



PRO PULSE +

A new perspective for production schools

03 PRO PULSE+ MODEL in ITALY

MCG SOC. COOP.

2/24/2017



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 in ITALY.....	5
Didactic philosophy and principles	6
PRACTICAL FRAMEWORK TO SET-UP PRO PULSE+ UNITS in ITALY.....	9
Design of unit scheme.....	10
Organigram and descriptors	12
Ground rules	13
Resources	14
Workshop schemes.....	15
Personal project	17
Social components	18
Stakeholders mapping	18
Quality assurance.....	21
ANNEX A: SECTORAL-WORKSHOPS.....	23
ANNEX B: CHECK LIST OF SECTORAL-ORIENTED TOOLS	28



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 to Italy context by MCG Soc. Coop. (www.mcgformazione.it), based on their sectoral implementation “Promotional services for tourist accommodation and/or products” and organisational needs and specificities, including the design of 3 related production/services sectoral-workshops (see Annex A) and definition of a check list of 9 sectoral-oriented tools (see Annex B).

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 Italian in the PRO PULSE+ Platform www.propulse-plus.eu

PRO PULSE+ MODEL in ITALY

The following scheme is intended to figuratively represent the PRO PULSE+ MODEL in Italy and its core-elements - new targets, new didactic, new sectors and small-scale units stakeholders engagement and quality assurance. 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.





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 in Italy:

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 in ITALY

In Italy the PRO PULSE+ unit concerning “Promotional services for tourist accommodation and or products” will be implemented in the framework of activities carried out by MCG in Sardinia under the “Green & Blue Economy” Regional Sardinia Programme in Elmas (Cagliari) and/or Tortolì.

The unit will 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.

The local diagnosis has been carried out by MCG at the beginning of the project implementation to support the implementation strategy of the PRO PULSE+ MODEL to answer specific identified needs. This diagnostic involved MCG staff (especially managers, programme designers and training activities coordinators) and offered in objective way, the local “picture” in terms of socio-economic and socio-cultural aspects. Amongst other activities, the following were considered:

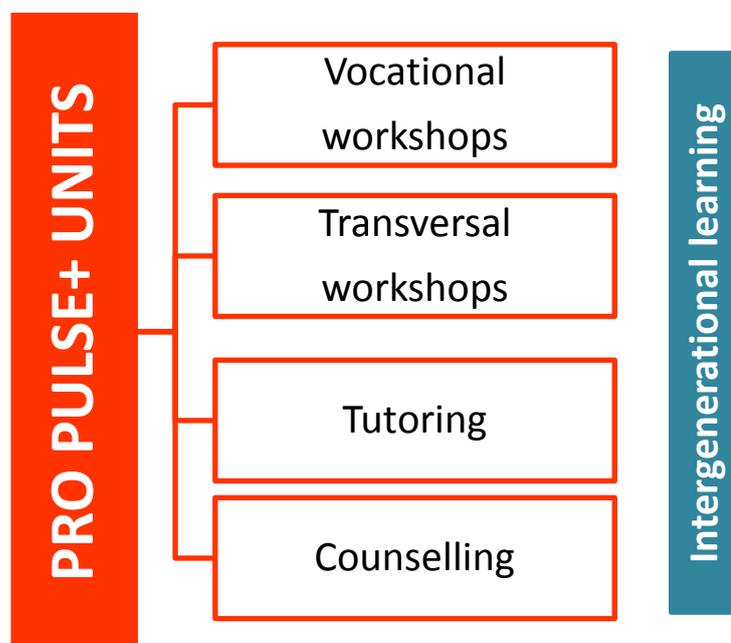
- Reflection about the last experiences had in Sardinia Region in implementing Training activities in Tourism sector in the framework of regional programmes aiming at fostering green economy and in implementing individual job insertion programmes for disadvantaged youngsters
- Research of information and relevant statistics
- Analysis of similar and/or complementary local initiatives
- Stakeholders mapping
- Establishing new forms of communication and co-operation with local stakeholders

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.

