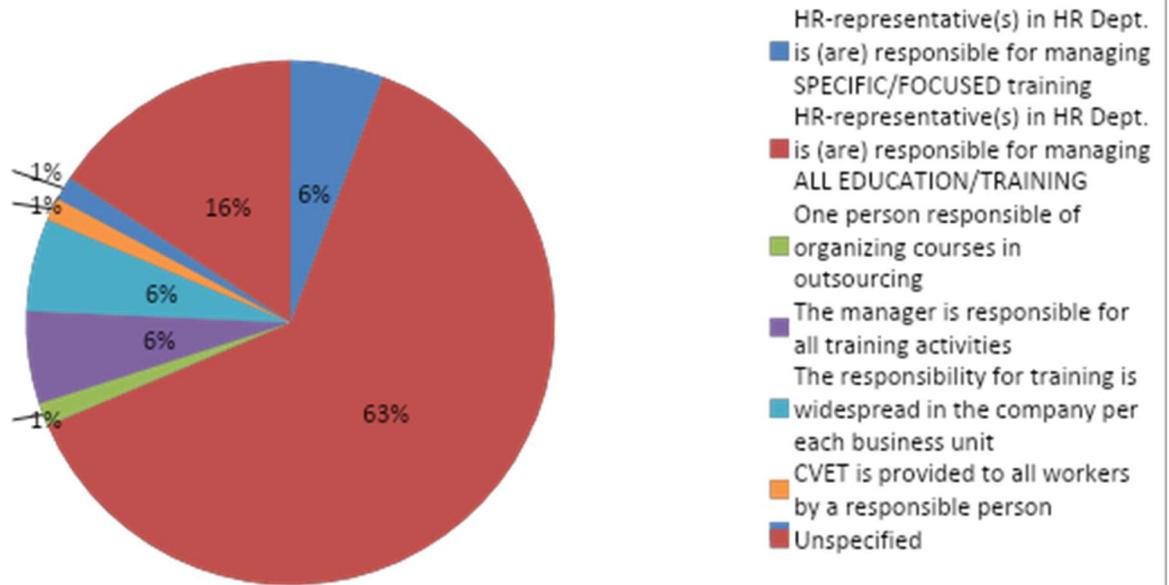


Approximately the 50% of respondents declared to have an education office or department, and the majority (72,3%) declare in any case to have at least one person responsible for these activities.

Out of the 70 respondents who have specified if the responsible person is responsible for all the education and training activities or for specific ones, the 63% declare to have HR-representative(s) in HR Dept. responsible for managing **all education/trainings** and in the 58% of the cases is a full time employee.

