Leonardo da Vinci Thematic Group

Transparency of qualifications,
validation of non-formal and informal learning
credit transfer.

A focus on
project practices

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This brochure collects some examples of good project practices carried out in the framework of the LLP - Leonardo da Vinci Programme and concerning the themes of transparency of competences and qualifications, credit transfer in vocational education and training, validation of non-formal and informal learning.

Its realization has been possible thanks to the commitment and enthusiasm of all the members of the Leonardo Thematic Group on "Transparency of qualifications, validation of non-formal and informal learning, credit transfer" and to the support of the European Commission – Directorate General for Education and Culture as well as of the Italian Ministry of Labour and Social Security – Directorate General for Guidance and Training Policies.

The projects here included have been selected by the National Agency of their respective country, which we must thank for the help given. Our thank must go also and above all to the selected project promoters, for having realized the contents of this brochure and, more in general, for using the opportunities of the Programme to contribute to the innovation of VET practices.

Further information on these projects as well as on most recent policy developments in concerned fields can be found in the final and comprehensive report of the activities and achievements of the Thematic Group.

The purpose of the brochure is to increase the visibility of the selected initiatives, which have gathered multiplayer partnerships from different European countries to develop, implement and test innovative training products in the fields of transparency, credit transfer and validation, thus contributing bottom-up to some of the main policy issues that the European Union is targeting today in the field of vocational education and training.

The promotion of transparent and transferable qualifications and competences all over Europe, the valorisation and validation of skills acquired in different contexts (in particular through non-formal and informal learning), the development and concrete application of common principles, devices and frameworks (for instance, Europass, ECVET, EQF) are strategic pillars for the achievement of Lisbon goals, in particular for enhancing the mobility and supporting the employability of European citizens.

On the way towards these goals, the adoption of policy measures go together with the implementation of innovative and pilot experiences on the field. Effective synergies between policy and practice can be achieved if a constant dialogue and exchange of experience is maintained among the actors involved in these processes at all levels (European, national, regional, sectoral): policy makers, social partners, experts, practioners, relevant stakeholders.

This brochure hopefully contributes to increase and widen the knowledge about some relevant experiences carried out within the Leonardo da Vinci Programme. Mutual knowledge and understanding is the basis for mutual trust.

DISCO

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Partners

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What kind of needs did the project intend to meet?

European citizens should be able to study and work throughout Europe, making full use of their qualifications, no matter where their educational or professional career path leads them. Transparency of diplomas and qualifications is an indispensable prerequisite for transfer, recognition and accreditation of knowledge, skills and competences (KSC). EU institutions developed several tools to support international transfer. However, whereas the European transparency tools provide a standard format for the description of KSCs, a consistent terminology is missing and CVs or diploma supplements of different countries are still difficult to understand. A comprehensive, multilingual and well proven terminology is needed also from experts in the field of skills research, vocational counselling, employment and so on.

What was the contribution of the project to solve these problems?

DISCO is an online dictionary, allowing the translation of KSCs in seven European languages (EN, CZ, FR, DE, HU, LT, SE). It offers a search and translation feature as well as a profiling tool for composition and translation of European diplomas, personal e-portfolios and application documents. Thus DISCO contributes to a better understanding and international comparability of KSCs. The development of DISCOs multilingual thesaurus was based on survey results, existing national classifications and international standards (e.g. ISCO, ISCED). The terms were not just translated into other languages, but peer-reviewed by project partners. DISCO services are available at www.disco-tools.eu and as webservices which can easily be incorporated into existing web applications.

What outcomes and products did the project develop/are available?

Based on a multilingual thesaurus of KSCs (8.000 terms/language, 7 European languages), DISCO offers the following services:

- The DISCO CV Profiler, which supports the composition and translation of personal CVs and job applications: selecting from a pre-structured terminology, users may build their personal profile of KSCs and then translate it into other languages. Different export formats are offered.
- The DISCO Mobility Pass Profiler, which supports the composition and translation of European Mobility Pass documents: users may record their foreign job experience in terms of DISCOís comprehensive terminology.
- The DISCO Job Ad Profiler (forthcoming), which supports the composition and translation of job advertisements.
- The DISCO Skills Translator, which facilitates the search and translation of KSC terms: individuals and experts find multilingual support for interpreting skill related texts in vocational or educational guidance materials. A printed trilingual thesaurus (English, French, German) will be published in addition to the online services.

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Partners

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What kind of needs did the project intend to meet?

There are currently EU instruments allowing any individual to manage and present the information relating to his/her competencies and qualifications, namely Europass. The individual tools that integrate the Europass (i.e. the CV and the EPL) are at the present declarative tools. If today they exist in electronic format, they do not provide in their electronic implementation neither the validity nor the certification of the information declared by the individual. Back in 2005 when the Europass initiative was launched, the Europass CV and the ELP were not interoperable tools allowing the establishment of electronic transactions between eLearning, recruitment and HR services. Their development approach left little space for user centric management of data and provided limited use of social technologies. This was a limitation for learners, passive and active job seekers and workers in the use of their personal information for academic and professional mobility. Besides the technological, interoperability and standardisation issues, they were also and still are the challenges related to the large scale adoption of the single framework for the transparency of qualifications and competences due to its centralised approach of development and implementation. This is why the KITE project proposed to provide one solution to contribute to the massive adoption of the Europass CV and to answer to some of the related technological, interoperability and standardisation main challenges. KITE will evaluate the potential impact of the use of blogs on the adoption process of the Europass-CV. The aim is to evaluate the relevance of the tool as facilitator of its adoption on a large scale: the ease with which the individual will be able to use the electronics documents which form Europass will be a major factor of adoption.

What was the contribution of the project to solve these problems?

The contribution of the KITE project has been in the emphasis given to the person, to the control over personal data, and to the use of mass-endorsed publication tools as vectors of the Europass-CV. To do so, KITE offers an implementation of the Europass-CV, as a plugin of three open source existing weblogs: WordPress, ELGG and Dotclear. With KITE, everybody is entitled to add to his personal weblog page (blog) a smart extension, based on open standards, to make his own professional profile more accessible, more browsable, searchable through the web and thus improving study, internship and online job search. Above all, KITE will make everybody's profile compliant with today's HR standards (HR XML) for easy, fast and convenient European-scale comparison and inclusion in public databases, employment sites such as Job boards and co-optation sites.

The electronic version or Europass could be implemented in several ways (i.e. with several technologies allowing to have a Europass pluged into several platforms). The key is the interoperability of the Europass documents. One of the possibilities is the use of blogs as a support for the two personal documents of Europass (i.e. the CV and the European Language Portfolio). The other three instruments of the Europass Portfolio (i.e. Mobilitypass, Diploma Supplement and Certificate Supplement) could be digital keys or electronic certificates stored in institutional databases. The core element of the Europass (i.e. the CV) will be open standard compliant (HR-XML) and interoperable. So that the data interchange between the instruments will be possible and the storage of data will be independent. Allowing to this approach, the student and the job seeker will have total control of his personal data: Europass-CV and ELP (storage, access, manipulation and transmission). On the basis of this unique CV, controlled by the owner, individuals can build their online professional profile, as the backbone of their digital self, and exchange data with eLearning, Employment and HR services according to a human resource lifelong perspective. This initiative has the potential to complete the digital identity management tools that allow to verify the user identity in the field of electronic exchanges, claim user related information and control digital reputation.

What outcomes and products did the project develop/are available?

