PPY

Promote Education, Participation and Projects for Youth

Personal Resources Management for young people

Training-manual
for assessors, guiders and trainers

without exercises

Dr. R.C. Duvekot & Ir. C.C.M. Schuur

Erasmus+

PEPPY – Promote Education, Participation and Projects for Youth
2020-1-FR01-KA202-08314

Title	Personal Resources Management for young people
	Training-manual for assessors, guiders and trainers
Authors	Ruud Duvekot and Kees Schuur
Published by	*European Centre Valuation Prior Learning (EC-VPL) for PEPPY*
Download	***https://peppy-project.eu/en/ressources/#***
	https://ec-vpl.nl/view/downloads/

We tend to think of identity as taking us back to our roots, the part of us which remains essentially the same across time. In fact, identity is always a never-completed process of becoming - a process of shifting identifications, rather than a singular, complete, finished state of being.

Stuart H.M. Hall

Content

Editorial

Personal Resources Management (PRM) is a methodology for empowering young people and activating and facilitating their ability to learn and manage their career.

PRM builds further on the recognition and validation of one's prior learning experiences. Once one's already existing value – acquired through prior formal, informal and non-formal learning experiences – has been articulated and linked to one's personal potential, then a person can take career steps that fit the personal profile and are provided in a personal action plan. This increases the chances of creating a successful career.

This manual aims to support both young people as well as trainers, guiders and assessors in getting grip on PRM in the choices they face in their practice and life by:
- Supporting young people in articulating their talents based on their prior learning experiences, in order to give them a real chance of career development in their own context.
- equipping the trainer to learn their trainees how to reflect and create (new) perspectives for their career and enjoyability.
- Providing a guide for guiders and assessors to support and value/assess trainees (and trainers) in their PRM.

The manual provides insight into the process of learning to reflect on one's activities and learning experiences, and also on those of others to learn from. Different sets of exercises are presented to support young people, trainers, guiders and assessors in such learning and capacitating.

Most importantly, this manual is based on the principle of *'practice what you preach'*. That is, everyone involved in PRM starts at the beginning with a focus on creating the own PRM through the basic training at level 1. Once someone has mastered the basic level, someone can also choose to become a trainer, guider and assessor, with the accompanying certification. This means that a trainee can also learn further and acquire the levels of trainer, guider and assessor if her/his own PRM demonstrates potential for such a career choice.

The primary focus in this manual is on applying the PEPPY-training scheme for the target group of young people. However, this manual can easily be adapted to the needs of any other target group in society. After all, it is important for everyone to be able to reflect respectfully and positively on the own actions and the actions of others. It is, so to speak, *'learning to value yourself and others with a* **green** *pencil in your hand and not a* **red** *one as we are so used to'*. Such a mind-shift is possible for everyone and can be (further) developed. Learning to reflect therefore has an added value for yourself and with that also for everyone else, wherever you are in society.

Instruction for trainers
To use this manual effectively, the following instruction applies:
A. Someone who wants to become a trainer of the PEPPY method for PRM should first have completed the basic training at level 1 himself. The plan of action as an outcome of the training can then be 'becoming a trainer of the PEPPY-model.
B. It is of utmost importance that each exercise performed contributes to building a personal portfolio in accordance with the portfolio format included in Chapter 12. The trainer should think this through carefully with each exercise how this portfolio-enrichment can be achieved.
   The personal portfolio-format can be downloaded at: https://ec-vpl.nl/view/downloads/
   If the link doesn't work correctly, you can provide the portfolio format (word-document) in the group session.
C. A trainer should be aware that the program as presented in this manual can be utilised in a flexible manner:

a. Each module contains a number of exercises. Each exercise (see also the workbook) has a time indication with a minimum and maximum time. The time needed depends on the size of the group and the focus the trainer wants to bring to the training.

b. The trainer can choose to emphasise one or more exercises in a module. Not all exercises in the workbook as belonging to the module need to be used to achieve the intended training objective.

c. The trainer can reduce the number of exercises in a module if she wants to organise more time for feedback-feedforward, for theoretical learning or the specific context a training group is in.

d. The 4 modules of the group-sessions and the 2 modules of the personalised sessions can be used for an integrated program or as stand-alone programs.

D. The role of the trainer has two levels:

a. level 2 involves a trainer using an existing training model to deliver training under the guidance of another trainer - certified at level 3. The emphasis is on delivering and evaluating a training course.

b. level 3 involves the trainer operating autonomously, capable of creating a high-quality training model himself/herself that fits a particular target group and/or context. The emphasis is on designing, conducting and evaluating training.

E. The roles of the guider and assessor (level 4) focus on:

a. for the guider: advising and guiding organisations and candidates who want to start working or are working with the PEPPY-model, guiding and advising trainees in implementing their action plan, guiding and advising trainers (levels 2 and 3), and in general monitoring the quality of the PEPPY-model.

b. for the assessor: assessment of level 1 candidates in the final session of their basic training, assessing performance and training models of level 2 and level 3 candidates, and in general monitoring the quality of the PEPPY-model.

Workbook for trainees

In addition to the manual, a workbook for trainees has also been developed. This workbook follows the exercises as they are presented in the manual with the difference that the exercises in the workbook show the trainee how she/he grows in reflecting on her activities and learning processes and the choices she/he might make for her/his well-being and career.

Introduction

PEPPY ("PEPPY: Promote Education Participation, Projects for Youth", 2020-1-FR01-KA202-08314) is a partnership for Adult Education, financed by the Erasmus+ Programme of the European Union. The PEPPY-consortium involves organisations from Cyprus, France, Italy and the Netherlands working together on initiating a cascading action. These partners implement training courses addressed to social professionals working with the target group of young people. Once operators acquire the methodology, they deliver learning sessions to young people to promote their lifelong learning and their empowerment. The young people need to become aware of their potential in terms of competences, learn to reflect on their actions in practice and the choices they face in that practice and to be recognised as competent and qualified talents. This will open a way to lead them to more job opportunities and, in general, to their well-being and that of others.

PEPPY aims to deal the question on young people's inclusion differently from standard approaches by promoting a bottom-up steered process which includes young people as well as educators, employers and schools. Its main purpose is to be reproduced also in other regions and countries for becoming a model for young people's empowerment.

The objective of the PEPPY-model is to capacitate trainers in the fields of:

1. Self- management competences: learning to reflect on one's actions, recognising one's potential and building further on one's learning experiences for creating a (new or better) future.
2. Assessment: reflecting on, valuing and validating prior learning experiences in a summative and a formative way.
3. Counselling and guidance: supporting young people in the process of self-managing one's competences for creating new perspectives.
4. Management of validation: mastering the methodology of Personal Resources Management (PRM) for managing the PEPPY-training model in the own context.

This manual contains the training-the-trainers programme for learning to work actively on the aims of the PEPPY-project with target group of young people. This programme is designed for training the trainers in in the field, in schools and in service-centres for young people. It is built on the research-action principle with the aim of facilitating and stimulating lifelong learning and employability, therewith bridging the gap between education and employment for the sake of inclusion of young people in their context.

The manual fills-in six (6) modules for training-the-trainers in the PEPPY-training-model for designing, implementing and evaluating a contextualised training for young people in their own country. The manual also offers a certification programme for the trainers and for the young people involved in the training.

Learning to Reflect

'Learning to Reflect' is a validation approach based on portfolio management and holistic assessment methodology. It uses a 'practice what you teach' approach in these two constituent parts:

1. *Portfolio management: recognising personal qualities.*
   Portfolio management as an integrated part within the general mission of organisations working for specific target groups by means of:
   a. Teaching the target group to organise their own portfolio management and to use it to steer their own learning process.
   b. Teaching the target group to integrate such portfolio management into their existing or new practice and empowering them to motivate and purposefully steer their (future) career in a changing society.

2. *Holistic Assessment: valuing personal qualities.*

Holistic assessment is a summative (assessment OF learning), formative (assessment FOR learning) and reflective (assessment AS learning) tool that is integrated into the personal development approach of citizens in the changing society. The functionality of assessment in people's learning and work processes is used more effectively and efficiently by not only assessing people summatively, but also by (a) strengthening the formative and reflective functions of assessment and (b) learning to value both informal and formal learning and work experiences in context.

By combining these forms of assessment in 'a dialogue between learner and trainer' on the value of being able to learn to reflect on one's own actions and those of others, someone's participation and functioning in society is enriched by including informal and non-formal learning and work experiences in one's focus on career and life opportunities. In this way, people learn to use the (self-)valuation of learning to steer their personal learning and work processes.

All forms and functions of summative/formative/reflective assessment are covered, from self-assessment to peer-assessment and from analytical to holistic assessment.

People who apply such reflective and assessment tools in their given practice, strengthen themselves in substantiating and purposefully filling in their personal qualities for the benefit of their career in the changing society.

