



**PRO PULSE +**

*A new perspective for production schools*

## 03 PRO PULSE+ MODEL IN FRANCE

---

**BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH**

**1/3/2017**



**Erasmus+**

PRO PULSE + project (2015-1-FR01-KA202-014891) has been funded with support from the European Commission. This document reflects the views only of the author and the Commission cannot be held responsible for any use which might be made of the information contained herein



## CONTENTS

INTRODUCTION.....	2
PRO PULSE+ MODEL.....	5
Didactic philosophy and principles .....	6
PRACTICAL FRAMEWORK TO SET-UP PRO PULSE+ UNITS .....	8
Design of unit scheme.....	9
Organigram and descriptors .....	11
Ground rules .....	13
Resources .....	14
Workshop schemes.....	15
Personal project .....	17
Social components .....	18
Stakeholders mapping .....	19
Quality assurance.....	20
ANNEX A: SECTORAL-WORKSHOPS.....	22
ANNEX B: CHECK LIST OF SECTORAL-ORIENTED TOOLS .....	26



## INTRODUCTION

Everywhere in Europe, countries are facing the challenge of higher unemployment rates, which especially hit weakened publics of youngsters and 45+ who have lower-qualified profile, often combined with social difficulties which may cause drop-outs and reluctance to training. In addition, Europe is suffering from a lack of sector-adapted technical competences as well as transversal job-oriented skills for a successful integration into the labour market.

In this context, alternative training, including work-based training for young and adults have grown and many experts see on it an adapted compromise to tackle unemployment across Europe. This is why interesting success models such as "Production Schools" have been emerging in countries like Denmark, Austria, Germany, France, Sweden and Finland, tackling the fragile situations of young learners by valorising their work, raising confidence and by encouraging the acquisition of transversal skills which can be valorised on the labour market.

PRO PULSE+ project intends to provide adapted learning settings and environments which can offer a qualitative work-based experience to priority-target groups of young people who dropped out of schools and who are characterised by a "NEET" situation as well as to adults facing long term unemployment.

In order to achieve its goal, the project can rely on a solid partnership made of organisations from Austria, Italy, France, Portugal and Turkey. All partners are expert VET providers and sector-oriented representatives in the field of work-based training and in insertion initiatives, notably for youngsters and senior adults facing exclusion situations and long term unemployment. These partners have a very good knowledge of the target groups involved and can rely on their long experience in European cooperation to successfully develop their common proposition.

The project's Output 3 PRO PULSE+ MODEL aims to develop a new generation of production schools, based on a hybrid model covering four innovative aspects:

- 1) New targets, low-skilled adults besides young** - both low-skilled groups have been severely impacted by the current global economic crisis. The highest long-term unemployment rates are found in the least educated section of the population in every Member State. Low-skilled individuals are also at higher risk of social exclusion and poverty.
- 2) New didactics, including intergenerational learning** - production schools are per nature constructivist, work-based, skill oriented, individual-centred. Building up advantaged from a mixed group of participants, also an intergenerational learning will



be promoted, aiming to transfer of knowledge, boost reciprocal learning relationships and contribute to develop social capital and social cohesion in our ageing societies.

- 3) New sectors/workshops, both production and service-oriented** - matching skills and labour market needs is crucial. To face this reality, five different sectors will be considered: Social worker for elder care (Austria); Sales representative (France), Promotional services for tourist accommodation and/or products (Italy); Seamstress (Portugal); Interior design assistant (Turkey).
- 4) Small-scale, implementing production/service units instead production schools** - sustainability is a critical aspect of any project. Although the ultimate goal of all the implementation partners is to create a production school, there are bureaucratic, legal, financial and time constrains, and realistic objectives must be settled for the PRO PULSE+ project. In this sense, and based on partners' resource, five units of production/service will be set up, tested and established during the project life and maintained after it ends.

The PRO PULSE+ MODEL is based on the following key-success factors and quality aspects identified under the development of the Output 1 GOOD PRACTICES COLLECTION and on the findings of the Output 2 STATE OF THE ART TRANSNATIONAL REPORT:

- To work in cooperation with local organisations in order to identify disadvantaged and unemployed young people and adult and encourage them to enrol in the unit of production
- To give priority to practical teaching and training, by explaining and illustrating theoretical concepts through practice
- To meet local needs, by selecting a production/service field in relation with the local economy (i.e. in-demand jobs or promising fields)
- To offer learns an individual and tailored follow-up (e.g., by setting up very small groups in the workshops training)
- To create strong links with local enterprises in order to:
  - persuade enterprises not to see the unit as a competitor but as a trustful provider of products/services;
  - establish a strong network of potential clients;
  - encourage participants to take care of the quality of their work (i.e. as the products/services have been ordered by a real company and will eventually be sold);
  - facilitate the employment of these participants.
- To rely on skilled and qualified staff, having several years of work experience in a specific sector and willing to transfer their knowledge to disadvantaged participants



- To have evaluation and quality procedures, such as:
  - a process-orientated implementation;
  - certification with the international label ISO 9001 or other;
  - national certified quality system for training activities;
  - tailored and consolidated monitoring and evaluation system implemented involving all actors;
  - application of different kinds of monitoring tools and control loops;
  - continuous evaluation practices through participatory assessment methodologies;
  - 360 degree feedback;
  - regular meetings with participants and staff team.