- Research report "Internet Job Search today: uses, services and needs". This is a paper-based and online publication that offers an overview of today's employment electronic transactions, tools and services and the three major strategies that job seekers and also students adopt to search for a job, a placement or a study opportunity via the Internet. The report also presents the KITE framework for interoperability with eLearning, employment and HR services and several scenarios on the use of the Europass-CV plugin for blogs to support the building of online professional profiles;
- Research report titled "Internet Job Search tomorrow: uses, services and needs". A paper-based and online publication that presents a prospective analysis of employment electronic transactions, tools and services based on an analysis of interviews with international experts from the eLearning, employment and HR industry;
- Europass-CV plugin for DotClear 2.0 and WordPress 2.0 blogging systems that is compliant with HR-XML Staffing Exchange Protocol specifications and a detailed user guide;
- Comparative evaluation report on the "Impact of the use of the blogs on the adoption process of the Europass-CV" based on several pilots carried out with a sample of young people participating in the Leonardo Mobility programme, HE students and job seekers;
- Valorisation activities relating to the Europass-CV plugin for blogs in main European eLearning and Employment events.

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Transparency of competences and qualifications

What kind of needs did the project intend to meet?

The high incidence of common diseases related to nutritional habits indicates that there is a gap in the knowledge of individuals about healthy nutrition.

Indeed, training in clinical nutrition remains inadequate in medical education throughout the world preventing good nutritional care of patients.

There is an insufficiency of specialists transferring the knowledge about nutrition from scientific sources to patient's bed and population.

Formal and traditional systems of education in most universities are inflexible and slow in introduction of modern fields of knowledge like general and clinical nutrition.

Various non-formal LLL programmes are taking the initiative of education in nutrition, but they are still rather sparse.

The outcome of these programmes is not widely distributed. There is still a resistance of formal educational institutions to recognize the outcomes of various initiatives of LLL as a part of educational achievement of individuals. There are difficulties of employers to recognize and to accept the certificates of non formal and LLL programmes. That is why there is a need to create:

- a new LLL programme comparable to a Master curriculum;
- an instrument for recognition and valorisation of LLL outcomes: certification, diploma and validation of competences and skills of the target group.

What was the contribution of the project to solve these problems?

The project contribution to solve this problem was a development of an innovative LLL programme in nutrition . It possesses a new advanced approach to nutrition as a preventive and curative measure based on the knowledge of molecular mechanisms of diseases. The LLL programme in nutrition of a semi-virtual character, freely accessible through the Internet, has the following features:

- based on WEB-Modules combined with Live Courses for intensive training (practical) and certification at partner universities, and through European common courses;
- based on Innovative Core Curriculum for training in Clinical Nutrition developed by European experts;
- containing new training modules (assigned with credits) linking the latest scientific achievements and research on diseases' mechanisms and modern nutrition;
- conducting regular courses within partner institutions providing a platform for problem based learning, case discussion, testing and certification;
- possessing general rules for application, registration, training, assessment and certification of users;
- modules are assigned with credits, allowing construction of individual portfolios for different target groups;
- credit accumulation and their certification provides a base for Diploma;
- new training environment efficient, comfortable, non-stressing, attracting to participate in the programme, motivating for lifelong learning, cultivating practical skills for problem solving and responsibility.

This innovative LLL-programme needs training of capable specialists highly motivated for continuous learning and professional improvement, possessing updated skills and knowledge that will facilitate personal fulfilment and carrier development. This programme also necessitates the recognition of efforts made by participants/users and this must be done by official certification of their studies by a network of EU universities.

What outcomes and products did the project develop/are available?

Educational Web Portal of LLL Programme in Nutrition (www.lll-nutrition.com).

LLL programme in nutrition (e-learning university) contains all the tools and resources of an e-learning university: core curricula, training content, tools for innovative training, study navigator to guide the learning process; software for the learning management system (LMS); personal information management, tools for assessment, rules for credit accumulation and certification, multi-language support.

The programme provides training in Nutrition through both on-line and live sessions. By the end of the project (2003-2005), 29 modules were developed and in the two following years the number was expanded to 68. Altogether 105 modules are planned to be developed (see module catalogue).

Live sessions (4-5 per year) contribute to intensive training and certification. Modules are carefully constructed through multi-disciplinary approach and present a precise set of competences and skills essential for a particular area. The flexibility of the system allows implementation of specific portfolios for the purposes of different target groups. It awards competency-based certification and credits for Continuing Medical Education in the framework of ESPEN (European Society of Clinical Nutrition and Metabolism) on successful completion of the modules.

The programme for the 2006 and 2007 was realised. For 2008 the topics of the modules were selected, their authors were pointed out and assigned; the programme for the live session was developed.

Guide Book for users was developed in printed version, in CD and web-line version (in English and Bulgarian). The guide book provides learners with clear, complete, and updated information on the curriculum, modules, courses and certificate requirements, nature of interaction with tutors and administrators, prerequisites; it includes as well LLL system management and a guide of virtual classroom development. The guide helps educators in developing and running the educational programme.

Module Catalogue (printed and CD version in English) containing Core curriculum prepared with the consensus of European experts including syllabus, shaping learning units: modules, with code, credit, short description of learning objectives and key points.

Study Manual for the self-training (printed and CD version in English), contains the modules developed under the project. It is planned as a periodic annual edition that will publish the modules developed in each year.

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What kind of needs did the project intend to meet?

The project addressed the needs for:

- higher language proficiency amongst European peacekeepers involved in military, police or humanitarian operations;
- new transnational language training programmes, materials and tools for peacekeepers, high degree of fluency, accuracy, and communicative competence for effective joint operations, including both linguistic and intercultural competences of peacekeepers;
- transparency of competences and qualifications, credit transfer in vocational education and training, validation of non-formal and informal learning.

What was the contribution of the project to solve these problems?

The project succeeded in developing language training and reference materials for peacekeepers for self-study, semi-autonomous and tutor-supported learning in formal, non-formal and informal settings. The materials addressed the needs for:

- describing the competences necessary for this specific type of communication, the related knowledge and skills, as well as situations and domains of communication;
- mutual understanding and recognition of language skills and competences between the military (NATO STANAG 6001) and the civilians (The Common European Framework of Reference for Languages CEFRL);
- civil-military transparency and transferability of skills, competences and qualifications (i.e. "translate" the civilian qualifications into military and vice versa);

- matching the NATO language standards to the CEFRL, referring to civilian and military descriptors and examinations.

What outcomes and products did the project develop/are available?

Project results are as follows:

- Language training set of materials for peacekeepers for self-study, semi-autonomous and tutor-supported learning in formal, non-formal and informal settings (Book: Level B1-B2 CEF/NATO SLP 2-3; Trainer's/Student's Guide; Entry and Certification Tests; Audio CD);
- European Language Portfolio for Peacekeepers (Passport, Biography, Dossier, Strands of Progression) matching the CEFRL and the NATO language standards and granting mutual understanding and recognition of language skills and competences between the military (NATO) and the civilians (CEFRL);
- Interactive Multilingual Glossary of Peacekeeping Terms: didactic tool for self-study, semi-autonomous and tutor-supported learning in non-formal and informal settings (access in 12 languages; 1600 terms with explanations; audio recordings of the terms; search engine in all languages; examples of usage provided; interactive exercises);
- Language Skills Map and Certification Framework, enhancing Civil-Military transparency and transferability of skills, matching the NATO language standards to the Common European Framework, referring to civilian and military descriptors and examinations;
- Public website with exemplary materials for downloading.

For further information see: www.linguapeace-europe.net

Developing sector-specific multi-format foreign language teaching materials for the vocations (BG/05/B/F/LA-166043)

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What kind of needs did the project intend to meet?

Alongside with the development of sector-specific foreign language teaching materials, the project team felt the necessity for developing language competence certification tools for the vocations which will facilitate the transparency of competences and qualifications and the validation of non-formal and informal learning. The target groups and sectors are those most seriously affected by worker mobility and immigration, processes which have increased with the accession of new countries to the EU.

