

Claudia Montedoro



## CURRICULUM VITAE

1. **Family Name:** Montedoro
2. **First Name:** Claudia
3. **Date of Birth:** 13/09/1949
4. **Nationality:** Italian
5. **Civil Status:** Married
6. **Education:**

Institution [Date from - Date to]	Degree(s) or Diploma(s) obtained:
"La Sapienza" University of Rome, 1971	Degree in Educational Sciences
"Pontificia Università Salesiana" 1979-1980	<i>Baccalaureate</i> in General Teaching and Methodology

7. **Language Skills:** Indicate competence on a scale of 1 to 5 (1 - excellent; 5 - basic)

Language	Reading	Speaking	Writing
Italian	Mother tongue		
English	1	1	1

8. **Membership of Professional Bodies:**

- AIF (Italian Trainers' Association)
- EARLI (European Association for Research on Learning and Instruction)
- EDA (Italian Adult Education Association)

9. **Other Skills:** Good IT skills

10. **Present Position:** Head of 'Structural and Human Resources of Training Systems' Area

11. **N. of years of employment within the Firm:** Since 1981

12. **Key Qualifications:** Expert in Learning and New Technologies, Distance Learning, Curricula Development, Trainers' Training.

13. **Specific Experience in the Region:**

Country	Date from - Date to

### 14. Professional Experience

Date from - Date to	Location	Company	Position	Description
1972-1973	Calabria (Italy)	State University of Calabria	Researcher	Teaching experimentation and research activities
1973-1978	Rome (Italy)	ENAIIP	Technical designer of teaching methods	Training-experimentation activities for disadvantaged minors
1979-1980	Rome (Italy)	ENAIIP	Head of Vocational Training Centre	Initial Vocational Training Centre for young people and adults
1981- 1989	Rome (Italy)	ISFOL	Co-ordinator	Multi-annual research activities on "Training Experiments" Area focusing on: trainers' training, distance learning and curricula development
1989- 1995	Rome (Italy)	ISFOL	Co-ordinator	Research activities in the field of labour market and vocational training
1995-1996	Rome (Italy)	ISFOL	Head	National Structure for the Community Initiative: "European Year of Lifelong Learning"
1997- 1998	Rome (Italy)	ISFOL	Head	Community Initiative "Employment"-Horizon strand (Technical Assistance to Ministry of Labour and DG V of EU Commission)
1997- 2001	Rome (Italy)	ISFOL	Head	Technical Assistance Structure of the ESF operational programme: "Training Project for the officials of the Ministry of Labour and Social Policies and the Regional Authorities with responsibility in supervising and monitoring vocational training activities"
2001-to present	Rome (Italy)	ISFOL	Executive	Research activities and technical assistance in 'Training Experimentation Area with focus on: trainers' training, distance learning and curricula development (Technical Assistance to Ministry of Labour ESF 2000-2006)
			Project Manager	<i>TTNet Italia</i> (Trainers' Training network) as part of European TTnet Project
			Project Manager	International project and TTNet-Trainers' Training Network for e-learning funded by the EU's DG EAC

			Project Manager	On Line Permanent System, national project for the training for the public administration trainers, funded by the Ministry of Labour
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## 15. OTHER RELEVANT INFORMATION