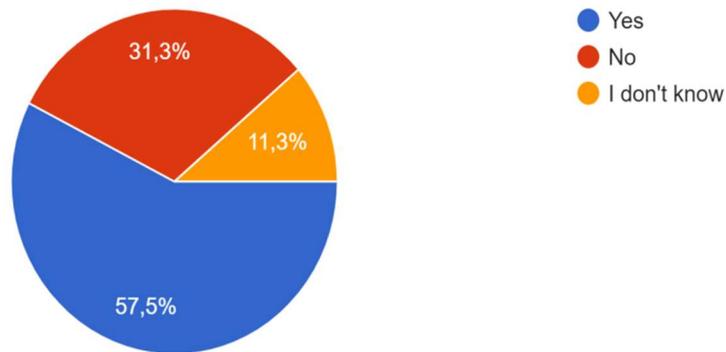


**If YES, please, specify if he/she is responsible for all activities or for a specific training**



2.3. If yes, does the person responsible for education work full time?

80 risposte

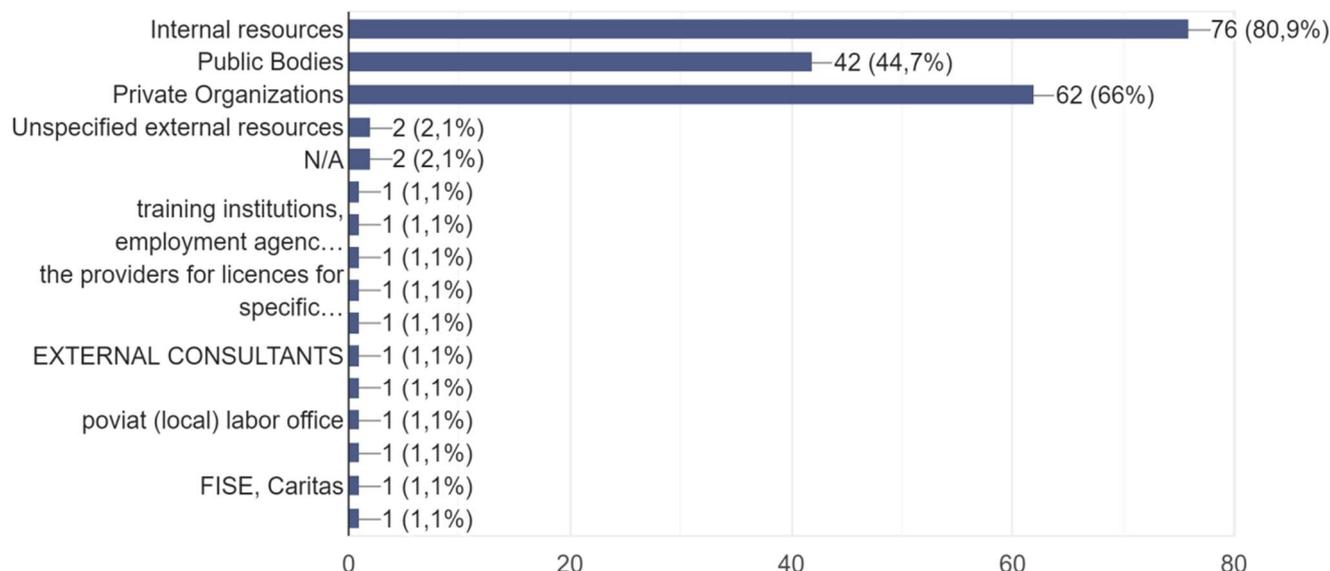




### 3. NETWORK

3.1 In order to carry out its activity, the person who deals with training in the company, does he/she interact with:

94 risposte

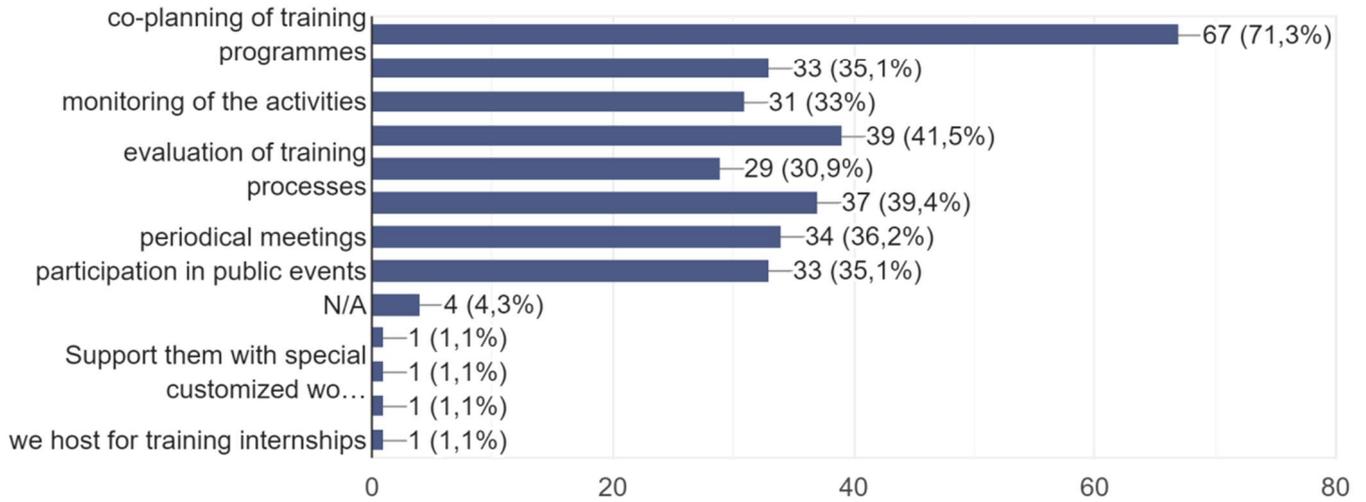


94 of the respondents have provided specifications of the institutions, organizations with which the internal profile usually interacts with, and these are mostly related to these categories:

- VET Institutions or experienced TRAINERS
- universities/schools/Higher Education Institutions,
- public and private training agencies,
- research companies,
- Public/governmental institutions
- Foundations/Labour Market Representative Organizations,
- Chambers of Commerce
- NGOs

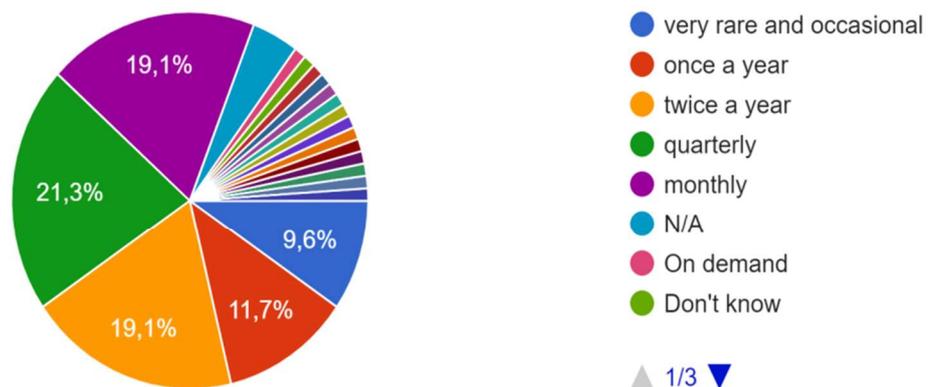
### 3.2. What kind of interactions and initiatives are performed with these resources and/or stakeholders?