MCG developed the following 3 tailored workshops on “Promotional services for tourist accommodation and or products” (see Annex A) taking into consideration the “Local Tourist Itineraries/Products Developer and Promoter” as professional profile:

- Knowing the territory and its opportunities;
- Information and Communication activities planning;
- Promotional event planning

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

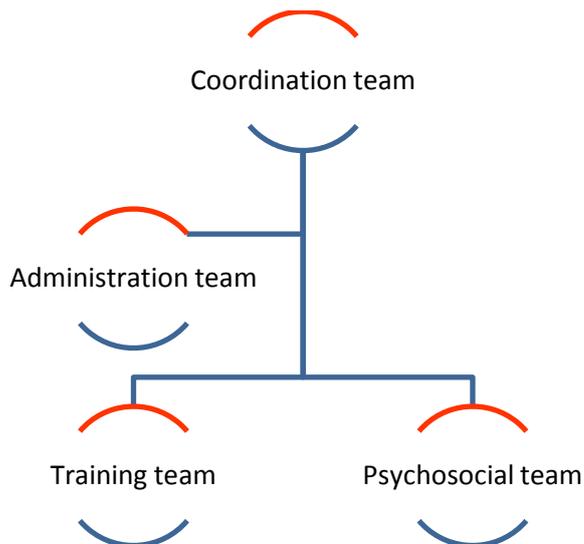
A personal tutor, trainer, teacher, mentor (i.e. member of the training team) accompanies and supports each participant during the entire time in the PRO PULSE+ unit. The aim is to work out the goals, reflect what has been accomplished so far, or where participants need support and plan next steps.

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 MCG team of professionals working on PRO PULSE+ units can be represented in the following organogram:



The responsibilities of MCG team for the PRO PULSE+ unit are the following:

- Coordination team: responsible for the overall coordination of the unit, including team management, quality assurance processes and external relations with stakeholders
- Administration team: responsible for logistics, financial and administrative tasks
- Training team (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 (counsellor, coaches): responsible for individual accompaniment of participants and transversal workshops on societal topics.



Ground rules

For MCG the following list of Ground rules have been defined from the beginning for the PRO PULSE+ unit implementation:

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.

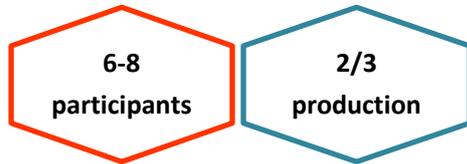


Resources

In addition to the human resources detailed above, the following resources will be considered by MCG for the implementation of the PRO PULSE+ units:

- **Facilities and equipment:** the premises in Sardinia used for implementing the PRO PULSE+ unit will ensure adequate physical space and participants accessibility. All the necessary equipment are available and other additional resources considered (different supportive materials and tools, access to internet, etc.).
- **Funding:** for the first implementation of the unit + MCG will take into consideration funding and participants coming from Regional Programmes. For the sustainability of the unit MCG will take into consideration other possible funding programmes both at national than at regional that could support the development of the production unit.

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 (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.

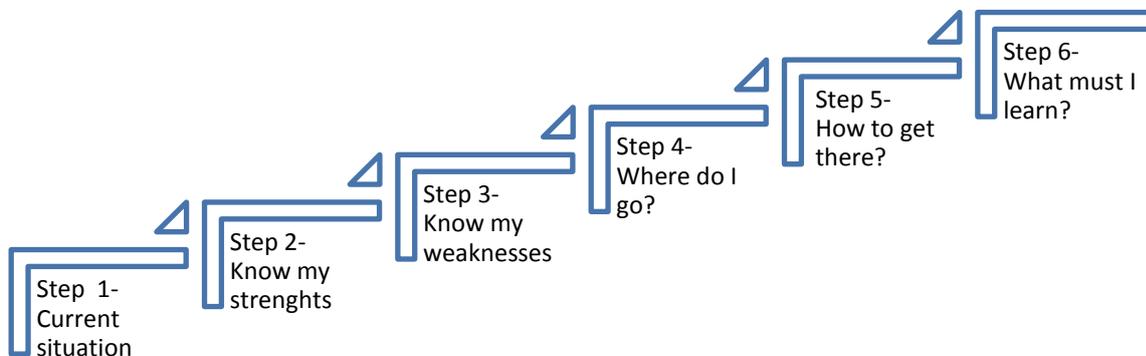
The discovery that learning can be done in connection with the process of working also makes the learners aware of the fact that in order to be good at something, you have to practice. The discovery that through practicing, one is also executing a profession is also valuable for the development of the 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.

Personal project

The personal project of each participant will be implemented by MCG by the support of specific tools that obtain their maximum effect when they are connected. First the individual current situation of the participant will 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 will 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

The personal project supplies a clear purpose that aligns the daily grind with participant long-term aspirations.



Social components

The participants will 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.

