



## **EaSI programme – Supporting the development of tailored learning provision in the implementation of “Upskilling Pathways”**

### **Call for proposals VP/2019/005**

#### **Description of the action**

*This template for the description of the action is deemed to provide information enabling the assessment of the proposals against the 'Award criteria' set out in the call text. No other document will be necessary for this purpose. The description of action should be attached in SWIM in section "H" (annexes) in the same document as the Workplan (see Annex I).*

*The questions and annexes hereunder aim to help applicant organisations to elaborate further the information provided in the SWIM application form, in accordance with the following criteria: relevance of the proposal to the objectives of the call, quality of the methodology, expected impact and sustainability and cost efficiency of the action.*

*All the questions are mandatory except I.3, II.4, III.4, and IV.3. Please insert your replies in the box below each question, keeping within the specified length (answers should be clear and concise). If a question is not relevant, please write "Not applicable" and explain why.*

*Any questions should be sent by email to: [empl-vp-2019-005@ec.europa.eu](mailto:empl-vp-2019-005@ec.europa.eu). To ensure a rapid response, please send queries in English, French or German, where possible.*

*Applicants are invited to read the present document in conjunction with the Financial Guidelines for Applicants, the model grant agreement and the model of final technical report published with this call as well as the financial rules applicable to the general budget of the Union and their rules of application: [http://ec.europa.eu/budget/biblio/documents/regulations/regulations\\_en.cfm](http://ec.europa.eu/budget/biblio/documents/regulations/regulations_en.cfm)*

**Application ref (generated by SWIM): VP/2019/0005/0071**

## I. Relevance of the proposal to the objectives of the call

1. Please explain **to what extent the proposal responds to the call for proposals' objectives** set out in section 2 of the call and guidelines in section 1.2.2.(Maximum: 5000 characters, space included)

As highlighted in the National Report on "Implementation of the Recommendation of the Council Paths to improve the level of skills: new opportunities for adults" (July, 2018), Italy has made important progress in planning policies and in defining processes and tools to combat the phenomenon of low-skilled and low qualified adults – by adopting a regulatory framework of reference –, as well as in building infrastructures capable of activating an adequate adult learning offer, based both on the analysis of individual needs and on labour market needs, and above all by starting a long process that led to the definition of rules and procedures for competences validation and certification. A significant and progressively increasing amount of financial resources has been allocated on this policy. The Recommendation has certainly stimulated new attention on the subject: Italy belongs to the "clusters" identified in the Council Conclusions of 22 May 2019 in which: " the adoption of the Recommendation was (a) the stimulus for a national debate and a critical review of existing programs and (b)"is setting in motion new policy agendas to support the upskilling and reskilling of the adult population, in line with the objectives of the Recommendation"(Council of the European Union, Brussels, 24 May 2019 - 9016/19).

Discussion has begun between the main institutional stakeholders (Ministries of Labor, Education and Regions) which will lead to the elaboration of a "National plan for skills and competences", characterized by a holistic, systemic and multi-annual approach in its implementation. Social partners, local administrations (municipalities) and representatives of the third sector (especially as regards the component of learning in informal and non-formal contexts, as well as for the provided support to "educational communities"), with the technical and scientific support of INAPP and ANPAL, are called to offer their contributions to the elaboration of this Plan.

The decision to reactivate the National Inter-Institutional Table for Lifelong Learning, set up at the Presidency of the Council of Ministers, in which these strategies are identified and proposed at the country's Government Summits, is a response to one of the most significant weaknesses that hinders the effectiveness and efficiency of regulatory interventions and intervention programs: a multi-actor and multilevel, fragmented, heterogeneous governance, whose components have a focus on interventions and skills that are very diverse and meet sectorial and specific objectives rather than actual shared aims. The support that the Call VP/2018/005 offers to participating countries is aimed at identifying and implementing integrated and consistent approaches for the benefit of low-skilled and low-qualified adults. It is clear that the focus is not on each of the three steps envisaged in the Recommendation, but on the ability to develop an integrated and logically interconnected and inter-functional supply between the different components of the "three steps strategy". In line with the indications of Call, the project provides, therefore, the deployment of a tailored, flexible and quality learning offer for low-skilled / low-qualified adults, but starting from a phase of skills assessment - that addresses the needs and customizes the program of each beneficiary who will be involved - and which ends with the valorization of acquired competences (which may also involve a validation or certification) with the highest value of use and exchange in internal and external labour markets.

Concerning the subject of priority groups "*identified by countries in the framework of the Recommendation*", it should be remembered that the Italian

National Authorities made a clear comment on the matter in the report mentioned, confirming what was anticipated at the MLWs (Bucharest, November 2017 and Rome, March 2018) and what was further stated in the Stocktaking Report on the implementation of Upskilling pathways EaSI programme – Awareness-raising activities in Member States on "Upskillings Pathway: New Opportunities for Adults" - Call for VP/2017/011, which INAPP is coordinating: Italy has not identified a "priority target", given the worrying number of citizens (between 13 and 19 million adults) with low and insufficient educational levels and low functional literacy. Contrasting the consequences that this entails - both in economic and social terms and at individual as well as collective level - is necessary, urgent and has to be planned for all citizens who are in these conditions of skill gap and skill trap: this regardless of gender, status in the labour market, territory of residence, presence of a migration background or not. It is a real social and economic emergency with potential and real impacts on the competitiveness of the economy and on the people's ability to exercise the most basic citizenship rights, which ultimately undermines and jeopardizes an inclusive social model characterized by fairness and active participation in democratic life.

If the specific objective of this Call is to support the deployment of a tailored, flexible and quality learning offer for low-skilled / low-qualified adults, **VAL.U.E. C.H.A.IN. Competitiveness** project foresees:

- the upskilling and reskilling of workers – in particular those over 50 years of age but more generally of adult workers with a weak digital skill/qualification level – who are facing digital transformation paths in their organizational contexts;
- the design and delivery of personalized training paths aimed at increasing their knowledge and the acquisition of basic and transversal digital skills;
- the delivery of training pathways built upon the results of skills assessment processes and on the identification of individual objectives: skills assessment procedures and tools are themselves innovative outputs of the project;
- the development of processes and devices of validation and recognition of the acquired skills, in close cooperation with the Regions and Social Partners and in full compliance with the current legislation: this allows to assign a value of use and exchange to the certifications and to match the internal and external labour market needs. In addition, both the assessment processes and the content of the training supply will be based on DG Comp 2.1 standards to ensure established and shared references in the validation and recognition of skills;
- full consideration of the outcome of the institutional and scientific debate on the subject in the EU, through the continuous exchange and synergy with existing networks, such as those of the National Co-ordinators of the European Adult Learning Agenda, the Experts who are part of the WG ET2020 A.L., the other projects funded by the current Call and the two previous ones, the Ambassadors of the EPALE Platform and major international organizations such as EAEA and EBSN;
- the raising of greater awareness and knowledge about the long-term benefits for the system of companies and their main stakeholders (representative associations, trade unions, inter-professional funds, public administrations) when investing on upskilling and reskilling adult workers and in particular those aged over 50.

2. Please explain the rationale **for selecting the target group** benefiting from your proposed action, especially if the proposal focuses on specific sub groups of low-qualified and/or low-skilled adults. For EU countries, it should be as much as

possible aligned with priority groups defined by Member States for the delivery of Upskilling Pathways, where relevant. Taking into account that the young people not in employment, education and training (NEETs) benefit from the Youth Guarantee implementing measures, the proposals under this call should not focus on this specific target group. (Maximum: 5000 characters, space included).

Italy ranks 25th in Europe in DESI (Digital Economy and Society Index) 2017 and the country belongs to the low performing clusters. In Human Capital in particular, Italy is performing below the average of EU countries: despite the Country is making little progress in terms of Human Capital, the percentage of Internet users has grown from 63% to 67%. In addition, in terms of regular Internet users Italy is well below the European share (79%).

Moreover, in the Country 56% of the individuals aged 16-74 still lacks basic digital skills compared to an EU average of 44%. The lack of these digital skills is caused by two groups of factors: the low level of education of the Italian population and the important share of elderly population.

The demographic transition in Italy is accentuating the ageing of the population. Italy is the second oldest country in the world, with 168.7 elderly people per 100 young. According to Istat's projections, in 2050 in the European Union people over 65 are expected to increase by 70% and people over 80 will rise by 170%; in particular in Italy in 2051 one Italian out of three will be over 64 years old.

The working age population (15-64) declines and is projected to decline by 3.5 million. The share of employed persons with a secondary education (EQF level 2) is more than 36%, and the share of over 50 is even higher.

Furthermore, the average age of those in the labour force tends to gradually increase, with important labour market implications.

More attention needs to be paid to workers over 50, and in general to older workers, considering the combined effect of the steady ageing of the population with the rising retirement age which holds workers longer in the labour market.

Trends in employment rates for over-50 workers is also increasing during the years of the economic crisis, although this is mainly due to an increase in the retirement age.

An increasingly ageing workforce may have a number of effects on labour markets. The main concern is the severe difficulties that this age group encounters in re-entering into the labour market and above all in maintaining their jobs in the phases of crisis or during corporate restructuring.

In addition, older workers' participation in formal education and on-the-job training is lower than that of younger workers, because employers are more reluctant to bear costs of training for workers who are expected to remain for a shorter period of time with their firms.

In Italy, for over 50 workers there are high long-term unemployment rates. Additionally, the average job-search process takes a long time, lasts on average more than two years and is higher than the general average of unemployed people.

The outflow of workers from the labour market concerns mostly employees over 50 even in crisis situations with significant consequences on public finances in particular due to the procedures which are necessary to activate public income support measures and early retirement schemes.

However, also thanks to the initiatives developed in 2012 on the occasion of the "European Year of Active Ageing and Solidarity between Generations", the country has introduced a set of regulations to support the reintegration of older workers into the labour market and the prolongation of their working life.

Different types of intervention have been developed both at national and international level.

As for the national level, Law No 92/2012 foresees the reduction in employers' contributions when hiring workers categorised as vulnerable or disadvantaged (women living in disadvantaged areas, long-term unemployed, workers over 50).

Also at regional level, many strategies have been adopted. Economic facilitation and customized training measures have been introduced for the over 50 age group.

The hiring incentives do not affect neither the reintegration of employees nor maintaining employment, because of both the limited duration (of the incentive), and the simultaneous existence of other instruments aimed at different categories of workers, which are in competition one with the other.

Research on learning among older adults shows that they are able to gain new skills but training for this age class might be ineffective if does not meet their specific needs.

Studies and analysis conducted show that incentives of all kinds, to be effective, should be concentrated on few specific targets and should always be accompanied by adequate outplacement services and redeployment services.

Improving skills of older workers is therefore necessary in order to strengthen the occupational stability of low-qualified and low-skilled people and to avoid the risk of obsolescence of the professionalism of "non-digital natives".

The project VAL.U.E. C.H.A.IN. Competitiveness will mainly focus on supporting the over-50 workers against the risk of expulsion from the labour market or from training initiatives, yet it will not exclude the broader target group of digitally illiterate adult workers (possibly including also enterprise managers and in particular SMEs managers, who might be more frequently affected by a digital divide and therefore more exposed to such a risk of exclusion). The upskilling pathways will be aimed at filling gaps in digital basic skills to multiply the opportunities for learning and retraining.