94 risposte



### 3.3. What is the frequency of meetings or cooperation/interaction initiatives with other system stakeholders

94 risposte





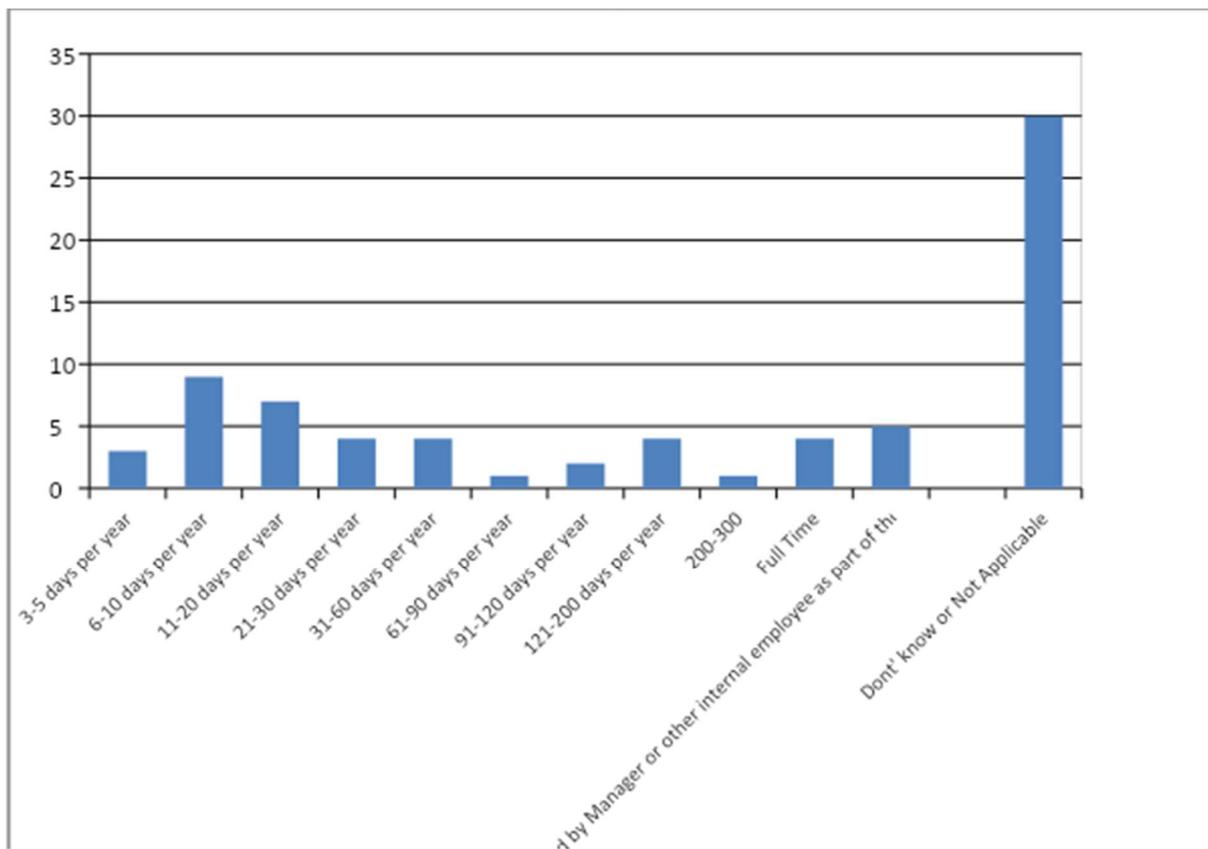
## 4. COSTS-BENEFITS ANALYSIS

### 4.1 How much does the activity of the person in charge of training cost in a year?

The 94 answers provided by respondents have commented mostly expressing the average number of working days dedicated to HR functions, or training/education in the company, covered usually by one staff member and/or the company's manager, and in some other cases by more than one staff member.

It is evident in the sample that:

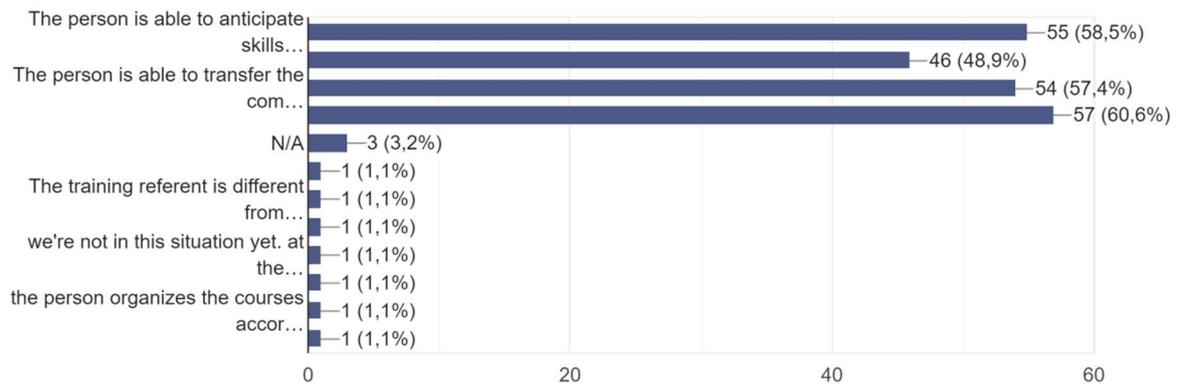
- the most frequent situation is that of a staff member working from a minimum of 3 to 30 days per week;
- only 3 cases have declared one or more FTE – Full Time Equivalent – employed for the specific tasks;
- in few cases there is a direct involvement of the company's manager or, in general, tasks are covered by other internal employee as part of their duties, beyond ordinary activities and tasks;
- few of the respondents have provided specifications about the costs per year, although on average the cost per day is around € 200,00, spreading from a minimum of € 2.000 to a maximum of € 60.000 per year.