What was the contribution of the project to solve these problems?

The project established the basis for creating a framework of references which will be used to develop foreign language vocation-specific tests to measure the linguistic competence of the mobile workforce in Europe. These will serve the purposes of both employers and employees.

What outcomes and products did the project develop/are available?

As part of its overall activities, the project team developed:
1. a work-based typical language competences framework of references for nursing
2. a work-based typical language competences framework of references for tourism
Both products are in electronic format and paper version.
For the time being they are only available in English, but the project team envisages their transfer into other languages and sectors.
These frameworks of references define the linguistic competence required to perform, at levels which are comparable to the CEF of languages and the language portfolio but for work purposes. The tests will measure and certify the language competence of everybody wishing to work abroad, with a multinational company or environment.

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What kind of needs did the project intend to meet?

The project intended to meet the following needs:

- to achieve the most effective approach in the field of professional preparation of cross compliance advisors;
- to support and to emphasize the awareness for the need of professional training of advisors in the process of innovation;
- to lay the foundations for further cooperation in the area of advisors qualification and accreditation in order to make possible a future implementation of a uniform concept in this area;
- to define requirements for qualification and professional preparation of advisors, allowing for an implementation according to each country's specific requirements.
- to lay the foundations for an international permanent working group involving national certification authorities which, in the future, will be able to coordinate, specify and improve general standards of advisors.

  The target group are advisors in the agricultural sector (from the point of view of their professional preparation, qualification, certification)

What was the contribution of the project to solve these problems?

The project aimed at realising the analysis and comparison of consulting systems in the participating member countries, the setting-up of standards for professional qualifications of advisors as well as the terms for their certification. The objective was to ensure high quality advisory services for all farmers requiring assistance in implementing cross compliance measures in the several member states. In this context, a manual containing all requirements concerning the knowledge and necessary qualification of advisors offering consulting services in the field of cross compliance was to be compiled.

What outcomes and products did the project develop/are available?

1. Manual with a list of requirements for the knowledge of cross compliance advisors (handbook on the website, on CD-Rom, on paper form – as a part of the AAC report No 4 - in English, Czech, Slovak, Polish, Hungarian, German language);
2. Analysis and comparison of consulting systems in various countries (report on the website, on CD-Rom, on paper form in English, Czech, Slovak, Polish, Hungarian, German language);
3. Questionnaire "The professional preparation of advisors for the new tasks", a questionnaire on competences, education and certification of advisors (the report "Summary of the project partners' responses" on the website, on CD-Rom,, on paper form - as a part of the AAC Project Report No 3).

ICBC - Intercultural Business Competence (FIN-06-A-PL-6055-a)

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Transparency of competences and qualifications

What kind of needs did the project intend to meet?

The project introduces an international class which, during one academic year, studies approximately 14 weeks in each institution. One goal of the project was to promote transparency, comparability and transferability of secondary vocational education and qualifications in the field of Business and Administration. The project also aimed at increasing the attractiveness of vocational secondary education in the aforementioned field by improving the skills and competences brought in by qualification in the participating countries and through dissemination of results in the rest of Europe as well. Increased international competence of participating students supports their employment after graduation. Active work for developing of the ECVET model in vocational education was also a key issue. All participating institutions have a substantial amount of international students. Thus it is in their interest to work for the transparency of education and qualifications and promoting the implementation of the ECVET model.

What was the contribution of the project to solve these problems?

The international classroom moves from one country to another always continuing their basic business studies where they left off in the previous country. We have been developing common curricula. The process is ongoing. The project has been a pilot for the national FIN-ECVET project.

All subjects are covered in an international context. The international group and the changing learning environment and culture coach the students for working in a foreign language and in a multicultural environment.

What outcomes and products did the project develop/are available?

During the project the partnership started to revise the curriculum according to the KSC principle and it is continuing the work in the academic year 2007-2008.

The participating students estimated that their language skills improver during the year. Most of them would like to work in the international labour market in the future.

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Educational authorities: National Board of Education (FI) - The Vocational Committee for Clothing in Denmark (DK) - The Vocational Committee for Kitchen, Hotel and Restaurants in Denmark (DK) - National Institute of Vocational Education (HU) - LIFT Group (NL)
Companies: Relief Haute Couture (DK) - Pet Ravintolat Oy, Restaurant Kummiset (FI) - MeVi Tailor (FI) - Hotel-Restaurant-Rehabilitation Centre (FI) - Petritex Oy (FI) - Kuopio University Hospital, Food Services (FI) - LIVIA Tailor's Workshop (HU) - Lachmann FIAI KFT(HU) - Carlton Beach Hotel (NL).
Other organisations: Service Union United/Eastern Finland (FI) - Federation of Savo Enterprises (FI) - European Forum of Technical and Vocational Education and Training EFVET (BE)

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What kind of needs did the project intend to meet?

The educational institutions involved struggled with the problems of quality, assessment and guidance as well as with the problem of training teachers and workplace instructors when organising vocational skills demonstrations. There were remarkable differences in the practices, for this reason it was considered as necessary to create a system which would enable a fair and more uniform student assessment, ensure a smooth running of skills demonstration planning, organisation and evaluation and save workplaces' and educational institutions' resources. Consequently, the project tackled issues such as transparency and recognition of competencies and qualifications, validation of non-formal and informal learning as well as quality assurance.

The main target groups of the project were hospitality and clothing sector students in initial vocational education, hospitality and clothing teachers and trainers as well as workplace instructors.

(Note - During the project, vocational skills demonstrations were defined as "work processes or work situations which are planned, arranged and evaluated in co-operation with the education provider and the working life". Through vocational skills demonstrations the students show to what extent they have acquired the skills defined in the core curriculum and required by the working life. The definition also includes skills demonstrations as level and final exams and as a medium of project learning.)

What was the contribution of the project to solve these problems?

The objective of the SKILLDA project was, firstly, to create a vocational skills demonstration system between the participating countries, secondly to improve the competence of teachers and workplace instructors in the planning, organisation and evaluation of vocational skills demonstrations and, thirdly, to ensure the best possible use of the workplaces' and educational institutions' resources.

The Finnish model was used as a basis in the development work, but efforts were made to take the specific features of the participating countries into consideration. Though hospitality and clothing comprised the target sectors of the project, the outcomes were attempted to make as non-sector-specific as possible to enable their wider use. In addition, the customer-oriented approach was taken to make the products user-friendly. Finally, the outcomes were tested by means of two student mobility projects, whereby feedback was collected from all the target groups.

What outcomes and products did the project develop/are available?

- Vocational skills demonstration guide for students, teachers and workplace instructors (available via the Internet in EN, FI, DK, NL, HU; the appendices exist only in EN, because only EN forms will be used in practice; available as paper versions in EN, FI, DK). Contents: Introduction, 1. What are vocational skills demonstrations?; 2. Organisation of vocational skills demonstrations; 3. Evaluation; 4. Instructions; 5. Prerequisites for successful demonstration of vocational skills abroad; 6. Time frame; 7. Check list; 8. Vocabulary related to skills demonstrations; Appendices;

- A one-credit evaluation module for teachers and workplace instructors (available via the Internet in EN, FI, DK, NL, HU; the supplementary information exists only in EN). Contents: Welcome; 1. Introduction; 2. Student guidance and support; 3. Evaluation; 4. Supplementary information.

- English and Hungarian versions of a Virtual Campus, which was meant to be used as a tool and material bank when preparing the main products (available in EN, FI, HU);

- Two evaluation reports (paper version - EN);

- Cultural and language preparation course for students going abroad for a placement (Virtual Campus).

Theatre Technical Training in EU
(FI/05/B/F/PP-160600)

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Transparency of competences and qualifications

What kind of needs did the project intend to meet?