3. Please provide any additional information about the **relevance** of the proposal, if not covered by the questions above.(Maximum: 2500 characters, space included)

According to the Conclusions presented by EC during the Bucharest Conference held on 6<sup>th</sup> and 7<sup>th</sup> June 2019 (D. Bachmann), some major challenges still need be coped with. For each of these, the project **VAL.U.E. C.H.A.IN. Competitiveness** demonstrates its full relevance as explained below:

**1. Increase the scale of the action**

Even if it is quite obvious that such a challenge concerns Europe as a whole, what is clear is that it is necessary to avoid the temptation to start from scratch and to implement small-scale pilot projects. A critical mass in investments and a good coverage of sectors and territories is crucial to progress towards the clearly indicated aims of the Upskilling Recommendation. Stock-taking exercises can guide useful developments and lessons learned must be shared. For this reason, the **VAL.U.E. C.H.A.IN. Competitiveness** project aims to build on the E.Q.U.A.L. experience, while also enlarging the existing partnership to other Regions (*territorial coverage*), involving other typologies of stakeholders, such as inter-professional funds, bilateral organisations (employers and trade unions) and training providers (*sectorial coverage*), thus focusing on a specific target (further development, new action component).

**2. Embed more strongly basic skills into skills assessment and training offer targeting low skilled adults**

To low-skilled adult workers, also for those aged over 50, skills assessment and training offer is available and, finally, on the way to become a coherent and regulated system and a concrete opportunity for such target group to progress in terms of position in the workplace and, more generally speaking, in the society as a whole. This is the conclusion contained in many national and international reports and studies (for instance, *OCSE National Skills Strategy for Italy*, *Cedefop– Spotlight of VET 2018*, *National report on implementation of Upskilling*

*Pathways Recommendation*, national case study for GRALE 2019, *Refernet Italy Report 2018*). Nevertheless, such opportunities remain extremely limited when focusing on basic skills (literacy, numeracy and digital skills). The Project **VAL.U.E. C.H.A.IN. Competitiveness** aims to fill this gap, modelling and piloting an implementation of approaches, processes and tools for each one of the three steps identified in the UP strategy.

### **3. Improve outreach, guidance and support measures**

The relevant literature unanimously recognises that an insufficient mastery in basic skills is frequently associated not only with a lack of self-esteem and self-confidence but also with the tendency to hide and to feel as hampered for this fragility: it becomes really difficult to reach exactly those who are in the worst and most serious situations of functional illiteracy. In a workplace setting, the situation does not change a lot: low-skilled and low-qualified workers frequently do not express their upskilling/reskilling need, thus running the risk to remain excluded from available opportunities. They need empowerment, guidance and counselling, and when reached and involved coaching support. This kind of services will be made available during the project implementation for direct beneficiaries, where a modelling action, based on the experience, allows the potential transferability of the tools and guidelines *ad hoc* created.

### **4. Strengthen coordination and partnerships between providers and other stakeholders**

The **VAL.U.E. C.H.A.IN. Competitiveness** partnership sees an inter-functional alliance between the main actors of adult learning governance when the offer is mainly aimed at the target group of workers and the setting is that of the company. In fact, the most relevant institutions are involved in the initiative – Regional Administrations, the Agency that oversees the identification and provision of active labour policy services, research centres, social partners and inter-professional funds, with the Ministry of Labour and Social policies acting as associated organisation – and this network is supported in every region by experienced training providers. Given the scale of the intervention, covering a number of regional territories, one of the project results will be to explore the most effective ways of cooperation between stakeholders and providers and modeling the forms that such collaboration takes when implementing policies and intervention programs.

### **5. Ensure long-term systemic approach accompanied by appropriate funding resources mechanism**

Lessons learned can be reasonably replicated in other territories, keeping the overall architecture unchanged (partnership composition, action sequence, programmed training curriculum), using resources whose sources could be:

- contribution of inter-professional funds for similar interventions, especially in support of *strictu sensu* training pathways deployment;
- *ad hoc* financing by companies, provided for in collective bargaining agreements, based on the model of what has already been implemented in the metal-mechanic sector;
- contributions from the National and Regional Operational Plans (ESF);
- institutional funding (Central Government and Regions) for support in the phases of competencies recognition and certification.

## II. Quality of the methodology

1. Please describe your **project methodology**. What is the logic behind the selection of applicant (and co-applicants if applicable) and the allocation of tasks and responsibilities between co-applicants in case of consortium? What is the logic of the chronology and coherence between the various project steps? How is this methodology appropriate to reach the call objectives?(Maximum: 5000 characters, space included)

### *1. Logic behind the selection of applicant, co-applicants and associated partners*

The consortium has been built according to the following criteria:

- institutional relevance of the partners involved (Regions and Trento employment agency, Anpal – National Agency for the Active Labour Policies plus Ministry of labour as Associated partner), which means this proposal ensures high-level expertise in terms of both strategic and political relevance of the expected outputs/results and of implementation at regional level and fine-tuning, thus ensuring the matching with the technical features of skills certification/validation regionally established.
- scientific excellence (INAPP) of the staff implementing previous projects (including also the National Coordinator for the Adult Learning Agenda, also named as member of ET2020 Expert group for Adult Learning belongs to INAPP), joined to a long lasting experience in both analysis (quantitative-qualitative) and action-research applied to the sector of adult learning,;
- excellence in deployment of a flexible and high-quality learning for workers according to standards and rules defined by employers organisations and Inter-professional funds and moreover of personalized pathways designed to match with the needs emerging from individual skills assessment;
- organisational and financial capacity, being also able to cope with unexpected events (such difficulties in guaranteeing an adequate cash flow or needs to enlarge the knowledge base through an increase of staff effort);
- transnational coverage of the proposal, to allow detailed international comparison and to ensure spill-overs and mutual learning.

### *2. Allocation of tasks and responsibilities between co-applicants and associated partners in the consortium*

**INAPP, lead applicant**, is best placed to develop and implement actions that fully fit for this Call's purposes, being endowed with unique expertise and knowledge in the field of adult learning in Italy. Most importantly INAPP acts as National Coordinator for Adult Learning Agenda and hosts the National expert representing Italy in the ET 2020 WG - AL, named by both Education and Labour Ministries, thus playing a key role in ensuring the visibility and sustainability of the action. Furthermore, INAPP has already thoroughly analysed the issue of adults upskilling, and, with particular relevance for this proposal has:

- devised, together with an expert group, the Regions and the Ministry of labour and Social policies, the "Atlante del lavoro", as the main tool for the development of the National Framework of regional qualifications;
- performed studies and analysis on PIAAC data, having been appointed by the Ministry of Labour and Social Policies for the project management of this survey;
- supported National Authorities in drafting the National Report on Upskilling Pathways Recommendation;
- carried out an analysis of the working mechanisms of the CPIA's (Centri

provinciali per l'Istruzione degli Adulti – Province Centers for Adult Education) personalised plans for adult learning, including highlighting possible shortcomings such as the need of better training for staff in the adult learning field.

INAPP is also the Applicant of the E.QU.A.L. project, implemented in the Framework of the first EAsI – Progress Call (2017).

INAPP will hold the scientific coordination and responsibility of the consortium. In addition, it will coordinate WP7, WP 8, WP3 and WP 6;

**ANPAL**(co-applicant), according to its institutional role and experience, will closely work with INAPP in technical and scientific coordination, especially during the implementation of activities relevant to WP 1, WP2 and WP 4;

**Regions (Lazio, Lombardia, Provincia autonoma di Trento – Agenzia del Lavoro, Sardegna, Toscana)**, being the main institutional co-applicants, are pivotal to:

- the provision of qualitative and quantitative information during the “stock-tacking” phase at regional level (skill needs and gaps, existing policies, learning outcomes, etc.);
- the development of local upskilling strategies;
- guaranteeing their involvement during the skills assessment and recognition phases, being entitled by law for certification processes, training and occupational standards definition and professional qualifications in their territory;
- the re-orientation, where feasible, of existing national and ESF resources.

The proposal can account for heterogeneity in terms of implementation of processes related to skills assessment and validation/certification (varying across regions). Regions will be co-responsible for coordinating WP 1, WP2 and WP 4 tasks in their own territories and fully involved in technical and strategic committees in charge of defining and validating skills assessment and validation/certification methodologies and processes;

**CE.RE.Q.**, French co-applicant, is a key partner for the provision of:

- International comparison on workers skills assessment and validation models and experiences, realising on-field and on-desk surveys on training deployment of personalized continuous training paths for workers in France;
- Relevant inputs for the developments of this kind of integrated pathways, arising from evidences emerging from Focus groups and interviews with representatives of French social partners.

CE.RE.Q. will be responsible for the WP9 activities implementation.

**Co-applicants Ecole, Fidia, CIOFS, SFC and ASEV** are very experienced training providers (check F1 and F2 paragraphs in the online application form). For this reason they are best placed to carry out the activities foreseen in WP 4 and WP5.

**Associated partners (Ministry of Labour and Social Policies, Assolombarda, OBR Lombardia Fondimpresa and FOR.TE.)** will support the Project according their roles and competences. In particular, Ministry of Labour is



committed to steer project implementation in coherence with relevant institutional and policy developments, while Social Partners Bodies are more generally engaged to co-operate in the project implementation process and promote its concept, goals, results and outputs in order to maximize its impact and to help raising awareness and disseminating VAL.U.E. C.H.A.IN's outcomes through their organisation's network.

*3. What is the logic of the chronology and coherence between the various project steps?*

The action systematically covers all the areas of intervention referred to in the Call, with special reference to the phase of implementation of the training pathways preceded by skills assessment and followed by processes of recognition of acquired skills.

A substantial part of the intervention is, however, represented by actions for the modeling of the skills assessment processes according to credible and official standards (in this specific case, DIGI Comp 2.1), which precede the direct actions on the beneficiaries and the benchmarking activity with similar experiences developed in France. A distinctive element of the project is also represented by the investment in the improvement of multi-level governance that takes place between the main partners involved in the consortium, described mainly in the WPs concerning management and dissemination.

2. Describe how you will ensure adequate monitoring and evaluation of the project activities (**quality assurance plan**). Please also explain what **risks** might be encountered during the implementation of the project and how you intend to avoid or mitigate them. (Maximum: 5000 characters, space included)

Application of the principles of **Quality Management System** and a proper **identification and treatment of potential risks** associated with project implementation are crucial for an effective, efficient and high-quality intervention. These two pillars (QM and Risk Assessment) are of course strictly inter-related as a correct, thorough and realistic identification of risks is essential for a quality-based project management.

To this purpose, the VAL.U.E. C.H.A.IN. Competitiveness project envisages first of all the implementation and adoption of a **Risk Assessment Chart associated with a Risk Assessment Plan**, shared by the whole partnership.

This Plan will include: Mapping of areas of potential risk; Estimate of the probability that identified risks actually occur (very low/low/medium/high); Estimate of intensity of the consequences that occurrence of the risk might have on project implementation; Identification of suitable contrasting measures, including also timing and responsibilities for the application of such measures; Indicators for measuring the effectiveness of implemented measures.