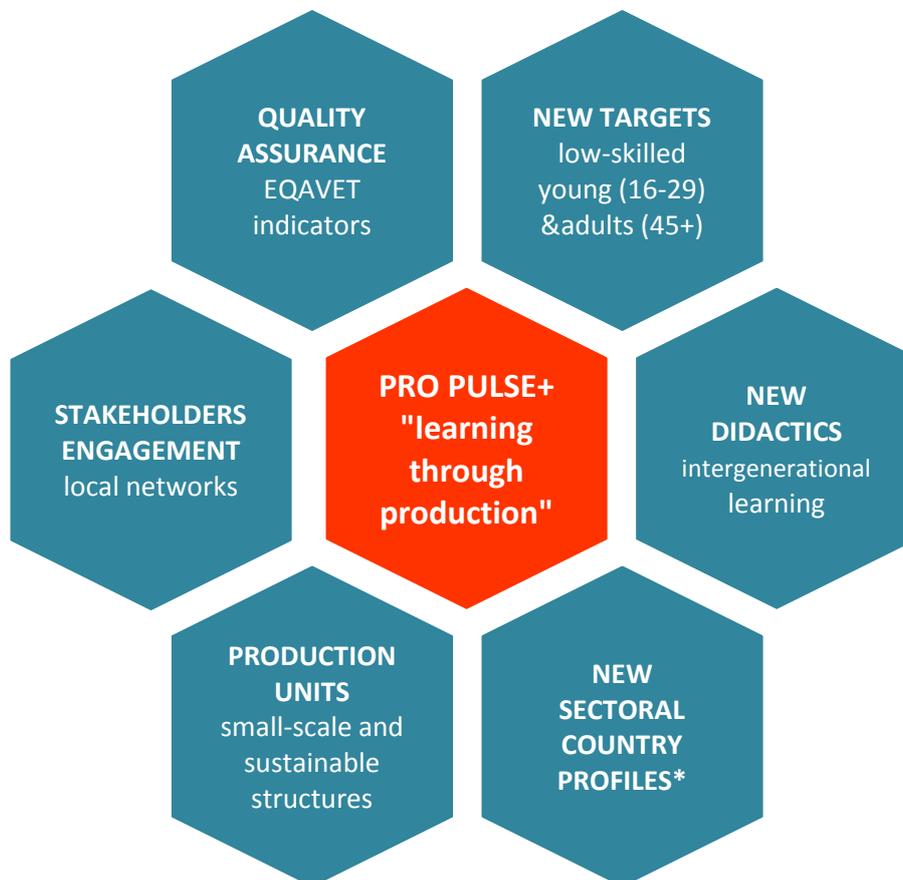
Besides, the PRO PULSE+ Model will also propose a practical framework to set up the new generation of production schools in the destination countries, i. e. Austria, France, Italy, Portugal and Turkey, including the design of unit structure, organigram and descriptors, grounded rules, resources, workshop scheme, personal project, local communities mapping, social components.

The PRO PULSE+ Model will be tailored by each one of the recipient countries, based on their sectoral implementation and other national/organisational needs and specificities, including the design of related production/services sectoral-workshops (see Annex A) and definition of a check list of sectoral-oriented tools (see Annex B) to be developed for support the implementation of each PRO PULSE+ unit in participating countries.

To support the practical implementation of PRO PULSE+ MODEL, the project also provides the Output 4 PRO PULSE+ e.TOOLBOX and Output 5 GUIDELINES. All project outputs are open educational resources available in English and partners' languages in the PRO PULSE+ Platform [www.propulse-plus.eu](http://www.propulse-plus.eu)

## PRO PULSE+ MODEL

The following scheme is intended to figuratively represent the hybrid PRO PULSE+ MODEL and its core-elements. In addition to the initial four key-elements identified by the project consortium (new targets, new didactic, new sectors and small-scale units), two additional elements – stakeholders engagement and quality assurance - were added taking into consideration the success factors and quality indicators identified under the development of the Output 1 and on the findings of the Output 2. Altogether, these six core-elements represent the pillars of the model for a new generation of production schools for participants build up personal, social, practical skills and competences for work and life.



\*Social worker for elder care (Austria); Sales representative (France), Promotional services for tourist accommodation and/or products (Italy); Seamstress (Portugal); Interior design assistant (Turkey)

## Didactic philosophy and principles

The common goals of any production school across Europe are stabilisation, motivation increase, transfer of professional skills, (re)integration into the labour market and the establishment of continuous education.

Within the frame of the PRO PULSE+ MODEL, the units of production/service intend to provide adapted learning settings and environments which can promote the:

- Social Inclusion of low-skilled/unemployed/disadvantaged young people and 45+
- Entry into the labour market
- Development of sector-specific social and professional skills and competences
- The empowerment of participants through the development of autonomy, initiative, sense of responsibility and critical thinking
- Development of lifelong learning skills
- Development of a personal action plan

To achieve it, the following nine principles adapted from the Danish production schools' charter highlight the key aspects to be taken into consideration for the implementation of the PRO PULSE+ MODEL:

### 1) The fundamental characteristics of the PRO PULSE+ units are learning through production

The root of the learning environment at the work and production give common experiences and recognition. The goods and services produced by the participants are available, sold or not, for the local communities, market and/or potential customers. It enables to plan each workshop with specific scenarios situations and functions. The participants discover and will get well-acquainted with all important processes, which form part of the work and the production - from idea via decision, planning, execution and valuation to delivery.

### 2) Learning takes place in an intergenerational environment

Building up advantaged from a mixed group of participants, the aim of intergenerational practice is to bring together people from different generations in purposeful, mutually beneficial activities, which promote the transfer of knowledge, boost reciprocal learning relationships and contribute to develop social capital and social cohesion in our ageing societies. Intergenerational learning promotes exchange of experiences and practical know-how, boost peer mentoring and mutual learning.

### 3) Learning is grounded on constructivist approaches, including learning-by-doing, work-based learning and self-directed learning

The theoretical instruction must be extensive and as far as possible be integrated in practical work and the production at each individual workshop. When participants face situations where practical task solving is linked together with the theory to match, their interest in the theoretical part is awakened, and their knowledge in the subject area in question will thus be strengthened.

**4) All participants are attached to a staff of the training and psychosocial teams**

The participants have widely different experiences from the traditional school system, but what many of them have in common is that they have often encountered difficulties and defeat, which has confirmed their need for a different way of learning. Creating an inclusive environment for the participants requires presence and commitment of the staff involved who act both as tutors and counsellors. An essential prerequisite for this is that each participant should have as reference two staff members, one from the training and one from the psychosocial teams.