### Participation in International Commissions, Committees and Working Groups

- Vocational training expert in EU working group on the Reform of the Public Administration in the regions of South-East Asia, Cambodia, January/February 2003;
- Participation as expert in "Teacher and Trainer Training Systems and Quality" (Aalborg, November 2002) in the Conference on "Teachers and Trainers in Vocational Education and Training in the future Member States", organised by the European Training Foundation (ETF), Cedefop and the Danish Ministry of Education;
- Participation in the International 'TTnet Cedefop' Conference as co-ordinator of *TTnet Italia* (trainer training network) with a paper entitled "eLearning Activities and Competences of Teachers and Trainers: Project Objectives and Stakes within the Framework of the Bruges Process" (Thessalonica, December 2002).
- EU expert at the International Conference organised by RIBB GTZ (Regional Institute for Vocational Education), Liaoning, with a paper entitled: "Quality in Projects for Qualifications and Employment - Experiences in the European Union" (People's Republic of China, October 2000);
- Chief co-ordinator of International Conference organised by *Isfol* and the European Training Foundation (ETF) for officials of the Republic of Romania. The conference took place in Italy (May 1999) at the request of the ETF as part of the 'Phare' Special Preparatory Programme for the European Social Fund;
- Audit and control expert of the European Training Foundation as part of the special preparatory programme of the European Social Fund for candidate countries, with a paper entitled: "Action 9. Operational Programme 93000219. Training project for the officials of the Ministry of Labour and Social Security and the Regional Authorities with responsibility in supervising vocational-training activities co-funded by the ESF" (Prague, January 1999);
- Cedefop expert in the working group on: "La dimension européenne de la formation des formateurs" organised by CEDEFOP-TTnet and by *IEFP* (Instituto do Emprego e Formacao Professional, Lisbon) (Lisbon, 1998);
- Cedefop expert in the International working group set up by Cedefop on "The Social and Economic Integration of Young People at the Local Level", Thessalonica, July 1996;
  - Cedefop expert on Trainers' Training, Copenhagen, June 1995;
  - Expert on trainers' training in the International working group set-up by Cedefop on "Trends in the Policies for the Training of Trainers and Teachers Working in Initial Training", Madrid, November 1995;
  - Cedefop expert in the International working group on "Development of Functions and Profiles of Trainers". Madrid, November 1994;
  - ILO BIT expert in the International seminar on the training of inspectors in France, ILO International Training Centre, Turin 1994;
  - Cedefop expert in the International working group on the "Multilingual Glossary" basic vocational-training concepts, Cedefop - Berlin, 1993.

### MOST RECENT PUBLICATIONS

- Various Authors (edited by Claudia Montedoro), **FSE Vigilanza e controllo in rete: il Progetto Networking**, European Commission DG V, Division 6 of Vocational Training and Guidance Department of Ministry of Labour and Social Policies, ISFOL, 2000;
- Various Authors (edited by Claudia Montedoro), **La formazione verso il terzo millennio Edizioni Seam**, Rome, 2000;
- Various Authors (edited by Claudia Montedoro), **Dalla pratica alla teoria per la formazione: un percorso di ricerca epistemologica**, *Strumenti e ricerche ISFOL*, Franco Angeli, Milan, 2000;

- Various Authors (edited by Claudia Montedoro), **Ripensare l'agire formativo: dall'accreditamento alla qualità pedagogica**, *Strumenti e ricerche ISFOL*, Franco Angeli, Milan, 2001;
- Various Authors (edited by Claudia Montedoro), **La personalizzazione dei percorsi di apprendimento-modelli, metodi e strategie didattiche** *Quaderni di Formazione ISFOL*, Franco Angeli, Milan, 2001;
- Various Authors (edited by Claudia Montedoro), **Sistemi di gestione e controllo** - Vol. I - **Principi generali della normativa comunitaria relativa alla programmazione Fondo Sociale Europeo 2000-2006**; Vol. II - **Gestione finanziaria degli interventi nella programmazione Fondo Sociale Europeo 2000-2006: Costi ammissibili, Registrazione e Certificazione delle spese**; Vol. III **Il controllo finanziario, irregolarità e rettifiche finanziarie**; Vol. IV **Quadro generale di riferimento sugli aspetti finanziari della programmazione FSE 2000-2006**; Vol. V **Linee di tendenza dei sistemi regionali di gestione e controllo degli interventi co-finanziati dal FSE: Regioni Campania, Emilia-Romagna, Lombardia e Toscana** European Union, ESF, Ministry of Labour and Social Policies, ISFOL, 2001;
- Various Authors (edited by G. Allulli and C. Montedoro), **Fondo Sociale Europeo - Gestione e controllo degli interventi di formazione per l'apprendistato - Linee di orientamento per i progetti sperimentali promossi dal Ministero del Lavoro**, European Commission DG Employment and Social Affairs, Training and Guidance Department of Ministry of Labour and Social Policies, ISFOL, 2001;
- Various Authors (edited by Claudia Montedoro), **Dalle buone pratiche all'eccellenza nella formazione iniziale**, *Strumenti e ricerche ISFOL*, Franco Angeli, Milan, 2002;
- Various Authors **Una prospettiva che orienta (Attenzioni metodologiche e approccio di genere nei percorsi di orientamento per giovani donne e uomini)** Vol.I and II, European Commission, Training and Guidance Department of Ministry of Labour and Social Policies, Isfol, *Edizioni AESSE*, Rome, 2002;
- Various Authors (edited by Claudia Montedoro), **L'orientamento degli adulti sul lavoro**, European Union, Training and Guidance Department of Ministry of Labour and Social Policies, ISFOL, Rome, 2002;
- Various Authors (edited by Claudia Montedoro), **Le dimensioni metacurricolari dell'agire formativo**, *Strumenti e ricerche ISFOL*, Franco Angeli, Milan, 2002

## ***Innovative methodological aspects and weakness of the On Line Continuing Training System coordinated by ISFOL***

Claudia Montedoro

### **Introduction**

During meeting like this one we are supposed to discuss about the new views and perspectives opened by the development of information & communication technologies (ICTs).