In the field of theatre technical training the tools for competence analysis, for assessment of earlier gained skills and knowledge and for making digital portfolios are in a growing demand. In the theatre technical field the terminology is unclear, the quality of training varies, qualifications of theatre technical professionals and the quality of technical equipment is different from country to country and there has been a lack of basic training in the sector.

The TTT project aimed at recognising the special expertise/competences needed by technical professionals working in the rapidly changing technical theatre, supporting lifelong learning and with the aim of promoting the transparency of qualifications and competences in different partner countries.

The target groups of the project are all those working in the field of theatre techniques and theatre employers, unions and training organisations focusing on developing the field of theatre technical professions.

What was the contribution of the project to solve these problems?

The objective of the TTT in EU project was to promote transparency of qualifications and competences in theatre technical training and professions by the development of an industry-based competency analyse tool. This was planned to help target groups to locate their professional profile at European level, to help vocational training organisations putting their courses into European comparacy and to support continuous education especially for those theatre technical professionals whose skills are learned on the job. The core analysis of their professional competences and qualifications aimed at promoting transparency of qualifications in different partner countries, to help assessing competences and to make it easier to compare the training offered in various training institutions.

By giving the real time knowledge on competences and qualifications of theatre technical professionals in Europe and by making elements under different competences visible and comparable in each partner country with a reference to EQF levels, the proposal aimed at reaching the planned objectives.

What outcomes and products did the project develop/are available?

The main outputs of the project are 3 wiki-based digital tools to analyse, compare and assess competences.

1. Competence analyse tool: a digital on-line tool to help identifying the key competences of the theatre technical skills and knowledge (available in EN, NL, SE, FI);

2.'Make a Profile'-tool: a downloadable tool from the web-site to create a personal profile of one's competences, compare different profiles or to do self-evaluation /analyse training needs of different competences (available in EN, NL, SE, FI);

3. Tools for assessment: web-based on-line tools giving guidelines for assessors and people developing competence-based qualification systems on how to place a competence unit/element in the local context and how to assess it (available in EN, NL, SE, FI).

The other project outputs are a Dictionary of the theatre technical words and a Glossary of the terms used in the tool, especially in assessment (available in EN, NL, SE, FI).

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What kind of needs did the project intend to meet?

Trying to meet the new requirements of training and education caused by globalisation of economy and upcoming information society, a lot of standardisation initiatives at national and European level had been launched when the project proposal was set up (2004), but they were in no way linked to each other although European governments had already formulated the need for compatibility of educational systems by initiating the Bologna Process and the Copenhagen Process. Therefore there was a strong need for overcoming this "standardisation divide": this was the background of a project claiming to contribute to this aim starting from its title (Embedding ICT/Multimedia Standardisation Initiatives into Vocational Training Strategies in Europe). This sector-oriented project should reach its objectives by using already existing elements of standards (as the British Skills Framework for the Information Age - SFIA - and the German Advanced IT-Training System - AITTS), or emerging ones (as the European Credit Transfer System for Vocational Education and Training - ECVET- and the European Qualification Framework - EQF).

What was the contribution of the project to solve these problems?

Three job profiles were selected:
- IT Project Coordinator (taken from the German Advanced IT-Training System - AITTS);
- IT Security Coordinator (taken from the AITTS);
- Web Content Specialist (taken from a previous LEONARDO project).

Profiles were already subdivided in work elements, thus delivering smallest assessable units. According to this, descriptions of professions were created, defined in EQF terms formulating knowledge, skills and competences needed to carry out the job.
Derived from these job descriptions, qualifications/curricula were designed and structured in a way that enables the test application of the European Credit Transfer System

for Vocational and Educational Training (ECVET).
Transnational training was carried out and evaluated, thereby piloting the EQF.

What outcomes and products did the project develop/are available?

- IT Project Coordinator SFIA (Job/occupational profile described in competence categories of SFIA);
- IT Security Coordinator SFIA (Job/occupational profile described in competence categories of SFIA);
- Web Content Specialist SFIA (Job/occupational profile described in competence categories of SFIA);
- Web Content Specialist Job description (based on the results of the Leonardo project "Web Content Manager");
- IT Project Coordinator Qualification (Curriculum described in EQF terms, with interfaces to the application of ECVET);
- IT Security Coordinator Qualification (Curriculum described in EQF terms, with interfaces to the application of ECVET);
- Web Content Specialist Qualification (Curriculum described in EQF terms, with interfaces to the application of ECVET);
- Tecnico Superiore per la Comunicazione e il Multimedia in the Web Content Specialist Qualification format (Curriculum based on the above mentioned curriculum, with supplements from the Italian system of vocational training, delivered by a team of Politecnico di Torino);
- ZMT Promotion – setting up the prototype of a structure provided to support the development of Zones of Mutual Trust (Paper on Further Development of Project Results).

All documents are available on the project website http://www.embedding-standards.com

European RecyOccupation Profile - Implementation of a European occupational profile and curriculum for the recycling sector (D/03/B/F/PP-146056)

RecyOccupation

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What kind of needs did the project intend to meet?

The lack of adequate training schemes for this sector of the economy is beginning to be felt throughout Europe and must be overcome if European environmental policy targets and the challenges of structural change are to be met. There are currently no established initial training programmes running in the European recycling sector.

Existing training schemes tend to cover only waste disposal measures. Moreover, continuing training offers are generally addressed to the management level. There are no sustainable concepts for training skilled workers. In a sector which does not have a training tradition and employs people from a wide range of occupational fields, this represents a crucial competitive disadvantage and is not very conductive to the implementation of sustainable material-flow management to replace "end-of-the-pipe" strategies. Therefore, the development of an initial vocational training for this sector represents an important contribution for supporting the trend towards professionalisation in innovative and efficient enterprises. In the scope of the discussion surrounding the European Qualification Framework (EQF), the project has created a concept addressing the applicability of a European Credit Transfer System (ECVET) to the core occupational profile.

What was the contribution of the project to solve these problems?

The "European RecyOccupation Profile" project introduced initial training in the closed loop waste economy within the participating countries and supported that kind of training with both methodological approaches and didactic concepts. Preparation for those activities took place in the Leonardo "RecyOccupation" project (D/03/B/FF/PP-112149). In the "RecyOccupation" project, from 2000-2003, suitable concepts for implementation at national level were developed for initial training for the recycling sector. The European core occupational profile "ECO-Recycler", which was developed in that context and is work-process based, represents an appropriate means to overcome the qualification deficit for (technical) employees in the closed loop economy over a longer term.

At the same time, the project designed a framework concept for a European occupational group in the field of environmental technology. This represents an effective approach to counteracting the training deficit in recycling operations.

By October 2005, the preconditions for implementing the European core occupational profile "ECO-Recycler" in selected countries and for driving its dissemination forward were met in the "European RecyOccupation Profile" transfer project.

What outcomes and products did the project develop/are available?

Country-specific curriculum handbooks were developed in the partner countries. These handbooks implement and shape the transformation of the European core occupational profile of ECO-Recycler to reflect national structures and requirements, making it accessible for sustainable use. Learn and work assignments were designed, compiled and published in country-specific handbooks which also contain a didactic concept for training practices, methodological and organisational aids to implementation and learning arrangements that have been assigned to the core occupational profile. A database was compiled to be used in identifying appropriate aids to training. Appropriate training aids were identified and linked to the didactic concept. A didactic concept was developed to support sustainable development through initial training in the closed loop waste economy. In addition, tests were conducted checking the compatibility of a credit structure with respect to respecting the learning-process orientation and examining the assignment of credits to core areas of the "Eco-Recycler" occupational profile.

The products of the project are available in the following languages: DE, EN, SI, ES, LT, EL (download at www.recyoccupation.eu.tc.).