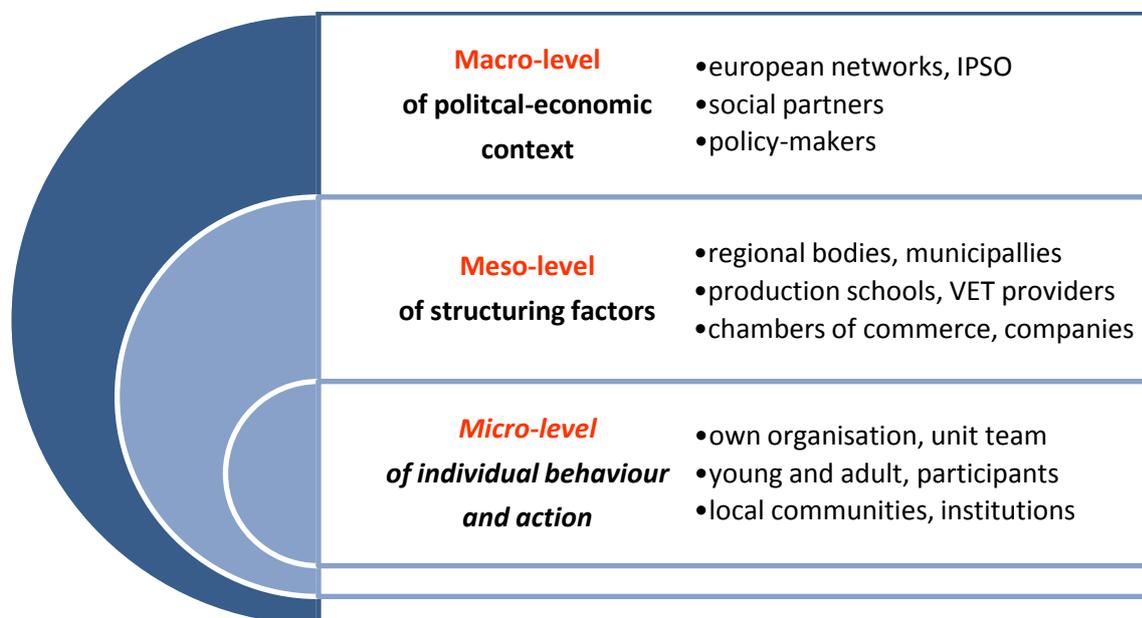
The development of social and personal competences in the units of production/services takes place to the highest extent in connection with the development of professional competences. In connection to this, the development of social and personal competences also takes place outside of the vocational 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 will be established by MCG 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)



The following key stakeholder have been engaged by MCG in order to ensure a proper implementation of the PRO PULSE + unit:

STAKEHOLDER	BRIEF DESCRIPTION	TYPE*)	CITY/REGION	WEBSITE
<u>Eidèsia</u>	<i>Eidèsia is a consulting company which organizes Vocational Training Courses and provide consulting services for tourist operators/actors dealing with cultural,sustainable tourism.</i>	<u>Private</u>	<u>Quartu Sant'Elena (Cagliari) - Sardinia</u>	<u>www.eidesia.com</u>
<u>Your Sardinia Experience</u>	<i>As Tourist service provider YSE is</i>	<u>Private</u>	<u>Cagliari - Sardinia</u>	<u>www.yoursardiniaexperience.com</u>

	<i>Specialized in the project and the realization of touristic-cultural excursions in Sardinia, creating a nice friendly atmosphere during the itineraries.</i>			
<u>Aritzo Municipality</u>	<i>Local Municipality in Nuoro Province really active in the field of sustainable tourism.</i>	<u>Public</u>	<u>Aritzo (NU) Sardinia</u>	http://www.comune.aritzo.nu.it/
<u>IAL Sardegna</u>	<i>Training Agency and Employment Service Provider at Regional Sardinia Level: IAL has 11 agencies in 6 of the 8 Sardinian provinces</i>	<u>Private</u>	<u>Caagliari - Sardinia</u>	http://www.ialsardegna.it/
<u>Regione Sardegna Assessorato del lavoro, formazione professionale, cooperazione e sicurezza sociale</u>	<i>Local Regional Authority Department connected with employment, vocational training and apprenticeship issues</i>	<u>Public</u>	<u>Caagliari - Sardinia</u>	http://www.regione.sardegna.it/
<u>Fondazione IMC</u>	<i>Research Body at Sardinian Regional Level</i>	<u>Private</u>	<u>Oristano - Sardinia</u>	http://www.fondazioneimc.it/