**5) The PRO PULSE+ units offer vocational workshops with a professional diversity and quality reflecting the labour market and offered profiles**

The units can include sectoral or multi-sectoral workshops representing different fields and /or occupational profiles. However, the vocational areas must mainly relate to the specific needs of the labour market to better enable the future employment of participants.

**6) The participants are offered transversal workshops in general subjects, as well as in culture and society**

The units can provide whenever necessary complementary training for participants who need to improve their key-skills within general subjects, for instance ICT or languages. Other transversal workshops within employability skills, society, culture, arts, nature, sports, well-being, etc. should also be planned and offered to all participants according to their interests.

**7) The PRO PULSE+ units support each participant in setting and reaching realistic goals**

The units provide individual guidance enabling each participant to clarify, develop and to put into perspective their personal, social and professional qualifications. The guidance should support the participants in setting goals holding realistic challenges and in reaching these goals during their path. This day-to-day guidance is integrated in the vocational and psychosocial processes. Guidance meetings should be held frequently with a view of continuous support and feedback.

**8) The participants' achievement is documented in a PRO PULSE+ unit certificate**

It is of great importance that the knowledge, skills and competences that the participants obtain at the units are formalised and recognised in an official certificate emitted by the VET provider or other legal entity.

### 9) Governance, quality assurance and sustainability of each PRO PULSE+ unit

The implementation of the PRO PULSE+ MODEL can be organised as small-scale units of production/services in any VET provider recognised by the national authorities. The legal structure depends on national legislation and has to be adapted to each country's specific needs. This may include operating as a non-profit-organisation, a public service or a private company. Ensuring quality through the provision of the PRO PULSE+ is not just a technical process but presupposes definition of an internal system based on national and/or European quality frameworks. Sustainability is other critical aspect of any unit and the following key-aspects should be considered from the beginning among others:

- depending on the local/regional/national context, there are several options for financing projects;
- strategic collaboration with different stakeholders;
- professional structure, staff profile and experience;
- good reputation;
- attractive and accessible for (potential) participants;
- performance-oriented training;
- commitment to equality and diversity;
- combination of market-approach and high quality products/services;
- orientated towards the social economy with community involvement.

## PRACTICAL FRAMEWORK TO SET-UP PRO PULSE+ UNITS

Setting up the PRO PULSE+ units leads necessarily to changes for any organisation, including on the structural, resources and operational levels. Each unit should provide adapted learning



settings and environments which can offer a qualitative learning through production experience to priority-target groups of young people (16-29) who dropped out of schools and who are characterized by NEET ((Not in Employment, Education or Training) situation as well as to adults (45+) facing a long unemployment period.

As a starting point, the local diagnosis is a very important part, once it is based on it that the implementation strategy of the PRO PULSE+ MODEL will be sustained in a specific geographic area to answer to the identified needs. This diagnostic should be the first initiative of the multidisciplinary team and it should reflect, in objective way, the local “picture” in terms of socio-economic and socio-cultural aspects. Amongst other activities, should be considered:

- Research of information and relevant statistics
- Analysis of similar and/or complementary local initiatives
- Stakeholders mapping

Practice also shows that the implementation of innovative models as PRO PULSE+ is aligned with a change of working culture and organisational structure. When setting up the PRO PULSE+ units, organisations keep stumbling across different national legislations, which make structural and organisational changes inevitable. Eventually they have to make changes in the own organisations, by, for example:

- Equipping a multidisciplinary team of professionals with the necessary knowledge, skills and competences
- Defining new formats of teamwork within the organisation
- Establishing new forms of communication and co-operation
- Negotiated new organisational structures and responsibilities in order to create transparency and commitment

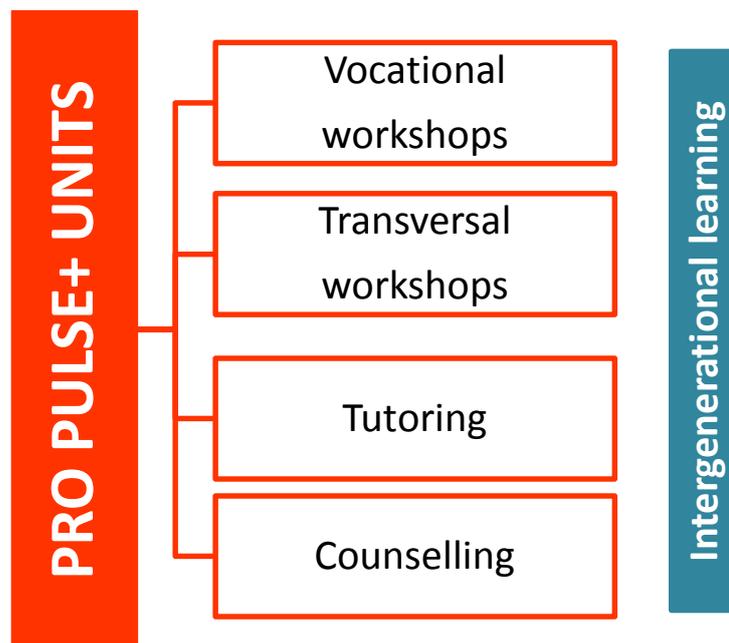
## Design of unit scheme

The PRO PULSE+ units are a place where both, youngsters and 45+ can make together new experiences and where they are supported in transition from unemployment to continuous

training and work. Learning is primarily about produce goods and/or services: the participants thereby learn the value and/or use of their own work.