The main potential risk which can be identified at this stage lies in the implementation of skills audit and training delivery and is basically linked to the identification of enterprises and workers to be involved in the testing exercise. Risks might mainly concern: reluctance of employers to allow their workers to undergo upskilling pathways, for a concrete difficulty to combine training and maintenance of production level, for unavailability to invest on older workers, for possible bargaining implications; unwillingness of the workers themselves to be

trained, as highlighted in the quoted studies and analyses; temporary unavailability of employers/ workers with respect to the timing scheduled in the project work programme.

Such risks can be coped with a joint effort of all the partners, through both preventive and corrective measures.

Among the former we can mention for instance: early involvement of the enterprises in project activities; tailored awareness-raising campaign aimed at highlighting the benefits of the experience; flexible planning of skills audit and training delivery according to specific needs; full exploitation of the partners networks of reference to identify enterprises to be involved; construction of a wider panel of enterprises and workers than the one which will actually be used.

Among the latter we can figure out: prompt activation of the "reserve list" in case of refusal; additional support through the interprofessional funds; recourse to already existing links enterprises-training providers in specific territorial and sectorial districts.

Risk assessment will serve as an input for the elaboration of a **Quality Management Plan** based on the traditional PDCA (Plan-Do-Check-Act) model. A constant check and review of project implementation in terms of processes and results will be the core of VAL.U.E. C.H.A.IN. Competitiveness approach. At project start-up a **Quality Management Plan** (including **Monitoring and Evaluation**) will be formally adopted by the partnership.

Monitoring ensures that the project runs according to schedule and that expected outputs and results are on track and, in case of deviations, that preventive/corrective measures are timely adopted. Evaluation is constantly fed by Monitoring and assesses whether the project has indeed achieved the expected results and met the expected quality standards; it appraises its potential impact and supports the learning process for a better programming of future actions. M&E also respond to transparency and accountability.

The Quality Management Plan will include in particular:

- Methodological framework and typologies of monitoring (physical, monitoring, process monitoring);
- Areas under monitoring (especially further to Risk Assessment);
- Planning of monitoring activities;
- Monitoring tools (questionnaires, protocols, excel sheets, grids for project meetings observation, sheets describing project process);
- Scope and objectives of evaluation (formative and summative evaluation);
- Evaluation methodologies and tools;
- Planning of evaluation activities.

In terms of outputs all along project implementation, Monitoring and Evaluation will produce: periodical **monitoring reports**; an **interim and a final evaluation report**; possible update of QM and Risk Assessment Plan and of the actions contained therein.

The partnership is strongly committed to ensure that Risk Assessment and Quality Management (including Monitoring and Evaluation) are not performed in a merely formal way, but rather provide with substantial inputs for possible preventive/corrective measures and effective ongoing review of the action in order to ensure achievements of the objectives, compliance with planning, high quality standards and full relevance of project outputs and outcomes with respect to ongoing policy developments.

3. Which project **activities** (if any) **will be subcontracted** and why? Please justify. (Maximum: 2500 characters, space included)

The partnership expresses competences of excellence on all the components envisaged in the work programme.

A minimum outsourcing is envisaged with respect to services concerning the logistics of dissemination seminars (catering, dissemination material), translation of the outputs foreseen in WP9 (from French to English), as well as a cooperation for a limited number of working days with a high-level expert on the issue of definition of professional qualifications relevant in the sector of highly-digital professions. It is worth highlighting that the cost of such services has a very limited impact on the total cost of the project (7.5%).

4. Please provide any additional information on measures to ensure the **quality of the methodology** of the action, if not covered by the questions above. (Maximum: 2500 characters, space included)

### III. Expected impact and sustainability

1. Please describe how you intend to ensure the **planned impact on your target group**, as well as to **sustain this impact** (including by building in mechanisms to ensure that lessons learned during testing, piloting and implementation of activities are used to make continuous improvements after the project ends). (Maximum: 5000 characters, space included)

First of all it has to be highlighted that VALUE CHAIN expects to have an impact on several typologies of beneficiaries.

Certainly, as for the **impact on direct participants to skills audit, training and recognition of the competences acquired at the conclusion of training pathways**, such impact implies an increase of basic digital skills which can be easily measured: as a matter of fact the project will set up a system of *ex ante* assessment able to profile and precisely quantify the competences already possessed by involved individuals before undergoing the upskilling pathways, in order to be able to measure with equal precision the dimension of the increase of such competences after upskilling. The quality of training offer, to be intended also in terms of relevance with respect to objectives and needs, is ensured by the fact that skills audit and certification processes will be designed by experts coming from competent organisations and institutions and training will be delivered by highly-qualified Training providers, experienced in delivering CVET to workers with re-qualification needs.

As for the **impact on education and training systems**, VALUE CHAIN is developed by a partnership which largely presides over such systems: Regions, Ministry of Labour, National Agency for Active Labour Policies and INAPP are the institutional actors who share the responsibility of policy design on the themes treated by the project: the choice to submit this application is originated by the advantage of being able to rely upon a large-scale testing context (five regional territories, which are particularly representative of the capacity and the features of the Italian production system), upon the benefits related to a

transnational perspective (through the cooperation with CEREQ from France) and on the possibility to fine-tune and adjust all along project implementation the processes related to the finalisation of the regulatory framework through inputs coming just in time from the "ground".

An **impact on the system of enterprises and industrial relations** is also expected, considering that the introduction of training on basic skills in collective bargaining is a recent achievement, which needs to be consolidated and broadened: even in this case, the involved social partners and training providers are really well placed to give credibility to the experimentation with a view to turn the pilot project into a normal modality of upskilling and reskilling intervention of low-skilled workers.

2. Please explain how you intend to ensure that **project outputs and outcomes will be transferred and/or up scaled** after the project has ended – possibly to other geographical areas, target groups, sectors, organisations, etc.(Maximum: 5000 characters, space included)

Sustainability is the cornerstone of a project proposal which has reason to exist in as much as it takes fully into account existing financial, administrative and legal constraints, while seeking ways to ensure the effective implementation of the UP against them. Accordingly, each activity is designed having in mind the financial and technical viability of the related solution devised, as well as its fitness for purpose given the context of application, within and beyond the project's timescale.

Furthermore, as the project is to lay the foundations for enhanced cooperation among stakeholders and to define a better framework for the implementation of the UP, enduring relevance of its impacts is expected.

Besides, all partners are fully committed and pledge to guarantee their continuing support to relevant institutions (or direct engagement, where relevant) to foster the aims of the call.

Sustainability after the end of project activities is fostered by the fact that the Ministry of Labour and Regions are entrusted with the competence and responsibility of programming the use of national and European resources. The project objective is exactly to provide models and tools which can be used on a stable basis with largely more considerable resources; and such an investment would be supported by a previous testing of such processes and tools and by an evaluation of their effectiveness and efficiency already carried out.

A severe and well-structured *in itinere* internal monitoring and evaluation of the project processes and outputs represents a pre-condition to ensure that expected impact will be at least realized in the territory and sectors covered by the Action, thus realizing benefits for both workers and enterprises involved. Following the positive experience gained during the E.Q.U.A.L. project implementation, it is confirmed that a key quality element is the formulation of appropriate evaluation questions. This will be identified and fine-tuned at the onset of the action, but will include at least the following ones:

- Meeting needs: Does the activity implementation adequately address the planned needs as set out in the project design?
- Relevant scope: Have the rationale of the activity, its outputs, expected results and impacts been carefully studied?
- Defensible design: Is the design of the methodology appropriate and adequate for obtaining the results?
- Reliable Data: Are the primary and secondary data/information collected or

- selected suitable? Are they sufficiently reliable compared to the expected use?
- Sound Analysis: Are quantitative and qualitative data/information analysed in accordance with established rules? Are they complete and appropriate for answering the assignment questions correctly?
  - Credible Results: Are the results logical and justified by the activity implementation and by interpretations based on carefully presented explanatory hypotheses?
  - Impartial Conclusions: Are the conclusions non-biased by personal or partial considerations, and are they detailed enough to be implemented concretely?
  - Clarity: Do the reports describe the contexts and goals, as well as the organisation and results of the activities in such a way that the information provided is easily understood?

3. Please explain to which extent your proposal secures **the commitment of relevant public authorities to exploit project results in implementing Upskilling Pathways at national level and/or regional levels.** (Maximum: 5000 characters, space included)

The subjects called to implement the Recommendation on Upskilling Pathways largely coincide with the members of VALUE CHAIN partnership: this makes their full commitment absolutely evident and ensured.

Moreover, the partnership directly involves the National Coordinator of the EU Agenda for Adult Learning and member WG ET2020 Adult Learning, already entrusted by the Ministry of Labour and the Ministry of Education to draft the national Report on the implementation of the Recommendation on Upskilling Pathways: this fosters the relations with the institutions and the other significant socio-economic actors, allows to create economies of scale in dissemination activities and to keep the partnership constantly updated on the evolution of policies (also implemented in other countries) which are relevant for project activities.

Moreover, the Coordinator has been recently entrusted, together with an expert coming from ANPAL and one from Tuscany region (who are also involved in the project VAL.U.E. C.H.A.IN. Competitiveness) to draft the text of the National Plan for the Guarantee of Adult population Competences, which should represent the medium-long term programming document that national and regional Administrations are willing to adopt to define the interventions in this field.

4. Please provide any additional information on the **impact** of the proposal, not covered by the questions above.(Maximum: 2500 characters, space included)

#### IV. Cost/efficiency of the operation

*The SWIM application form contains the budget breakdown for the action by heading and by partner. This section is deemed to provide additional information on the way the costs are calculated and the proportionality of the resources used in comparison with the outputs and results expected.*

1. Please provide an **explanation for all budget lines that are not self-explanatory** (e.g. how the number of staff working days or the costs of services and administration have been calculated; breakdown of costs between partners if any; specific service or good purchased; unusually high expense; etc.). This can be partly copied from the item "Budget explanation for the project" required in the Checklist of the call for proposals. (Maximum: 2500 characters, space included)

The budget has been built starting from the identification of the activities and sub-activities to be carried out.

These have been divided according to their nature (and namely: management and coordination, including scientific supervision and strategic planning; research/analysis/data collection; drafting and revision of reports; daily management, including administrative tasks and/or organisation of events and logistics, etc.). Then, for each of these, the role and responsibility of each partner has been identified, as well as the relevant profile of the responsible team members within each partner's team, according to the nature of the activity. An estimation of the number of days necessary to carry out the action for each team member, based on a detailed knowledge of the tasks to be carried out and on previous experience has then been determined. For each team member, the relevant staff cost has been then identified. This is the basis for the estimation of staff costs.

Costs for travel and subsistence have been calculated on the basis of the events that we have foreseen in the actions, their nature, hence duration and number of people taking part (steering group meeting, final conference; workshop with stakeholders, etc.). Average travel costs have been estimated on the basis of participants' distance from the place of the event and on our previous experience. Subsistence costs have been adjusted to take into account meals provided directly by the action (see Other services).

Costs for services has been calculated on the basis of those activities that will have to be implemented through external resources/staff, such as interpretation, translation, printing and design and set up of a website, given that the consortium does not have the necessary resources to provide for them directly. Catering costs have been calculated on the basis of the number of people attending the events.

Administrative costs have been calculated using the foreseen flat rate.

Breakdown of costs among partners has been done based on the principle that each partners covers the costs related to its own staff (including travel) and activities falling under its own responsibility (e.g. organisation of events). Finally, co-financing rate has been determined on the basis of a fixed ratio (80% managed UE grand +20% own funds%).

