

Egyptian and Italian Bilateral Cooperation Programme on Environment

Workshop: 'Capacity Building for EEAA Training Departments' (Base)

Specific Training Needs' Assessments APAT Experiences

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APAT

Agency for Environmental Protection and Technical Services

The ACNA National Project's balance of competences case

In this project was adopted the TNA methodology based on talks with trainees, to define their “Portfolio of competencies”

- The **portfolio** is a descriptive document of skills and competencies acquired by a subject, finalised to introduce him into vocational training for working activities.

This document collects information about all the professional experiences carried out and the level of knowledge reached in specific scientific and technological fields, in the following 9 sections:

1. Personal Data
2. Qualification
3. Experiences of vocational guidance and training for job
4. Experiences of training on job
5. Professional experiences
6. Extra-professional experiences
7. Basic competencies
8. Training activity
9. Enclosures

ACNA Project Portfolio

Scheda personale allievo

Cognome: XXXXXXXXXXXX Nome: XXXXXXXXXXXXXX

Rank II: 26/07/77 a MILLEVINO

Cittadinanza: ITALIANA

Residenza: ROCCASODALE (AV) Via: SCHIOLA/CAMPOROTONDO

Tel.:

Titolo di studio: I.C. MEDIA SUPERIORE

Profilo professionale di provenienza: OPERATORE RIPARAZIONI

Matricola in CINE: 200999

Livellamento sceltato:

Elevazione in Azila:

Risposta al corso:

1 - Denominazione del corso: OPERATORE DELLE BONIFICHE AMBIENTALI

2 - Durata del corso:

dal 1/12/2000 al 31/12/2000

3 - Profilo professionale di riferimento: OPERATORE DELLE BONIFICHE AMBIENTALI - GRUPPO 2

4 - Specializzazione: FITODEPURAZIONE - MPBOF

5 - Classe di inserimento:

dal 10/01/2000 al 03/03/2000 OR.1

dal 06/03/2000 al 2/04/2000 OR.2 TECNOLOGIE DI BONIFICA

dal 02/05/2000 al 26/07/2000 OR.2 ILL. BON. - FITODEPURAZIONE (dal 03/07/00)

6 - Frequati di accesso:

ANPA
PROGETTO FORMAZIONE
ACNA
FORMAZIONE

COLLOQUII FORMATIVI

COGNOME/NOME: ALESIANI Rosella

Titolo di studio: Istituto Tecnico

Qualifica: ANALISTA LABORATORIO

Corso frequentato: ANALISI E CAMPIONAMENTI

Corso previsto: MPACL

ANPA
PROGETTO FORMAZIONE
ACNA
FORMAZIONE

VERIFICA

Stato di preparazione: buono

Stato di conoscenza: buono

Stato di competenza: buono

Stato di motivazione: buono

Stato di partecipazione: buono

SPECIALIZZAZIONE

Profilo: MPACL

Stato di preparazione: buono

Stato di conoscenza: buono

Stato di competenza: buono

Stato di motivazione: buono

Stato di partecipazione: buono

NOTE SINTETICHE

Preparazione buona per l'accesso

buone conoscenze nei gli aspetti generali

INSERIMENTO

Classe Amministrativa e Tecnica: MPACL

Classe di Inserimento: MPACL

Alina

The APAT surveys by questionnaires case

The methodology adapted by APAT to TNA in environmental training course usually is the questionnaire as in the following format (in this case environmental course Genetically Modified Organism):

The questionnaire is subdivided into 4 parts:

1) General information about participants

QUESTIONARIO PER IL RILEVAMENTO FABBISOGNI FORMATIVI
APAT
Servizio per la Promozione della Formazione Ambientale
Corso di Formazione Ambientale

**“Rilascio deliberato di Organismi geneticamente modificati sul territorio:
problematiche ambientali e attività ispettive commesse”**
I Modulo 5-8 Aprile 2005 - II Modulo 10-13 Maggio 2005

1) Ente di appartenenza

(se Agenzia Regionale per la Protezione dell'Ambiente, si prega di specificare quale)