<u>SANDALIA</u> <u>SERVICE</u> <u>SOCIETA'</u> <u>COOPERATIVA</u>	<i>Consulting services provider</i>	<i><u>Private</u></i>	<i><u>Sassari - Sardinia</u></i>	<i><u>Not available</u></i>
<u>ISFOL</u>	<i>National Institute for Vocational Training Development of Workers</i>	<i><u>Public</u></i>	<i><u>Rome - Lazio</u></i>	<i>http://www.isfol.it/</i>

Besides the above mentioned stakeholders and considering the kind of services developed by the PRO PULSE + Unit MCG could count on the important network of local Sardinian Municipalities that are particularly interested in tourist services development.

Quality assurance

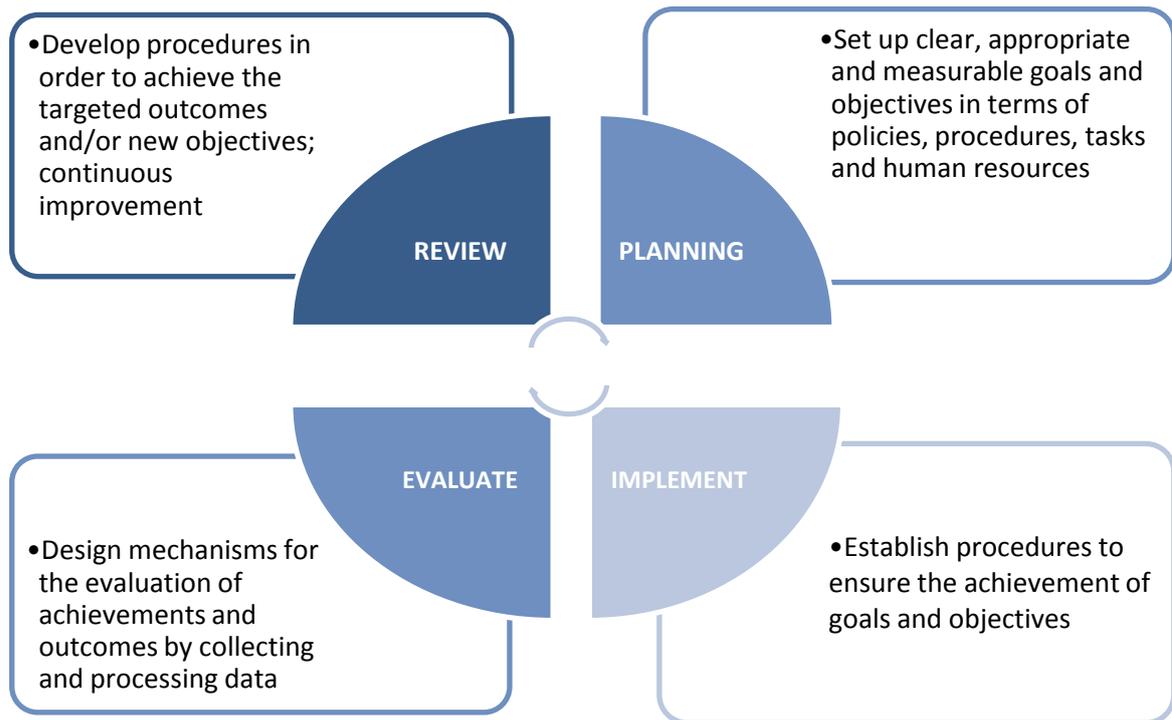
Quality assurance is a systematic and planned approach to assessing, monitoring and improving the quality of the PRO PULSE+ unit on a continuous basis. It promotes confidence, improves communications and allows clearer understanding of needs and expectations. Specifically, quality assurance implemented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

- 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

It requires that all professionals involved internalise the concepts of quality assurance and practice it in all their daily work. The responsibilities of the PRO PULSE+ professionals among others will 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

At this regard MCG is a certified Vocational Training Provider according to the ISO:9001 2008 standards and all the activities provided are based upon a planning- implementation- evaluation-review trying to increase constantly the quality of our trainings and measures