In conjunction, both aspects of recognising and valuing personal learning experiences form a holistic approach to 'learning to reflect' or 'learning to value with the green pencil one's own actions and those of others', that benefits the creation and strengthening of personalised career and life strategies. The added value of this is that the process of learning to reflect - depending on one's context and career steps - teaches a sustainable, personal quality that helps give lasting meaning to one's career. This quality enables the 'citizen' to continue learning within the chosen profession and education or to become permanently employable elsewhere, in a different setting.

1. Personal Resources Management (PRM)

PEPPY focuses on self-managing one's competence-development through *Personal Resources Management (PRM)*. PRM strengthens the sustainable employability, integration and participation of young people by building further on a young person's prior learning experiences and values for the sake of creating new (posterior) activities and perspectives.

PRM can be defined as the individual ownership and self-management of competences that activates self-awareness of one's own sustainable employability at a personal level.[1]

PRM is a methodology aimed at empowering people and activating and facilitating their learning capacity. In principle, PRM can be used by any target group, but in this project the focus is on the target group of young people. PRM helps the target group of young people to organise a realistic and future-oriented career within their context and personal situation.

Using PRM's methodology, organisations active in guiding and supporting young people can make sustainable and effective investments in their own staff so that staff members can perform their tasks well or better.

PRM has an important added value for both the staff members involved and the young people, because PRM helps to make potential visible on a personal level, in which the staff member and the young person can invest or profile themselves, for the organisation and for themselves. As a personalised approach, PRM ensures that someone learns to describe what he or she is already good at and in which skills it is smart to start developing (further).

The result of PEPPY' way of helping to develop and implement this PRM method is that young people learn to invest in themselves adequately and meaningfully. The PEPPY trainer supports this process and the development actions that follow from it.

This manual on PRM is tailored to capacitating teachers, trainers, assessors, counsellors and guiders - in both the world of learning (formal education, non-formal training, guidance) as well as in the world of working (personnel services, human resource managers) - in the methodology of self-management of competences in the given socio-economic context. This methodology is presented in this manual as a train-the-trainer model for acquiring the competences in training, coaching, guiding and assessing the young people in their self-management of competences for the sake of creating new and/or other perspectives in their life and career.

The training works according to the principle of 'practice what you teach'. This means that the training is first implemented as a train-the-trainer programme. The trainer of young person groups first learns by experience what it takes to create a personal portfolio and a personal career plan. and then transfers this method of self-managing one's competence-development with which a young person can present her/himself and set-out career steps. It makes the young person taking control over her/his personal enterprise in work and life.

The training ensures that someone learns to describe what he or she is already good at in which core competences and professional skills it is smart and appropriate to start developing (further). This development takes place as much as possible in practical situations: learning in the context of the young person. PRM thus teaches someone how he or she can best invest in him or herself. The PRM-trainer supports this process and the development actions resulting from it.

---

1   Duvekot, R.C. & Stienstra S. (2020). *PRM. Personal Resources Management. Handboek PRM-manager. H*outen, CL3S.

After completing the training, the PEPPY trainer is a professional who is trained and certified in the PRM-methodology and can use it to train target groups in investing in themselves and, with a broad view of their own abilities, look for new or different perspectives in life and career.

Step-by-step plan

The starting point for PRM is that a trainer helps groups of young people to become (more) aware of their personal profile with the strong and to-be-developed competences. The main approach is to create a self-responsible attitude and to learn to focus on what is useful for one's further development. PRM helps prevent unnecessary training and can base the development of young people on learning while working. In this way, a young person can develop by being helped to recognise the qualities that he or she can further develop within the existing context and career or on the way to a new career. Once the personal best fitted ways for creating development opportunities have been identified, personal development can usually even take place in the (old or new) workplace. The PRM-trainer supports this process of recognising and investing in people's existing and needed qualities and thus helps them strengthen their careers.

The PRM-approach is based on a process with three consecutive steps:
1. Training of the trainers who act as supporters of the target group. They learn the skills to teach the target group to manage their sustainable, personal development.
2. Development: the trainer guides people in strengthening their qualities. The degree of self-management depends on the development demand.
3. Evaluation: the target group and the trainer evaluate the results of the approach.

After going through these steps, the trainer is a professional who is trained and certified in the methodology of self-management of competences. He or she can then use this method to teach his or her clients to invest in themselves and, with a broad view of their own competences, to learn how personal development and taking career steps can effectively go hand in hand.

The principles of PRM

The PRM-approach differs from traditional approaches in that it focuses on putting the formal and informal qualities of the client at the centre, strengthening the personal development and avoiding unnecessary training/education. In essence, the PRM-approach is based on the following principles:
- PRM offers added value when analysing development issues and initiating improvement plans for target groups and/or clients.
- PRM stimulates and facilitates self-directed learning for and by clients.
- PRM strengthens itself through the guidance and exchange of knowledge of the PRM-trainer.
- PRM strengthens the self-management of competences by clients in their personal resources management within the context in which they live, work and play.
- PRM focuses on the continuing development process of competences by the young person and thus contributes to the sustainability of the management of their competences.

Manual

This manual is both a guide for certified trainers to set-up, contextualise and manage a designated training scheme for specific target groups, as well as a train-the-trainer concept for people aspiring to become trainer of the PEPPY-model.

For certified trainers of the PRM-approach organising and conducting the training takes about 20-40 hours of preparation and four to six training sessions of 3 to 5 hours each, aimed at learning the trainees to recognise and strengthen one's own potential, reflecting on one's learning experiences in a personal portfolio, articulating learning strengths and needs, and presenting a personal action plan for the next step in one's career.

The first four modules are group-based modules. These modules are geared at mastering the PRM-methodology and obtaining the competences for recognising, strengthening, assessing and managing one's personal competence-development.

The 5th and 6th modules are personalised modules, focused on guiding young people in turning one's self-management of competences into a new or other perspective in one's life and career. Conducting these two modules depends on the trainee group's aspirations to further investigate their potential career as an entrepreneur.

The group-based part of the training is rounded off with an assessment in which the trainees present their personal approach and plans to manage their career. This presentation focuses on the personal vision and intended actions to further develop and guide oneself based on the personal insights in one's talents and potential career steps. This presentation takes place in the training group. The presentation is followed by a peer-assessment by the other trainees in the group, managed by a certified assessor of the PEPPY-model. After a successful assessment the trainee obtains the level 1 certificate.

For people aspiring to become a trainer, guider and assessor of the PEPPY-model the same training is needed to start the certification process. After finalising the training and obtaining the level 1 certificate, the trainer-to-be can start the process of becoming a certified trainer, guider and assessor by joining a certified PEPPY-trainer and work as 'guided trainer'. Once the guided trainer has organised and conducted two training-programmes, guided by the certified trainer, the 'guided trainer may obtain the level 2 certificate of the PEPPY-model in a practice-based assessment.

The next step is to start working as an 'autonomous trainer' and design, organise and conduct one's own training set-up and programme. This work is also assessed in a practice-based assessment, which may lead to obtaining the level 3 certificate of the PEPPY-model as an 'autonomous trainer'.

The final stage is the level 4 certificate of the PEPPY-model in which the autonomous trainer may acquire the title of 'guider and assessor of the PEPPY-model'. On this level guidance, acquisition, assessment and quality-care for the PEPPY-model is managed.

Also see chapter 12 for an explanation of the PEPPY certification programme.

This manual therewith is where it all starts! For any trainee the level 1 certificate is the valuation of one's ability and aspiration to self-manage one's career and life, whereas it also paves the way for starting a career within the PEPPY-consortium as a trainer, guider and assessor.

2.   The PEPPY-model

The PEPPY-model is grounded in the belief that activating PRM as an effective instrument for linking competences to life- and career-perspectives that appeal to young people (and any other designated target group).

Objectives of the PEPPY-model

The approach to PRM stands for the following general principles:
- A holistic principle, which means being able to link different career and life activities to the 'whole' person.
- The individual is at the centre.
- A mix of cultural, general, vocational (formal) and non-formal education.
- Getting grip on the outcomes of formal, non-formal and informal learning experiences.
- Good balance between theory and practical lessons in one's life.
- Relate to all kinds of competences: professional, methodical, social and self-competences.
- Relate to the humanitarian principal of everybody is equal and therefore has equal chances.

The linkage with lifelong learning-strategies:
- Increase the awareness of one's talents and developmental opportunities (self-concept, self-awareness, activate).
- Expand self-reflection and –evaluation.
- Expand the professional flexibility/mobility; sustainable skills and competences for participating in society.

The PEPPY-model aims at supporting the creation of two perspectives for young people:
- The perspective of further learning.
- The perspective of career planning/(re-)orientation.

In general, these two perspectives build on the mind-shift to understanding that one's bottle is half-filled and that understanding this may lead to a more positive self-image and open more opportunities for career steps than imagined.