2) Ruolo ricoperto: Dirigente Funzionario Tecnico Ricercatore
Collaboratore esterno/consulente

Stagista/Tirocinante Altro (*specificare*) _____

3) Titolo di studio: _____

4) Eventuale Specializzazione

The APAT surveys by questionnaires case

2) The 2nd part of the questionnaire is dedicated to collected information about the participants professional competencies related to technical and scientific thematic course:

❖ years of experiences

❖ Specific field of activities

❖ Subject that should be dealt with during the course, according to participant's training needs

5) Può indicare da quanto tempo svolge un'attività professionale nel campo degli OGM?

6) In riferimento alla tematica oggetto del corso (OGM) può indicare il proprio campo di attività?

Controlli	Ispezioni	Ricerca
Altro _____		

7) In relazione al proprio campo di attività, può indicare gli argomenti di cui avverte la necessità di un approfondimento formativo?

8) Può segnalare gli argomenti previsti dal programma del corso maggiormente inerenti la Sua attività lavorativa?

in order to increase professional competencies

The APAT surveys by questionnaires case

4) The last part is dedicated to collected data about the e-learning methodology foreseen for the course.

Finally, an open question is addressed to specify the expectations by the participants to this environmental learning course.

14) Quali tipologie di strumenti informativi/formativi ritiene possono essere maggiormente utili per l'approfondimento delle singole tematiche del corso?

Ricerche bibliografiche Formazione Ambientale a Distanza Internet

15) Ha già frequentato corsi di formazione ambientale a distanza tramite internet?

Si No

16) Quali vantaggi ritiene possa offrire un corso di formazione ambientale in aula che comprenda anche strumenti didattici erogati attraverso la formazione a distanza?

17) Quale fascia oraria del giorno pensa di poter dedicare alla formazione ambientale a distanza?

mattina pomeriggio sera

18) Eventuali aspettative sull'attività formativa _____

The Regional Agency for Environmental Protection (ARPA) surveys by questionnaires case

This is an example of an ARPA Anonymous questionnaire for TNA:

some questions are addressed to collect participants' opinions about the role of vocational training such as e.g. if it is a right, a duty, an opportunity or a necessity.

The opinion about the aim of training activities: e.g. to improve and to deep knowledge and skills needed, to have more autonomy during the development of own work

Direzione Generale
Formazione e Aggiornamento

QUESTIONARIO DI RILEVAMENTO DEI FABBISOGNI FORMATIVI E DELLE ASPETTATIVE:
(Si prega di dare due risposte, al massimo, per domanda)

1) Ritiene che la formazione professionale sia:

- un diritto
- un dovere
- una necessità
- un obbligo
- un'opportunità
- altro (specificare) _____

2) Quali sono, secondo Lei, le finalità della formazione professionale?

- migliorare e approfondire le conoscenze e le competenze tecnico-scientifiche nel proprio settore lavorativo
- permettere la qualificazione del personale, al fine di garantire la qualità della produzione erogata
- permettere di acquisire maggiore autonomia nel proprio contesto lavorativo
- permettere un avanzamento di carriera
- altro (specificare) _____

3) Quale tipo di formazione gradirebbe avere:

- una formazione generale
- una formazione inerente il proprio contesto lavorativo, con, in particolare:
 - a) acquisizione di nuove tecniche (analitiche, informatiche) e normative
 - b) approfondimento di nozioni o conoscenze già in possesso

The Regional Agency for Environmental Protection (ARPA) surveys by questionnaires

Others questions are finalized to know what kind of training activities and arguments the participants prefer:

e.g. new technologies, the deepening of a specific topic etc.

Direzione Generale
Formazione e Aggiornamento

4) Di quali argomenti vorrebbe si trattasse:
.....
.....

5) Con quale dei seguenti metodi:
 lezioni teoriche
 lezioni teoriche e simulazioni pratiche
 lezioni teoriche e lavori di gruppo

6) Quali dovrebbero essere i tempi (durata, orario) e la/sede/i dei corsi?
.....
.....