## 4.2 What benefits can be found?

94 risposte

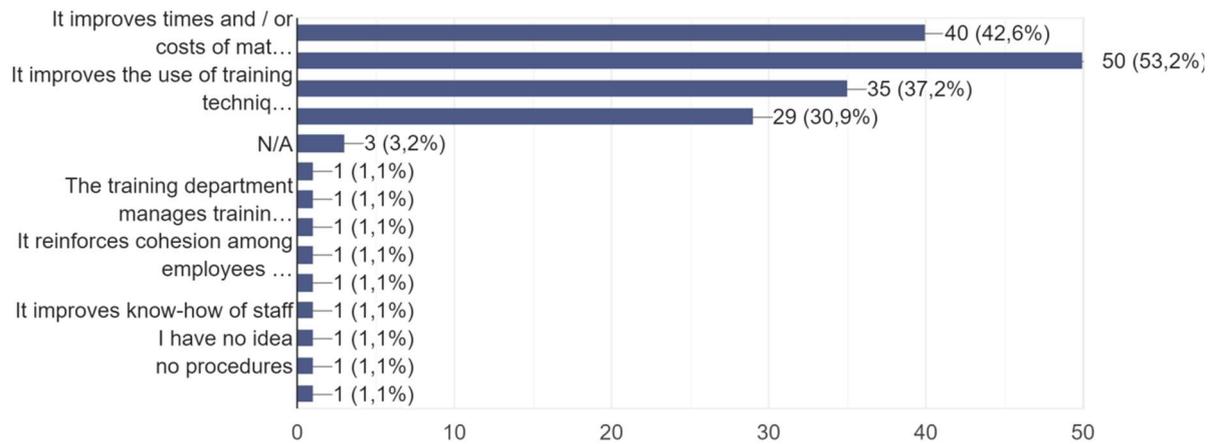




## 5. STRATEGIES

### 5.1 What strategies does the Education network work on?

94 risposte





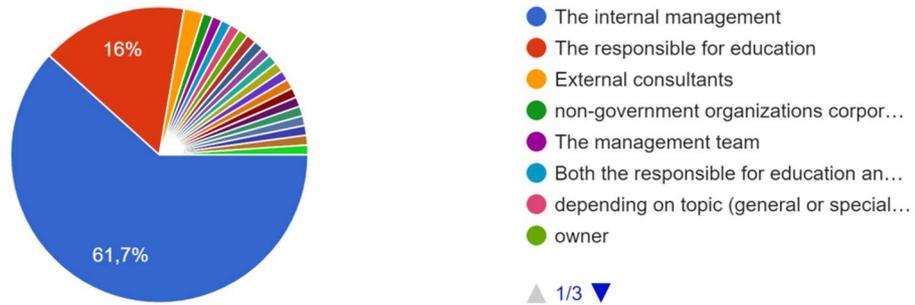
### 5.2 Evaluate the types of training programs in your enterprise





