



Minutes online meetings CL4L

2023 October 3

The goals for the meeting are that participants:

- Understand the meaning of the Life Skill Decision Making
- Are aware of their natural competences in Decision-making skill
- Understand the importance of Decision-making skill in daily life
- Understand limits and opportunities of Decision-making Process and making a choice

10.00 - 10.10	Opening and Welcome Birgit Grimbergen, Project manager
10.10- 10.45	Definition and movie about making choices Explanation about the 4 pillars to understand decision making challenge. Maurizio Chiappa explains the aim of the workshop. This is the last workshop about Life Skills. The other nine were held in the onsite meeting in May, Verona. The Life Skill is explained. (See presentation). The most important to emphasize during training for students will be de Decision-making process.
10.45 - 11.00	Break
11.00 - 11.30.	Decision Making experiences: case studies in 3 groups In the presentation, it is explained that there are “thinkers” (people who make rational choices) and “feelers” (people who are more looking at the people around them while making their choice). The one is not better or worse than the other.



In 3 groups, participants talk about decisions they have made in their life. Where they take rational or more intuitive.

Facilitators in the groups are:

- | | |
|---------------|--|
| 11.30 - 12.00 | Group activity feedback reports and comments
Experiences are shared. Maurizio explains that, whenever we decide something, we always take the steps in the decision-making process. Sometimes this can go very fast, or one step in the process can go faster than the other. |
| 12.00 - 12.15 | Before the meeting, all participants have filled in a questionnaire about how they make decisions. The results are shown by Guus van Beek (AAQC). For the results: see 3.3.5.0 on the project website. |
| 12.00 - 12.15 | Remarks and feedback
Maurizio Chiappa (4BLS) |
| 12.30 | Closure
Birgit Grimbergen, Project manager |

For materials of the workshop see 3.3.5.1 on the project website.



2023 October 17

The goals for the meeting are that participants:

- Understand the methodology of selecting relevant indicators for assessing Life Skills of Students in VET
- Understand the method of collecting and processing information and the results of Life Skills Assessment
- Validate the indicators for measuring Life Skills Performance of students in VET and the visualisation of its results.

14.00 - 14.05

Opening and Welcome

Birgit Grimbergen, Project manager

14.05- 16.00

Presentation of the assessment instrument PR2 (see 3.3.5.2)

Guus van Beek explains all indicators for each life skill. These are selected after all participants filled in a questionnaire. (For questionnaire see 3.3.5.3)

After a statistical analysis (Total- Standard Deviation (Cohesion) & Mean (Statistical Average) all indicators were ranked. After that, a final selection of 5 indicators per Life Skill was made.

Criteria:

- Highest rank
- Lowest Standard Deviation (=High agreement of the ranking)
- Validation of indicators (All Project partners)

Some indicators formulated positive way, others negative.

We now have 50 statements that can be answered in a 7-point scale. When a person fills in the assessment instrument, this will lead to a personal profile where one can see scores for each life skill. We now use a norm of 50 average as the



standard. The right standard is not set yet. It is still under discussion. The standard depends on the reference group. For this we have to determine the target group(s) in advance, and we need to test the instrument.

When the instrument is ready, below the standard = training.

No training is needed when someone is above the standard.

When the scores are equal to the standard the trainer and trainee decide together whether training is needed.

This gives the opportunity for tailor-made training.

The instrument is for a maximum of 30 questionnaires.

You also get a group score.

This way you can provide even more customized training, individually or per group.

There will also be textual feedback for the group.

Comments of the participants:

The participants agree on the indicator with the remark to make a good balance between positive and negative statements.

This could be done by formulating the sentence differently.

Next steps:

The expert will modify the tool. Then it will be sent to the VET partners to test it. Further instruction on who, when and how many filled in questions will also be made by the expert.



2023 November 3

The goals for the meeting are that participants:

- Are aware of the content of Project Result 1: Publication about the importance of assessing and acquiring Life Skills by students in VET
- Validate the content of project Result 1: Publication about the importance of assessing and acquiring Life Skills by students in VET

10.00 - 10.05 Opening and Welcome
Birgit Grimbergen, Project manager

10.05 - 10.55 Maurizio Chiappa and Veronica Perrin explain the context of the article. See presentation 3.3.5.4 and the draft 3.3.5.6 version of the article on the project website.

The objective of the work package we are working on is to understand the Life Skills according to the WHO definition Teachers and trainers are the target group for this.

The goal is to have knowledge of, feel confident with, and are enthusiastic to teach Life Skills in VET.

One of the deliverables for the Work package is an article that describes Life Skills development for students in VET, how these skills can be developed and what the VET provider and teachers can do to contribute to this development. Besides written knowledge also experiences of the meeting in Verona and personal experiences of all participants (teachers/trainers) are involved in the writing. The draft version of the article was read by all participants.

Based on their feedback, two proposals for the structure and content of the article are explained. See 3.3.5.5 on the project website.

In our application we said the publication includes various approaches and models, a description of strategy of



implementation and reference to best practices and other initiatives.

We now choose to focus more on the creative ways of teaching, which is the core of the project and less on the old ways of teaching. Examples of best practices will be in the compendium which is part of Work package 3 and not in the publication. Also, we will strive to make the publication more creative in text and in layout/presentation.

LS4B will make changes in the publication and present the final version in December.

11.00

Closure

Birgit Grimbergen, project manager