2. How do you intend to secure the maximum impact from the resources allocated to the project (**cost-efficiency**)? Is your budget realistic, reasonable and proportional to the scale and scope of the action? (Maximum: 5000 characters, space included)

Cost-efficiency is ensured first of all by a careful calculation of budget costs through objective criteria (see detailed description above); a second element of cost-efficiency is the involvement of highly-experienced experts, who have a deep knowledge of the subject and are experienced in managing and organising similar types of actions. This will save on "learning costs" and ensure that all resources allocated will be fully efficient from the very beginning. A final element of efficiency lies in the correct identification of activities, i.e. those that are best suited to achieve the objectives with the minimum effort. This is ensured in the first place through a careful planning of the intervention rationale and an adequate monitoring system – which have already been described in the sections above.

Cost-efficiency is also given by the correct allocation of resources and tasks among partners. Allocation of budget among partners represents their varying degree of involvement in the implementation of the action.

Other cost efficient elements embedded in the budget are for example linked with keeping travel and service costs to a minimum level, which is pursued for instance by organising Steering meetings in conjunction with other project events or reducing costs for translation into English, given that researchers and project managers belonging to each of co-applicant and/or associated Organisation masters this language.

3. Please indicate other information in support of the **cost/efficiency** of the action, if not covered by the questions above. (Maximum: 2500 characters, space included)

Please check the **H23 Annexe**, in which a budget analysis has been more detailed.

## TEMPLATE FOR THE WORK PLAN

*This table aims to complement the information provided in section II above with a breakdown of the main project activities in work packages. Please copy the template as many times as necessary to cover all the planned project activities. Be as specific as possible (e.g. draft programmes for events, learning outcomes for training activities, etc.). **The work plan should not exceed 15 pages. It should be attached in SWIM in section "H" (annexes) in the same document as the Description of Action.***

### Work-package 1

<b>WORK PACKAGE No.: 1</b>		
<b>Title: SKILLS IDENTIFICATION, VALIDATION AD RECOGNITION PROCEDURES AND TOOLS</b>		
<b>Start month: M1</b>	<b>End month : M6</b>	
<b>Co-applicant organisation(s) involved</b>	<b>Estimated resources in person-days</b>	
INAPP	Person-days	<b>43</b>
ANPAL	Person-days:	<b>36</b>
REGIONE TOSCANA	Person-days	<b>45</b>
ADL P.A. TRENTO	Person-days:	<b>29</b>
REGIONE LOMBARDIA	Person-days	<b>28</b>
REGIONE SARDEGNA	Person-days:	<b>24</b>
REGIONE LAZIO	Person-days	<b>27</b>
<b>Objectives and approach</b>		
<p>In Italy, the labour market reform was introduced by Law 92/2012, while the adoption of the EU Council recommendation on the validation of non-formal and informal learning dates 20 December 2012.</p> <p>The reform is coherent with the indications of the Recommendation and puts major emphasis on the valorization of competences arising from learning in NFIL contexts.</p> <p>The subsequent Decree n.13 of January 2013, implementing Law 92, has established in Italy the national system of certification of competences that provides, <i>inter alia</i>, the individual right of citizens to obtain validation and certification of skills acquired by experience in NFIL contexts. Furthermore, the Decree recognizes the possibility that these certifications are assessed and valued to re-enter the training system.</p> <p>Decree 13 of 2013 also establishes the general principles for the settlement of services of identification, validation and certification of competences (IVC).</p> <p>An exploratory work was carried out to define the procedures and general principles of IVC services in the context of public system of regional training offer, which involved the</p>		



administrations of reference both at national and regional level and, through an inter-ministerial Decree (30/06/2015), minimum service standards were defined within the IVC for the regional training offer system.

Recently the proposal has been extended to the entire system of public training offer, both at national and at regional level, and is dealt with by the guidelines of the national system of certification of skills approved on 21 June 2019.

Therefore, starting from this widely shared institutional path, both with the relevant ministries holding specific competences on the matter and with the Regions, this WP aims at elaborating an operational method of experimental application of the principles and procedures identified in the regulatory acts of reference.

The objective is to share with the project partnership, and in particular with the Regions, a common methodology for the recognition of the competences acquired from experience, also in order to recognize credits, before undergoing training and for attending training pathways, towards the training paths, with particular, but not exclusive reference, to digital basic skills.

The approach identified to ensure the sustainability of the results and their exploitation once the project ends, was to include in the partnership the subjects who are fully involved (Ministry of Labor and Regions, first and foremost) in designing lifelong learning policies, in monitoring and controlling the quality of the training offer and in planning and implementing of information systems that accompany and support the National Qualification Framework. Thanks to a continuous exchange, at both technical (Technical-Scientific Committee) and political level (Steering Committee), the prototype models and operational tools will be immediately tested and, if necessary, modified or validated.

The reference to already validated standards (e.g., DIGI Comp), the design of models and prototypes coherent with existing systems and infrastructures (eg, the Work Atlas) and, not least, the constant dialogue with AGID and with the social partners represent the chosen operational methods, not only for this WP but for the implementation of all project activities.

### **Proposed activities**

WP activities are planned from M1 to M6. ANPAL will coordinate the activities, together with the regional administrations and INAPP. Ministry of Labour (Associated Partner) will actively participate to all process phases implementation.

#### **Sub-activity 1.1 – Process and share with the Regions the operational model (processes, tools, human resources involved) for identifying basic skills arising from experiences acquired in NFIL contexts;**

Through the exchange that will take place in the Steering Committee and in the Technical-scientific Committee, ANPAL and INAPP will produce a prototype for the IVC of digital basic skills. This model will be made operational in particular with reference to the identification phase.

The identification phase consists of activities carried out through an interview aimed at the progressive acquisition of the following objectives:

- reconstruct the experiences, even starting from a comparison of such experiences with the descriptions of the activities and expected results contained in the Atlas of Work and Qualifications;
- pre-codify the competences, with reference to the qualifications contained in the National Repertory of interest for validation;
- accompany or plan the composition of a "dossier" of evidences and a "Transparency Document" (see WP4), by promoting a systematic and targeted collection of documentary evidence.

### **Sub-activity 1.2 - drafting of IVC model and validation**

The activity consists in sharing the hypotheses of the operating model with the project partner institutions (in particular, the Regions) and with the Ministry of Labor.

In particular, partners will share the utilisation of the Atlas of Work for the identification processes, for its features of universal mapping tool of working activities. The focus on work activities is actually the added value of the use of the Atlas in identification services, thus helping the operator to codify the experiences told by the worker during the interviews.

The codification of the experiences through the Atlas allows to reduce the discretion of the interpretations of the story told during the interviews, both from operator to operator and from territory to territory.

#### **Impact and deliverables**

Since these are issues that affect national policies, such impact will be verifiable at the time of the adoption of this experimental model.

The impact of this WP is, therefore, determined by the availability for the system of a model which has been shared by the different regions involved and tested across their territories: this creates the premises for the definition of more advanced methodologies and tools, which can be transferred to other contexts and can act as a reference for the whole national system of skills certification.

In terms of results, these include the outcomes of the planned experimentation of an IVC procedure of learning outcomes acquired in NFIL contexts, with specific reference to literacy and digital skills, which represent critical aspects of the Italian working system with particular reference to the target of workers of this project.

#### **Outputs/Deliverables**

D1.1 Guidelines for IVC operational model implementation.

#### **Other information**

## **Work-package 2**

<b>WORK PACKAGE No.: 2</b>		
<b>Title: LEARNING OUTCOMES DEFINITION FOR BASIC SKILLS</b>		
<b>Start month: M2</b>	<b>End month: M6</b>	
<b>Co-applicant organisation(s) involved</b>	<b>Estimated resources in person-days</b>	
INAPP	Person-days	<b>30</b>
ANPAL	Person-days:	<b>25</b>
REGIONE TOSCANA	Person-days	<b>44</b>
ADL P.A. TRENTO	Person-days:	<b>28</b>
REGIONE LOMBARDIA	Person-days	<b>23</b>
REGIONE SARDEGNA	Person-days:	<b>24</b>
REGIONE LAZIO	Person-days	<b>21</b>
<b>Objectives and approach</b>		
The objective of this Work Package is to identify the expected learning outcomes on digital skills and related didactics units starting from:		

- the contents indicated in the European DigiCOMP framework;
- the methodological approach based on learning outcomes, aimed at facilitating the transfer of qualifications, or of their components, and the learning sequence, as indicated in the Council Recommendation on the European Qualifications Framework for EQF lifelong learning of 22 May 2017;
- the proposal drawn up, at national level, in the institutional process for the implementation of the national system for the certification of competences.

The expected result of this WP is the definition of a reference model for the expected learning outcomes on basic and intermediate digital skills. As a matter of fact, at national level instruments of this kind have not been implemented so far and they can be, once tested and subsequently validated by the relevant public administrations, introduced as a reference for digital competences in the National Repertory and in the National Qualifications Framework.

The aim is therefore to create a first reference tool for the assessment of digital skills, common to the different Regions involved in the partnership, to be tested in the experimental phases of the project with the target group of identified workers and to be valorised at the end of the project, in the work of implementing the National Qualifications Repertory and the National Qualifications Framework.

From the point of view of the contents for the realization of the Units of expected learning outcomes on digital skills will be borrowed from the proposal of the European standard DigiComp. Instead, from a methodological point of view, the reference basis is the Recommendation of the European Parliament and of the Council on the establishment of a European credit system for vocational education and training (ECVET) of 18 June 2009.

As a matter of fact, the Recommendation defines a technical framework for the recognition, transfer and accumulation of credits, also for the purpose of achieving specific professional qualifications.

### **Proposed activities**

WP activities are planned from M2 to M6. ANPAL will coordinate the activities, together with the regional administrations and INAPP. Ministry of Labour (AP) will actively participate to all process phases implementation.

#### **Sub activity 2.1 - Definition of LO (Basic digital skills)**

DigiComp sets out five key areas of competence, divided into 21 specific competences. Eight proficiency levels for each competence have been defined in terms of learning outcomes and inspired by the structure and vocabulary of the European Qualification Framework (EQF). The eight levels of increasing difficulty for each competence (in line with the EQF levels scheme) are grouped in four macro-areas: Foundation 1 and 2, Intermediate 3 and 4, Advanced 5 and 6, Highly specialized 7 and 8.

The framework is completed by the definition of competence descriptors for each competence and for each level, in the context of the 4 macro-categories of reference, and by examples that may also constitute as many reference points for the definition of the evaluation tests.

A 'Unit of learning outcomes' (unit) is a component of a qualification, consisting of a coherent set of knowledge, skills and levels of responsibility and autonomy, that can be individually assessed and validated in terms of learning outcomes. It should be pointed out that the expected learning outcomes, which define a Unit, can be achieved regardless of the learning process that can be either formal or experience-based (NFIL).

In this sense, a Unit should not be confused with an element of a formal learning program and according to Recommendation of 2009 (ECVET), the Units will contain at a minimum: the title of the unit, the learning outcomes contained in the unit, articulated in terms of knowledge, skills and levels of responsibility and autonomy, the evaluation procedures and criteria, the EQF level of reference.