### 5.3 Who suggests/supports the training choices?

94 risposte

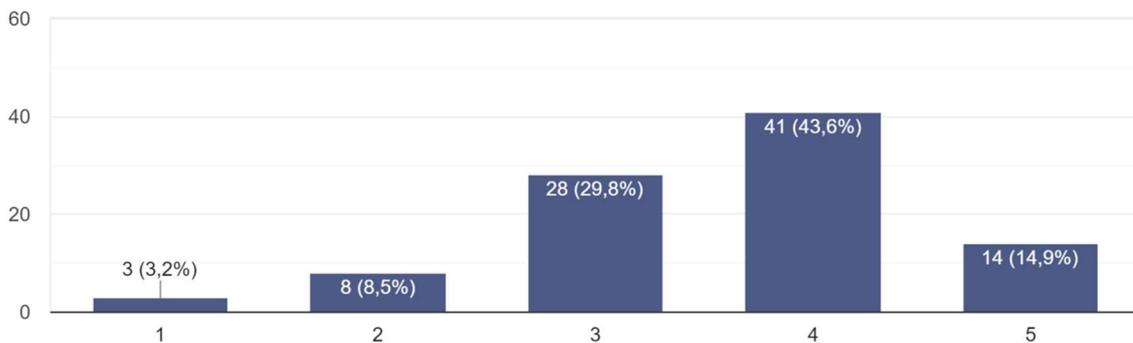


## 6. (SENIOR) LEARNING FACILITATOR

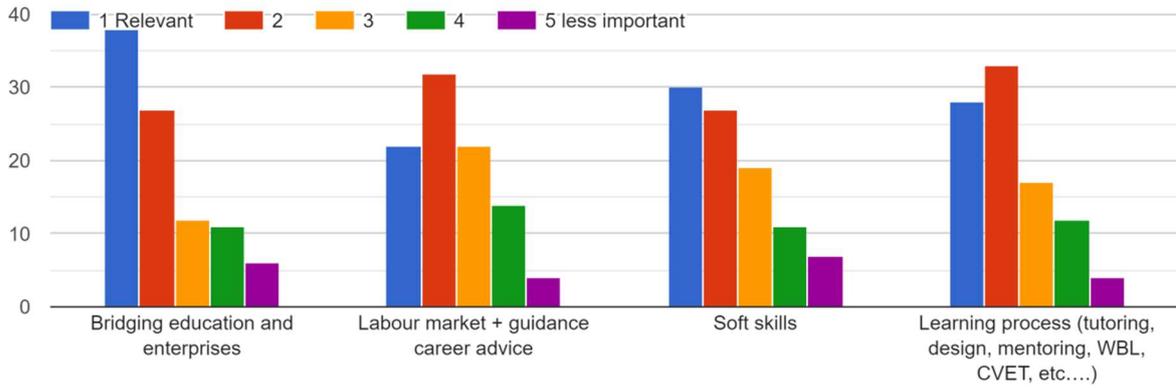
The SEAL Project proposes a new professional profile of expert that should be introduced in companies to facilitate the learning process within an enterprise, but also supporting the cooperation with education institutions and supporting inter-organizational learning. This new combination of functions is considered interesting in view of improving the quality and relevance of training outcomes. We named this professional profile of expert as “Senior Learning Facilitator”

### 6.1 Please provide your company assessment on the SEAL project proposal for this new professional profile and its relevance