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What kind of needs did the project intend to meet?

The project focused on the validation of non-formal and informal learning of people with little formal education. Through the process of validation the competencies of participants are documented, evaluated and validated in order to open gateways to new opportunities in lifelong learning. The workplace is seen as an important learning arena. Through the validation process the individual will gain an overview of his/her skills to build on further lifelong learning. This can be a very motivational factor for continuing learning. Through participating in validation, the company can develop its human resources operation, strengthening the company and giving it a better position in the competitive market. The main target groups of the project are people with little formal education, companies, guidance counsellors and relevant stakeholders. Validation is seen as a tool for raising participation in lifelong learning and through that, the competence level of a company, of a community, of a nation.

What was the contribution of the project to solve these problems?

The project developed methods and tools for validating competencies acquired in the workplace, transferable between sectors. Professional task groups were established in each partner country whose role was to participate in the development of methods and tools and dissemination of project findings. The project focused on validating employees within the banking sector (3 countries) and then the methods and tools were suc-

cessfully tested in transfer sectors (2 countries). The main product is the model developed in the pilot which has proven to be transferable between sectors. Next steps will be to test it in new sectors in partners countries in order to validate the competencies of the main target group and open new opportunities for them towards learning and a better position on the labour market.

What outcomes and products did the project develop/are available?

- Handbook of standards: description of how the standards used in the validation process were developed (available in English on the project website).
- Handbook of methods and tools: description of the methodology used in the validation process in the project (available in all partner languages on the project website).
- Guideline brochure: description of the pilot experience, process and results (available in all partner languages, printed and on the project website).
- Project website: including a description of the project and partnership, pilot summaries, all the above mentioned project products and external evaluation material (including feedback from participants and stakeholders).
- Final conference: focused on a dissemination of the project material on an international level. The project was introduced and products and processes were reviewed in interactive workshops. Two international experts on workplace learning and EU issues spoke at the events.

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What kind of needs did the project intend to meet?

Enterprises and organizations are increasingly using ICT within their activities. For the individual this calls for acquiring new skills and knowledge, the change being seen either as an opportunity for advancement or a threat for job security. For eBusiness and the human capital to develop effectively, people and organisations need to be aware of and understand the new work methods, and to believe in the potential benefits. Target group: individuals working in the value chain of trading and distribution of products and services for business use. Target sector: companies operating B2B and B2G (i.e. import, export, manufacturing, warehousing, sourcing and distribution companies).

What was the contribution of the project to solve these problems?

The eBCM-VET project addressed these challenges by developing an eBusiness vocational education and training Programme in a holistic way by referring to the eBusiness Community Model.

It analyses the need for education and training in the field of eBusiness within target group and sector, it designs and tests, in a pilot project, relevant education and training methods and material. The method used to deliver the knowledge was based on the "Train the Trainers" concept.

What outcomes and products did the project develop/are available?

- Need Analysis (analysis report): field study within partner countries, on the target group's need for eBusiness vocational education and training (website and paper - EN);
- Learning Objects (curriculum): eleven specific learning objects (chapters) about e-Business and an additional chapter on continuous learning (text and slides, website and paper - EN and project languages);
- Trainers Manual (training pathway): a guide for trainers on how to convey the curriculum to trainees, including the "Train the Trainers" course programme, assessment forms and a template for individual trainee's study programme (website and paper - EN and project languages);
- Training Tool (training pathway): a web based training tool providing access to training material and easy navigation (website and paper - EN and project languages).

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What kind of needs did the project intend to meet?

The WAVE project targeted the aquaculture industry throughout Europe (workers and employers in SMEs, trade associations, colleges, training organisations and regulatory authorities) in order to identify the knowledge, skills and competences needed in the sector, agreed by all involved parties. Each country has its own training requirements, responsive to different needs and criteria. Though constituting the bedrock of the industry's accelerating performance, knowledge, skills and competences acquired in the workplace were rarely given accreditation. The project had two major aims: i) to create a European Master List of competences covering all species, production techniques and technologies in 10 EU languages; ii) to create a mechanism based on the List, leading to the validation and accreditation of practical training and work experience. Such a Master List becomes an inventory of technical competences incorporating variations in work practices and variations according to species, types of farms and farming methods across Europe.

What was the contribution of the project to solve these problems?

A preliminary list of competences was taken from established European vocational and academic courses. WAVE then interviewed 151 individuals working on 91 fishfarms in 10 different European countries, adjusting the list according to their comments, in order to ensure that the list was relevant to their needs and understood and accepted by both workers and managers, This "bottom-up' approach is an essential part of the process, enabling acceptance and approval by the whole European industry. A methodology was developed which had to be capable of initiating and sustaining dialogue with providers, employers and employees on a trans-European scale, and also had to bear intensive scrutiny by all stakeholders. An innovative WAVE surveying tool allowed interviewers in 10 countries to upload results to the database, view statistical overviews and allow partners to view and make comments on specific competences. Industry, trade associations, colleges and regulatory authorities have all contributed to the Master List.

What outcomes and products did the project develop/are available?

- Master List of the competences (248 competences,16 groups, 10 EC languages) used in primary production in aquaculture based upon existing national lists with industry input;
- Printed and online Guidelines (in English, French, Spanish, Italian, Norwegian, Greek, Danish, Dutch, Czech and Hungarian), for 5 different target audiences detailing how to use the Master List;
- Website containing all products (http://www.waveproject.com);
- Online competency database, developed by partners, essential for managing the extended discussions concerning the draft competency lists. Features include: online editing, tracking, historic archives, comments section, remote translations, online surveying and results;
- Online surveying tool allowing interviewers in 10 countries to upload results to the database, view statistical overviews and allow partners to view comments on specific competences resulting from the surveys;
- Online glossary with definitions of 132 VET terms, available online in 10 languages;
- Online competency tool giving users the opportunity to generate individualised list of competences, which is then emailed directly to them.;
- Report on WAVE methodology as part of WAVE Final Report.

H.E.LE.N. - THe European LEarning Network
(I/04/B/F/NT-154056)

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Transparency of competences and qualifications

What kind of needs did the project intend to meet?

The basis of the H.E.LE.N. project has been established according to some needs indicated in the framework of the considerations of the European Council of Barcelona in March 2002: "to make vocational training in Europe a world quality reference point within 2010".

A further stimulus derives from the resolution of the European Council of Copenhagen on November 19, 2002: "vocational training is necessary for promoting employment, social cohesion, active citizenship and personal and professional realization".

Moreover, conclusions of Bruges-Copenhagen process, and in particular the following declaration: "research on how to promote transparency, comparability, transferability and systemic recognition of competences and/or qualifications, among different countries and at different levels could be sponsored through the development of reference levels, common principles for certification and measures, including a system of credits for V.E.T.".

What was the contribution of the project to solve these problems?

HELEN's objectives are:

1.to favour mobility of workers and students;

2.to implement a transnational network;

3.to promote social dialogue among policy makers and partners, among partners and their networks at local level and/or at transnational level.

Users of the final products are institutional subjects with competences in law, management and certification in high technical vocational training, having access to privileged channels of information and communication and with national and European institution, and also social partners.

What outcomes and products did the project develop/are available?

Results were foreseen in terms of:

- Processes: collection, selection and classification of competence standards for professional profiles and of practices for identification and certification, methodologies for a systematic use of information systems, identification and application of best practices appropriate for the foundation and the preservation in time of a transnational network and promotion of social dialogue.

- Products: "DOMAINS" collection of formal models for qualification, certification and credits; specification of a semantic searching engine for vocational training named "QUOVADIS"; "Best Practices Manual for a Virtual Community for Post-Secondary Formation" report; definition and development of the HELEN Portal and of the Institution Domain Sites of the Virtual Community with activation of privileged interaction channels following models of transnational networks; implementation of conventions and seminar activities.