The PEPPY-model has four objectives:
1. Raising awareness of one's personal qualities in a broad perspective:
   a. Qualities in past and present.
   b. Individual qualities and qualities in social relations.
   c. Qualities in different contexts: education, training, work, home, hobbies, etc.
2. Raising awareness of one's values, motives and perspectives in the personal work and life career.
   3. To present and manage these qualities, motives and perspectives.
4. Being able to plan or manage one's life by using these qualities, values, motives and perspectives (empowerment).

What does the PEPPY-model look like?

The PEPPY-model uses all kinds of exercises to reach the objectives as stated above and provide the trainees will all necessary competences, techniques and tools for creating their own, contextualised training-plan. The

exercises are all about 'the self': personal competences, personal (career and life) values, personal motives & ambition and personal qualities.

Specific exercises focus on the competences during transitions in life and the positive impact a person can have in steering these transitions. There will be much dialogue with the other participants. In that way the trainers can assist young people in reaching out to their goals in sync with their true potential.

During the train-the-trainer training the trainees will get enough time for reflection as well. The training is designed to be a positive experience for all trainees. The training programme is designed to fit one's learning needs and personal goals as much as possible.

What is expected of the trainees?

Before each training, the trainees are expected to do homework assignments by following the instructions of the PEPPY-trainer.

During the training the trainees are expected to deliver an active and positive contribution and to try to keep an open mind, open heart and open will. This contributes to a successful learning process and to a behaviour that will support them in selecting and using opportunities that the future will bring.

The last part of the train-the-trainer group-based part of the training consists of making a personal action plan and a presentation of this action plan. In this presentation, the trainees can demonstrate that they are aware of their own qualities and competences and that they are able to use their qualities to manage their 'life career'. In other words, it's a chance to demonstrate the understating of the self and his/her half-filled glass. Also, the exercises in presenting themselves will be a base for the many ways the can / have to present them in different situations in the future. They can use every result of the exercises or what they learned during the training or before, in their presentation.

During the training, the trainees gather all kinds of 'evidence' and material proving that they are capable (*have competences*) on a specific cognitive level in a specific context and in specific situations. In a portfolio they may capture their learning and working experiences and the corresponding reflection (*what do/did I think of it myself?*).

The content of the portfolio of evidence gives an overview of one's qualities and competences. It is a (well presented) overview of everything someone is capable of. It is the basics for presenting oneself to – for instance - a future employer, or for an intake in a qualification program, etc.

This neutral, pragmatical and real overview of their personal development and capabilities might help the young people in coping with the past and present situation and status. PRM is applicable for all ages and is as far as possible gender- and culture-neutral. If needed, the trainees (the future trainer) can adapt specific exercises to fit a specific target group. This level of application of the PRM-concept is supported in the second part of the train-the-trainer training in which the individualised and contextualised set-up of one's own training-concept is articulated and designed. With that personalised training-plan the trainees will receive their PEPPY-certificate of trainer.

Competence-profile of the PEPPY-trainer

A PEPPY-trainer who trains young people in PRM possesses the following competences.

The competence-profile of the PEPPY-trainer	
Managing	- Provides a clear structure to others by setting goals and priorities, by making (result) agreements and/or giving instructions and directions. - Practices the necessary authority. - Checks whether people are complying with the agreements and guidelines and undertakes action, if necessary. - Delegates effectively tasks, responsibilities and/or certain powers to others, thereby making good use of the diversity within a group.
Presenting	- Able to comment and explain topics/subjects. - Communicates concisely and exudes confidence and expertise. - Trains in an enthusiastic and inspiring way, with effective use of humour. - Is emphatic to the audiences and works in a corresponding style of presentation.
Learning	- Maintains the own expertise and takes steps to further develop. - Learns from mistakes and feedback. - Demonstrates (actively and systematically) the working on own development.
Assessing	- Adequately provides an assessment of the competences, using competency-based assessment methods. - Adequately observes the participant and links an assessment-report to this observation. - By using specific questions and interview techniques in an assessment-situation, opens up the competences of the participant for creating personal, new opportunities in life and career. - Provides feedback to the participant in a constructive and motivating way and indicates the results of the assessment, customised to the level of the participant. - Writes a clear, detailed and structured assessment report.
Guiding	- Coaches, advises and/or motivates others, aimed at achieving goals and/or performing of tasks and assignments. - Empowers others to achieving results and solving problems (independently). - Supports others actively in their development.
Commitment and conviction	- Makes a powerful and positive impression in the contact with others, - Puts ideas and opinions forward with convincing arguments. - Convinces also on the emotional level. - Provides direction to conversations, discussions and/or negotiations. - Supports efforts to reach agreement on the outcome.
Applying professionality	- Knows, based on the own professionally/technical understanding, how to solve issues and problems. - Shares, where appropriate, his knowledge and expertise with others.

Attention and understanding	• Shows interest and understanding of ideas, beliefs and emotions of others. • Empathises in the views and feelings of others. • Listens well and demonstrates tolerance and kindness. • Shows appropriate concern and support others when they have difficulties, • Demonstrates self-reflection.
Ethics and integrity	• Shows integrity and acts consistently in line with the norms and values of the organization, (professional) group and/or society, • Takes into account the environment and respects differences between people.
Management of the needs and expectations of the "young people's" (focus)	• Investigates the needs and expectations of internal and/or external customers. • Trying as much as possible to focus on these needs and expectations, • Demonstrates a customer-friendly attitude. • Keeps a close eye on the satisfaction of "clients" and takes action, if necessary.

Other requirements

Besides mastering the aforementioned competences, the PEPPY-trainer of young people needs to be able to function in different roles:

a) **Speaker:** In the training situation there is much interaction between the trainer and the group. There are also periods when the trainer has to explain issues in a more one-dimensional manner.

b) **Leader:** Sometimes in a group there is a resistance to certain activities. The trainer is able to persuade them to act anyway.

c) **Coach:** when the trainer conducts an interview with an individual, it is important that the trainer understands the strengths and weaknesses of that person. Listening is an important skill. Giving personal advice is the next step.

d) **Organiser:** Trainers are often also responsible for purchasing and coordinating training-programmes. In addition, there are often many practical issues concerning the training.

e) **Assessor:** The trainer is able to assess the portfolio and the personal action plan of a person in a summative and formative manner: assessing prior learning experiences for posterior, further development on one's life and career.

f) **Advisor** : The trainer advises the young people about the courses that are appropriate for solving the problems facing the client's organisation.

g) **Developer:** The trainer is responsible for developing new courses. The trainer must be able to develop his own course material.

3. Models and perspectives of PRM

The central question for this manual is 'how to activate PRM as an effective tool for linking one's formal, informal and non-formal learning experiences to social perspectives that appeal to and suit young people, strengthen their empowerment and is beneficial to the other stakeholders in society?'. With this question in mind, the PEPPY project aims at showing the potential of PRM as a matchmaker between the young people and the other stakeholders (employers, schools, universities, NGOs, etc.) in society.

PRM can best be explained in the following statements:
- PRM opens up the real human potential on the basis of the analysis and validation of personal competences, preferably by documentation in a portfolio.
- PRM is the process of assessing and valuating/validating personal competences within a specific socio-economic context and offering a personal development strategy.
- The stakeholders in society benefit from *PRM* since young people develop within their context and are able to link their potential with the needs of these stakeholders.
- The PRM process in general consists of five phases: commitment and awareness of the value of one's competences, validation of personal competences, valuation and/or assessment of these competences, (advice on the) development of one's competences and finally structurally embedding this competence-based development process into a personal and/or organisation steered and owned policy.

The perspectives of PRM

Crucial in practising PRM is acknowledging the self-managing role of the 'empowered' youngster as a 'learning individual in making lifelong learning a reality'. The active participation of young people in decisions about form and content of lifelong learning and the implementation of lifelong learning strategies from work-based or school/university-based is supported by the PRM-model for many perspectives:

1   *… for improving opportunities for inclusion, empowerment and deployment*: improved empowerment and deployment of individual talent is the most important motivation underlying PRM. It increases the opportunities for the young person in one's life and on the labour market by highlighting the competences she/he already has and how these competences can be deployed and strengthened. For employers and trade unions, the emphasis lies on improving the opportunities for employability of young people within the working context. In this way 'employability' may even lead to 'enjoyability'!

2   *… for creating a more demand-led labour market*: improving the match between the learning system and the labour system is essential for the organisation of PRM. In order to improve one's inclusion and employability, labour market functions must be expressed in terms of competences. These competences must in turn be linked to a demand for learning. The learning system must be receptive, transparent, flexible and demand-led in order to be able to provide the customised approach required.