The production itself is not an end but a pedagogical tool forming the basis of a different way of learning. Therefore, it is important to maintain the production as an end in order for it to function as a means. When the participants face a workshop practice where things must be done because it is necessary, they will be challenged on their responsibility and ability to cooperate to finish a task. The work must therefore be organised to include the participant in a working community founded on genuine cooperation and joint responsibility, which at the same time makes sense to the individual participant. Learning thus takes place in a social practice involving and developing the participants both professionally, socially and personally, for instance by means of intergenerational learning which is a valuable way of promoting social, personal and professional goals.

Each unit of production/services consists of four pillars:



### Vocational workshops

The units can include sectoral or multi-sectoral workshops representing different fields and/or occupational profiles. However, the vocational areas must mainly relate to the specific needs of the labour market to better enable the future employment of participants.



### **Transversal workshop**

The units can provide whenever necessary complementary training for participants who need to improve their key-skills within general subjects, for instance ICT or languages. Other transversal workshops within employability skills, society, culture, arts, nature, sports, well-being, etc. should also be planned and offered to all participants according to their interests.

### **Tutoring**

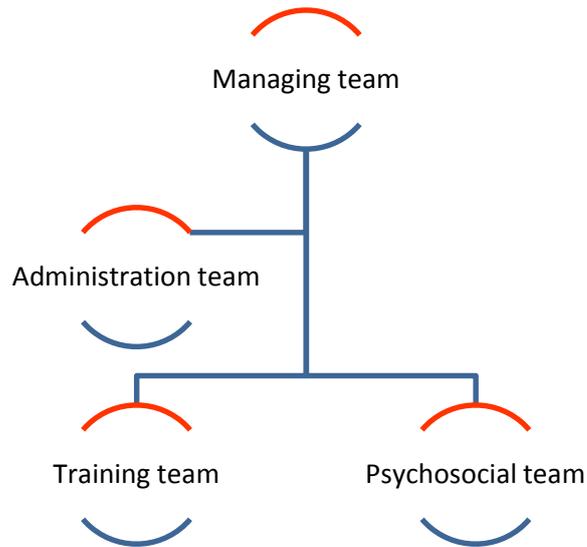
A personal tutor, trainer, teacher, mentor (i.e. member of the training team) accompanies and supports each participant during the entire time in the PRO PULSE+ unit. The aim is to work out the goals, reflect what has been accomplished so far, or where participants need support and plan next steps.

### **Counselling**

Individual counselling is central in any PRO PULSE+ unit. This takes place both formally and informally and aims to define the personal project and provide all the necessary psychosocial support for a successful path.

## **Organigram and descriptors**

The team of professionals working on PRO PULSE+ units should be settled based on various factors, such as the dimension of the structure, number of participants to reach, working time, financial capacity, etc. Despite the human resources might differ from unit to unit, it is strongly recommended to have an organogram similar to the displayed below and define the aims of each area, profiles involved and its responsibilities.



The above structure and descriptors present below should be adapted according to the needs of each PRO PULSE+ unit. Moreover specific job titles and skills profiles might be described taking into consideration country and/or VET organisations' specificities.

- **Managing team:** responsible for the overall coordination of the unit, including quality assurance processes and external relations with stakeholders
- **Administration team:** responsible for the various units' teams, interface with participants, financial and administrative tasks
- **Training team** (e.g. trainers, teachers, tutors, mentors with relevant academic and professional background): responsible for implementing the vocational workshops and development of key-skills (e.g. ICT, languages)
- **Psychosocial team** (e.g. psychologist, counsellor, coach, social worker): responsible for individual accompaniment of participants and transversal workshops on societal topics

The PRO PULSE+ staff should have both professional and relational skills. For example, the trainers, teachers, tutors, mentors should be skilled professionals within their working field, and have most often had/have a job within their sector of activity. It is important for the participants to recognise that the training team are engaged in their profession, they are well-experienced and dedicate time to take care of each participant in the workshop.

The close professional and personal relations, which are formed between the training and psychosocial teams and the participants, are one of the most valuable assets of the vocational



and transversal workshops as a unique place to learn and develop. The ties between them are often alpha and omega for staying in education and for professional, personal and social development of vulnerable participants.

Being part of a PRO PULSE+ staff is a balancing act. When working with vulnerable groups who have had tough experiences in school and maybe in life it is known that the dropout rates are high. Thus, the teams have to find the right didactic tools, approaches and working assignments for each individual. Two Danish trainers explain it like this:

“When it is not only professional training, but also social and personal development, the trainer has to use his personal and not only his professional skills. Honesty and patience are important virtues for a production school trainer. Many trainers use their “personal” time on the learners. By that it is meant that the trainers focus on life aspects such as comprehension, proximity, solidarity and inner strength, but at the same time keep a professional distance to the learners in order to not be mentally overburdened. One trainer explains it like this: It is up to the individual trainer (within limits of course) to form the role of a production school trainer, which fits the workshop and the learners currently attending the workshop. The trainers can qualify themselves further via pedagogical courses (...). These three lines are often pinpointed as a good rule of thumb:

→ Always be professional → Always be personal → Never be private”

## Ground rules

Ground rules should be developed and adapted for every PRO PULSE+ unit and context. The following list of ground rules serve only as a starting point for the process of creating a similar list suitable to each unit:

**Accessibility:** participants are able to access all necessary information.

**Clarity:** all potential stakeholders should be able to understand and follow the processes.

**Continuity:** results should be valuable for the personal project and should meet expectations.

**Consistence:** achievement of concrete, consistent and replicable results, regardless of the individuals involved in the process.

**Equality:** all participants have the same chance to contribute.

**Integrity:** the life story of each individual should be treated discretely and with respect.

**Objectivity:** processes should be understandable and transparent.

**Support:** all participants have the possibility to take part in individual measures.

**Sustainability:** learning does not stop with the end of an unit path but seeks to leave affect.

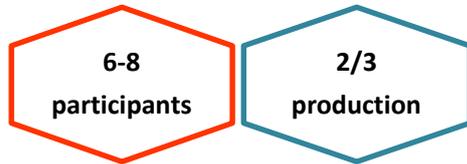
**Unity:** each PRO PULSE+ path should be unique, tailored to each participant's needs.