- System: product and process construction modalities oriented to the development of new competences for the involved operators and contribute to the definition of ontologies, collectively defined by the partnership as a fundamental and dynamic element for a transparent and coherent system.

For further information see: www.helen.polito.it

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What kind of needs did the project intend to meet?

HAMSTER aims at validating the use of Activity Structured Training Models in a new harmonized training schedule for European Plastic Welders. The training schedule follows the EWF Guideline Doc. 581-01 and it will be implemented in more than 36 European countries. The Guideline will ensure a transparency in knowledge and qualification in vocational education and training towards the target sector, which is SME's and VET schools focusing on plastic welding.

The training schedule will use new visual communication and collaboration tools in order to ensure distribution on learning content across regions in a just-in-time context.

What was the contribution of the project to solve these problems?

The project uses an Activity Structured pedagogical approach whereby the education and skills transfer closely follows the industrial production process. The education focuses also on health, environment and safety in addition to the technical content in order to cover a wide European need for sustainable growth.

Streaming video is used to highlight different aspects of the production process as well as environmental challenges. Through EWF, responsible for dissemination, a common European Harmonized Diploma aims at documenting the formal knowledge and skills obtained through the courses developed in the project.

What outcomes and products did the project develop/are available?

The results which the project means to achieve are:

1. A set of focused courses within plastic welding according the EWF Guideline Doc 581-1;
2. A set of Train-the-Trainer courses for teachers and instructors showing how to utilize visual communication and collaboration tools in education and training;
3. A set of demonstration videos showing best practice training skills;
4. A set of targeted videos related to plastic welding;
5. A European plastic welding repository;
6. A project web site highlighting the project results.

A Model of Professional Qualification Structure and New Methods of Promotion, Certification and Mutual Recognition of Managerial Skills in Construction Industry, according to the Requirements of the European Union (PL/02/B/F/PP-140029)

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Transparency of competences and qualifications

What kind of needs did the project intend to meet?

The main goal of the project was to develop a system of mutual recognition of managerial skills in construction, comparison and certification of managerial qualifications in the European construction industry. The system is necessary in order to provide equal opportunities in the labour market for construction engineers from European Union in Central and Eastern Europe countries as well as for engineers from these countries in European Union.

What was the contribution of the project to solve these problems?

Partners undertook the following tasks:
- acceptation of the project final version of areas and structure of managerial knowledge in construction, necessary for different levels of qualifications and all types of managerial function in construction, in order to certify engineers and accredit courses;
- creation of a guidebook for a comparability of all components of certification and accreditation systems in the form of curricula-qualification modules;
- comparable analysis of curricula, education methods and certification requirements in selected countries from European Union;
- creation of uniform certification criteria of managerial qualifications and accreditation of studies, preparing to fulfil managerial functions in various areas of construction industry and different levels of required qualifications;
- preparation of models and organization of complementary studies (especially "distance learning" system), which are necessary to standardize qualification levels and process of specialization of construction managers in different countries;
- preparation of uniform and detailed conditions and procedures of managerial skills certification and accreditation of studies assuring these qualifications.

What outcomes and products did the project develop/are available?

Main results of the projects, printed as books and available in Polish and English are as follows:
- Development of extended and detailed version of area and structure of knowledge about entrepreneurship in construction and set of definitions; discussion, verification and acceptance by all partners final version of area and structure of knowledge about entrepreneurship in construction, essential for various levels of professional managerial qualification and specialization - set of managerial knowledge in construction, a basis for qualifications comparison;
- Development of mutual recognition system of managerial qualifications, as a full set of modules of content-related descriptions of explicit qualification requirements, as a knowledge compendium required on different levels and specialities of managerial qualification, discussion, verification and final acceptance of the system - set of educational tools for education of construction managers;
- Comparative analysis of curricula and methods of education in selected European countries and requirements concerning certification of qualifications, in order to meet requirements of "managerial qualifications' comparability system" - analysis refers to Polish engineers from construction industry - procedures for mutual comparison of qualifications.

EURO-NURSE - The European harmonization of nursing curricula in Romania
(RO/2005/PL95166/EX)

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What kind of needs did the project intend to meet?

The two-tier structure in nursing education according to the Bologna process only started in Romania 3 years ago. At BSc level, Romanian schools of nursing still greatly vary from curricular point of view and do not offer training at EU standards. MSc programs for new competences like health care management, gerontology, mental health nursing, critical care nursing, midwifery, nursing and health care ethics, trans-cultural and cross cultural nursing are completely lacking. Through the project, teachers in Nursing from the University of Medicine and Pharmacy "Victor Babes" Timisoara set the premises for implementation of fast track curricula for validation of Romanian nursing high-school degrees to BSc level and for joint Masters programs in Nursing together with two EU partner institutions that practice nursing education according to European requirements.

Target groups: teachers, undergraduates and professionals from nursing, occupational therapy, health care management, social workers, midwifes, maternal assistants, undergraduates in Nursing, graduates of nursing schools with high-school degrees, professional organisations, Romanian institutions of certification and recognition of competences and qualification in health care.

What was the contribution of the project to solve these problems?

Objectives:
- to provide and to develop new learning environments, interactive learning solutions, problem-based learning in all fields of nursing in Romania: general nursing, gerontology, critical care, health care management, occupational therapy, mental health care, rehabilitation of the disabled;
- to design joint curricular modules for undergraduates and graduates in nursing, as flexible learning tools - platforms of exchange of experience and knowledge between countries;
- to exchange best practices between teachers and trainers.

Methodological solutions:
- to find partner institutions with a very good experience in the field: the University of Rovaniemi (FI) offers excellent integrated instruction in nursing at Bachelor level and the Master structure is very well organized and adapted to the needs of the market, the University of Sunderland (UK) is experienced in on-line teaching and implementation of modern methods of teaching in Nursing in foreign countries, especially Eastern Europe;
- to present the project results to Romanian institutions of certification and recognition of competences and qualification in health care and to the Ministries of Health and Education.

What outcomes and products did the project develop/are available?

Project outcomes:
- comparative discussion of curricula and teaching methods, based on preliminary report previously sent by Romanian partner;
- development of common curricular modules, both for graduate and post graduate teaching which will enable experience exchanges between the partner countries;
- development of a special, one-year curriculum for nurses with under-graduate degrees in order to equalize diplomas;
- instruction on distance teaching organization for Master in nursing;
- instruction on development of Master curricula;
- instruction on online evaluation of student performance;
- establishing criteria for quality management of theoretical knowledge, practical abilities and student behaviour.

Product developed: fast track curriculum for validation of the nursing high-school degree to BSc level proposed by the University of Medicine and Pharmacy "Victor Babes" Timisoara, recognized by the Romanian Ministry of Education (paper - RO).

For further information see: www.umft.ro

e-Marine - New forms, Internet based and products for vocational and educational training (VET), lifelong learning and competences asessment for the marine and port fields (RO/05/B/P/PP-175004)

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What kind of needs did the project intend to meet?

Training for maritime and port related professions is realised at national levels, whereas the job is performed in an international environment and it is expected that people with the same job carry out their activities in the same manner. In order to achieve this goal, there is a continuous need of standardisation and cooperation at international level. E-Marine project can be considered as one of the few initiatives in the field of maritime and port activities and its main goals can be resumed as follows:
• generation of an electronic environment for training and competence evaluation;
• developing of occupational standards for certain port and shipping professions.
The main target groups of the project are: crew on board ships, ship and port management companies, port workers, students in maritime and port related studies, high school students willing to pursue a career in the maritime or port industry.

What was the contribution of the project to solve these problems?