3   *… for making learning more flexible*: the validation of informally and non-formally acquired competences will boost the young person's desire to keep on learning, i.e. will promote lifelong learning, since the accreditation of competences can lead directly to an award of or exemptions for qualifications. The validation approach can also make visible or recognisable existing competences and qualifications within or outside the labour process. This promotes the transparency of the many opportunities for learning. The young one will not only want to learn in a learner-steered fashion but will also know better than now how, what and when to learn, and why she/he is learning.

4   *… for optimising other forms of learning*: other learning environments and forms of learning must be formulated and/or utilised more effectively, since PRM also shows which learning environment and/or form of learning suits the young person in the best way. This could include (combinations of) on the job training, mentoring/tutoring, independent learning, distance learning, and so on.

So, it seems there's a lot to gain with PRM for the sake of inclusion of young people. Before moving towards the practice of PRM, it is useful to describe a framework for the models of PRM-enhanced lifelong learning strategies. The 'practice' of PRM is revealed in four main strategies.

Four models for creating PRM-based perspectives

Personalising Learning is intended to recognise and to valuate both visible and invisible skills of people. It is not focused on highlighting the lack of knowledge and skills but precisely the opposite – to take stock of existing knowledge and skills. In PRM-practices this vision is always acknowledged; the outcome of a PRM-process through a training for learning to self-manage one's competences may differ however and shows itself in four main models[2] for creating PRM-based perspectives as:

1. A *lifelong learning-model* for supporting personal development
2. An *upgrade model* for inclusion, 2nd chance and determining educational/training needs of organisations or individuals.
3. A *HRD model* for matching employees' competences to organisational aims.
4. An *educational model* for initiating a specific qualification.

The models for creating PRM-based perspectives
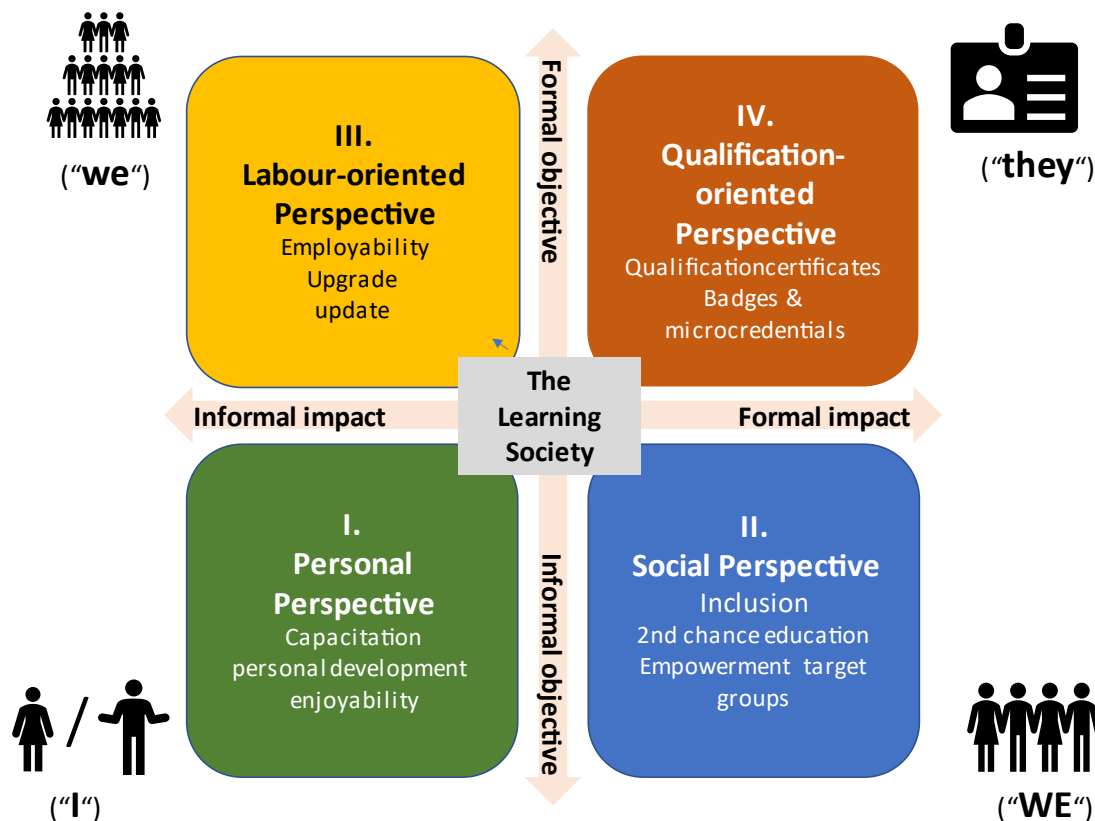
Source: Duvekot, R.C. (2016) *Leren Waarderen. Een studie van EVC en gepersonaliseerd leren. Proefschrift.* [*Valuing Learning. A study of the Validation of Prior Learning and personalised learning. Thesis*]. Houten: CL3S.

---

2   Duvekot, R.C. (2016) *Leren Waarderen. Een studie van EVC en gepersonaliseerd leren. Proefschrift.* [*Valuing Learning. A study of the Validation of Prior Learning and personalised learning. Thesis*]. Houten: CL3S

In each PRM-based perspective, several steps can always be distinguished:
- Identifying competences and raising awareness in one's prior learning experiences (recognition).
- Enhancing the recognised learning experiences through the training (strengthening).
- Valuing and validating these competences (assessment).
- Planning new learning activities by acknowledging one's value and promoting further development (embracing personal development).

The <u>vertical axis</u> shows the goals related to the pursuit of a formal, concrete objective such as obtaining a qualification or meeting job requirements on the one hand, or a more open approach where the goal is more informally geared towards activation, integration, inclusion, enjoyability, personal development, professionalisation or a combination of these goals on the other hand.

The <u>horizontal axis</u> shows that the goals can lead to an explicit or a more implicit recognition. For example, a formal goal may result in an informal effect, such as keeping a job or improving certain work processes. The same applies to an informal goal that can lead both to a formal effect, for example meeting the requirements for gaining a qualification or acquiring a position, and to actual informal effects such as strengthening self-esteem or being able to focus on certain strong competences.

In this sense, the four perspectives only give the main outlines of goals and effects; any combination of goal and effect within a particular perspective or between different perspectives is possible in principle.

The four perspectives for education and labour systems in a country can in general be described from:

1. A *personal perspective* can be seen as the perspective in which lifelong learning is promoted from a personal point of view. In this perspective, the situation is visible in which the young person becomes attuned to her/his own development needs on the one hand and the environmental factors that influence this development demand on the other hand. In this perspective, PRM enhances the sustainable and personalised development of young people for any valid reason: qualification, empowerment, employability, inclusion, enjoyability, and more.

2. An aim within the *social perspective* is to use the function of learning for inclusion, reintegration, social activation and/or second-chance education. The role of PRM is then focused on the contribution that recognition and certification make to improving a youngster's social opportunities. This strategy is important as it (a) helps to broaden the possibilities of including young people into society, and (b) strengthen second chance education for young people who dropped out early at school, etc. In the context of a reorganisation, a company/organisation can use this perspective to help re-allocate staff to a new position and create traineeships for young people.

3. *A labour-oriented perspective.* The driving force is the need to continue to train or upskill employees, based on the fact that most learning takes place in the workplace and only partly in more formal learning situations. Informal learning activities are by far the most important source of new knowledge and skills.[3] This means that an enormous potential for knowledge and skills remains unused or underutilised as long as the learning benefits of informal learning are not validated. Organisations in particular can get a good grip on the necessary competence development of their staff by using the informal learning already taking place anyway. PRM can help with this, especially in order to be able to determine the really needed training which is truly needed by the employee. PRM is mainly used as a broad career instrument within the Human Resources Development (HRD) of the company/organisation. The aim is to gain insight into informal learning reservoirs, personal qualities and development opportunities within the function-oriented context. The extent to which

3   Borghans, L., Fouarge, D. & Grip, A. de (2011). *Een leven lang leren in Nederland.* Maastricht, ROA.
    Sociaal-Economische Raad (2012). *Werk maken van scholing, advies over de postinitiële scholingsmarkt.* Den Haag, SER.
    Researchcentrum voor Onderwijs en Arbeidsmarkt (ROA) (2015). *De arbeidsmarkt naar opleiding en beroep tot 2020. Maastricht, ROA.*
    Grip, A. de, Belfi, B., Fouarge, D., Künn-Nelen, A., Peeters, T. & Poulissen, D. (2018). *Levenslang leren en competentie-ontwikkeling. Beleidsrapport.* Maastricht, ROA.
    Sociaal-Economische Raad (SER) (2019). *Leven Lang Ontwikkelen. Voortgangsrapportage SER Actie-agenda.* Den Haag, SER.