### **Sub activity 2.2 related didactical Units from DIGICOMP 2.1 European Framework**

From the point of view of contents, we will start from the structure proposed by DigiCOMP, that sets out 21 competences, grouped in five key macro-areas, and 8 proficiency levels.

In relation to project activities, we will focus on the first two macro-areas (Foundation, Intermediate) of the 21 skills, also considering the target audience of the workers involved in the experimental phases. The specific expected learning outcomes will therefore be formulated on such two macro-areas.

### **Sub activity 2.3 Definition of module and training unit contents and didactical methodologies**

The Units of the expected learning outcomes, having in terms of content the digital skills as a reference, will not have a different declination based on the territories involved in the experimentation, precisely because in this sense needs can be considered similar across the different regions.

On the contrary, the use of training units may be diversified according to individual needs emerging during the phases of taking charge and identification, with the aim of composing modular, tailored and individualized training proposals, also in order to facilitate as much as possible the participation in the proposed training activities of those workers identified in the sampling phase, in order to strengthen their individual employability.

In this activity, we will also proceed to define the relevant didactic methodologies to be adopted during the upskilling and reskilling pathways. The definition of the methodology will take into account different possible training methods. The decision to use individual or group settings or to exploit the potential of technologies for distance training or a mix of these, depends on the results of the skills audits. It is in any case necessary to associate each defined intervention modality with the design and prototyping of suitable teaching supports, as well as with the protocols of use by the trainers who will use them during the intervention.

### **Impact and deliverables**

Thanks to the competences and roles played by the various partners representing governance in the field of certification of competences and definition of professions' standards and repertoires, the expected impact consists in the adoption by the national system of the IVC model on basic digital skills. The underlying hypothesis is also that the model, mainly tested with a focus on digital skills, can be used even for other basic skills. Furthermore, a result of this WP consists in the construction of a list of Units of Learning Outcomes which allows adaptations to diversified needs of individuals undergoing training, also in order to promote at national level the practice of individualization and personalization of training pathways, through the recognition of training credits.

### **Outputs/deliverables**

- D2.1 Digital Skills Assessment Reference Tool
- D2.2 Definition of module and training unit contents
- D2.3 Identifying relevant teaching methodologies

### **Other information**

## **Work-package 3**

### **WORK PACKAGE No.: 3**

**Title: INVOLVEMENT AND SELECTION OF ENTERPRISES AND WORKERS**

<b>(BENEFICIAIRES)</b>		
<b>Start month: M3</b>	<b>End month: M9</b>	
<b>Co-applicant organisation(s) involved (if applicable):</b>	<b>Estimated resources in person-days</b>	
INAPP	Person-days	<b>30</b>
ANPAL	Person-days:	<b>25</b>
REGIONE TOSCANA	Person-days	<b>34</b>
ADL P.A. TRENTO	Person-days:	<b>23</b>
REGIONE LOMBARDIA	Person-days	<b>17</b>
REGIONE SARDEGNA	Person-days:	<b>13</b>
REGIONE LAZIO	Person-days	<b>16</b>
ECOLE	Person-days:	<b>10</b>
ASEV	Person-days	<b>35</b>
SFC	Person-days:	<b>38</b>
CIOFS FP	Person-days	<b>23</b>
FIDIA	Person-days:	<b>26</b>
<b>Objectives and approach</b>		
<p>The WP is aimed at identifying the sample of workers to be involved in the experimental phases of the project. Considering the problem of the obsolescence of skills, as well as the impact of technological innovation, workers over 50 constitute a privileged group to be addressed for their being a more sensitive target with respect to process innovation and changes in work tasks and for the consequent need to develop basic digital skills. Among these, the intervention will primarily concern employees who perform routine tasks.</p> <p>The sample, mainly composed of low-skilled workers over 50, will be stratified also on the basis of sectorial references, with an attention focused first on those contexts considered to be more exposed to technological innovation. Moreover, illiteracy situations, especially but not exclusively digital ones, will be taken into consideration even for individuals of different ages and with different contractual frameworks but with specific needs, such as micro and small business entrepreneurs. In particular this target, although very widespread in the national production system, hinders the enterprises competitiveness also for the lack of those competences which would allow to seize the opportunities offered from technological innovation processes.</p>		
<b>Proposed activities</b>		
<p>INAPP, together with the associated Social partners and Training Providers, is in charge of the WP co-ordination. The implementation period lasts from M3 to M9.</p>		
<b>Sub-activity 3.1 - selection of potential enterprises to involve and co-operation agreement signature</b>		
<p>In this phase, the project partner regions, associated partners and training providers will be involved in identifying firms and workers in the various territories that meet the previously established requirements, in order to create a sample of workers to be involved in the subsequent experimental phases (WP5 and WP6). The sampling activity constitutes a very delicate project phase, both for its direct contact with the business world and with work, and because the identification of workers actually consistent with the objectives of the project is an indispensable prerequisite for the effectiveness of the experimental phases and the success of the project.</p>		
<p>A <u>qualitative and quantitative desk-research</u> will be conducted in order to identify: 1) the main economic sectors where the evolution of new technologies appears to be more relevant and where digital skills need can be higher; 2) a group of companies to be</p>		

involved in the identification of their employees to be included in project training activities.

The identification of the sectorial areas will take place also through quantitative analyses which, through duly treated through the Atlas of Work and qualifications, will allow to identify economic sectors, processes and activities, where the evolution and central role of new technologies seem to be more relevant and where the need for development of digital skills can be higher. These analyses can also be conducted on a regional basis.

Furthermore, always through the Atlas, the identified processes and activities will be further segmented according to the level of complexity of work activities carried out, in order to identify those in which there is a higher concentration of workers exposed to technological changes and at risk of expulsion from the labour market.

Once the elements for identifying the sample have been defined in cooperation with the project partner Regions, a set of firms will be identified- at least 10 to 15 SMEs for each of the five Italian Regions - which is interested to offer a customized training paths to some of their workers.

The partnership will contact these enterprises and, if needed, organise meetings, promoting the opportunity to offer customized training paths to some of their low-skilled workers.

### **Sub-activity 3.2 – Recruitment and first selection of workers**

This activity will be addressed to identify at least 60 low-skilled employees in each regional area.

Then, together with the companies previously involved, the workers who work in the areas defined in the previous phases of sample stratification will be identified. This will involve the creation of lists of workers that will be associated with those relating to entrepreneurs of micro or small businesses, or individual companies, involved in the experimentation, to which reference will be made in the subsequent moments of starting the experimental phases.

Once the identification is done, some meetings will be organized with these workers in order to launch *VAL.U.E. C.H.A.IN. competitiveness* training opportunity. These meetings could be organized involving several companies from the same geographical area. With the aim to collect some personal data, the partnership will elaborate a specific template.

### **Impact and deliverables**

This WP will produce an impact especially on the chosen sectors, because some of their representatives will have the opportunity to promote the upskilling of their low-skilled workers, pinpointing them as potential beneficiaries of the project activities. These representatives will be involved in defining the target group (workers) and they will have the opportunity to propose some of their employees, supporting their knowledge enhancement and, therefore, companies' competitiveness.

The direct involvement of enterprises meets the need to create a strong relationship with these economic sectors, in order to recognise and valorise, once the training paths will be concluded, the new digital skills acquired by their employees for the benefit of their companies and for the sector in general.

Finally, in this step, the project will generate an impact on the selected workers, who will have the chance to improve their skills, especially the digital ones, because they will be the main actors of their upskilling and development process and in this WP they will be

aware of this need.

### **OUTPUTS/DELIVERABLES**

D3.1 Database of potential beneficiaries of upskilling/reskilling pathways  
D3.2 Selection of at least 50 (up to 75) SMEs (10-15 per Region)

**Other information**

## **Work-package 4**

<b>WORK PACKAGE No.: 4</b>		
<b>Title: DEFINITION OF MODEL AND FORMAT FOR SKILLS TRANSPARENCY CERTIFICATE</b>		
<b>Start month: M5</b>		<b>End month: M9</b>
<b>Co-applicant organisation(s) involved</b>		<b>Estimated resources in person-days</b>
INAPP	Person-days	<b>14</b>
ANPAL	Person-days:	<b>10</b>
REGIONE TOSCANA	Person-days	<b>1</b>
REGIONE LOMBARDIA	Person-days	<b>1</b>
ECOLE	Person-days:	<b>20</b>
ASEV	Person-days	<b>22</b>
SFC	Person-days:	<b>25</b>
CIOFS FP	Person-days	<b>21</b>
FIDIA	Person-days:	<b>18</b>
<b>Objectives and approach</b>		
<p>The objective of this WP is to define and experiment the process leading to draw up an innovative tool to record the skills possessed by workers, with particular reference to those that did not entail obtaining a formal education or training qualification. In the new Skills Transparency Certificate, training, work and life experiences carried out by workers over the last ten years only will be considered and described, and this also because of the rapid obsolescence of the concerned competences.</p> <p>The WP4, which introduces, together with the subsequent WP5 and WP6, the experimental phase of the project, will be integrated by an information / training activity led by INAPP and ANPAL for the benefit of the operators involved in the experimentation, also in order to align the information about the outcomes of the methodologies and tools developed in the previous WP1 and WP2.</p>		
<b>Proposed activities</b>		
<p>WP activities are planned from M5 to M9. ANPAL will coordinate the activities, together with the regional administrations and INAPP.</p>		
<b>Sub-activity 4.1 - Analysis of existing tools to recognize and certificate skills</b>		
<p>The processes of recognition and certification of competences use such tools as interview grids, formats for the illustration of experiences, tests to ascertain levels of mastery of specific areas of knowledge and skills.</p> <p>Action 4.1 provides for a first phase of collation of these instruments, also on a European scale (being able to rely upon a network of experts and coordinators of the European Agenda for Adult learning, who in the last few years have had the opportunity to work on the theme).</p>		

Some tools have also been specifically adapted for an adult population: an example is the German Profilpass which was designed for young people with a low level of education and now provides also a version for older citizens.

In the private placement sector, skills audit tools have also been developed, with the issue of a report on skills at the end of the process.

#### **Sub-activity 4.2 - Composition of a skills transparency certificate**

The Skills Transparency Certificate that will be developed and tested within the project will be able to give evidence of prior learning, with particular reference to digital skills, and of the expected learning outcomes.

This tool consists of a document issued to the user at the end of a process aimed at collecting two different types of information:

- the first, aimed at collecting evidence already subject to validation and certification of previous training experiences, with particular reference to digital skills, or anyway related to such skills, and their expected learning outcomes;
- the second, aimed at reconstructing work and life experiences, with a focus on the activities effectively performed and that more than others may have affected the experiential acquisition of digital skills.

The Transparency Document will contain formal evidences that can be compared with the expected learning outcomes, in order to directly recognize credits before undergoing training and credits for training courses attendance.

The transparency document will also contain an indication of any competences acquired through experience (NFIL) which, in the same way, will be compared with the expected learning outcomes.

If in the collection phase of this second type of information possible potential credits were identified with respect to didactical units comprising a training curriculum, the opportunity will be evaluated to carry out assessment tests aimed at the full recognition of credits before undergoing training and credits for training courses attendance.

#### **Impact and deliverables**

The Skills Transparency Certificate, tested within the project, could be considered the institutional tool and included in the implementation guidelines of the national system of certification of competences also for the purpose of the recognition of credits.