Project specific aims are:
• the creation of practical and advanced, Internet and direct based conditions and products, for the training of the worldwide dispersed seafarers and port workers;
• the exploitation of usability, accessibility, inter-operability and immediacy of the Internet based training for people involved in the marine area;
• the intensive implementation of advanced and appropriate e-Learning elements and activities in VET and LLC, in the marine field;
• the exploitation of opportunities generated by the diminishment of unemployment within marine professions;

• the achievement of conditions to approach the new technologies in marine activities;
• the creation of compliance with the requirements related to the IMO training and to other international bodies;
• the creation of the environment for competencies evaluation;
• the adoption of EU Standards and Regulations in the field of competencies evaluation;
• the establishment of a European data and information exchange between European countries in VET, VET's products and VET's practical facilities and simulators in marine and port areas.

What outcomes and products did the project develop/are available?

Projects' outcomes are:
• Report on training needs analysis (handbook, paper - RO, EN);
• Manual and user Guide of the VLE (handbook, website, CD-Rom - EN);
• Seven occupational standards for maritime and port related professions (handbook, paper - EN, ES, IT EL);
• Validated analytical programs for the seven professions;
• Books on a variety of port and shipping related subjects (handbook, CD-Rom - RO, EN, ES):
  • Freight Forwarding
  • Ship/Shore Interface - Safe Working Practices
  • Human Errors and the Environment
  • Management of Marine Oil Pollution Response
  • New Technologies for Navigation Safety
  • Ship Security

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Haute Ecole de la Province de Liege (FR) - Hellenic Centre for Regional Development (GR) - Universitat Oberta de Catalunya (ES) - Institut Universitaire de Technologie de Rouen (FR) - Université Pierre et Marie Curie - Paris 6 (FR) - Market Research and Analysis Centre (PL) - Romanian Chamber of Commerce and Industry (RO) - COMSYS - COMSYS S.R.L. (RO) - Romanian Association for Knowledge Transfer (RO) - University of Brighton (UK)

What kind of needs did the project intend to meet?

The eNOV project aims at creating, on transnational and partnership basis, a training tool in order to support the young entrepreneurs to find, develop and efficiently manage the results of university research and to help them to validate their non-formal and informal learning.

The project has sustainable outputs, especially the learning content and training tools, which could be made available to the teaching, learning, or research communities on a permanent basis or to other project target sectors. The project products could be used in different kind of trainings by entrepreneurs, universities researchers, assistant professors, higher education students in their final academic years having an initial academic background in a technical field.

What was the contribution of the project to solve these problems?

The rationale of the project is to offer these young entrepreneurs, by means of a continuous vocational training, a learning tool which should teach them not to create a "classic enterprise" but an innovative one, created and implemented through the valorisation and direct use of a university RDI results.

What outcomes and products did the project develop/are available?

The main outcomes and products of the project are:
- European Inventory of the young innovative entrepreneurs' training needs (research report in CD-ROM, website - EN, FR);
- Handbook for creation and management of innovative businesses (CD "Dare your enterprise" and handbook in CD-Rom - EN);
- Training package (CD-Rom, website - EN, FR);
- Website (www.enov.ro -EN,FR);
- Digest "National and European SMEs legislation" (research report in website, CD-Rom, paper - EN, FR);
- Handbook "University research programmes and results in the project countries" (website, CD-Rom, paper - EN, FR);
- Digest "National and European legislation and practice in technology transfer and innovation" (research report in website, CD-Rom, paper - EN, FR);
- Guide "Good practices in innovative start-up creation" (research report in website, CD-Rom, paper - EN, FR);
- Guide for young innovative entrepreneurs (research report in website, CD-Rom, paper - EN, FR).

The project products and results offer new tools and more over innovative pedagogical tools for several target groups (university graduates, self-employers, enterprisers, university teachers, researchers) and sectors (universities, companies, research institutes, incubators, technology parks, scientific parks etc.). Therefore, the project outcomes help them meeting the challenge of targeting entrepreneurship skills and competences, supporting their training through the specific training modules based on their training needs, helping companies turn the ideas of today into the goods and services for tomorrow. The European partnership gave the opportunity to create both a large framework to validate the results and a large network to assure technological transfer and the improvement of the innovative professional skills for the young entrepreneurs.

For further information see: www.enov.ro

MODILE-EUROCARCO - Modular Distance Learning for European Mobility Career Counsellors (SK/01/B/P/PP-142220)

State Vocational Education Institute (SVEI), Centre Career Counselling and Research (CCCR)

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Partners

Centre of Labour, Social Affairs and Family (SK) - State Vocational Education Institute (CZ) - Federation of Employers Associations of the Slovak Republic (SK) - The Federal Labour Office (DE) - Noorderpoort College (NL) - University of Economics of Bratislava (SK) - Town Office Estepa (ES) - National Centre for Guidance in Education (IE)

What kind of needs did the project intend to meet?

The theme of the pilot project is the creation of a modular educational programme for career counsellors as part of European mobility. The main objective of the project is the innovation of vocational education of career counsellors in the view of the European dimension in order to support mobility within education and the labour market. The goal of the project is to improve the quality and accessibility of further vocational education and lifelong gaining of skills and competences of the target groups. The innovative contribution is the European dimension of vocational training of career counsellors with respect to the international co-operation among the partner countries.

The pilot project:
- creates the conditions for updating and innovating vocational education and training of career counsellors adapted to a new social and economical situation, new needs of the labour market and new demands for labour force needed within the labour market;
- supports the application of new information and communication technologies (ICT) in the work of career counsellors.

Main target groups are career counsellors for:
- the educational sector (elementary and secondary schools, colleges and universities);
- the labour and social affairs sector;
- employers' associations (social partners);
- non-governmental and non-profit making institutions.

What was the contribution of the project to solve these problems?

The project offers the following procedures:
- creation of modules for career counsellors with special attention to information and communication technologies;
- common methodology of effectiveness evaluation of the latest curricula for career counsellors, evaluation scales, expert analyses;
- international comparison of new or revised curricula for career counsellors, including the latest information and communication technologies;
- creation of curricula for career counsellors (a modular programme of lifelong education in the partner countries, international dimension of comparison);
- preparation of methods for career counsellors (forms, CD, including the possibilities of the partner countries);

- expansion of the European network of co-operating partner organisations;
- accreditation of the modular educational programme for career counsellors;
- proposals and recommendations for the decision making sphere.

What outcomes and products did the project develop/are available?

1. Analyses:
a) Critical analyses of career counselling in Germany, Ireland, Czech Republic, the Netherlands, Spain and Slovakia (analyses of career counselling in the partner countries, international comparison of career counselling in the partner countries - paper and electronic forms, EN version);
b) Critical analyses of career counsellors (analyses of vocational education and training of career counsellors in partner countries, system of career counselling - EN version);
2. Analyses of educational needs of career counsellors (paper and electronic forms - EN version);
3. Curricula for teaching career counsellors comprising theoretical and practical preparation (EN, SK versions);
4. Information and promotional material (leaflet - EN, DE, ES, SK versions);
5. Proposals and recommendations for decision making sphere referring to career counselling;
6. Modular distance on-line education course for career counsellors consisting of 11 modules (Module 1 - General aspects; Module 2 - Information management; Module 3 - Quality management; Module 4 - Community cooperation; Module 5 - Labour relations; Module 6 - Occupational, educational and career counselling psychology; Module 7 - Sociology; Module 8 - Minority groups in career counselling; Module 9 - Ethics in career counselling; Module 10 - Marketing in career counselling; Module 11 - Statistics) and 2 handbooks ("Handbook of the applicable legislation" and "Slovak - English - German - Spanish Terminological dictionary"). All modules are in EN, SK, DE, ES versions and available on-line, CD and in paper form;
7. Pilot training for career counsellor;
8. Manual web page editor (EN, SK versions);
Educational programme for career counsellors ¡Modular Distance Learning for European Mobility Career Counsellors (MODILE-EUROCARCO) is accredited by the Ministry of Education of the Slovak Republic under No.: 1696/34705/2005/93/1.