Web 2.0 (also mentioned as "Google world" to highlight the social network revolution underway) shows itself as the starting point to the design and experience of a new communication methodology and software applications, enabling socialization, collaboration and knowledge sharing among people.

All this is about the new learning frontier enabled by digital media and networks, to be beneficial to the development both of the society and the individual.

The theme of this meeting draws **our attention to important open issues such as the creation of links between the incredible development of ICTs and digital life style on one hand, and the objectives, the aims, the strategies for people and society, on the other hand.** We are speaking about a society where 1 billion people are Internet-connected and about 2 billion people have a mobile phone (and this is more or less the same as being Internet connected, as a consequence of a converging technology).

Coming to my speech – focused on the "Italian case" - and having in mind the strategic issues involved, I would like to describe in short the tracks drawn by the Italian government and particularly the Ministry of Labour dealing both with "Lisbon 2010" targets and the opportunities of the Internet and ICT technology.

The objectives of the Italian national policy are first of all focused on bringing together the reform and change processes which address the labour market and the educational & training system of our Country, so as to support these processes by empowering the most important driver: human resources, that are change agents "par excellence". That is to say: trainers, teachers, subject matter experts, etc. **In short: all those figures that act within the vocational, educational and training systems as well as in the labour market and in companies and that play a fundamental role in the innovation transfer processes, in bringing together labour demand and offer, in training or retraining people and workers according to the new needs of the production system and global competition.**

In order to understand the extent of the **challenge** of these times, it is just enough to consider how **internationalization** and **globalization** - the distinctive features of our time and life of European and Italian citizens with no borders, no space limitations – are currently modifying the relationship between enterprises, production systems and territories.

In this period the change and transformation of companies from manufacturing enterprises to knowledge-intensive enterprises, the advent of digital production processes, the international re-allocation of products and services are driving factors for the transformation of the quality of the relationship between economy and society.

As a consequence, also **the relationship between the production system and local training and educational institutions changes; the educational demand and the choices expressed by families and young generations also change accordingly.**

I have till now re-described the general context, that we all know, affecting the structural waves and the targets that have been fixed by the Lisbon European Council regarding Lifelong Learning. Among other targets, the following:

- by year 2010 educational and training systems will have to achieve at least an average of 12% participation rate to continuing education and training activities carried out by adult people in the age between 25 and 64
- at least 85% of 22-years old people of EU will have to have completed secondary education.

**Lisbon strategy, therefore, is driving all European educational and training systems to provide conditions for lifelong and continuing education and training to every citizen, regardless age and occupation. Such conditions are considered as a prerequisite to competitiveness and development measured on a planetary dimensions, and also a way to prevent or reduce social and cultural exclusion.**

### **The Italian case history: key figures**

If we now consider Italy, the targets set by Lisbon Council are particularly challenging: the participation rate of adult people to continuing education and training activities is lower than 5% (year 2002), against 9% of the European average rate. The Italian situation is still deeply affected by an historical delay in mass educational processes and by structural and functional limits that are still present in our educational and training systems.

At present in the age class between 30 and 59 year old people, 53% of male workforce and 42% of female workforce has only primary school degree. 30% of young adults enters the labour market without having either high school or professional qualification. And in the year 2002, almost 5% of teen-agers between 15 and 19 had no primary school degree.

The case of Italy is with no doubt included in those cases which are considered by the **Memorandum on continuing education and training by the European Commission**: this paper in fact explicitly underlines the importance of actions aiming at reducing school drop-out problems in primary and secondary school. The same paper reminds also the importance of actions aiming at developing adult-tailored training offers and at increasing the quality of initial education and training initiatives.

### **The Italian case history: systems, targets and strategic action lines**

When we speak about **human capital**, in our specific case, we have to keep in mind the **huge working field** represented by the above key figures.

Within the framework that I have tried to sketch in short, the **Italian case history** is characterized by a strong strategic guideline defined by the Ministry of Labour developing **two interconnected streams**: the design of suitable and customized **training offers**, defined according to the features of adult trainees, and actions aiming at achieving an **increase in the demand** for information, orientation, availability of educational and training opportunities (formal/informal), for every chance to get in touch or closer with learning opportunities.