## Resources

In addition to the human resources detailed above, it is also essential to consider, among other, the following resources for the implementation of the PRO PULSE+ units. These resources should be planned and detailed as possible by each VET organisation:

- **Facilities and equipment:** take into consideration the goal and diversity of the workshops offered, it is important to ensure that a set of structural conditions. Physical space should also promote the accessibility and visibility of the PRO PULSE+ units. All the necessary equipment must be available and other additional resources considered (e.g. media library, different supportive materials and tools, access to internet, didactic resources, etc.).
- **Funding:** setting up a PRO PULSE+ unit requires financial resources to ensure a free service to beneficiaries. VET organisations should carefully plan it and look for national funds mechanisms, financial opportunities and/or integrate the unit in other programme already running. Income can also be planned from sales in the real market conditions or donations (fundraising, crowdfunding etc.).

## Workshop schemes



Learning through production is the root of PRO PULSE+ model. The production of goods or services that can be sold or not on market terms is the main outcome. Production is not an end in and of itself, but if it is not perceived as a goal then it does not function as a means.

Workshop-based learning is all about creating dynamic scenarios and different teaching environments for low-skilled participants who need a new perspective on what it means to have knowledge, skills and competences. There is great emphasis on avoiding any further marginalisation of participants who have had difficulties in classic educational system.

The workshops offer participants a chance to enter into a binding work community where they must contribute with skills to solve a workshop assignment and contribute socially to the intergenerational collaboration. In other words, production/services units are based on the principle that learning must be seen as a social practice. It is the didactic task of the training team – based on insights into education as well as learning by doing – to exploit the opportunities that lie in the specific job at hand so as to ensure that each participant's professional, social and personal skills are developed. A significant prerequisite for succeeding is to keep the number of learners per workshop fairly low (suggested 6-8).

The tasks must be organised to involve participants in a work community which is built on true cooperation and co-responsibility. The production/service unit perceives practical work in the workshop as something which i) occupies at least 2/3 of the training time; ii) provides shared experiences and recognition; iii) connects different generations in the striving for a common goal; and iv) requires active participation of all.

Working in its entirety can be divided into four process categories of which the learner should gain experience within all of them. These are:

- 1) Decision-making
- 2) Planning
- 3) Executing
- 4) Appreciation

The perception of work in a workshop is resting on the belief that the practical work contributes to i) joint experiences and acknowledgement, ii) tying the participants to a common goal, iii) defining personal status and identity, iv) a demand of active participation



and v) daily routines. Thus, the participants will come to see that their work – through active participation and products – is necessary for the common goal of the workshop.

The discovery that learning can be done in connection with the process of working also makes the learners aware of the fact that in order to be good at something, you have to practice. The discovery that through practicing, one is also executing a profession is also valuable for the development of the participants. Another important aspect of learning is that it does not happen based on an individual, but based on collaboration with others – in a social and intergenerational practice. The participants observe how others do certain things and can be inspired in the ways they do the same.

#### Example from Danish Production School

Jacob and Louise are learners in the carpentry workshop at a production school. Louise has been at the workshop for 5 months and Jacob for 3 weeks. The workshop trainer, John, has asked the two learners to start working on a bench, which the local municipality has ordered for a local nursing home. John hands them a sketch of a simple bench, but asks them to use it as a template and make their own technical drawing. John asks this of Louise and Jacob because Louise has taken part in building a bench before, and because he has noticed that Jacob has a keen eye for drawing in details. Making this drawing, John knows that both of them will feel invested in the product – they are a part of the decision-making and planning process. Louise automatically takes the lead on executing the bench (as she has done it before) and practices her leadership abilities while Jacob will learn more basis carpentry skills, but also practice drawing work-sketches. Both of them know that they depend on each other to fulfil this product assignment within its deadline, and during the three weeks it takes them to make the bench, Louise, who otherwise struggle with attendance and getting up in the mornings, is more stable. She notices that on the days when she is late, Jacob is somewhat annoyed with her, and he has done very little work because he needed her help. The working process is more fun and efficient when they are both pleased with each other utilizing all their abilities. When the product is finished, John takes both Louise and Jacob out to the nursing home to set up the bench. Here Louise and Jacob can feel the appreciation from the residents of the home, who look forward to using the bench. One elderly man also tells Jacob that the detailed carvings in the bench are beautifully made – this makes Jacob feel really good and he look forward to doing more of this kind of work.

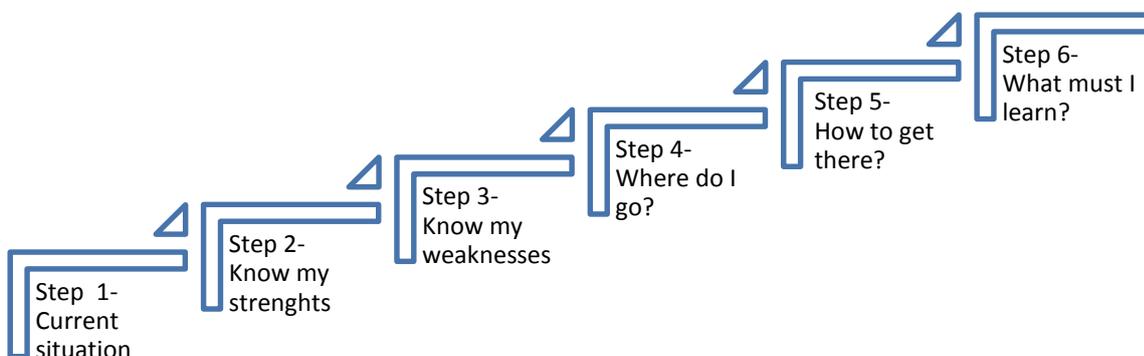
## Personal project

The personal project consists of three separate tools (available on Output 4 PRO PULSE+ e.TOOLBOX) that obtain their maximum effect when they are connected. First the individual current situation has to be evaluated to raise awareness: “What are my strengths and weaknesses? What is my educational and professional background?” Based on that information, specific objectives, a timeframe and necessary measures can be set. It has three main goals:

