Proposed programme grid drawn up by the MES-Paris C11 experimentation group of the SSEVET2 training course

Grid Framework: The Document presented here is the result of a collective exercise carried out during the Training which consisted of improving the training programme in relation to the elements worked on during the training. The Collective Working Document is presented in its final version of 14 April 2020.

Training framework: It is not a question of training trainers to give training in SSE, but to train them to integrate the specificities of SSE (its values, principles, their practical application and the skills that this application requires) into the training they give.

Objectives of the programme :

1 - To ensure that the trainee is able to build and run a VET training by integrating SSE as a fully-fledged socio-economic model + to build a shared theoretical framework on SSE

2 - Building a theoretical framework on action training as a formative method that can be integrated into VET training + building a shared theoretical framework of VET

3 - Building a learning community of Trainers + Trainers during and after training

Principle(s) of the training: This training is part of the "training/action" model.

- Illustrated with the experiences and frames of reference of the participants
- whose modalities (academic, co-construction of knowledge...) will be calibrated according to expectations (principle of an "open" grid)
- Using, over time, collective intelligence and cooperation animation tools
- By alternating theoretical knowledge transfer, collective reflection and exchanges of knowledge and confrontation with practices through learning visits,

Pedagogical Progress: objective of each day

Day1	Day 2	Day3	Day4	Day5	Day6	Day7	Day8
Building a learning community Giving a theoretical framework of SSE Handle the tools and resources that will be used during training	Confronting the SSE theoretical framework with field practices: Linking the analysis of a practical case to the analysis of the SSE perimeter. Appropriate the theoretical framework of SSE. Handle the tools and resources that will be used during training	To give a theoretical framework for VET and take ownership of the VET theoretical framework. To give a theoretical framework on the notion of skills and to appropriate the theoretical framework of skills. Defining our common collective framework on these subjects	Appropriating the specific skills of ESS Appropriating the nature of ESS specific skills and questioning how they are acquired. To identify gaps between competences needed for ESS and competences already developed in VET	To reflect on how to adapt and/or enrich the currently recognised skills through the contribution of SSE practices. Getting into play / in practice: testing yourself on an initial module design Confronting our work with an outsider's viewpoint, a training specialist	To understand the formative and educational methodologies of action-training. Reflect on the methods and tools for implementing the notion of "cooperative learning", which refers to the skills acquired as a result of interactions within a training group. Putting the "open grid" method into practice	To build a theoretical framework on training/action in VET by analysing the common experience of the participants. To reflect on how to put the training/action methods into practice and to transmit the specific competences of ESS in practice.	Evaluation and contributions Participation in the capitalisation of resources Exchange of practice and learning community

Déroulé du programme par journée

		Day1	Day 2	Day3	Day4	Day5	Day6	Day7	Day8
M o r n i n g		> Presentation of the training context > Interconnaissance. Collection of expectations, representations and experiences of the participants. > Presentation of the tools that will be permanently available. > Building a "training community" and a learning collective : > present the idea of co-constructing a shared toolbox: "Methods for building cooperative animation workshops". - present the idea of co-constructing a Charter of cooperation	> Appropriate the analysis tool used during the afternoon field visit. > Use the analysis tool individually during a visit to a field initiative (approx. 2h30) > Pooling our analyses: what values, what specific practices have we observed? (at least 1 hour)	> VET theoretical framework and competences: presentation, exchanges > Building our common framework of attributes and competences > Drawing up lists (of life skills, competences) and definitions (transversal competences, etc.), references for further action.	> From the previous day's visit, further reflections: what has been observed in terms of specific competences of ESS? > Progressive co-construction of a new frame of reference : - list of skills that seem to us specific to ESS - grouping, organisation of skills - categorisation and characterisation of these competences, use of the pre-worked grid, according to the group's progress.	> Observation of the gap between competences needed in ESS and those currently developed in VET. > Inventory of tools and methods to meet the needs of trainers to acquire SSE skills and competences > Group workshop to design a framework for characterisation of specific competences of ESS	> Time 3 of the open grid: realisation of the workshops built in time 2. These workshops can be times of self-study, meetings with an external resource, or exploration and deepening...depending on the group's decisions. > Synthesis of the workshops, back to the group > Debriefing on the "open grid" method with regard to training/action	> Workshop: "How to enrich ESS competences in trainers' practices and VET programmes". > Use of the "snowball" method: 1 / individual introspection: "from my context, what can I integrate, apply,2 / in small groups, pooling, enriching approaches 3 / collectively, sketching a common theoretical framework	Workshop: "How to enrich our practices". Building a learning community: how, with whom, why? Draw up a charter for the operation of the training/action
A f t e r n o o m		> Understand the approaches and definitions of ESS fields. > Presentation of the "open" Grid principle > Gathering participants' expectations, discussing how to respond to the training, starting to fill in the grid together. > Interrogation of concepts: First time of debate on the basic concepts and the representations attached to them. Installation of visual tools (permanent parperboard...)	> Questioning the concepts: short debate in the early afternoon > Translate our analyses into an analysis grid, list of questions > World café for sharing tools "Methods for building cooperative animation workshops", based on everything that participants can contribute > "Open" grid 2 : Time for the trainees to express their needs and the solutions to meet them. Construction of the realization spaces	> Questioning the concepts: short debate in the early afternoon Visit to a company with a skills analysis grid (2h30) > Visit to a company with a skills analysis grid (2h30) > Question underlying the visit: what kind of specific skills or capacities do these practices call upon?	> Questioning the concepts: short debate in the early afternoon > Exploitation and completion of the table / reference system designed together	> Preparing what the group is going to present to the speaker > Exchanges with the Speaker, training specialist 1 / presentation of what has been produced (competence grid) 2 / are these categories relevant? 3 / is it really specific to ESS? 4 / how to implement the transmission of these competences? > Debriefing	> Questioning the concepts: short debate in the early afternoon > "Open" grid: time 3 - Realization of the 2nd session of the workshops built in time 2 > Summary of the workshops and back to the group	> Questioning the concepts: short debate in the early afternoon > An energizer, short game... > Digestion time: personal weather and consolidation of knowledge > Aperitif time: sharing around a festive time	> Evaluation > Capitalisation > ... and Now?