In such a complex and integrated strategic view there are many "market" segments to get involved: the **educational segment, of course, and also the segments of vocational training and work, the latter being represented by enterprises and organizations that are on the labour demand-offer side.**

All these "market" segments are in fact complex and interconnected systems and subsystems involved in the process of institutional reformations (decentralization and devolution) and in organizational changes.

In these systems and subsystems there are many different subjects and actors, which are primary targets of training, re-training, skill development initiatives, so as to obtain that they can be able to direct and lead, on their turn, further initiatives. As a primary target, once re-trained, they are expected to be able to develop further "second" level targets and customers and to upgrade and re-develop vocational educational and training on the territories to be beneficial to the targets of Lisbon strategy.

**The primary target operating in the educational segment, in the segments of vocational training and in the segment of enterprises and other labour demanding/offering organizations, represent the "first" human capital to be "fertilized" and further developed through a lifelong learning approach**, so as to be able to carry out and implement the reformation process and give a concrete contribution to the innovation and upgrade of the Italian structures and systems according to new needs and requirements.

The primary targets include for instance:

- Regional and Local Authorities which have been given new planning and development functions
- schools
- teachers working in the Continuing Education Centers and in Adult Education Centers
- training schools
- local development support offices
- social partners, such as trade unions
- other organizations providing employment or training services services which have been appointed by law and recognized according to the new regulations (i.e. DM 166/2001)

In addition to the above target, we have also to consider the network represented by the various profiles that work within enterprises and in corporate training centers and who are involved in carrying out initial training and continuing training, according also to the new needs deriving from new employment regulations (flexible contracts, apprenticeship, etc.)

## **The Italian case history: the On Line Continuing Training System**

**All this "world" represents the universe of vocational education and training system, including also the teachers of high school and personnel working in the new employment services.**

This "world" is the main target of the **SPF On Line Project** (On Line Continuing Training System), **a systemic training project funded by the Ministry of Labour with the contribution of ESF, that aims at:**

- creating continuing training services for all professional operators in the labour markets and segments
- developing a technological and flexible infrastructure based on the Internet approach
- creating and developing learning communities
- generating and testing community of practice among professionals of the VET system
- providing information, contents and support to VET operators that can be useful in carryung out their activity on field

**The project is based on a modular and personalized training path built on the key competencies of the personnel linked to the processes within which they act as key actors. Amon these key competencies are:**

- **diagnosis**
- **planning**
- **distribution**
- **monitoring and evaluation**
- **promotion**
- **quality and research**
- **coordination and management**
- **adminstration**

**400.000 potential users can browse a rich training catalogue which provide more than 3000 Training Units delivered in more than 1000 hours of Internet use.**

**A personalized and flexible learning path for the development of competencies is consistent with the European Qualifications Framework (QEQ/EQF).**

This training offer is structured according to the principles of adult learning (andragogy model) thus involving web based self learning and collaborative learning.

This structure is supported by a **tutorship function** which provide a first level assistance (help desk) aimed at solve simple technical problems and a second level didactic assistance, providing both individual and group support and mentoring.

The **technological platform of the system provides every service** at the different stages of the relationship with the user. Thanks to the different services available, it is

possible to interact individually with various self learning environments and interact at group level with other trainees.

The **Educational Monitoring Service** of ISFOL contributes to the quality of the project. It collect and evaluates the results and gives feedback in order to prevent and overcome eventual problems.

## **Conclusions**

In conclusion: SPF is a strategic and systemic project and a key success driver for the VET initiatives of the Ministry of Labour and Isfol. It gives a great contribution in circulating the ICT competencies and the culture of the use of technologies among all those who everyday face the challenge of the knowledge society.

In particular: the users of SPF pursue common interests and knowledge in an online environment and share the process of learning: they form a **Learning Community**.

They also continue to collaborate, elaborate and share knowledge and experiences, informally tied together by a common activity and by what they have acquired following the online process of learning, thus giving birth to a **Practice Community**

What we may call weakness of the project result from its pivotal keys: the continuous evolution of the competences of its customers, facing labour market and education and training demand transformations.

This call for a research activity on the evolutionary trends of knowledge and skills of our customers in order to identify the part of the training offer which have to be refreshed.

As a consequence, the results of such a research activity could give origin to a dynamic knowledge management system, regarding the competences of these target groups, whose structure and contents should be shared with scholars and stakeholders both at national and European level.