#### **Outputs/Deliverables**

D4.1 Format for Skills Transparency Certificate

#### **Other information**



## Work-package 5

<b>WORK PACKAGE No. 5</b>		
<b>Title: DEPLOYMENT OF PERSONALIZED UPSKILLING/RESKILLING PATHWAYS FOR WORKERS</b>		
<b>Start month: M9</b>		<b>End month: M20</b>
<b>Co-applicant organisation(s) involved</b>	<b>Estimated resources in person-days</b>	
INAPP	Person-days	<b>9</b>
ANPAL	Person-days:	<b>3</b>
REGIONE TOSCANA	Person-days	<b>1</b>
REGIONE LOMBARDIA	Person-days	<b>1</b>
ECOLE	Person-days:	<b>89</b>
ASEV	Person-days	<b>249</b>
SFC	Person-days:	<b>176</b>
CIOFS FP	Person-days	<b>155</b>
FIDIA	Person-days:	<b>115</b>
<b>Objectives and approach</b>		
<p>In close connection with WP2 and according with the findings of the transparency documents, the WP provides for training sessions of the beneficiaries involved, the contents of which will be defined to fill the assessed individual skills gaps.</p> <p>The action, as elsewhere specified, will be addressed at no less than 300 workers, a number that could be higher where the companies of origin allow the involvement of more employees. In fact, the cost of training has been estimated on the basis of an average of between 40 and 60 hours of training for each beneficiary, considering also the possibility of having to carry out the intervention also in small groups or, even, on individual basis.</p> <p>It should also be noted that although the sectors identified at the design stage are essentially manufacturing and services, it is not excluded that - as a result of a sectorial needs analysis that will be conducted during project implementation - other sectors can be considered as a pool for the recruitment of beneficiaries: the sectorial origin of workers also has an impact on the personalization and adaptation of the training offer to beneficiaries' individual needs.</p> <p>Therefore, the training activities will be carried out as defined and shared in the personalized training paths (see sub-activity 5.2), with reference to the Units of expected learning outcomes identified above all - but not only - relatively to basic digital skills. On the other hand, it would not be correct to separate the recovery of literacy and numeracy skills from updating on digital ones: clearly, the mastery of literacy and numeracy basic skills represent a pre-condition to maximize the results of training on more technical subjects.</p> <p>The approach is fully coherent with the Call prescriptions, where it is clearly stated that the training offer must be <u>tailored and flexible, beneficiary-centered and conceived in a way that permits the learning credits accumulation.</u></p> <p>The delivery of the Skills Transparency Certificate (see WP 4) to each learner involved and, at the end of the training path, of a certification for acquired learning outcomes will facilitate the portability and the recognition in case of sectorial or territorial mobility of the worker.</p> <p>Another element of the proposed approach is the full consideration of diverse cognitive styles, adapting didactical methodologies, learning settings and didactical tools to the individual characteristics (trainability).</p>		

### **Proposed activities**

The target group of all dissemination activities are the selected workers having signed Individual training plans. Training Providers (SFC, ECOLE, FIDIA, ASEV and CIOFS FP) are directly involved in this WP implementation, each one responsible for the Region where they normally operate. The activity will start on M9 and will end on M20

#### **Sub-activity 5.1 - Skills assessment of selected workers and recognition/validation of prior learning**

After a first phase of information/training, the operators involved in the different project partner regions will carry out the skills audit of the workers selected according to the sampling activities on the different territories, preparing for each one a Skills Transparency Certificate (WP4). In synthetic terms, the activities sequence is expected to be as follows:

- the implementation of a briefing phase and short training of experts belonging to training providers ' organisations (SFC, ECOLE, CIOFS FP, FIDIA and ASEV) to prepare them for the use of the Skills Transparency Certificate (STC) tool. The elective methodology will be the simulation of interviews and the testing fulfillment of the STC, which will follow an update phase on topics such as VET Standards, National Qualifications Framework and Guidelines for recognition of skills;
- the implementation of skills audit sessions with the workers involved, which will take place mainly at the companies that have joined the initiative;
- the drafting of The Skills Transparency Certificates for each worker who participated in the interviews, regardless of the subsequent decision to participate in the training intervention or not.

#### **Sub-activity 5.2 - Definition of personalized training paths according to individual skills gap and newly standardized skills requirements AND definition (where possible) of homogeneous training class-groups**

Based on the information collected and contained in the transparency document, including taking into account any credit recognized on the basis of evidence or on the basis of the assessment, a plan of personalized training will be drafted.

A possible model to refer to is the one adopted in the CPIA - Provincial Centres for Education of Adults (C.P.I.A. are a sort of "second chance" schools for the adult population, entitled to the delivery of formal certifications and belonging to the Ministry of Education) when preparing and subscribing of the "Individual Training Pacts".

An overall analysis of the issued certificates will allow the composition of class groups that are homogeneous with respect to individual requirements.

#### **Sub-activity 5.3 - Upskilling/reskilling pathways delivery**

The implementation of the training activities is based on the curriculum shared and validated within the Steering Committee, which currently provides for an hourly consistency that could amount to 40-60 hours. The different Modules will be divided into Didactical Units, each of an average duration estimated between two and four hours, characterized by:

- self-consistency (each Unit develops a specific subject entirely, allowing learning verification at the end);
- flexibility and possibility of accumulation;
- different and suitable teaching methodologies (for example, the same content may be delivered in groups, individually or partially in ODL setting).

The action will take place, unless otherwise indicated by the beneficiaries, during working hours and at the company premises of the workers involved, which will have to - as part of its commitment - make available appropriate spaces (any equipment and materials will

be provided by the Training Providers).

Participation will be tracked through registers and the storage of documents produced during lessons (tests, project works, slides, etc.).

**Impact and deliverables**

- D5.1 Individual training path defined for each involved worker (Individual Agreements with beneficiaries)
- D5.2 At least 300 workers trained on basic skills (LIST)
- D5.3 At least 50 SMES involved (LIST)
- D5.4 Didactical material supporting didactical Modules and Units (on paper/electronic support)
- D5.5 Recognition/validation of prior learning certificates issued

**Other information**

## Work-package 6

<b>WORK PACKAGE No.: 6</b>		
<b>Title: PROCESSES OF RECOGNITION/CERTIFICATION OF ACQUIRED SKILLS BY TRAINED WORKERS</b>		
<b>Start month: M21</b>	<b>End month: M23</b>	
<b>Co-applicant organisation(s) involved</b>	<b>Estimated resources in person-days</b>	
INAPP	Person-days	<b>30</b>
ANPAL	Person-days:	<b>27</b>
REGIONE TOSCANA	Person-days	<b>11</b>
ADL P.A. TRENTO	Person-days:	<b>8</b>
REGIONE LOMBARDIA	Person-days	<b>4</b>
REGIONE SARDEGNA	Person-days:	<b>6</b>
REGIONE LAZIO	Person-days	<b>3</b>
ECOLE	Person-days:	<b>3</b>
ASEV	Person-days	<b>3</b>
SFC	Person-days:	<b>3</b>
CIOFS FP	Person-days	<b>3</b>
FIDIA	Person-days:	<b>2</b>
<b>Objectives and approach</b>		
<p>The WP concludes the experimentation of the intervention which, as requested by the Call, included the training action between the phases of skills audit and those of valorisation of the skills acquired at the end of training.</p> <p>The objective is two-fold: first, to ensure that involved workers get the maximum benefit from participation in the project, guaranteeing them not only the acquisition of those useful and functional skills to progress in their professional career in the firm with better opportunities for inclusion in new production processes, but also the provision of a certificate which, in perspective, can support the acquisition of a higher level of professional qualification.</p> <p>Secondly, to demonstrate the effectiveness of an integrated intervention, fully compliant with quality standards and consistent with the procedures established by a legislation that still needs to be fully implemented.</p> <p>Important indications can be drawn from this initiative also by Joint Interprofessional Funds that, when planning and programming the use of resources at their disposal and drafting their own Calls, may consider as a useful example the project structure, the</p>		

already tested articulation in modules and training units - in terms of both contents and didactical methods – as well as the results of the analyses of SMEs needs.

### **Proposed activities**

INAPP, together with ANPAL and under the Regional Administration and Ministry of Labour will coordinate the activities. Direct beneficiaries are the workers having participated to the upskilling/reskilling pathways offered.

#### **Sub-activity 6.1 - Assessment testing to validate the LO of trained workers**

At the end of the training activities of each Unit of the pathway, assessment tests will be carried out in order to validate the achieved learning outcomes.

For implementing the assessment tests, the example case sheets developed during WP2 on the basis of the international DigiComp standard descriptors will be used as a reference.

In terms of definition, and in a general sense, by "example cases" we mean the explication of a context as a description of an operational area within which certain competences are used (with respect to the present project, to digital skills).

The guiding principle to define and describe the "examples" is to identify objects of observation which can be evaluated (in the sense that it is possible to foresee the definition of indicators for the tests to be performed in an assessment context, ...) and which are recognized and recognizable by the world of work and professions, as contents suitable for the exercise of a working activity.

#### **Sub-activity 6.2 - Delivery of the skills transparency certificate**

The Regions involved in the project partnership, on whose territories training activities are carried out, will issue a validation document (the validation document is also a tool foreseen as a common reference standard for IVC procedures in the application guidelines of Decree No. 13/ 2013) both for the competences recognized as a credit during the phases of taking charge and identification/composition of the transparency document, and for the competences positively evaluated at the conclusion of the Units of expected learning outcomes constituting the personalized training pathways.

Validation of competences will be preceded by a technical examination of the evidence dossier and of the Transparency Document drawn up during WP4.

At the end of the customized training pathways, a direct assessment of the candidate will also be carried out, with the use of assessment tests.

By direct assessment we mean assessment tests (oral, written or practical) to be performed by participants in a setting chaired by a commission, or an assessment body, according to the specifications of each project partner Regions. At the end of this phase, the validation document will be drawn up and released in accordance with the provisions of the guidelines for the functioning of the national system for the certification of competences.

### **Impact and deliverables**

The definition of common methods of composition of the Validation Document and the feasibility of personalized training pathways will constitute useful material for reflection, also in order to promote innovative modalities for delivering training services and for documenting acquired competences within the entire national certification system.