ANNEX A: SECTORAL-WORKSHOPS

WORKSHOP title	
Knowing the territory and its opportunities	
SECTOR	PROFESSIONAL PROFILE
Tourism services	Local Tourist Itineraries/Products Developer and Promoter
COUNTRY	CITY
Italy	Cagliari and/or Totoli (Sardinia)
VET PROVIDER	WEBSITE
MCG Soc. Coop.	www.mcgformazione.it
DURATION in hours	
12	
BRIEF DESCRIPTION of the goals of the workshop	
Collecting structured information on peculiar aspects of the target territory and already existing offer by the use of different research tools (also NTCl based)	
LEARNING OUTCOMES expressed in terms of knowledge, skills and competences	
<p>Knowledge</p> <ul style="list-style-type: none"> – Institutional databases and other databases/sources of information – Statistic analysis elements – Specific local tourism attractors (historical, archeological, cultural, natural/environmental...) – Local tourist offer features and key actors – Local tourist market features – NTCl specific research tools/instruments features (i.e. Digital geographic information and new social media) <p>Skills</p> <ul style="list-style-type: none"> - Analysis - Classification - Specific NTCl use <p>Competences</p> <ul style="list-style-type: none"> – Identifying and properly using the information resources for context and local market analysis purposes – Analyzing target territory tourist peculiarities – Analyzing local tourist market and offer – Classifying tourist territory resources on different typology basis and on tourist value basis 	
LEARNING ACTIVITIES	PRODUCTS/SERVICES to be developed
<ul style="list-style-type: none"> – Individual and group research – Case study analysis – Project Work 	<p>Target territory analysis</p> <p>Promotional action plan</p>
HUMAN RESOURCES profile of staff as skills required	
<ul style="list-style-type: none"> - A Training Tutor: with skills in training activities management and VET activities tutoring together with skills in managing and interacting with disadvantaged target groups; - A Trainer, having several years of work /professional experience in the specific sector (tourism) and/or in the specific learning issues he is responsible for, with skills concerning managing the learning development and carrying out the training assessment/evaluation; 	

- A Coach/Mentor: with a psycho -socio pedagogical background and with skills in social/ “personal empowerment” activities management (better if disadvantaged groups targeted), in social work and in counseling activities management as well;
Transversal skills common to all the profiles:
Interpersonal communication skills, leadership, group dynamics mediation skills, problem solving.

PARTICIPANTS' group size

6 - 8

RESOURCES/MATERIALS required

A training room
Personal computers and/or digital tablets, internet access, computer printer
Specific digital applications and/or digital/pc software/programs (useful to the specific services development)
Individual and collective Writing materials kit
Projector.

SOFT SKILLS involved

Critical thinking
Spirit of initiative
Questioning skills
Digital
Team working

WORKSHOP title

Information and Communication activities planning

SECTOR

Tourism services

PROFESSIONAL PROFILE

Local Tourist Itineraries/Products Developer and Promoter

COUNTRY

Italy

CITY

Cagliari and/or Totolì (Sardinia)

VET PROVIDER

MCG Soc. Coop.

WEBSITE

www.mcgformazione.it

DURATION in hours

12

BRIEF DESCRIPTION of the goals of the workshop

Identify the most adequate information channels to vehicle and to diffuse tourist promotional messages/information
Identify the specific sites and/or promotional events for which organizing specific tourist products/services

LEARNING OUTCOMES expressed in terms of knowledge, skills and competences

Knowledge

- Specific local tourism attractors features and key elements
- Local tourist offer features and key actors
- Tourist promotional events: typology, features and localization at local and national level
- Structural characteristics and terms of use of ICT media and other web based information channels;
- Project planning key elements.

Skills

- Analysis



<ul style="list-style-type: none"> - Classification - Planning - Communication - Specific NTCl use <p>Competences</p> <ul style="list-style-type: none"> - Identifying and properly planning the use of the different information channels for tourist promotional activities purposes - Analyzing target territory specific tourist products - Classifying tourist territory products on different typology basis and on tourist value basis - Identifying and sketching out the specific features of tourist products to promote 	
LEARNING ACTIVITIES	PRODUCTS/SERVICES to be developed
<ul style="list-style-type: none"> - Group research - SWOT analysis - Project Work 	<p>Target territory analysis</p> <p>Promotional action plan</p>
HUMAN RESOURCES profile of staff as skills required	
<ul style="list-style-type: none"> - A Training Tutor: with experience in training activities management and VET activities tutoring together with a solid experience in dealing with disadvantaged target groups; - A Trainer, having several years of work /professional experience in the specific sector (tourism) and/or in the specific learning issues he is responsible for; - A Coach/Mentor: with a psycho -socio pedagogical background and with a deep experience in social/ “personal empowerment” activities management (better if disadvantaged groups targeted), in social work and in counseling activities management as well. <p>Transversal skills common to all the profiles: Interpersonal communication skills, leadership, group dynamics mediation skills, problem solving.</p>	
PARTICIPANTS' group size	
6 - 8	
RESOURCES/MATERIALS required	
<p>A training room</p> <p>Personal computers and/or digital tablets, internet access, computer printer</p> <p>Specific digital applications and/or digital/pc software/programs (useful to the specific services development)</p> <p>Individual and collective Writing materials kit</p> <p>Projector</p>	
SOFT SKILLS involved	
<p>Critical thinking</p> <p>Spirit of initiative</p> <p>Questioning skills</p> <p>Digital</p> <p>Team working</p>	