- Contextualisation of the educational, professional and personal background of the participant
- Boosting her/his awareness about the expectations, doubts, fears, desires, goals and needs regarding the PRO PULSE+ path
- Reflection about her/his past and current situation and definition of the PRO PULSE+ path

It is important when writing a personal project to determine the journey of the participant: “Where does she/he want to be for example three years from now”? It forces deep thinking, explains where she/he is going, and helps keep the track. The personal project supplies a clear purpose that aligns the daily grind with her/his long-term aspirations. The best personal projects set clear goals with specific dates and describe some of the actions that will help a person get there. The plans should be actionable and written down so that they become real. Developing a personal project has four major benefits:

- It drives self-awareness
- It provides a framework for success and a true north to keep working towards
- It provides insight into which knowledge, skills, competences and resources the participant needs to reach her/his goals
- It makes it easier to ask for support from PRO PULSE+ staff during the path





## Social components

The majority of people attending production schools experience for the first time that they are actually able to learn something by participating in the practical community of the workshop – where recognition and necessity are central concepts. Many participants arrive with school histories characterised by considerable failures. The participants need a large amount of social support from dedicated professional whom they can look up to and identify with. They need supportive personal relations and identification options in the learning environment. The production school must provide a caring environment where the participants experience a sense of belonging.

The participants receive both formally counselling as well as guidance integrated in the learning. Both training and psychosocial teams are responsible for this daily guidance which is part of the social and work-related processes. The daily guidance provides the foundation for more formally organised counselling sessions and some transversal workshops that ensure a continual appraisal of the individual participant's path at the PRO PULSE+ unit.

The production schools are based on the premise that learning takes place in a social context. It is impossible to learn a profession without using social and personal competences. It is also virtually impossible to take active part in the labour market without using personal and social competences. That is why it is also an important task of the PRO PULSE+ units to help the participants develop soft skills.

The development of social and personal competences in the units of production/services takes place to the highest extent in connection with the development of professional competences. In connection to this, the development of social and personal competences also takes place outside of the vocational workshop. The PRO PULSE+ MODEL also includes transversal workshops aiming to promote general education. General education is the process in which the person becomes able to exceed his/her own horizon and becomes an active member of his/her community, not only as an employee, but also as a citizen in civic society and as a fellow human being. General education serves the purpose of helping the participants develop into a “whole human being” throughout to various topics such as society, culture, arts, nature, sports, well-being, etc.

Moreover, the psychosocial team can also provide individual counselling and facilitates social support services and follow-up assistance to all participants of the PRO PULSE+ units.

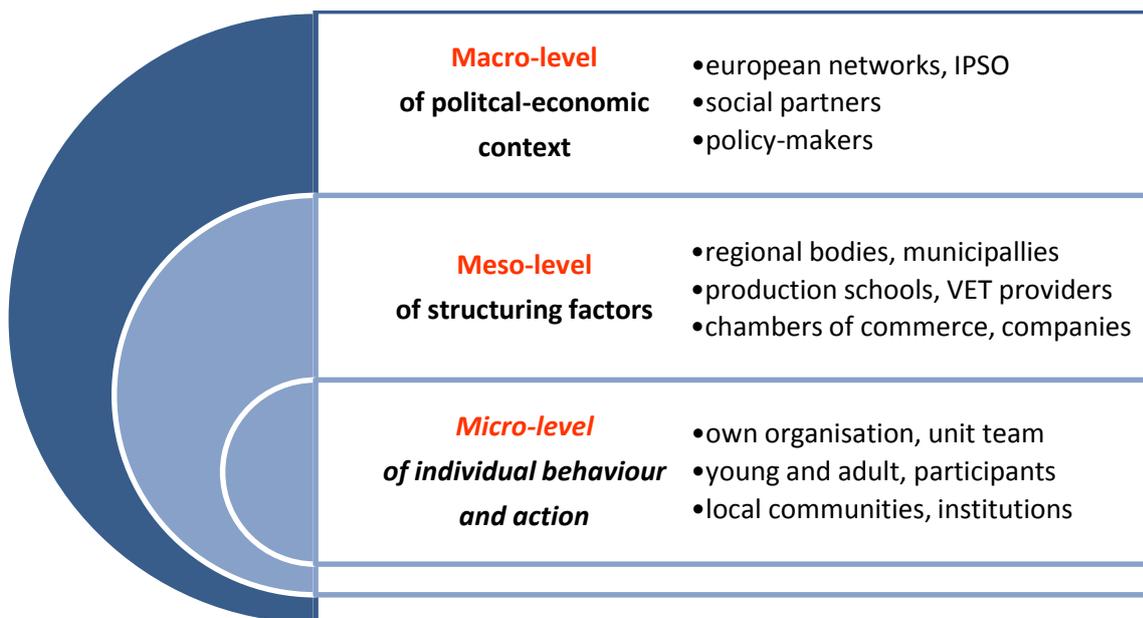
## Stakeholders mapping

The creation of a network of stakeholders is a critical aspect for the successful implementation of the PRO PULSE+ model. It can be established taking into consideration the level of policy and institutions that govern and influence development activities in related sectors, i.e.:

- **Macro-level:** large in scope (European and national level institutions and policies)
- **Meso-level:** intermediate (regional/local level institutions and policies)
- **Micro-level:** the grass roots (community level institutions and policies; individuals)

Ideally, the micro and meso levels of stakeholders should work in a mix and integrative way, and for that it is important to identify and formalise the different areas of effective participation of each partner's organisation based on each PRO PULSE+ unit strategy and goals.

