



Minutes online meeting CL4L

2024 March 25

REA College Pluryn:	Birgit Grimbergen, Ingrid Scheurink, Jissica van Veenendaal & Henriëtte van Dijken
AAQ:	Guus van Beek
LS4L:	Maurizio Chiappa, Roberto Canu & Veronica Perin
Doc Servizi:	Giulia Sergiampietri, Roberta Bargiggia & Alberto Ferraro
Venetica:	Laura Peruzzo, Stefania Morello, Vanessa Bettin & Federica Bruni
BIC Ljubljana:	Tanja Gregorec, Tanja Kek, Marina Vodopivec & Ana Pančur
TMK:	Indrek Jänes, Terje Alliksoo, Anneli Pikkmeets & Lily Loidap
CROAN:	Nathan Van Groenigen, Rutger van der Windt & Tom van Straaten

The goals for the meeting are that participants:

- Understand the results and analysis concerning the norm of the Self-Assessment instrument for assessing Life Skills for Students in VET
- Discuss the results and analysis concerning the norm of the Self-Assessment instrument for assessing Life Skills for Students in VET
- Set the norm of the Self-Assessment instrument for assessing Life Skills for Students in VET
- Understand the design of the workshops about Life Skills development for students in VET through Creative Teaching methods
- Validate the design of the workshops about Life Skills development for students in VET through Creative Teaching methods



Start at 10.00 CET

- 10.00 - 10.10 Opening and Welcome
Birgit Grimbergen, Project manager
- 10.10- 10.30 Presentation of the results and analysis concerning the norm of
the Self-Assessment instrument
Guus van Beek (AAQC)
All VET partners have sent 10 filled in questionnaires (or more)
to make analyses, to look at a reference group and to have a
norm set. The process of the development of the reference
norm is explained in a Power Point Presentation.
Task: when VET partners look at their target groups (that differ
in the project) when you look at you target group, how would
you estimate the performance of your students against the 10
life skills.
The group share the strong life skills of their students. These
are all personal ideas about the target group.
Conclusions:
- There is a lot of difference between the strongness's and weaknesses, depending on the different age and background of the participants.
 - It is very important before asking about the lifeskills, is to have a good understanding of the life skills.
 - There is a difference between how students think about themselves performing against the Life Skills and about the actual behaviour.
 - The self-assessment instrument is based on the needs of the students, how the look upon themselves. This can differ from the look of the teacher/trainer on the performance of the students.



The tool leads to a profile visualised for a group as for the individual students. When you look at those profiles, the question raises if a norm is needed to make the decision which Life Skills to train. The tool is made for a practical use choosing Life Skills for a training, not as a scientific/diagnostic instrument.

We can choose for

- No to work with a norm, but to look at the profiles and to talk with the students about the outcome of the assessment to design a training.
- Work with a norm Based on statistics and set the norm to
 - Use the average of each different Life Skill (which differs for each life skill)
 - Use the average of all Life Skills together (65)

After asking all participants, we decide that we will not use the norm, but to discuss the profile with the student afterwards and to design the training based on that.

This choice is made based on the aim of the tool: to design a training, not have a diagnostic instrument.

Also, the tool is a subjective view of the student him/herself. However, it is possible to use the instrument before, and after the training, to monitor the results of the training.

We will make a strict procedure how to use the instrument.

This will be added to the instrument.

See presentation

11.00 -11.15

Break

11.30 - 12.15

Presentation design of the workshops and composition of the groups in May 2024 (Padova)



Giulia Sergiampietri (Doc Servizi)

We will have 3 days training with 5 parallel sessions.

The division of the sessions was made based on the needs of the teachers/trainers as measured in their individual workshops.

Also, the division was made to have each VET organisation to have as many Life Skills trained as possible.

For each session we have 3 hours.

There will be no workshops on the Tuesday in the afternoon because the program is very intense.

The steering group will take place online after the meeting.

The participants that are not trainers get a mail to give their preferences. They will be participants in the workshops like all other participants.

Also see presentation.

12.00

Closure

Birgit Grimbergen, Project manager



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