- after the assessment - the available, formal and non-formal learning offer is used, colours an organisation's learning strategy. Human Resources Management (HRM) then easily turns into HRD, in other words from passive competence management to an activating LLL policy of the company/organisation for its staff and recruitment, and therewith also offering opportunities for young people to tune in to the need of organisation for certain potential of their employees. PRM assists in articulating one's potential.

4. *A qualification-oriented perspective*. PRM is mainly used by or for the young person as an exemption and training instrument. The aim is to create an accelerated development path towards a qualification or certificate. Communication about learning objectives and intended effects takes place within the dialogue between the young person and possibly also the company/organisation on the one hand and the 'qualifying organisation' (school/institute/university) on the other hand.

4.   The level 1 training programme of PEPPY

The PEPPY-training is designed as a two-stage training in which the level 1 certificate is obtained and then for the ones that aspire to become a PEPPY-trainer as an integrated programme for 'training-the-trainer' in setting-up their own contextualised and tailored PRM-training for young people for the sake of assisting them in building further on their learning, work- and life-experiences and personal entrepreneurship. In this way the training programme both functions as an empowerment training for any designated target group as well as a 'practice what you preach training fro the PEPPY trainers, guiders and assessors.

The training pays much attention to learning to guide a designated group of young people through the complex process of self-reflection and creating a positive outlook on oneself. After all, it is common for people to be told what they are not good at. This training teaches the young person to start from what they can do, know and want. *The glass is half full and not half empty*. This means that the learning objectives of the level 1 and of the train-the-trainer training are geared towards:

- Designing and man aging the own PEPPY-training plan.
- Opening access to opportunities for self-development, based on self-reflection.
- Managing the quality of personal development within the personal development plan construction.
- Managing the development and utilisation within one's own context (organisation) of a sustainable portfolio management, training, coaching and assessments.

The train-the-trainer programme is an intensive course with individual and group-based homework assignments in four to six intensive training sessions, including several implementation activities in which the training approach of PRM will be internalised and demonstrated. The starting point of the training is to strengthen the abilities of the PEPPY-trainer to …

… learn young people to make conscious, realistic and responsible use of their personal development potential in the context of self-management of competences,

… assist and advise young people to use their own capacity for self-management within their personal context,

… strengthen, manage, shape and deploy sustainable PRM of the young people' development of their personal skills, competences and qualifications within their personal agency and mission.

The aim of the level 1 programme is therefore to learn by first experiencing the level 1 training oneself, therewith learning how to use and strengthen the potential of the young people in a practical and optimal way within their context and to transform this into (partial) qualifications and career patterns that benefit the young person. The aim is to promote the young person's profile or identity and to practically match the young person's development potential with the requirements for personal development within their own context and in the labour market.

Each training session includes some homework assignments. The train-the-trainer training is divided into two parts: a collective, group-based part with 4 modules, and 2 extra personalised modules for getting grip on one's own, contextualised training model. Each module takes about 6 to 8 hours: 2 to 3 for the homework and 4 to 5 hours for the training session.

Entry Requirements for the participants of the train-the-trainer programme

- Willing to experience the level 1 training programme.
- Familiarity with competence-steered functioning and evaluation.
- Practical experience in the context (profit/non-profit) in which she/he will function as trainer, coach, guider and assessor.
- Sharing the mission and vision of the PEPPY-model.

Objectives of the training

After the PEPPY level 1training:

1. Trainees have obtained their level 1 certificate for self-management of one's competences and self-manage their career (and life).
2. Trainees know different competency-based assessment methods.
3. Trainees can at least apply the following competency-based assessment methods:
    - Portfolio-assessment.
    - Criterion based interview.
    - Practice simulations (performance assessment).
3. Trainees have knowledge of the competence-profile and responsibilities of being a trainer, guider and assessor of young people.
4. Trainees have personally experienced what it means to be assessed (composing a portfolio and undergoing the prevailing assessment).
5. Trainees know the different phases in the assessment process; they worked with the - in their country prevailing - assessment model(s), and they know the characteristics of this model and they can review the application within competency-based assessment methods.
6. The trainees are themselves aware of their own assessment style and pitfalls.
7. Trainees know what the criteria are for writing a competency-based assessment report writing according to the nationally applied format.
8. Trainees are able to discuss an assessment report with a young person for the purpose of tuning in to realistic perspectives for further development of the young person.
9. The trainees know how they can support a young person, including utilising talent scans and helping to build up a good portfolio (optional). Such guidance also entails advising on career-steps, entrepreneurship and personal development.
10. If desired, trainees are able to start up the next step in the PEPPY-certification programme and enrol in the level 2 programme. See chapter 12 for further explaining the 4 certification levels in the PEPPY model.

5. The programme in modules

The programme consists of four (4) group-sessions and (2) personalised sessions.

The group-sessions

The group-sessions, focus on enabling the trainees know and to do what and how in a self-managed PRM-training with a group of young people. This entails that the trainer aims at the following learning outcomes for the young people:

1 Trainees know different competency-based learning and assessment methods, and they understand the concept of assessment in procedures for Validation of Prior Learning Outcomes and of personalised learning in learning strategies.
2 Trainees can apply the following competency-based learning, guidance and assessment methods:
   - The three modes of learning: for qualification, for competence and for personal development.
   - Learning through learning outcomes.
   - Demonstrating learning through 'professional products'.
   - Situated and experiential learning strategies.
   - Personalised learning concepts.
   - Diagnostic testing and learning.
   - Portfolio-assessment.
   - Criterion based interview for assessing and guiding.
   - Practice simulations (performance assessment).
3 Trainees possess the necessary insight in the knowledge, skills and attitudinal aspects that go with holistic learning strategies: learning and validating on the basis of 'the whole learner'.
4 Trainees have knowledge of the competence-profile and responsibilities of the trainer/coach, guider and the assessor.
5 Trainees have personally experienced what it means to be assessed (composing a portfolio and undergoing the prevailing assessment) and to reach out to tailored learning trajectories.
6 Trainees know the different phases in the assessment and tailored learning process. They worked with the in their country prevailing assessment and learning model(s), and they know the characteristics of these models and thy can review their application within the prevailing (holistic) assessment and learning methods.
7 The trainees are aware of their own assessment and learning style and pitfalls.
8 Trainees know what the criteria are for writing a competency-based assessment report according to the nationally applied format and follow this report up with a tailored learning offer.
9 Trainees are able to discuss an assessment report and a learning offer with a candidate.
10 The trainees know how they can support a candidate, including a quick scan of one's potential, helping to build up a good portfolio (optional), preparing for an assessment and advising on further learning options.

Programming the group-sessions follows a specific order of recognising, strengthening, assessing and embracing one's personal competences and learning to build on them with follow-up actions.
Each module has home-work assignments, group-based exercises and specific learning outcomes Also see the editorial for more instruction.

The 4 modules of the group-sessions

Module 1: Recognising competences
Preparation Module 1:
- *Reading the introductory chapters of the manual. Utilise Source 1: General PPT on PEPPY*
- *Filling in Source 1: the personal card*
- *Preparation of the photo exercise (M1.1)*
- *Preparation of the 360 degrees feedback (M1.2)*
- *Personal Portfolio Format (see chapter 11; also source 2)*
M1.1   Introducing the PEPPY-training for young people and getting to know each other
M1.2   Photo exercise
M1.3   Strength and development points (360 degrees feedback)
M1.4   Proud of ……
M1.5   Lifeline – part 1
M1.6   Lifeline – part 2
M1.7   Introducing the portfolio format

Module 2: strengthening competences
Preparation Module 2:
- *Preparing a personal pitch on one's major selling points*
- *Getting good understanding of the personal portfolio format (see Source 2)*
- *Read Source 3: Duvekot & Doorlag*
M2.1   Impressions - Personal development and personal tests
M2.2   Core quadrant
M2.3   Commercial: promote yourself (personal pitch)
M2.4   Personal and social values
M2.5   Career values
M2.6   Job description and career values

Module 3: assessing competences
Preparation Module 3:
- *Preparing a section of the personal portfolio*
- *Read Source 4 – Assessment methods*
- *Utilise Source 5 – Introducing Module 3 on assessment (ppt)*
- *Look at Source 6 -STARRTT*
- *Read Source 7 – A manifesto (parts)*
M3.1   Introduction on assessment and its many perspectives
M3.2   Working with STARRTT forms
M3.3   Portfolio-assessment
M3.4   Criterion-based interview, performance assessment
M3.5   Performance assessment
M3.6   Feedup - feedback – feedforward

Module 4: embracing competences
Preparation Module 4:
- *Filling in the personal portfolio format (in key-terms).*
- *Formulate a personal learning objective on the basis of self-analysis of your portfolio: what's the logical, next step for me to reach-out to a personal wish in/for my career?*
M4.1   Superhero
M4.2   Setting goals
M4.3   Personal action plan (PAP)
M4.4   Certification level 1 and preparation for the next phase: becoming an autonomous trainer

Personalised sessions

The personalised sessions consist of two (2) modules that assist in engaging into personal action. These modules are facilitated as group-sessions in which the personal input from the trainee is central to the dynamics in the group. Every trainee has to be able to 'raise her/his voice' when it comes to designing their own business plan for creating new perspectives in their personal context.