The network of stakeholders ideally consists of a mix of public and private partnerships, as illustrated below. Engagement actions are important in order to gain support, exchange know-how and best practices and ensure the sustainability of the production units. Therefore, a system of cooperation, communication strategy and suitability plan should be formalised from an earlier stage. The involvement of local communities is particularly critical when the sale of goods or services is the basis of the production unit.



## Quality assurance

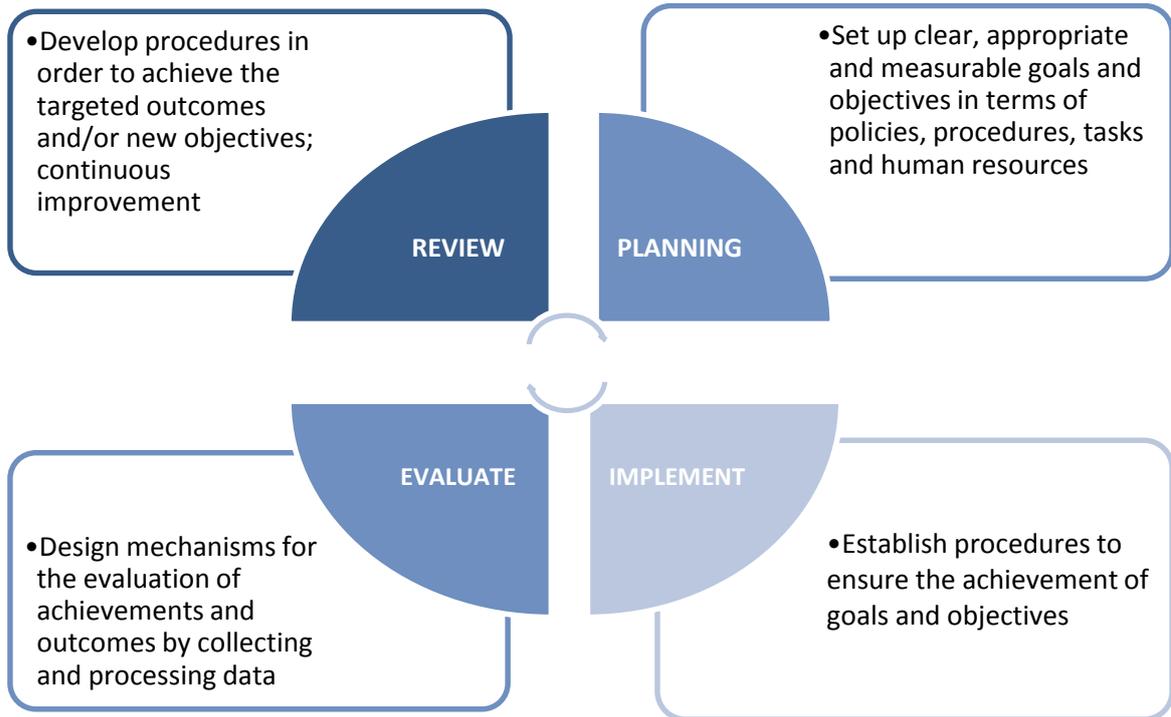
Quality assurance is a systematic and planned approach to assessing, monitoring and improving the quality of the PRO PULSE+ unit on a continuous basis. It promotes confidence, improves communications and allows clearer understanding of needs and expectations. Specifically, quality assurance:

- Is oriented towards meeting the needs and expectations of the participants
- Focuses on the way the unit works and how workshops are delivered
- Implement standards to ensure an acceptable level of quality of each unit
- Uses data to analyse how PRO PULSE+ units is being implemented and supporting participants' personal, social and professional development
- Encourages an interdisciplinary team approach to problem solving and quality improvement

Responsibility for quality rests with every PRO PULSE+ professional and VET provider. This ownership of the quality assurance process by VET providers remains the secret to success in turning policy on quality of PRO PULSE+ into practice. It requires that all professionals internalise the concepts of quality assurance and practice it in all their daily work. The responsibilities of the PRO PULSE+ professionals among others can include:

- Actively participating in working groups and supervision processes
- Monitoring own performance
- Adhering to standard PRO PULSE+ operating procedures and guidelines
- Maintaining accurate records
- Follow the PRO PULSE+ principles and ground rules

In practice, quality assurance is a continuous process and the quality cycle can be used to guide the activities. There are various different stages in the cycle which for PRO PULSE+ MODEL are structured based upon the plan-do-check-act (PDCA) methodology, applying the same terminology as the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) Quality Cycle: planning-implementation-evaluation-review ([www.eqavet.eu](http://www.eqavet.eu)).



## ANNEX A: SECTORAL-WORKSHOPS

<b>WORKSHOP title</b>	
Cash Handling	
<b>SECTOR</b>	<b>PROFESSIONAL PROFILE</b>
Business - Sale	Host-Cashier
<b>COUNTRY</b>	<b>CITY</b>
France	Paris
<b>VET PROVIDER</b>	<b>WEBSITE</b>
INFREP	www.infrep.org
<b>DURATION in hours</b>	
21 hours, meaning 3 days	
<b>BRIEF DESCRIPTION of the goals of the workshop</b>	
<ul style="list-style-type: none"> <li>- Master the cash handling procedures</li> <li>- Adopt the welcoming behaviors that allow to satisfy the customer and to gain him / her loyalty</li> </ul>	
<b>LEARNING OUTCOMES expressed in terms of knowledge, skills and competences</b>	
<ul style="list-style-type: none"> <li>- The cash handling procedures : opening, cash collection, closure</li> <li>- The behavior expected from a cashier: the reception phase, the response to the request according to the situation, the farewell</li> </ul>	
<b>LEARNING ACTIVITIES</b>	<b>PRODUCTS/SERVICES to be developed</b>
<ul style="list-style-type: none"> <li>- Role games</li> <li>- Simulation exercises</li> </ul>	
<b>HUMAN RESOURCES profile of staff as skills required</b>	
<b>PARTICIPANTS' group size</b>	
10 trainees	
<b>RESOURCES/MATERIALS required</b>	
<b>SOFT SKILLS involved</b>	
<p>Oral communication</p> <p>To count, to check numbers and money</p>	