### **Outputs/Deliverables**

D6.1 At least 300 skills transparency certificates delivered

### **Other information**

## Work-package 7

<b>WORK PACKAGE No.:7</b>		
<b>Title: PROJECT MANAGEMENT AND GOVERNANCE</b>		
<b>Start month: M1</b>	<b>End month: M24</b>	
<b>Co-applicant organisation(s) involved</b>	<b>Estimated resources in person-days</b>	
INAPP	Person-days	<b>112</b>
ANPAL	Person-days:	<b>52</b>
REGIONE TOSCANA	Person-days	<b>77</b>
ADL P.A. TRENTO	Person-days:	<b>24</b>
REGIONE LOMBARDIA	Person-days	<b>29</b>
REGIONE SARDEGNA	Person-days:	<b>25</b>
REGIONE LAZIO	Person-days	<b>29</b>
ECOLE	Person-days:	<b>26</b>
ASEV	Person-days	<b>33</b>
SFC	Person-days:	<b>31</b>
CIOFS FP	Person-days	<b>26</b>
FIDIA	Person-days:	<b>27</b>
CE.RE.Q	Person-days:	<b>30</b>
<b>Objectives and approach</b>		
<p>The following paragraphs details the management structure foreseen for the project, the distribution of responsibilities, communication flow, decision-making procedures and conflict management.</p> <p>The Consortium is aware that management activities are extremely important for the successful realisation of the project as well as for a transparent accountability of the European contribution. VAL.U.E. C.H.A.IN competitiveness is a relatively small project with nine work packages, but management activities are needed also to ensure that the overall project will work as a whole and will not be reduced to a mere sum of work packages.</p> <p>The decision-making process will take place through the analysis of various elements and information included in the project paperwork (i.e.: SC and TSC meeting minutes, internal monitoring reports, external assessment/evaluation reports) and related to different project aspects. This process will mainly involve the PM (representative of the Applicant – INAPP) and the Steering Committee. Possible suggestions, indications and proposals will be submitted to the two project decision Committees in order to obtain proper feedback and agree on further specific actions which will have to be taken. Specific internal voting system and majority percentage calculation are not being dealt with right now, but if the proposal is accepted by the EU commission, project partners will discuss the appropriateness/advisability of such modality and define appropriate rules related to this specific matter during the 1<sup>st</sup> Steering Committee meeting.</p> <p>The continuous and real-time transfer of updated information between project partners and between the two Committees (SC and TSC) is a <i>sine qua non</i> condition to guarantee a regular and positive implementation and this is particularly true in the case of VAL.U.E. C.H.A.IN competitiveness, a project involving 13 co-applicants which are required to work together for the two-year duration of the project. Being the promoter's representative and the first one who has to be involved in any decision that the Consortium intends to make, the PM is certainly the main responsible for carrying out a regular, effective and efficient communication process inside the Consortium itself.</p> <p>The PM is therefore in charge of making sure that the communication flow <i>towards</i> and <i>between</i> project members and organizations is carried out in a clear and well-timed way. He will also ensure that thanks to this clear and well timed communication flow a</p>		

positive, effective and efficient cooperation between partners is established and maintained, which is the main aim of planned actions such as face-to-face meetings; short-terms detailed reporting activities (minutes and reports) and different communication modalities and channels (email, videoconferences, project Intranet). What is essential, considering the duration of the project, is to keep participants involved by also maintaining high their levels of attention on the project planned actions. As far as this critical aspect is concerned, the Intranet of the project website (a specific area which will be accessible to partners only) has two main functions: it represents on the one side the most suitable channel enabling partners to share project work documents which can be easily downloaded at any time, and it is on the other side a necessary tool to conveniently store the above mentioned documents (database) by following precise criteria (topic, chronological order, etc...) which will be defined by partners themselves.

The envisaged monitoring and assessment activity is borrowed from Quality Management Standard procedures, whose purpose is to continuously verify the state of the work and the achievement of project interim and final objectives. The main aim is therefore to identify possible gaps between what was planned and what has been achieved, be aware of possible risks, quickly and effectively apply preventive and corrective actions, realign specific activities in order to guarantee the achievement of planned objectives. In this sense, the Quality Management is closely connected with Resource Management and its main actions aims at guaranteeing the following: process transparency; awareness of general objectives and roles among all project partners; possibility of measuring the achieved results; will to improve performances in relation to target indicators as an objective which is common to all project partners; prevention of non-conformity risks; variance management.

To resume, the WP 1 summarizes activities aimed:

1. to ensure a regular workplan implementation, with particular attention to the timetable respect;
2. to guarantee the due conformity to the specific administrative rules established in the Call and, in parallel, respect to those coming from national legislation (especially concerning outsourcing of services);
3. to reinforce an effective dialogue with all relevant stakeholders;
4. to guarantee equity and transparency during the project implementation phases;
5. to ensure an effective financial management avoiding any risk of waste of money.

### **Proposed activities**

The target group of this WP is represented by national/European stakeholders in the adult learning field and CVET sector. The action covers the entire implementation period of the project (M1-M24). INAPP will coordinate all the activities, but all co-applicant are fully committed to respect administrative and financial rules and contents of bilateral agreements that will be signed at the beginning of the project if selected.

### **Sub-activity 7.1 - administrative MGT, development of guidelines for project mgt and internal communication tools, internal monitoring and evaluation, risk mgt.**

The major part of rules and duties for a proper project management are described in the Administrative and Financial Guidelines and in the text of the Call. If selected, the relationships between INAPP and EC will be ruled by an Agreement: after the signature of such Agreement, INAPP will prepare and finalize the foreseen "Internal cooperation agreement between the co-ordinator and the beneficiary" with each one of the Co-applicants.

The sub-activity 7.1 also foresees the drafting and adoption of a Quality Plan (in which will be defined, according with the extension and dimension of outputs and outcomes

foreseen in the project, steps, duties and milestones for checks) and a Risk Assessment Chart, in order to early identify possible criticalities and relevant and coherent strategies to totally avoid or reduce implementation risks. During the internal project monitoring and evaluation process which will be carried out according a devoted Plan, in fact, some circumstances or context elements might be changed and it is absolutely important - in such a case - to cope with a contingent new starting situation.

Project manager and administrative profiles operating in each of the co-applicant Organisations are engaged in verification and internal validation of all administrative processes, paying particular attention to:

- regular staff time sheets fulfilment;
- implementation of activities linked to the outsourcing of services or activities, according with specific program and national rules;
- control of coherence and consistency of expenses (particularly in case of travels costs, objective and destination).

All the described procedures have been successfully tested during the implementation of E.QU.A.L. Project, funded under the same "umbrella" of EaSI Progress.

### **Sub-activity 7.2 - drafting progress and final Reports**

The collected administrative documentation will be the main source for the drafting of interim and final financial reports (the other source is the annual financial statement of Consortium Members, to check the entity of Overheads Costs). The final Financial Report will be certified according to the procedures established Project manager is in charge to organize all the needed activities to draft in a due time Progress and Final Report on Project implementation. Co-applicants will send all relevant administrative documents at least one month before the deadline for Reports delivery to the EC.

Financial and narrative Reports will be normally validated by the Steering Committee before their delivery.

### **Sub-activity 7.3 - Steering committee: role activities and meetings**

The Steering committee is the decision-making body of the Partnership, and it interacts with the TSC (Technical Scientific Committee) which provides the scientific indications that need to be coordinated in respect with specific commitments and with the overall strategy of the project. INAPP, ANPAL, the five Regions co-applicants and Ministry of Labour representatives are members of the project Steering Committee (SC).

The role of this Committee is the one to guide and monitor the implementation of **VAL.U.E. C.H.A.IN competitiveness** project from a strategic and political point of view. SC is particularly responsible for validation of all outputs/deliverables, ensuring the coherence and overlapping with the relevant legal framework, also to avoid duplication with other action lines carried out at institutional level. It is foreseen to organize six meetings *de visu* (see Timetable), which will be held all in Rome at INAPP premises.

### **Sub-activity 7.4 - Technical Scientific Committee: role activities and meetings**

One representative from all Co-applicant organisation is entitled to participate to the Technical Scientific Committee (TSC), which role consists in tracking project progresses, to discuss the interim achievements and planning the future implementation activities.

The Project Manager - with at least fifteen-calendar days prior notice, accompanied by an agenda - shall convene the Technical-Scientific Committee. The agenda shall be deemed to be accepted unless one of the members notifies the coordinator and the other members in writing of additional points to the agenda, at the latest two working days

before the date of the meeting. During the meeting, scientific presentation of the results obtained will be held by the consortium members. Minutes of the meetings shall be transmitted to the members within thirty-calendar days after the date of the meeting. For further co-ordination meetings, the partners have agreed to make use, whenever possible, of the current technologies for video conferencing, in order to increase cost effectiveness, while still keeping some occasions for bilateral meetings. Anyway, it is foreseen to organize six meetings de visu (see Timetable). Normally, meetings of TSC will be organized once in each of the five Regions (two in Rome – Latium), immediately before a dissemination seminar (to save travel costs).

### Impact and deliverables

An increase of the effectiveness of relationships among the institutional and non-institutional member of the consortium is expected. The **VAL.U.E. C.H.A.IN Competitiveness** project represent an invaluable opportunity for all the involved actors to experiment a new form of governance testing de facto their capabilities to reflect and to act together towards a common objective, measurable in the short term.

### Outputs/Deliverables

- D7.1 Quality Plan
- D7.2 Risk assessment Chart
- D7.3 Monitoring/evaluation Plan
- D7.4 Progress Report
- D7.5 Final Report
- D7.6 6 steering committee meetings
- D7.7 6 technical Scientific Committee meetings

### Other information

## Work-package 8

<b>WORK PACKAGE No.:8</b>		
<b>Title: DISSEMINATION OF PROJECT OUTPUTS, OUTCOMES AND RESULTS</b>		
<b>Start month: M1</b>	<b>End month :M24</b>	
<b>Co-applicant organisation(s) involved (if applicable):</b>	<b>Estimated resources in person-days</b>	
INAPP	Person-days	<b>23</b>
ANPAL	Person-days:	<b>7</b>
REGIONE TOSCANA	Person-days	<b>13</b>
ADL P.A. TRENTO	Person-days:	<b>11</b>
REGIONE LOMBARDIA	Person-days	<b>2</b>
REGIONE SARDEGNA	Person-days:	<b>2</b>
REGIONE LAZIO	Person-days	<b>1</b>
CE.RE.Q	Person-days:	<b>5</b>
<b>Objectives and approach</b>		
This work package contributes to informing stakeholders on the activities carried out within the action, systematizing and disseminating deliverables and, in so doing:		
<ul style="list-style-type: none"> <li>- raising the awareness among relevant stakeholders on the UP and how they can directly contribute to its implementation</li> <li>- improving their capacity to implement UP Recommendation;</li> </ul>		



- ensuring a proactive involvement of relevant actors in the implementation of the action.

The action adopts a diversified and multi-agent approach to dissemination and awareness raising by envisaging different activities and developing a range of tools based on deliverables of different Wps.

Specific objectives of this WP are listed as follows:

- develop tailored dissemination and guidance tools for each WP1, WP2, WP4, WP6;
- proactively involving relevant stakeholders, line institutions, local authorities, social partners, training providers, Employers;
- to share and to discuss project results among the scientific community;
- support outreach activities of UP stakeholders

The communication campaign targets operators through the institutional web pages and the channels used by the major stakeholders, such as: employment services; the Permanent Territorial Centers for Adult Education; Trade Unions and employers organizations; guidance centers; Eurodirect centers; accredited training providers, etc..

### **Proposed activities**

Dissemination will build upon a diversified strategy, including the delivery of results and products to beneficiaries other than those who directly involved in the project activities. This is to facilitate the transfer to similar organizations (the so-called "horizontal mainstreaming") or to institutional bodies that can incorporate these results into the planning their mainstream education and training activities ("vertical mainstreaming"), so as to ensure visibility, transferability and dissemination of the results. The following activities and outputs are foreseen:

1. drafting of Dissemination Plan
2. implementation of existing institutional partners websites with specific Areas dedicated to the VAL.U.E. C.H.A.IN Competitiveness Project;
3. production of an online newsletter, published on a regular basis (every four months);
4. organization/participation in at least 3 regional dissemination seminars per year (6 in total) to showcase interim and final project results;
5. organization of a final conference for the presentation of the results, an assessment of the results and beginning design and planning future activities;

The target group of all dissemination activities are stakeholders in the adult learning field and CVET sector. Dissemination activities cover the entire implementation period of the project (M1-M24). INAPP will coordinate the activities, together with the regional administrations, ANPAL and, for what concerns the activity in France, with CE.RE.Q..