The modules aim to concretise the trainee's ambition in such a way that the trainee is able to find out what kind of entrepreneurship fits her/him best and how to use that insight for turning one's business-plan (or action-plan) into a potentially successful endeavour.

The group process in these personalised modules reinforces the process of designing one's own business plan (which is aimed at designing one's own PEPPY training approach) so that the trainer in his/her own training effectively can coach and guide the trainee group to build their own business plan.

The 2 modules of the personalised sessions

Module 5: careers and entrepreneurship
Preparation Module 5:
- *Read Source 8: The PDCA-cycle*
- *Overlook Source 9: Labour market needs*
- *See Source 10: Entrepreneurships*
M5.1   My mode of entrepreneurship
M5.2   Self-testing my entrepreneurship
M5.3   The PDCA-cycle
M5.4   Entrepreneurship exercise
Module 6: Completion, assessment and certification
Preparation Module 6:
a.   *Read Source 11 – The Business Development Plan (BDP)*
b.   *Design the outline of your own Business Development Plan. Use source: Format BDP*
c.   *Make a draft presentation on the building blocks of your BDP.*
M6.1   Finalising and presenting the outline of your BDP
M6.2   Peer-assessment and conclusion
M6.3   Focus on entrepreneurship as trainer: certification level 2/3

6. Training module 1: recognising competences

Purpose of this module

Learning to be aware of one's learning experiences, recognise one's own skills and qualities in these experiences and becoming aware of the relevance of documenting these experiences.

Learning objectives

• Create a basis for individual development and career planning.
• Utilise sustainable self-management of competences.
• Stimulating yourself and others (children, colleagues, friends, family) to document professional and personal development.

Learning outcomes

1. Getting grip on a holistic focus in assessing and learning: personalised, contextualised, bottom-up steered process, based on trust in the learner's capacity to learn lifelong.
2. Learning to reflect on one's actions.
3. Learning to reflect on other one's actions.
4. Learning to work with a portfolio format.

Timetable

Following this module takes 3-5 hours of group work and 2-3 hours of homework.

Module 1: Recognising competences
Preparation Module 1:   - *Reading the introductory chapters of the manual. Utilise Source 1: General PPT on PEPPY*   - *Filling in Source 1: the personal card*   - *Preparation of the photo exercise (M1.1)*   - *Preparation of the 360 degrees feedback (M1.2)*   - *See Source 2: Personal Portfolio Format (also in chapter 11)*
M1.1   Introducing the concept of a PEPPY-training for young people and getting to know each other   M1.2   Photo exercise   M1.3   Strength and development points (360 degrees feedback)   M1.4   Proud of ……   M1.5   Lifeline – part 1   M1.6   Lifeline – part 2   M1.7   Introducing the portfolio format

7.   Training Module 2: strengthening competences

The purpose of this module
The goal of this module is to learn to use and strengthen the 'recognised' competences - articulated as one's personal strengths and development points. In this module the ways of working for filling-in the personal portfolio-format is a red threat through the exercises, since all outcomes of the exercises will be made available for entry into one's portfolio.

Learning objectives
- Create a basis for individual development and career planning.
- Sustainable self-management of competences.
- To support self-directed learning and acting.
- Stimulating yourself and others (children, colleagues, friends, family) to document and reflect upon one's professional and personal development.
- Composing a personal portfolio and an action plan.
- Dealing with and using feedback.
- Quality assurance through professional guidance and proven career tools.

Learning outcomes
1. Getting a good grip on how to work out a personal portfolio.
2. Being able to articulate a learning need on the (self-)assessment of one's personal experiences.
3. Reaching an appropriate level of empowerment for 'raising one's own voice', steered by self-valuing of one's personal experiences, both by reflecting on one's own behaviour and on the reflection of others on one's behaviour.

Timetable
Following this module will take 4-5 hours of group work and 2-3 hours of homework.

Module 2: strengthening competences
Preparation Module 2: - *Preparing a personal pitch on one's major selling points* - *Getting good understanding of the personal portfolio format (see Source 2; chapter 11)* - *Read Source 3: Duvekot & Doorlag*
M2.1   Impressions - Personal development and personal tests M2.2   Core quadrant M2.3   Commercial: promote yourself (personal pitch) M2.4   Personal and social values M2.5   Career values M2.6   Job description and career values

8.   Training Module 3: assessing competences

The goal of this module is to learn to assess, guide and advise learners or candidates in a portfolio-training for PRM. The trainer needs to master the various functions of assessing competences (summative, formative and reflective) and to shift the mind-set for assessing with a 'red' pencil to assessing with a 'green' pencil. If a trainer also masters this module, she/he can also work as assessor and guider.

Learning objectives
1. Participants get to know different competency-based assessment methods, and they understand the concept of assessment in procedures for Validation of Prior Learning Outcomes.
2. Participants can apply the following competency-based assessment methods:
3. Participants have knowledge of the competence-profile and responsibilities of the guider and the assessor.
4. Participants have personally experienced what it means to be assessed (composing a portfolio and undergoing the prevailing assessment).
5. Participants know the different phases in the assessment process; they worked with the in their country prevailing assessment model(s), and they know the characteristics of this model and they can review the application within three competency-based assessment methods.
6. The participants are themselves aware of their own assessment style and pitfalls.
7. Participants know what the criteria are for writing a competency-based assessment report writing according to the nationally applied format.
8. Participants are able to discuss an assessment report with a candidate.
9. Assessors are also *guiders.* With this module they also learn how they can support a candidate, including assessing a quick scan and helping to build up a good portfolio (optional).

Learning outcomes
1. Being able to assess portfolios of candidates.
2. Being able to critically interview candidates.
3. Being able to write reports with summative outcomes and formative advice.
4. Being able to guide the portfolio build-up of candidates.
5. Understanding the concept of 'dialogical validation'.

Timetable
Following this module will take 4-5 hours of group work and 2-3 hours of homework.

Module 3: assessing competences
Preparation Module 3:
- *Preparing a section of the personal portfolio*
- *Read Source 4 – Assessment methods*
- *Utilise Source 5 – Introducing Module 3 on assessment (ppt)*
- *Look at Source 6 -STARRTT*
- *Read Source 7 – A manifesto (parts)*
M3.1   Introduction on assessment and its many perspectives M3.2   Working with STARRTT forms M3.3   Portfolio-assessment M3.4   Criterion-based interview, performance assessment M3.5   Performance assessment M3.6   Feedup - feedback – feedforward

9. Training Module 4: embracing competences

The purpose of this module
The aim of this module is to embrace the power of one's learning history for the sake of reaching out to further learning and/or career perspectives. Knowing who you are, what your potential is and how to active yourself is at the heart of the exercises in this module.

Learning objectives
- Creating a basis for personal development and career management.
- Composing a portfolio and a personal action plan.
- Being able to 'raise one's voice' and make it heard.
- Understanding the paradox of valuing informal and (non-)formal learning experiences.

A PARACHUTE ONLY WORKS

IF YOU DARE

TO JUMP

Loesje

loesje@loesje.org   www.loesje.org

Learning outcomes
1. Mastering the ownership of one's learning history: portfolio build-up.
2. Being able design a personal action plan.
3. Demonstrating proof of equal value in (non-)formal and informal learning outcomes.
4. Being able to link a personal portfolio to creating learning and working opportunities through dialogues.

Timetable
Following this module takes 4-5 hours of group work and 2-3 hours of homework.

Module 4: embracing competences
Preparation Module 4:   - *Filling in the personal portfolio format (in key-terms).*   - *Formulate a personal learning objective on the basis of self-analysis of your portfolio: what's the logical, next step for me to reach-out to a personal wish in/for my career?*
M4.1   Superhero   M4.2   Setting goals   M4.3   Personal action plan (PAP)   M4.4   Certification level 1 and preparation for the next phase: becoming an autonomous trainer

10. Training Module 5: careers and entrepreneurship

The purpose of this module

In this first module the transfer is prepared from the generic PEPPY-training - answering the questions who am I, what have I done so far in my life and what's my potential for further activities - to the focus on becoming a PEPPY-trainer for the designated target group of young people in your own context.

This first module (of the two modules) focuses on the personal profile of the trainer in his/her own context. The emphasis is on finding the right motivation to be a trainer, and also on understanding what type of trainer a person is, and what would be the best fit for the training profession for the target group in their own context.

Each exercise done in this module gives the trainee an immediate insight into the training material that she/he can use as a trainer in her/his own context to build and strengthen the PRM of their target group.