7) La partecipazione di più figure professionali ad una stessa corso, può essere considerata:
 una risorsa, da valorizzare
 un fattore di disturbo
 un elemento di ostacolo
 altro (specificare)

8) Quali erano le Sue aspettative in relazione al corso?
.....
.....

9) Osservazioni e suggerimenti:
.....
.....
.....

Il presente questionario, anonimo, va restituito, debitamente compilato, alla Direzione Generale
ARPAM - Formazione e Aggiornamento - Dr.ssa Patricia Annunziata.

What kind of didactical methodologies, length of time, learning centres etc. are considered more useful

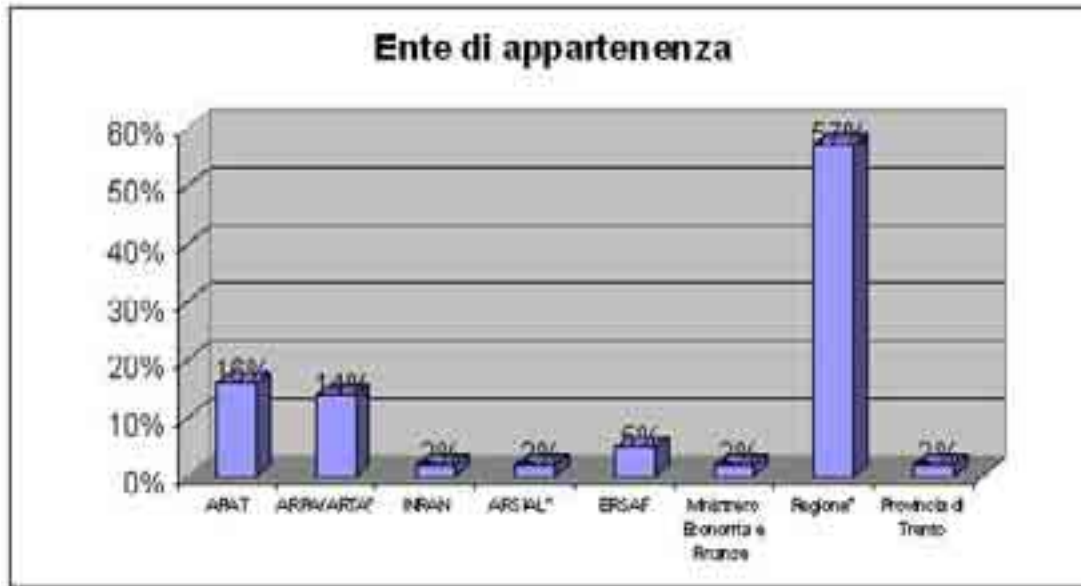
Finally the last questions are “open” in order to collected general opinions about expectations, observations and proposals

APAT activities in training needs' assessment

Usually, during the start day of APAT environmental courses a questionnaire for TNA activities is distributed.

As an example of the questionnaire supplied for the Genetically Modified Organism training course to 70 trainees, some of the results are showed.