94 risposte

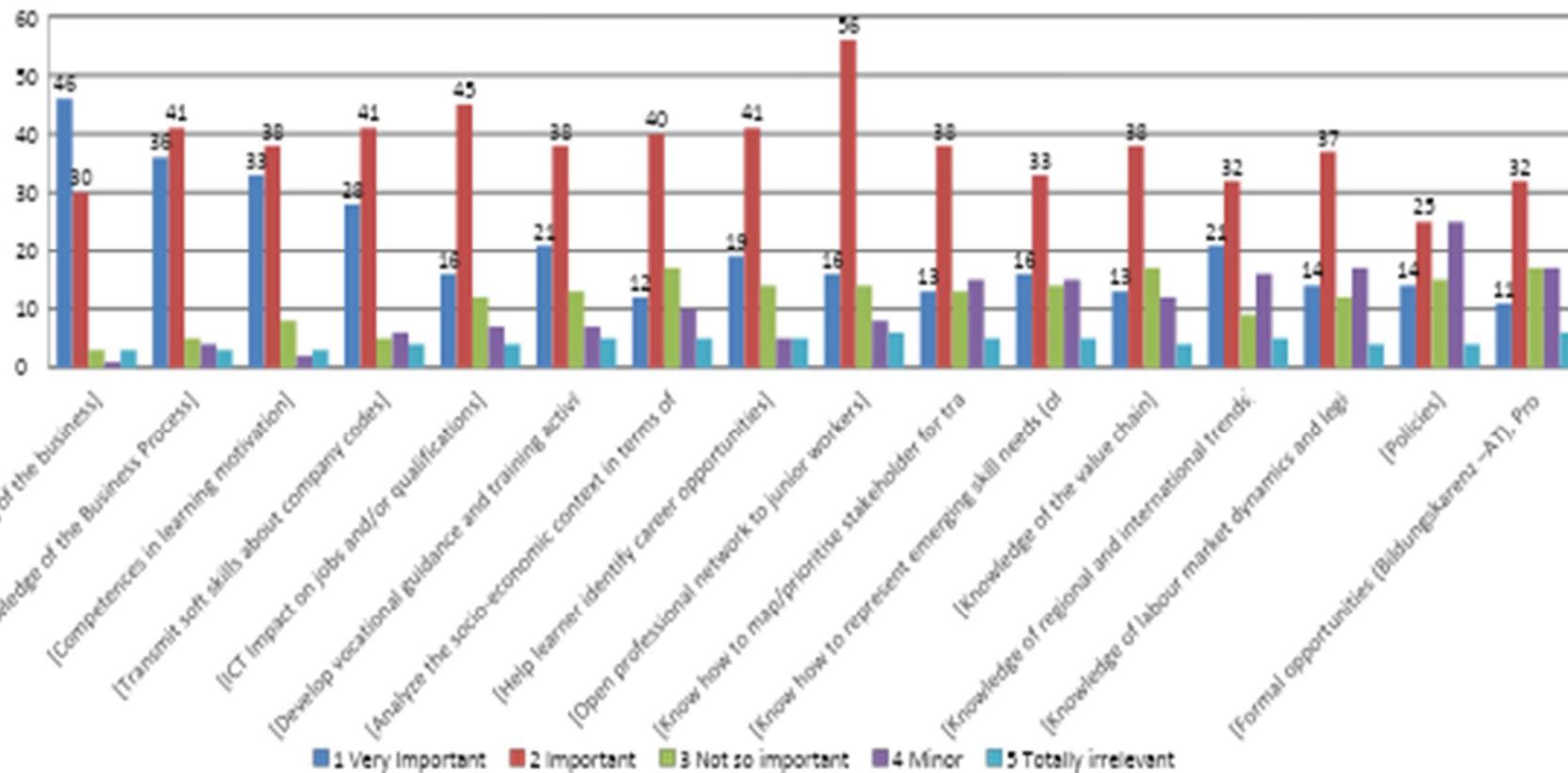


6.2 Please, rank the areas of intervention for a Senior Learning Facilitator



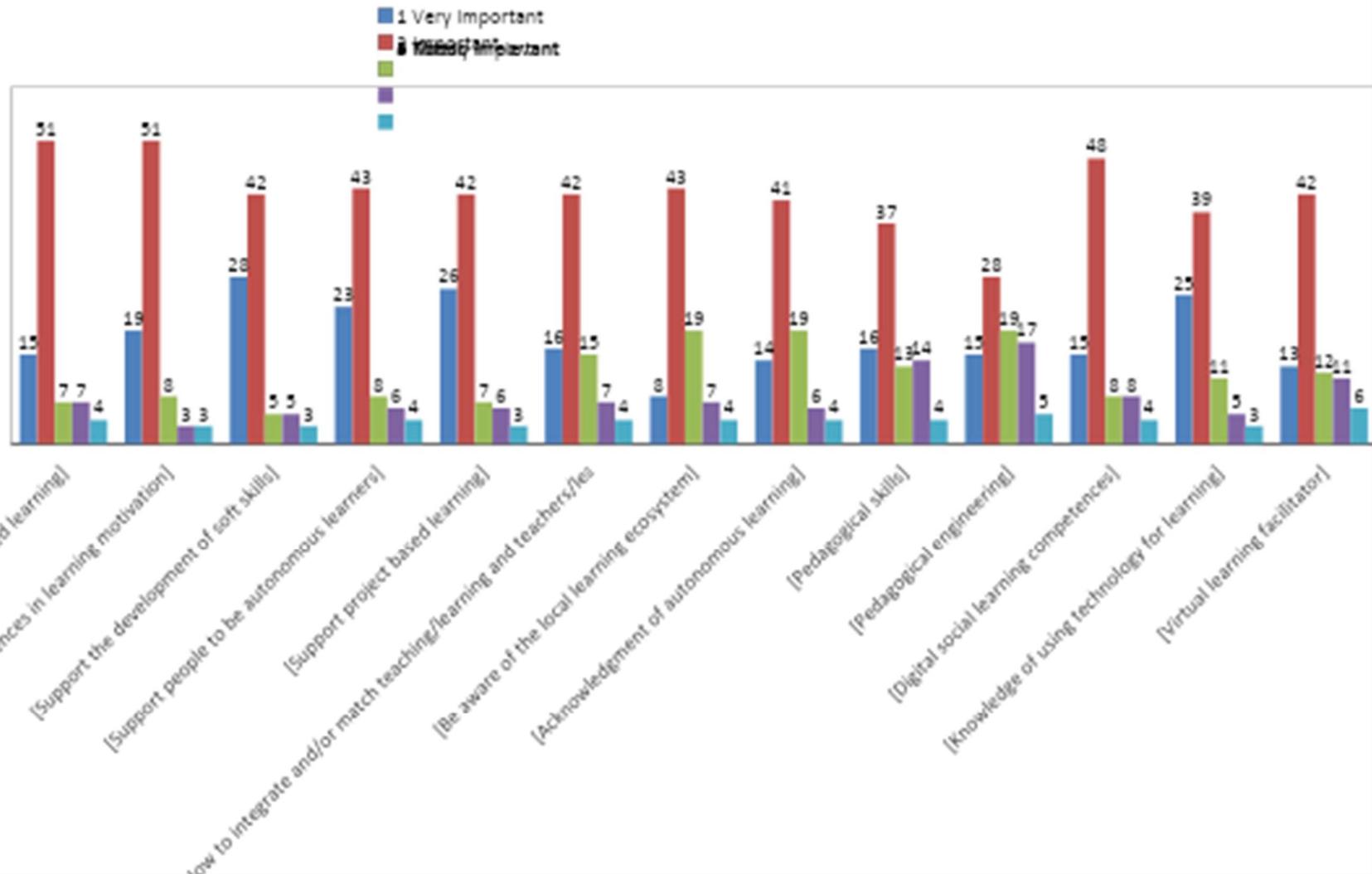


### 6.4 - Evaluate the following competences related to "Labour market and guidance career advice"



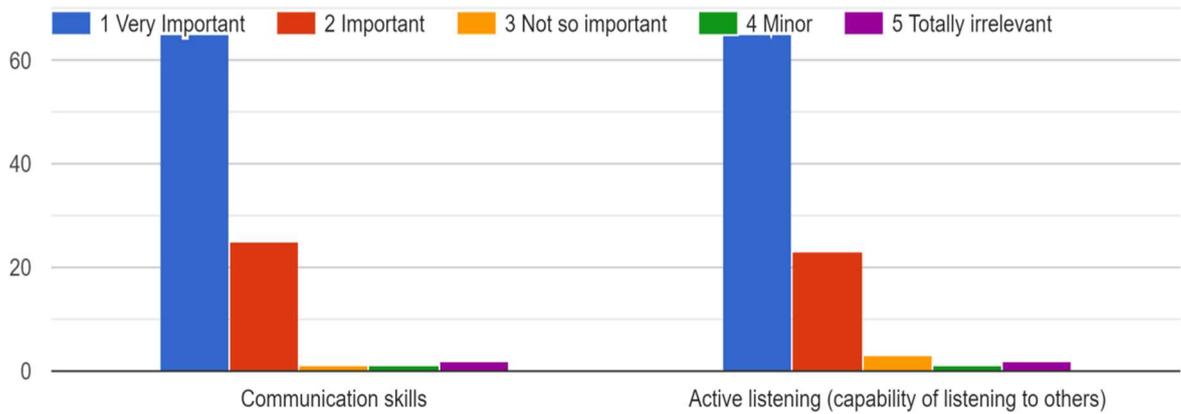


### 6.5 Evaluate the following competences related to "Learning process (tutoring, design, mentoring, WBL, CVET, etc....)"





### 6.6 Evaluate the following competences related to "Soft Skills"



Respondents have commented that they considered important not so many other different competences. Few of them stressed the relevance of soft skills, organizational competency, business understanding and obligation and regularity as a consequence of implementing the acquired knowledge.