

A process of participative design of training programs

Main objectives	<ul style="list-style-type: none">* To involve companies from the beginning of an apprenticeship path* To focus the new apprenticeship programs on tasks and to refer to the market needs (new professions)* To find and share common interests between companies and VET Units and other stakeholders
Desired outcomes	<ul style="list-style-type: none">* To work out a strategy/a methodology regarding the involvement of the companies* To implement participative interaction methodologies from the creation to other CAAP sub steps that enable not only companies but also other key actors involvement
Target groups	<ul style="list-style-type: none">* VET Units* Companies* Other local stakeholders (i.e. programme managing authorities, apprentices, families...)
Persons involved	<ul style="list-style-type: none">* MCG Vet Unit (1VET Unit Tutor, 1Training Coordinators and/or staff in charge of training programme planning)* Representatives of companies hosting the apprentices* Representatives of the training program managing authority* Company tutors* Ex apprentices
Targeted improvements	<ul style="list-style-type: none">* Dialogue between the core actors of an apprenticeship program* Companies' motivation and involvement* Understanding and knowledge of the programme rules/incentives* Apprenticeship programmes quality
Deliverable	Guidelines for setting participative design laboratories

The story

MCG knew this practice by taking part to a call for proposals promoted by Sardinia Region in 2016 in the framework of a regional training program called “Green & Blue Economy”.

According to this program and related call, VET Units can propose training paths addressed to unemployed youngsters and/or adults in new Green & Blue Economy sectors selected by the Regional administration on the basis of a previous market research and territorial analysis. The specific proposed training paths have to be characterized by a very close anchorage with the local context in which they are going to be implemented and by a consistent amount of the training done directly in a job context.

In order to achieve these results, the planning phase of the path is part of the project activities and has to be conducted by **using participative methods enabling VET Units to concretely refer and answer to local specific needs**. In other words: the program managing authorities just gives the stakeholders the general framework; it's up to the key actors to draw up something that can have effective and positive results on the target beneficiaries and on the local context in terms of:

- useful and marketable professional competences acquired;
- concrete employment;
- target sector development/improvement.

The adopted planning approach is consequently based on an **active cooperation** between VET Units, Companies and other local stakeholders since the beginning.

Improvements

MCG concretely adopted this approach by translating this methodology to the planning phase of all the managed training programs (dual training and apprenticeship ones included).

This meant in concrete:

- The **construction, coordination and animation of specific stakeholders networks** for each of the program (composed by local enterprises, institutional program managing authorities, employment services, families ect...)
- **Specific needs analysis activities** conducted together by the network;
- **Specific project planning activities** conducted together by the network by using participative methods like “**participative workshops/laboratories**”.

Conclusions

This approach and related methods generates concrete and important benefits for the involved actors in terms of:

- Concrete occasions of sharing information, perception and knowledge and to transform them into a “**common project heritage**”;
- The creation of a diffuse **sense of belonging** to the program/project;
- The **development/improvement of shared permanent strategies**.
- The **development/improvement of a pro active role of the VET Unit**.