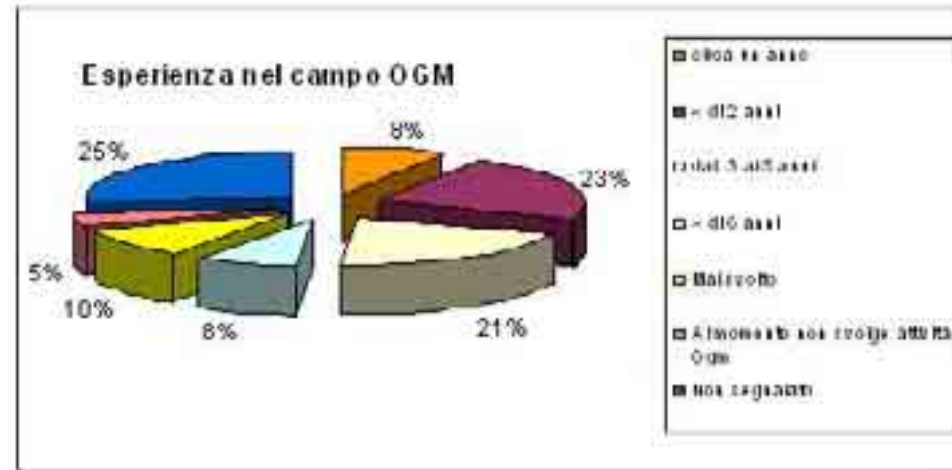
Some graphical representations of data



1) Company, Institution of participants

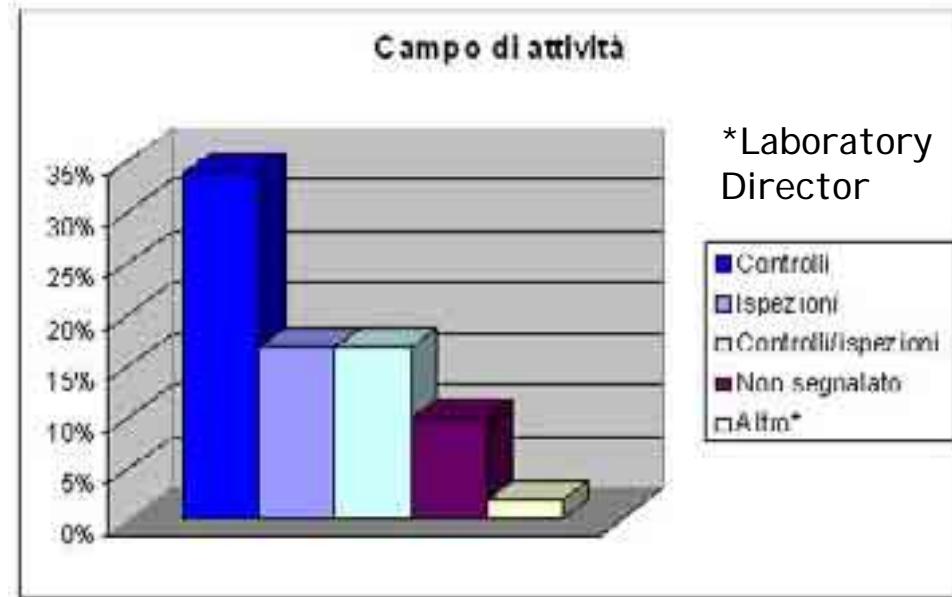
Could you indicate how long time are you employed in a professional activity in the GMO field?

Through this question it is possible to have information about the professional experience of the participants (how long time)



In relation to GMO environmental topic could you explain your specific field of application?

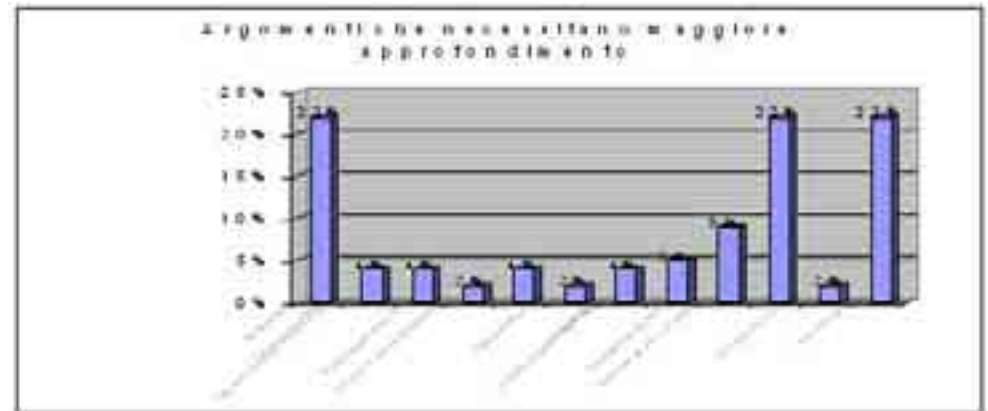
This question is addressed to collect data about the professional application: such as Control, Inspection or responsible of laboratory