WORKSHOP title	
Promotional event planning	
SECTOR	PROFESSIONAL PROFILE
Tourism services	Local Touristic Itineraries/Products Developer and Promoter
COUNTRY	CITY
Italy	Cagliari and/or Totoli (Sardinia)

VET PROVIDER	WEBSITE
MCG Soc. Coop.	www.mcgformazione.it
DURATION in hours	
12	
BRIEF DESCRIPTION of the goals of the workshop	
Planning a specific promotional event for which organizing specific tourist products/services	
LEARNING OUTCOMES expressed in terms of knowledge, skills and competences	
<p>Knowledge</p> <ul style="list-style-type: none"> - Tourist promotional events: typology, features and key elements to be considered - Promotional techniques - Project planning and project management key elements - Local networks and networking <p>Skills</p> <ul style="list-style-type: none"> - Analysis - Classification - Planning - Communication - Specific NTCl use <p>Competences</p> <ul style="list-style-type: none"> - Identifying and sketching out the specific features of a promotional event for local tourist products 	
LEARNING ACTIVITIES	PRODUCTS/SERVICES to be developed
<ul style="list-style-type: none"> - Case study analysis - Project Work 	Promotional action plan
HUMAN RESOURCES profile of staff as skills required	
<ul style="list-style-type: none"> - A Training Tutor: with experience in training activities management and VET activities tutoring together with a solid experience in dealing with disadvantaged target groups; - A Trainer, having several years of work /professional experience in the specific sector (tourism) and/or in the specific learning issues he is responsible for; - A Coach/Mentor: with a psycho -socio pedagogical background and with a deep experience in social/ “personal empowerment” activities management (better if disadvantaged groups targeted), in social work and in counseling activities management as well. <p>Transversal skills common to all the profiles: Interpersonal communication skills, leadership, group dynamics mediation skills, problem solving.</p>	
PARTICIPANTS' group size	
6 - 8	
RESOURCES/MATERIALS required	
<p>A training room Personal computers and/or digital tablets, internet access, computer printer Specific digital applications and/or digital/pc software/programs (useful to the specific services development) Individual and collective Writing materials kit Projector</p>	
SOFT SKILLS involved	
<p>Critical thinking Spirit of initiative Questioning skills Digital</p>	



Team working Communication

ANNEX B: CHECK LIST OF SECTORAL-ORIENTED TOOLS

TOOL name	TYPE of tool*	SECTOR	PROFESSIONAL PROFILE
Local Tourist offer features – part 1	Individual investigation activity	Tourism services	Local Tourist Itineraries/Products Developer and Promoter
Local Tourist offer features – part 2	Group investigation activity	Tourism services	Local Tourist Itineraries/Products Developer and Promoter
Local tourism: key actors	Case study	Tourism services	Local Tourist Itineraries/Products Developer and Promoter
Constructing a Tourist product evaluation tool	Project Work	Tourism services	Local Tourist Itineraries/Products Developer and Promoter
Channels features	Group investigation activity	Tourism services	Local Tourist Itineraries/Products Developer and Promoter
Local Tourist offer features – part 3	Participated Swot analysis	Tourism services	Local Tourist Itineraries/Products Developer and Promoter
Defining a promotional action plan - p art 1	Project Work	Tourism services	Local Tourist Itineraries/Products Developer and Promoter
Defining a promotional action plan - p art 2	Case study	Tourism services	Local Tourist Itineraries/Products Developer and Promoter
Defining a promotional action plan - p art 3	Project Work	Tourism services	Local Tourist Itineraries/Products Developer and Promoter

*Case study, activity, assignment, other specify