### **Sub - activity 8.1: Dissemination Plan**

This activity entails the definition of a Dissemination Plan and the identification of all project's stakeholders and ways to reach out to them.

The document defines the activities to be carried out during the lifetime of the VAL.U.E.C.H.A.IN project to enhance the successful dissemination of the project by outlining dissemination planning, tools and strategy. The Dissemination Plan intends to guarantee the spread of the knowledge gained during the project implementation in the broadest and most comprehensive way. The dissemination plan includes strategies how the project expects to share its outcomes with other relevant institutions, organizations and individuals, it describes the appropriate dissemination activities and target groups and outlines the main objectives of the dissemination activities as well as the steps to be followed in order to achieve them.

**Sub - activity 8.2: implementation of existing institutional partners websites**

A dedicated Section in each institutional website will be developed so as to act as a showcase for project activities, as a repository for project deliverables and other relevant documents.

The website will also include interactive feature facilitating communication with stakeholders and provide a platform for the organisation of webinars.

In principle, contents will be organized following the sample of E.QU.A.L. Website ([www.upskillingitaly.eu](http://www.upskillingitaly.eu))

**Sub - activity 8.3: production of an online newsletter**

During the lifetime of the project at least one newsletter every four months will be developed by INAPP in cooperation with all project partners and will be made available on the website and promoted through the communication channels of the partners. The newsletters will inform about the latest and upcoming project activities and the project results. The first newsletter will be issued on M2.

**Sub - activity 8.4: organization/participation in at least 5 regional dissemination seminars**

Stakeholders regional seminars will be organized normally the day after each Technical-scientific Committee meeting (to save the travel and subsistence costs and guarantee the attendance of representatives of all partners).

It is foreseen that at least 5 workshops are organized, one at the onset of the action (M1). Additional web-seminars will be organized throughout project duration according with specific emerging needs. They will also contribute to knowledge sharing on the implementation of the UP.

Expected number of participants: no less than 80 per seminar (400 in total min.)

**Sub - activity 8.5: Final conference**

A one-day conference will be organized towards the end of the project in order to present to stakeholders and wider public the action, its activities and outcomes, especially the model for the implementation of the UP and the related tools. It is aimed at raising awareness on the UP implementation and lay the foundation for increased cooperation and better coordination among stakeholders. The conference will foresee a series of presentation as well as more interactive sessions. It is expected that approximately 80 participants will attend. The final conference will represent an important tool to directly involve stakeholders and/or policy makers addressed by the guidelines and tools so that they can more easily be taken on board. To this aim, the objective of the final conference will not only be to inform them, but also to discuss the potential for improving existing practices, amending legal framework if necessary, improving cooperation. The detailed outline of the conference as well as the invited stakeholders will therefore depend on the concrete outputs of the project.

### Impact and deliverables

This WP will ensure that the outcomes of the actions are duly disseminated and communicated to as wide an audience as possible and that especially key stakeholders and national authorities for the UP are aligned with project needs and activities thus ensuring mainstreaming of project actions and sustainability of results.

### Deliverables/OUTPUTS

D 8.1. Dissemination Plan (M2)

D 8.2 Project website/platform (M4)

D.8.3 6 Project Newsletters (online Magazine) (M2-M7-M12-M16-M20-M24)

D.8.4 5 Regional Dissemination Seminars (M2-M7-M12-M16-M20-)

D 8.5 Final Conference(M24)

### Other information

## Work-package 9

### WORK PACKAGE No.: 9

**Title: UPSKILLING/RESKILLING INTEGRATED PATHWAYS FOR WORKERS ON DIGITAL BASIC SKILLS: A BENCHMARK EXERCISE WITH FRANCE DEPLOYMENT EXPERIENCES**

**Start month: M3**

**End month: M18**

**Co-applicant organisation(s) involved (if applicable):**

**Estimated resources in person-days**

INAPP

Person-days

14

CE.RE.Q

Person-days:

80

### Objectives and approach

Italy and France are facing a period of important reforms and innovation in their education and training systems. The recent experience shared between Cereq and the Italian partners of the EQUAL project has confirmed the interest and mutual usefulness to continue the exchange and comparison of the approaches and experiences carried out in the two countries. Moreover, both countries are experiencing high rates of functional illiteracy, with a high number of low-skilled adults. Given the target group of beneficiaries identified in the project **VAL.U.E. C.H.A.IN. Competitiveness**, it is of common interest to focus the cooperation starting from the analysis of the responses identified by the French system to improve the performance of its CVET offer, in particular with respect to the digital skills of workers. An additional topic for analysis concerns the governance of the system of CVET offer, which in France too is featured by a multiplayer and multilevel dimension and has undergone deep changes in the latest months.

The main stakeholders are, in fact:

- State and Regions, sharing CVET responsibility. Regions are fully competent in VET matters and can design their own training policies. The State votes laws and general frameworks. The new 2018 Law introduces a substantial change in apprenticeship competences attributions at the detriment of Regions, which will lose the management

of a share of the apprenticeship tax mainly used to steer the Personal Training Account-PTA (or *Compte personnel de formation- CPF*) offer on the territory;

- Social partners involved in continuing vocational training policy development and implementation. With the new 2018 Law, they lose control on CVET tax collection, but they are acquiring new prerogatives in the management of apprenticeship contracts and also in the co-definition of qualifications standards;
- Companies: they have a fiscal obligation to finance the CVET. They can receive support by their respective branches organization for the definition of internal continuing training policies and actions, especially in the case of SMEs.

Each individual benefits from training measures based on their status (private, public self-employed workers, job seekers...). However, the creation on the 1<sup>st</sup> of January 2015 of the Personal Training Account established the individual right for training irrespectively from the status. Created in 2015 in the framework of the 2014 Vocational Training Reform which came into effect on January 1, 2015, the CPF aims at providing any person aged 16 or more with a personal account. With the 2018 reform, CPF will run in euros and no longer in hours. (500 € each year up to 8000 € for low skilled).

From now on, all CNCP tasks are transferred to the new agency France Competence. The new agency will be in charge of establishing and updating the register (RNCP) listing qualifications and the parallel Inventory which is deemed to be reviewed. A new "Directory" will replace the "Inventory" and will correspond to "professional skills certifications", complementary to main professional qualifications. The professional qualification certificates (CQP), private certificates established by the branches, may be registered in the National Register or the Specific Directory.

The Law also establishes the obligation for public and private qualification providers to assemble all standards in the so called "skill blocks". These blocks can be acquired separately and for life in the context of training or VAE. The blocks should encourage people to progressively acquire full qualifications over a longer period. Beyond the possibility of gradual training, the rationale of skill blocks also aims at facilitating equivalences and bridges between different certifications.

As from 1st January 2019, all training leading to RNCP qualifications, or to parts of their constitutive parts (blocks), or registered in the Specific Directory, will be directly eligible to CPF. It will also be possible to mobilize personal CPF account to carry out personal skills assessment, guidance for VAE or even, obtain a driving license or for self-entrepreneurship coaching and advise.

The objective of this WP is therefore to feed the definition of models of skills audit, to accompany the design and delivery of personalized and modular training and the acknowledgement of acquired competences, through an approach based on the benchmarking among fully comparable practices.

### **Proposed activities**

CE.RE.Q. is the applicant in charge to manage and co-ordinate all the sub-activities listed here below. Given the common scientific background and the general responsibility of the project management, INAPP will participate to the implementation of the foreseen actions, being also partially involved during the on-field activities. WP Implementation foresees two sub-activities; such activities will be developed in a time range from Month 3 to Month 18 and will be implemented on the French territory.

#### **Sub-activity 9.1–In-depth analysis on DEFIS DATASET**

CEREQ will valorize and full exploit ongoing work which is being carried out in the framework of the EQUAL project and which concerns the evolution of French national policies for less qualified people (the already mentioned Personal Training Account-PTA) and on the new reform of vocational training.

CEREQ moreover will provide in-depth analyses, specifically focused with respect to the VALUE CHAIN target, starting from the results of the DEFIS survey. DEFIS is a longitudinal survey representative of the national context on workers training practices in France.

CEREQ has been following for 5 consecutive years a panel of workers employed by small, medium and large enterprises operating on the national territory in order to study their professional evolution and how (and whether) such evolution is affected by CVET activities. All information about the survey can be found at the following web page: <http://www.cereq.fr/sous-themes/Enquetes-FC/Dispositif-d-enquetes-sur-les-formations-et-itineraires-des-salaries-DEFIS>.

In the framework of VALUE CHAIN project the analysis will concern the sub-cluster of lowskilled workers and the existing practices to provide them with basic training, *with specific reference to digital skills*.

### **Sub-activity 9.2 - Survey focused on the arrangements "Cléa" and "Cléa numérique"**

The second activity will consist of a more qualitative survey focused on the arrangements called "Cléa" and "Cléa numérique". These are basic training pathways promoted by employers in cooperation with trade unions, in order to provide workers with those certified basic skills which are necessary for integration into the labour market. Such certificates, despite their private nature, are yet recognized by the State and included in the National Register of Certifications.

The survey will use available statistical sources and will also be supported by evidence collected during at least 3 focus groups with employers and workers having arranged and/or participated to such training pathways, as well as through individual interviews. The fieldwork will envisage the active participation and cooperation of INAPP searchers. This should also foster the benchmarking and transfer of some components of the observed processes in the Italian context (it is worth reminding that the focus of the project VALUE CHAIN is in Italy).

### **Impact and deliverables**

The results of both research lines (sub-activity 9.1 and 9.2) will have an impact on the conclusions contained in the final implementation Report of the project VALUE CHAIN. They might also be a useful reference for the competent national authorities (mainly Ministry of Labour and involved Regions) to reflect on possible areas of improvement with respect to existing arrangements for the identification, validation and certification of basic digital skills.

### **Outputs/Deliverables**

D 9.1 - Report of in-depth analysis of the data coming from the DEFIS national survey, with particular reference to the professional development of those workers having benefited by CVET pathways on basic digital skills in the last five years (FR – EN + executive summary in IT)

D 9.2 - Survey report on the implementation of the certification arrangements "CLEA" and "CLEA' numérique" (FR-EN+ executive summary in IT).

### **Other information**

### TIMETABLE FOR ACTIVITIES

Please indicate the **timetable** for all proposed activities. Do not add months but rather month numbers (M1, M2...). See one example below(not mandatory) using colours and acronyms to show work packages (1, 2...) and activities (1A, 1B...) time and duration.

Work packages	Months																							
	2020												2021											
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
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1.2						☑																		
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4.1					🧠	🧠	🧠																	
4.2																								

















Legenda

- 🧠 seminar/workshop/conference
- 📖 curriculum, classroom
- 🤝 partnership meeting
- ☑ Model, prototype
- 📄 Survey, report, analysis






Work packages	Months																							
	2020												2021											
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
<b>5.</b>																								
5.1												☑												
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7.6	💡					💡						💡				💡				💡				

Legenda

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Work packages	Months																							
	2020												2021											
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
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<b>9.</b>																								
9.1																								
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Legenda

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