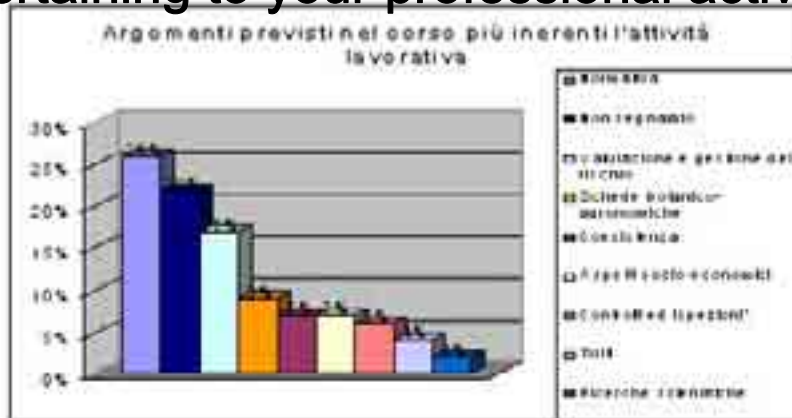
APAT activities in training needs' assessment

This graphical representation points out the arguments related to participants field activities more needed to deepen in order to improve environmental professional skills

Such as: normative elements (European, national and regional level), more information about research field, etc



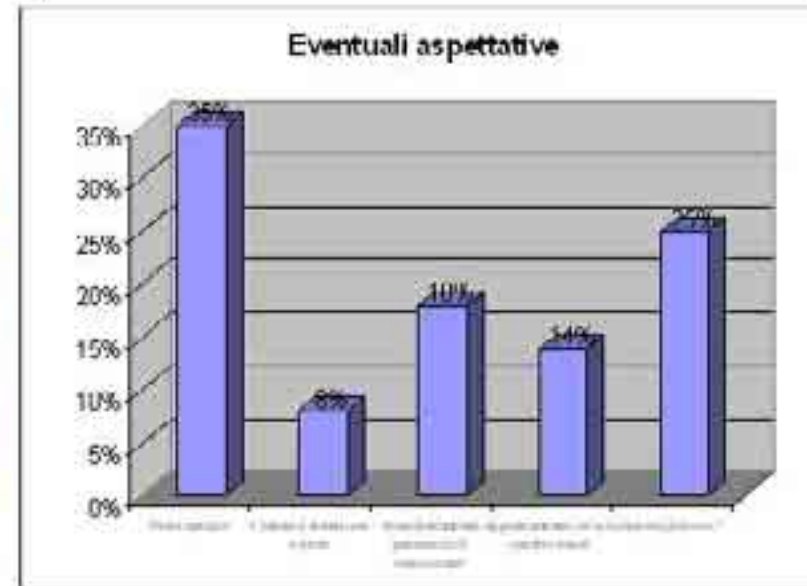
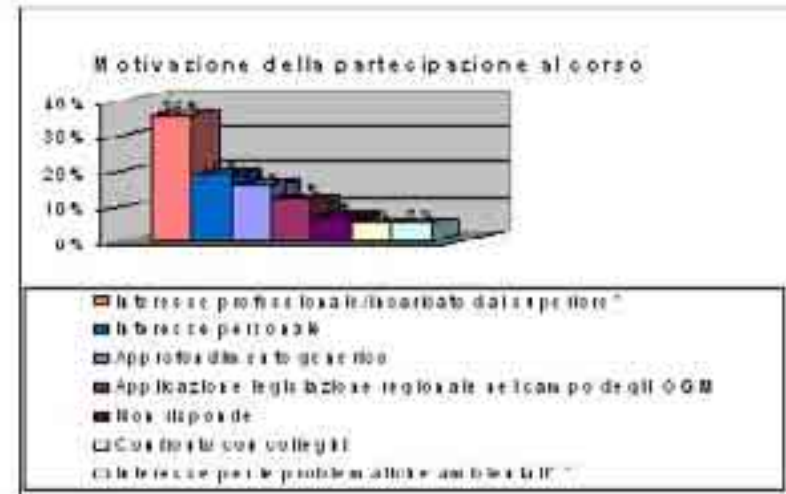
Could you underline the arguments foreseen in the didactic program more pertaining to your professional activity?