<b>WORKSHOP title</b>	
Design and animation a business event	
<b>SECTOR</b>	<b>PROFESSIONAL PROFILE</b>
Business-Sale-	Seller position
<b>COUNTRY</b>	<b>CITY</b>
France	
<b>VET PROVIDER</b>	<b>WEBSITE</b>
INFREP	
<b>DURATION</b> in hours	
21 hours, meaning 3 days	
<b>BRIEF DESCRIPTION</b> of the goals of the workshop	
<ul style="list-style-type: none"> <li>- Make discover the products of a specific shelf/section in order to boost sales</li> <li>- Realise the animation of the demonstrating operation</li> </ul>	
<b>LEARNING OUTCOMES</b> expressed in terms of knowledge, skills and competences	
<ul style="list-style-type: none"> <li>- Prepare the location</li> <li>- Showcase the products</li> <li>- Prepare the content and the sales argument</li> <li>- Animate the event</li> <li>- Analyze the result of the event</li> </ul>	
<b>LEARNING ACTIVITIES</b>	<b>PRODUCTS/SERVICES</b> to be developed
<ul style="list-style-type: none"> <li>- Role games</li> <li>- Simulation exercises</li> </ul>	
<b>HUMAN RESOURCES</b> profile of staff as skills required	
<b>PARTICIPANTS'</b> group size	
10 trainees	
<b>RESOURCES/MATERIALS</b> required	
Pedagogical shop	
<b>SOFT SKILLS</b> involved	
Oral communication, Analyse numerical data	

<b>WORKSHOP title</b>	
Design and animation a pedagogical shop	
<b>SECTOR</b>	<b>PROFESSIONAL PROFILE</b>
Business -sale	Seller position Cashier
<b>COUNTRY</b>	<b>CITY</b>
FranceFrance	Paris
<b>VET PROVIDER</b>	<b>WEBSITE</b>
INFREP	www.infrep.org
<b>DURATION in hours</b>	
21 hours, meaning 3 days	
<b>BRIEF DESCRIPTION of the goals of the workshop</b>	
<ul style="list-style-type: none"> <li>- Have a shop to train trainees</li> <li>- Motivate and empower trainees to train for sales in conditions very similar to the professional situations in the store</li> </ul>	
<b>LEARNING OUTCOMES expressed in terms of knowledge, skills and competences</b>	
<ul style="list-style-type: none"> <li>- The various stages of the project before the training</li> <li>- Organization of the store with the trainee: furniture arrangement, packaging collection, preparation of the products</li> <li>- Creation of the shelters, shelving, labeling, marking</li> <li>- Registration of the products in the cash desk</li> <li>- Creation of a signage, a commercial spot, a loyalty card</li> </ul>	
<b>LEARNING ACTIVITIES</b>	<b>PRODUCTS/SERVICES to be developed</b>
<ul style="list-style-type: none"> <li>- Role games</li> <li>- Simulation exercises</li> </ul>	
<b>HUMAN RESOURCES profile of staff as skills required</b>	
<b>PARTICIPANTS' group size</b>	
10 trainees	
<b>RESOURCES/MATERIALS required</b>	
Shelving, packaging, labeling. Cash desk Means of payment: coins, banknotes, checks, credit card	
<b>SOFT SKILLS involved</b>	
Oral communication, Counting, check numbers and money	

<b>WORKSHOP title</b>	
English of the sale	
<b>SECTOR</b>	<b>PROFESSIONAL PROFILE</b>
Business -Sale	Seller position Cashier
<b>COUNTRY</b>	<b>CITY</b>
France	
<b>VET PROVIDER</b>	<b>WEBSITE</b>
INFREP	
<b>DURATION in hours</b>	
21 hours, meaning 3 days	
<b>BRIEF DESCRIPTION of the goals of the workshop</b>	
<ul style="list-style-type: none"> <li>- Acquire and / or consolidate vocabulary and / or expressions specific to the sales sector.</li> <li>- Develop confidence in speech and fluidity of expression in concrete professional situations</li> </ul>	
<b>LEARNING OUTCOMES expressed in terms of knowledge, skills and competences</b>	
<ul style="list-style-type: none"> <li>- The reception of customers: formulas of courtesy, determination of the needs of the client</li> <li>- Direct customers in the store</li> <li>- Inform customers about a product: shape, size, color, price, promotion ...</li> <li>- Compare products</li> <li>- Make an encashment in English</li> </ul>	
<b>LEARNING ACTIVITIES</b>	<b>PRODUCTS/SERVICES to be developed</b>
<ul style="list-style-type: none"> <li>- Role games</li> <li>- Simulation exercises</li> </ul>	
<b>HUMAN RESOURCES profile of staff as skills required</b>	
<b>PARTICIPANTS' group size</b>	
10 trainees	
<b>RESOURCES/MATERIALS required</b>	
Products for sales simulations in English	
<b>SOFT SKILLS involved</b>	
Oral communication	

## ANNEX B: CHECK LIST OF SECTORAL-ORIENTED TOOLS

### THE SAME ANNEXES FOR THE 4 WORKSHOPS

TOOL name	TYPE of tool*	SECTOR	PROFESSIONAL PROFILE
To define	Case study	Business - Sale	Seller Cashier
Cross training grid trainee-trainer	Evaluation	Business-sale	Seller Cashier
Evaluation scenario	Evaluation	Business-sale	Seller- Cashier
Trainee memo	Training tool	Business-sale	Seller- Cashier
Training synthesis document	Training tool	Business-sale	Seller- Cashier

\*Case study, activity, assignment, other specify