

2023 February 13 & March 30

Participants:

REA College Pluryn: Birgit Grimbergen, Ingrid Scheurink, Henriëtte van
Dijken, Anita de Wit

AAQC: Guus van Beek

Forbusiness lifeskills srl: Maurizio Chiappa, Roberto Canu, Veronica Perin

Doc Servizi: Roberta Bargiggia (only 13-2-2023), Alberto Ferraro,
Eva Beferati (only 20-3-2023)

Venetica: Pier Francesco Rupolo, Stefania Morello
Laura Peruzzo, Federica Bruni (only 13-2-2023)

BIC Ljubljana: Tanja Gregorec, Tanja Kek, Marina Vodopivec
Sandra Horvatič, Ana Pančur (only 20-3-2023)

TMK: Elen Raudsepp, Indrek Jänes, Terje Alliksoo
Lily Loidap

CROAN: Nathan van Groeningen

February 13

The goals for the meeting are that participants:

- **Are aware of the current practices of teaching and training Life Skills in the various contexts.**
- **Are aware of the importance and role that Life Skills plays in their personal, working, and educational life.**

13.30 - 13.30 Opening and Welcome by Birgit Grimbergen, Project manager

13.30 - 15.00 Presenting **current education and training activities** about Life Skills by the VET partners. This is to learn from each other how they address lifeskills in their organizations. After that Maurizio Chiappa will develop a Common framework/Concept

At **REA College**, lifeskills are integrated in the daily practice.

Guus van Beek remarks that in all cases, all teachers in the project must understand the learning process of the students.

The (learning)philosophy at REA College is Empowerment (on the 6 components). REA College looks at each person as an individual.

At **VENETICA** personal development and personal development with self-awareness are main guidelines. The method is self-evaluation/reflection. The current performance of the students is

For more information see presentations section 3.3 of the project website

measured by tests (and tools) It will be useful to share this with the project partners. The group approach (this is based on the psychological concept that people learn the best when they are interacting with other students and teachers)

At **BIC** there are workshops for students about social skills, related to life skills. Focus is assertiveness and effective communication, choice theory and overall behaviour, coping with emotions and coping with stress in everyday life. There are also thematic class hours to strengthen the social skills and tutor trainings. Also, teachers have training how to address the topic of life skills.

At **TMK** Learning path/skills are mandatory subjects in all curricula. Especially in the Individual learning path of career building and program for personal development.

15.00 - 15.15 Break

15.15 - 15.45 In his presentation, Maurizio Chiappa, places the concept of Life Skills in a broader context. Furthermore, he relates the Life skills to VET. And why this is so important for VET. This item will be explored more in detail in the next onsite meeting in May in Verona.

15.45 - 15.55 In the debriefing participants say they are happy to hear more about each other's way of working. It is striking to see that all VET partners

For more information see presentations section 3.3 of the project website

pay attention to life skills. However, there is not always a clear/
comprehensive fundament for this. It is more in between the lines.

15.55 - 16.00 Closure

March 20

The goals for the meeting are that participants:

- Understand the methodology of assessing Life Skills
- Are aware of the behaviour indicators of measuring Life Skills of students
- Can identify relevant behaviour statements of measuring Life Skills of students

13.30 -13.35 Opening and Welcome
Birgit Grimbergen, Project manager

13.35 - 14.00 Guus van Beek (AAQC) introduces the draft Self-Assessment
Instrument for assessing Life Skills of Students in VET.

For this he explains:

- The chosen Methodology of assessing Life Skills of students
- The draft of the Self-Assessment Instrument
- The Behaviour indicators
- The statements of assessing Life Skills

For more information see presentations section 3.3 of the project website

For more information, see presentation 3.3.3.2 on the project website

Questions that raise while measuring are:

- How do you know if your students have Life Skills?
- What behaviour shows that the student has this Life Skill?
- What behaviour shows that the student not have this Life Skill yet?

Of course, there is not one answer to these questions.

The Life Skills Self-Assessment Instrument can be used for early interventional purposes and for designing tailor made educational programs for developing Life Skills with students.

Assessing Life Skills of students may also be relevant for evaluating the effectiveness of the educational interventions for developing Life Skills with students. Therefore, it is of great importance and significance to identify relevant Life Skills Indicators and a life skills assessment scale based on the ten core Life Skills in compliance with the framework suggested by the World Health Organisation (WHO).

14.00 - 15.00

Break-out-rooms

The purpose of working in small groups is to collect behavioural examples (indicators) of students in meeting the descriptions of Life Skills.

For more information see presentations section 3.3 of the project website

Identifying and selecting indicators is a critical component for developing the Life Skills Assessment.

Also, for monitoring and evaluating changes in behaviour, it is critical to target behaviour change. In fact, for those interventions that aims for changing behaviour, behaviour may be evaluated as an outcome of an educational program.

Treating behaviour as the outcome of an educational intervention, is a particularly attractive option when a specific behaviour is known and clearly formulated and when the measurement of behaviour provides a clear signal of the success of the program. Once these indicators have been identified, they can be measured in a variety of ways.

An indicator is a behavioural characteristic that allows you to make an element of a Life Skills measurable, a way to measure a certain element and to capture it either quantitatively in numbers or qualitatively through certain information.

Indicators about a Life Skills can formulate both positively and negatively. Positively means “description of behaviour which is shown if one element of the life Skills is met”. Negatively means “description of behaviour which is shown if one element of the life Skills is not met yet”.

15.00 - 15.15 Coffee Break

15.15 - 15.45 Plenary session

For more information see presentations section 3.3 of the project website

All 4 small groups presented their identified statements of assessing Life Skills of students

It was sometimes difficult to find the evidence (behaviour), how to find it. The experts in the project will make statements from the input of the groups.

Remarks

- The instrument could be more gender neutral, by using individualized statements and to be open for more different cultures (northern Europe and southern Europe)
- There is a challenge to make sure the English is understood by everyone. (Same ideas by the same words).
- How do you know that you achieve what you intent to achieve. For example: how do you know if someone knows how to cope with problems in life? If you are striving for improving life skills of students, you need to have criteria to measure this. How do students feel, act, do?
- The outcomes in the measurement instrument are in yellow, red, and green. Based on the outcome, one can compose a tailored instrument for tailored training (both individual as for the group).

Follow up:

Based on this assignment, the experts will make a questionnaire that will be on the agenda on Friday in Verona. Then the questionnaire must be validated by the participants. After that, the experts will develop the self-assessment instrument. The questionnaire will be sent to all participants before Verona. The participants are requested to reflect this and to see if this is complete, or still things are missing. What does it mean to me? Related to the different background/culture.

Example: decision making (quick or good decision)

15.45 - 16.00

Debriefing and closure