This graphic highlights the coherence between the arguments foreseen by the course and the professional activity of trainees

APAT activities in training needs' assessment

These graphic shows the data collected about the participants' motivation and the expectations by the training activities highlighting the importance to deepen the environmental issues in relation to the professional activity, to acquire specific knowledge in order to increase operative skills and to share experiences with colleagues employed in different organisms



APAT activities in training needs' assessment

TNA results collected data of environmental capacity building initiatives carried out in specific geographic areas and environmental fields are also used to study the new environmental professional figures.

In this context the Service for the “Environmental Education and Capacity Building” of APAT has promoted some studies/researches through the Internship tool, as:

- 1) “The professional figures in the environmental protection field”, carried out in October 2003
- 2) “Preliminary indications about methodological aspects to analyse the professional figures in environmental field”, carried out in July 2005

APAT activities in training needs' assessment

“The professional figures in the environmental protection field”

The purpose of this study is to delineate a scenario of the professional figures employed in the environmental protection field to address environmental training activities towards the new professional needed.

The study has been developed through the analysis of official documents (such as the Second European Report about the employment), highlighting the following areas as the most relevant in term of environmental employment:

- ❖ Soil: protection, restoring, reclaim, management, EIA, control and monitoring;
- ❖ Water: waste water treatment, reclaim and pollutants monitoring

APAT activities in training needs' assessment

- ❖ Waste, separated collection and recycling ;
- ❖ Biological Agriculture;
- ❖ Tourism and free time: agriturismo, Parks and protected natural areas
- ❖ Research and news technologies, production and energetic saving

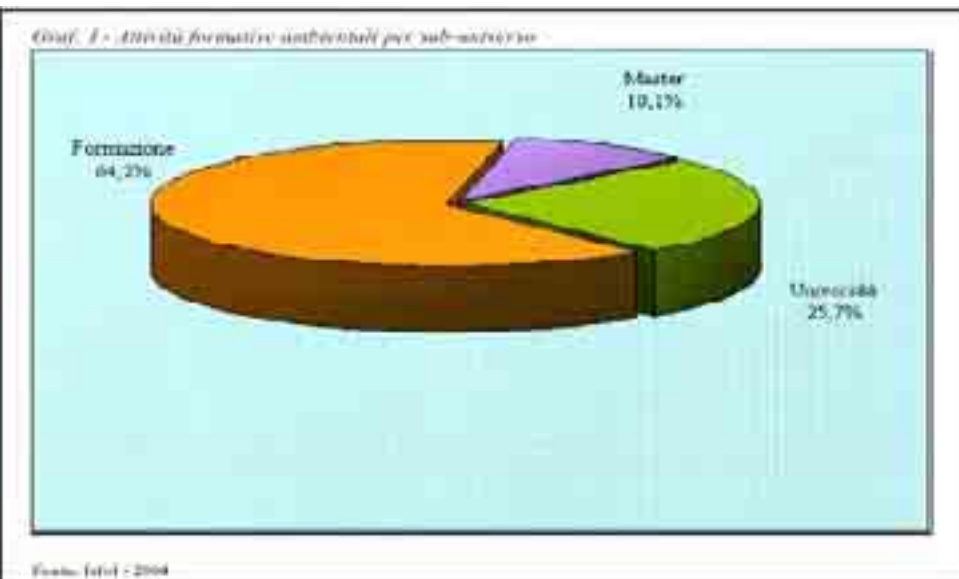
The integral version of this APAT study is published in the document
Environmental Learning by Stage IV available in the web site

www.apat.gov.it .