Learning objectives

- Getting to know what kind of entrepreneur one is.
- Focusing on the competence of entrepreneurship for the sake of guiding and advising the target group to their entrepreneurial perspective.
- Getting grip on your business plan for becoming a trainer by exploring the PDCA-cycle.
- Reflection on each other's context and how PRM fits in best.

Learning outcomes

1. Mastering the career anchors of Schein for exploring the trainees' career potential in general.
2. Mastering the diagnostic test for entrepreneurship for exploring the trainees' entrepreneurial potential.
3. Mastering the PDCA-cycle for filling in a personal Business Development Plan

Timetable

Following this module takes 4-5 hours of group work and 2-3 hours of homework.

Module 5: careers and entrepreneurship
Preparation Module 5: - *Read Source 8: The PDCA-cycle* - *Overlook Source 9: Labour market needs* - *See Source 10: Entrepreneurships*
M5.1   My mode of entrepreneurship M5.2   Self-testing my entrepreneurship M5.3   The PDCA-cycle M5.4   Entrepreneurship exercise

11. Training Module 6: contextualising the PEPPY-model

The purpose of this module

In this second module the full transfer is made from the generic PEPPY-training to the focus on becoming a PEPPY-trainer for the designated target group of young people in one's own context.

This second module focuses on the business development plan of the trainee in her/his own context. The emphasis is on finding the right direction to be an entrepreneur.

In the last exercise M6.3 an example of entrepreneurship is introduced within the PEPPY training model itself: how to use your entrepreneurship for becoming a PEPPY trainer?

Each exercise in this module gives the trainee an immediate insight into the organisation that she/he can set-up as an entrepreneur and/or trainer in her/his own context to build and strengthen one enterprise, study, employability, or the PRM of a designated target group.

Learning objectives
- Getting to know what kind of organisation set-up fits one best.
- Getting grip on the business development plan for setting up an effective organisation.
- Focusing on the business development plan for the sake of training, guiding and advising the target group to their own entrepreneurial and/or other perspective.
- Reflection on each other's BDP for utilising the PEPPY-model.

Learning outcomes
1. Mastering the set-up of one's BDP in its various building blocks.
2. Being able to articulate one's vision and mission as a PEPPY-trainer.
3. Engaging in the community of practice of PEPPY-trainers.

Timetable

Following this module takes 4-5 hours of group work and 2-3 hours of homework.

Module 6: Completion, assessment and certification
Preparation Module 6:   - *Read Source 11 – The Business Development Plan (BDP)*   - *Design the outline of your own Business Development Plan. Use source: Format BDP*   - *Make a draft presentation on the building blocks of your BDP.*
M6.1   Finalising and presenting the outline of your BDP   M6.2   Peer-assessment and conclusion   M6.3   Example for entrepreneurship: certification level 2 PEPPY trainer

12. Personal Portfolio (format)

The content of a portfolio of evidence/products/reflections gives an overview of your qualities and competences. It is a (well presented) overview of everything you are able of. It's the basics from where you can make show portfolios in the future. For a future employer, or for the intake in an educational program, or for a potential customer.

The personal portfolio-format can be downloaded at:
https://ec-vpl.nl/view/downloads/
If the link doesn't work correctly, you can provide the portfolio format (word-document) in the group session.

The following data and evidence are required in a personal portfolio

1. Personal data
2. Personal Quality Profile
3. Overview of the results and evidence that show your qualities (formal and non-formal):
    a. School and vocational training
    b. Work experience
    c. Other experiences
4. Written reflections on the developments and results written in your overview
5. List of the added evidence
6. Evidence

The results and evidence can be:
- Informal: descriptions of others, such as impressions of others, or for example a training certificate of a hobby, a video on which you show a performance, etc.
- Formal: diploma's, certificates, evidence of participation, study tasks or working experience
- Reflections: in your portfolio you gather results in which you show that you are competent to perform the key tasks of –for example- your occupation in several working situations.

All results are provided as much as possible with:
- A summing up of the competences, learning goals and performance indicators belonging to the key task (if appropriate)
- Feedback report of an executive / counsellor/coach etc. with date and signature
- Self-evaluations with date
- Positive assessment of your executive (for example) with date and signature.

Source 1. My portfolio-format

Name:

Date:

A. Personal data

		PHOTO
Full name		
Date of birth		
Place (and country) of birth		
Nationality		
Address		
Country		
Phone number		
Email address		

B. Overview of personal competences and qualities

	Personal competences, qualities
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
Etc.	

Competences classification

You might use this scheme to classify your competences, or your own competence classification scheme to arrange your various competences:

A. Subject-based competences: are related to knowledge and skills of a specific subject or work domain.
B. Methodical competences (work approach): competences that express something on the way you are doing things: I am able to organise well, I can plan well, I am problem solving, etc.
C. Self-competences (brainpower, personally related effectiveness): competences that express something about yourself. I am disciplined, I think out-of-the-box, etc.
D. Social competences (interpersonal effectiveness, management): competences that emerge in social situations. I am good at working in a team, I am empathic, etc.

C.   Learning experiences

School and vocational training / refresher training (school levels, basic vocational education, refresher training). Write down your learning steps in chronological order.

In the table below, fill in the schooling you have had from primary school onwards. Write down all your schooling, even studies you did not finish or do not regard as important. You can also mention here training courses, refresher training and other courses.

Period (year, month, week)	Training/schooling: type, level, institution	Description of the learning activities Job / role	Description of evidence and number of evidence in portfolio	Summary of the most important skills/competences I know..., I can..., I am capable of..., I have...

D. Work experiences

Write down your experiences with permanent appointments, part-time appointments, temporary work, work placements, holiday jobs and jobs on the side, transitional year, freelance work et cetera. Write down career steps in chronological order.

Period (year, month, week)	Description of the company, institute, unit	Description of the activities Job / role (concrete!)	Description of evidence and number of evidence in portfolio	Summary of the most important skills/competences I know..., I can..., I am capable of..., I have...

E. Other experiences

Write down your activities in spare time, hobbies, voluntary work, club life, in private life, in tasks/activities in the family (unpaid activities).

Write down things done in tasks/activities and the private area in chronological order.
Briefly describe the successive individual activities.

Period (year, month, week)	Description of the context in which the activities are taking (or took) place	Description of the activities job / role	Description of evidence and number of evidence in portfolio	Summary of the most important skills/competences I know…, I can…, I am capable of…, I have…

F. Transformations

Describe below which important transformations you experienced in the area of school and vocational training, work experiences or other experiences.

…

G. Reflection

Describe how you reflect on the various parts of this portfolio. For inspiration you can use the question below.

- What are your main skills? Do you have a specific theme or a significant category of skills/qualities?
- What are your future career plans? How are you going to use your qualities/skills to fulfil your plans?
- In what other way are you going to use your qualities?
- What qualities would you like to develop more? Why these? What are you going to do to develop those qualities?
- What are you going to use your portfolio for?
- What image will people have of you, if the read your portfolio?
- Is your portfolio complete? Why (not)?
- What insights did you get from the training as a whole? In what way could you incorporate these insights in your life or work?

H. Overview of evidence / documents

1. Update your list of evidence / documents regularly
2. Include all evidence gathered so far in the list

	Type of document	Date of submission	Organisation / company
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
Etc.			

Evidence

Add (copies of) all evidences as listed above.

13. The PEPPY Certification Programme

The PEPPY Certification Programme is based on two levels of profiling PRM:

1. **The certification for trainers, guiders and assessors of the PEPPY-model**: focus is on training, guiding, assessing and certifying trainees.
   The certification for trainers offers the following programme:
   - Level 1 is 'practice what you teach'. The trainer has followed the level 1 training to master this PEPPY-training for designated target groups.
   - Level 2 is getting grip on the contextualised version of the level 1 training that the trainer will set-up in her/his own context (regional, national). The trainer on level 2 is guided by another (already certified) PEPPY-trainer.
   - Level 3 is awarded once the trainer has successfully tested and evaluated her/his own training-concept with two (2) groups of trainees. On this level the trainer is considered to be an autonomous trainer of the PEPPY-model, adding value to the PEPPY-trainers community.
   - Level 4 is the certificate for acting as an autonomous assessor and guider for level 1 trainees (individually) and for peer-assessing level 1 groups, and level 2 and level 3 applications by PEPPY-trainers.

2. **The certification of the trainees of PEPPY-trainers**: focus is on creating social and economic perspectives for one's life in their personal context.
   The certification for trainees offers the following programme:
   - Level 1 is awarding a formal PEPPY-certificate for being able (1) to articulate and demonstrate one's strengths and developmental characteristics and (2) to design a personal action plan for creating new or further perspective for one's life.
   - A trainee might also opt for the perspective of becoming a fully certified PEPPY-trainer. In this case, the level 1 certificate provides access to a level 2 or 3 follow-up in the certification programme for trainers of the PEPPY-model.