APAT activities in training needs' assessment

The “Preliminary indications about methodological aspects to analyse the professional figures in environmental field” analyses the professional figures in environmental field with particular regard to the Italian System for the Environmental Protection. The first part is a bibliography research on previous activities promoted at national level in this context. The data show that in Italy, during the year 2004, have been promoted 2195 environmental training activities distributed in the following way*:



Professional Institute= 64,29%

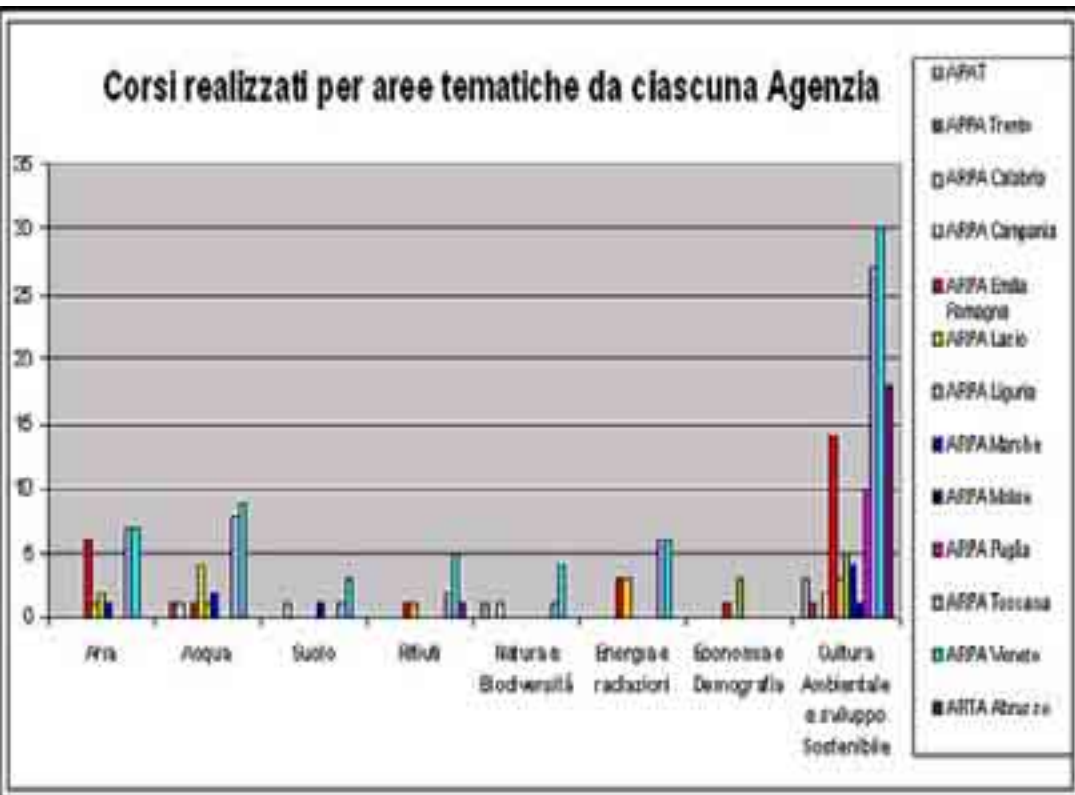
University= 25,7%

Post University (Master)= 10,1%

* Isfol data

APAT activities in training needs' assessment

In the same year 2004, the national System for environmental protection (APAT/ARPA/APPA) has promoted 273 environmental course distributed at national level as showed in the following graphic representation and showed in “Meta-catalogo” document



Data show that there is a great interest in the environmental field and an increase of the promotion of environmental training activities at national level

APAT activities in training needs' assessment

In this study are defined the following phases:

1st Phase

To identify the sample of survey;

To define the environmental contest;

To elaborate a technical format to collect data;

To define previous training activities developed in environmental issues;

Collection and analyses of date;

2nd Phase

Data base creation on environmental professional figures;

Analysis of the mains characteristics, experiences, knowledge, and competencies needed;

Design of training plans to strengthen professional figures