PEPPY Level 1 'Basic portfolio-training'

Studyload. The training gave insight and provided the basic for a career orientation of the trainee's own competences by using the tools of the PRM-training. The time of the training was around 65 hours, consisting of 20-25 contact hours (guidance, lessons; theoretical-methodical instruction and practical assignments which were commented and discussed) and 30-40 hours other hours (preparation, self-study, extra groupwork).

This study load is equivalent with PEPPY Credit Points on level 6 (acting semi-autonomous in a semi-complex setting).[4] The number of credits depends on the study load given in the country of the training.

Competences. The trainee demonstrates the capacity to:
- *handling her/his learning experiences, competences and qualifications consciously, responsible and durable.*
- *Taking career steps (planning) and accomplish career steps congruent with het/his true potential and set targets.*

Learning outcomes level 1. The trainee proves to be able to:
- *register, value, proof and document their competences and qualifications,*
- *estimate her/his achievements in all learning environments,*
- *formulate their personal strengths and (core) competences within a specific situation,*
- *draw conclusions about designing her/his career, based on learning experiences,*
- *recognise perspective of her/his career and formulate plans for further personal and professional development,*
- *to manage her/his competences durable by using portfolio-methods.*

Content
Steps of the process within the management of competences:
- *career steps (life course / development of values), how to deal with changes in one's life, strengths and weakness analysis.*
- *analyses of activities in learning, work, hobbies and voluntary work.*
- *personal profile, external profiles of competences and requirements*
- *reflection on learning processes, recommendations for professional development.*

Transfer (handover) into practice:
- *bases for applications, recognition of acquired competences, documentation of (learning) evidence.*
- *career perspective goals and drafting of a personal action plan.*

---

4   The levels correspond to the level descriptors of the European Qualification Framework and are focused specifically on the level of (semi-)autonomous acting in simple, semi-complex and complex situations. *See Source – the EQF referencing the PEPPY levels.*
The PEPPY Credit Points System can be based on any national or international Credit Transfer System that helps students and universities define and understand the workload that comes with lectures and study programmes. For instance, in the European system one credit point equals 26 hours of study (contact hours and study).

PEPPY Level 2 'Guided trainer'

Study load. The training gives insight and provides the basic for a career orientation of the trainee's own competences by using the tools of the PRM-training under the PEPPY-model. The time of the training is at least 65 hours, consisting of 20 contact hours (guidance, lessons, intervision, theoretical-methodical instructions and practical assignments) and 45 hours for preparation, self-study, subgroup work, community-engagement and after-training work on the BDP.

The study load is equivalent with PEPPY Credit Points on level 6 (acting autonomous in complex settings).

Competences. The trainer demonstrates the capacity to:
- utilise the PEPPY-training model for level 1 in the field of training and/or consultancy in the context of her/his designated target groups.
- use and evaluate existing learning processes in a target group-oriented way.
- link the learning process of her/his trainees in specific professional branches/domains to current developments in education, training and human resources.

Learning outcomes level 2.
The trainer:
- is familiar with the quality criteria of the PEPPY-model and can apply them to her/his training and/or consultancy programmes.
- Understands the PRM-system and uses content and methods in an integral approach for her/his designated target group(s).
- Is able to further pursue the use of the PEPPY-model in her/his own field of work.
- Is able to integrate relevant developments in education, training and human resources management into the use of the PEPPY training programmes.

Content
The trainer is able to use the content and methods of the PEPPY-model, taking into account the portfolio tools, training material and assessment and guiding methods:
- as a basis for the identification and development of competences in different function areas (education, work, voluntary work, hobby, private life) of her/his trainees.
- in the meaning (functioning) of the personal resources management for the trainees from specific target groups.
- In coherence with her/his social, educational and labour market context.
- In the presentation of the training and/or advising concept for his own target group according to the standards of the PEPPY-model and in the measures for reflection on the learning process, conclusions, evaluation.
- For testing and evaluating a personal business development plan for building a solid ground for PEPPY-training services.

PEPPY Level 3 'Autonomous trainer'

Study load. The self-managed training to become a certified PEPPY-trainer on level 3 consists of 2 training sessions on level 1 for target groups in the own context. This practice has in its alternation of reflection, discussion, development and testing of application practices, presentations and exchange of experiences, provided the basis for the use of the PRM-concept in the PEPPY-model in the own practice or context. The trainer tested the PEPPY-model in a self-chosen and created setting with two groups of trainees.

Obtaining the level of 'autonomous trainer' takes at least 260 hours, divided into 2 x 25 hours for designing the own, tailored training-programme, 2 x 15 hours for reaching out to two groups of trainees, 2 x 25 contact hours with the training groups, 30 hours for supervision and 100 hours for personal deepening the application in the own practice and self-study, and writing the final evaluation for certification.

This study load is equivalent with PEPPY Credit Points on level 6 (acting autonomous in complex settings).

Competences. The trainer works in a field of expertise, training and/or advice in which she/he is able to integrate and deploy the PEPPY-model by:
- autonomously developing learning processes in her own practice, converting and evaluating these processes for relevant target groups and integrating the model in existing programs/curricula within her/his context.
- linking learning processes in relevant (professional) sectors/domains with current developments in learning, working life and society.

Learning outcomes level 3.

The trainer:
- is familiar with the quality criteria of the PEPPY-model and can apply them in her/his training and/or advice activities.
- Understands and practices the PRM-system as a system to be integrated in the main learning and working systems in the own context.
- Uses the content and methods of the PEPPY-model as a unity.
- Can develop, implement and evaluate target group-directed concepts and draw conclusions on the individual results in the training and/or advice activities.
- Is able to recognise and continuously pursue employability in her/his own work area.
- Is skilled in integrating relevant developments in training, working life and society into the application of the PEPPY-model for setting up and organising training and advisory sessions.

Content

The trainer is able to apply and add value to the content and methods of the PEPPY-model:
- as a basis for the training, assessment and development of competences in various functional areas (education, work, volunteer work, hobbies, private).
- in the meaning (impact) of the personal resources management of her/his trainees from specific target groups.
- In coherence with the social, educational and labour market context.
- In the development and presentation of the training and/or advisory concept for specific target groups according to the standards of the PEPPY-model and in the measures for transposing reflection on the learning process, conclusions and evaluation.

PEPPY Level 4 'Assessor and guider'

Study load. *The programme to become a certified PEPPY-assessor and guider on level 4 alternated between reflection, discussions, the development and testing of application practices, presentations and exchange of experiences to provide a basis for the use of personal resources management in one's own practice.*
The study time was 130 hours, divided into engaging in assessment and guidance sessions with individuals and groups of her/his designated target group affiliation (50 hours), 50 hours for theoretical and methodological insight and 30 hours of individual reflection on practices of assessment and guidance.

This study load is equivalent with PEPPY Credit Points on level 6 (acting autonomous in complex settings). Level 7 (master) might also be applied in some cases.

Competences

Assess	*The assessor/guider is able to adequately guide and assess the competences build-up and presentation of the participant, using a number of frequently used competency-based assessment forms such as the portfolio, the criterion focused interview and practice or practice simulations. The assessor/guider is able to assess behaviour based on the PEPPY-standards, to assess evidence based on the criteria for evidence and to assess a participant's personal profile and answers based on the PEPPY-model.*
Observe	*The assessor/guider can adequately observe the participant (if an observation is part of one of the instruments) and link an assessment to this observation, in relation to the PEPPY-standards.*
Interview	*By applying specific questioning and interviewing techniques in an assessment situation, the assessor/guider is able to bring the competences/qualities of the participant to the surface and compare them with the PEPPY-standards. The assessor/guider asks questions to explore the value of the experience (knowledge and skills).*
Give feedback, feedforward and feedup	*The assessor/guider is able to give feedback, feedforward and feedup to the participant in a constructive, motivating way and to indicate the result of the assessment, appropriate to the level of the participant. The assessor can clearly explain and substantiate the decisions taken on the basis of the assessment which indicate on which points the trainee is competent.*
Write and report	*The assessor/guider is able to draw up a clear, detailed and structured assessment report. In her/his report the assessor/guider describes the competences of the trainee(s) and not the personal characteristics.*
Professional competent	*The assessor/guider is professionally competent and must have sufficient experience and qualifications in the appropriate discipline (professional activity). The assessor/guider can prove that he is sufficiently professionally competent and is willing to keep up to date with further developments in the sector. The technical level of the assessor must be at least as high as that of the participant. The assessor/guider is familiar with the assessment procedure and objectives, the assessment instruments and methodology. The assessor/guider is familiar with national, branch or company standards (professional profiles, qualification profiles) and has knowledge of the labour market and the vocational education programmes for the purpose of the assessment.*