Združenie autoškôl Slovenskej republiky

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- IPF-Iniciativas Para la Formación (ES) - IDEC (GR) - FARE (FR) - Häme Polytechnic (FI) -
ASIA Onlus (IT) - Žilinská universita (SK) - Stredná priemyselná škola dopravná (SK)

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What kind of needs did the project intend to meet?
The simple project idea was based on promoter's need to find an optimal structure for increasing the level of qualification of instructor for driving. The goal was also to propose entering condition for preparation for work, lifelong monitoring and application with e-learning model. The main need which the promoter willed to solve was to define the job of driving instructor as a real vocation qualification.
This kind of job was not described in details and it envisaged very simple preparation of people involved. Based on the acquired experience, the task would be have been solved with the formulation of big amount of details needed for definition of this work place. The project did not solve transfer of credits or validation of informal learning.
The main target group of the project are driving instructors and secondary target groups are trainers of instructors, trainers of safety road transport, managers of driving training.

What was the contribution of the project to solve these problems?
The project results contributed to the definition of qualification with proposals based on experience, knowledge and skills obtained by the partnership. The actual access to vocation definition of mentioned qualification has been extended and more detailed as in the past. A gate to lifelong learning has also been opened.
The project implemented a definition for entering into vocational preparation. It helped people to be sure that their choice to became driving instructor was right. The proposed training structure, a combination of theory and practical parts of preparation, qua-

lity definition of trainers and teachers and time duration of preparation, responded the needs presented in preparation stage of project.
The project objectives have been achieved also in the final exams in terms of suggestion of forms, contents and people involved. The definition of lifelong learning for driving instructor has also been structured.

What outcomes and products did the project develop/are available?
- Selection pathway for people with intention to be a driving instructor (printed form, CD - EN, SK, DE, BG, GR, IT);
- Curriculum of instructor preparation (printed form, CD - EN, SK, CZ, IT, DE, FI): find an optimal structure of training;
- Examination process (printed form - EN, SK, ES, FR, FI, CZ): main points of instructor´s exams;
- Lifelong follow up of instructors (printed form, CD - EN, SK, FI, CZ, ES, FR): optimal structure of lifelong profession monitoring;
- Training materials (6 subjects) (books, CD - EN, SK, FI, FR, DE, BG): supporting material of selected subjects;
- E-learning model of training (EN, SK): selected subject on webpage;
- Pilot training courses in 5 countries (SK, DE, FR, FIN, BG): verifying proposed subjects;
- Training tool instruction (2 videocassettes - EN, SK);
- Project information (webpages www.ifd.sk, www.ifd.szm.sk).

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Partners

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What kind of needs did the project intend to meet?

The project was a reaction to the need of exchanging experiences, improving professional skills in floristry and arrangering. This initiative was founded on the basics of informal organization Flornet, which gathers partners from European countries. The projects target groups were vocational teachers and teachers of practical training.

Outcomes of this project were:
- improving intercultural knowledge of participants;
- developing insight into other teaching programmes and models;
- developing their craftsman abilities;
- developing vocational language and social skills.

The participants of the mobility gain the certificate:
- improving vocational competences;
- improving language skills;
- improving intercultural skills;
- higher adaptability on problems in team, recognizing of new social - cultural dimensions.

What was the contribution of the project to solve these problems?

The aims of the project were:

- motivation teachers to learn from their foreign colleagues;
- increasing their own expertise;
- increasing abilities for coming useful;

Contribution of the project were:
- introducing of new innovative methods in floristry;
- stimulation supranational capacity of centres of vocational education;
- increasing European dimensions in education;
- transforming new ideas and progresses in education;
- possibility to gain new contacts by visiting other schools and vocational institutes in foreign countries.

What outcomes and products did the project develop/are available?

Practical results of each mobility were :
- presentation of concrete works of each participant on exhibition in host country;
- presentation in Power Point on a CD- ROM;
- module presentation on school and FLORNET-web sites;
- panel presentation of the final works.

For further information see: www.flornet.info

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Partners

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What kind of needs did the project intend to meet?

The metal sector is undergoing important transformations though facing them from a weak position: in front of the technological evolution, competitiveness, internationalisation, delocalisation, organisational changes, the sector is old, masculine, with scarce qualification, small business structures. These changes and transformations compose a complex (many variables), dynamic (quick changes) and uncertain (unpredictable) panorama. The professional certification systems privilege the traditional ways of learning, compared with other ways of acquiring competences. As a consequence, those who have learnt by experience have a "hidden curriculum".

The productive system is particularly interested in productive processes and competences. They do not rely on certificates due to their theoretical character, not real.

A recognition system should have reliable and valid tools to measure; furthermore, this information must be credible for the different agents. It is similar to a "coin".

An evaluation device should combine quality of the measuring system and credibility in its results as predictors of the professional performance.

The sector is the metal one. Target groups: sector companies, business associations, public organisations and institutions of qualification and accreditation, trade unions and legal representation of workers, workers and vocational training centres.

What was the contribution of the project to solve these problems?

Metalcert project is aimed at improving the qualification transparency from transnational cooperation, social dialogue, quality and valorisation of "best practices". To this purpose, Metalcert will develop and experience a transnational device to certify key competences in the metal sector with the participation of all the agents of the metal sector, supported by quality standards, vocational qualifications and best practices, with gender perspective. In short time, it will be a device whose credibility lays on the participation of all the metal sector agents; all this by means of encouraging transparency of qualifications in the Metal Sector with Social Dialogue, Transnational Cooperation and by means of valorising best practices, offering an integrating, innovating and experiencing planning always focused on clients.

What outcomes and products did the project develop/are available?

Carried out:
- Report regarding the centrality of processes in the sector and their sensitiveness to the different changing trends (paper, electronic Word files, Acrobat, webpage - EN, ES);
- Map of processes involved in the metal sector activity (paper, electronic Word files, Acrobat, webpage - EN, ES);
- Competences related to the key processes which are sensitive to the changing trends (paper, electronic Word files, Acrobat, webpage - EN, ES);
- Referent of the Competences (from three to five) associated to each of the three key processes sensitive to the trends (from 9 to 15 competences in total) (paper, electronic Word files, Acrobat, webpage - EN, ES);
- Catalogue of the Best Practices in the evaluation, recognition and validation of competences (paper, electronic Word files, Acrobat, webpage - EN, ES);

In process:
- Guidance and guidelines to build a system for the competence accreditation. A transnational approach, from social dialogue (paper, electronic Word files, Acrobat, webpage, CD - EN, ES);
- System for the Evaluation, Recognition and Validation of Competences related to Key Processes sensitive to the changes in the metal sector (paper, electronic Word files, Acrobat, webpage, CD - ES, FR, HU, AT, RO).

All of them are addressed to: trade unions, companies, departments of human resources, qualification organisations, authorities and training organisations.

For further information see: http://www.fvem.es/contenido.asp?p=383

TRIM - Trade Management Implementation
(S/05/B/F/PP-161028)

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Transparency of competences and qualifications

What kind of needs did the project intend to meet?

The international growth of small and medium-sized enterprises (SMEs) is an important issue, especially in small countries which are largely dependent on export, and the biggest obstacle today is the lack of personnel with relevant trade competences. Today Trade Organisations in Europe lack an international vocational training concept for SMEs to meet this need and the TRIM-project has developed the concept "ITM Worldwide" to meet this.

What was the contribution of the project to solve these problems?

The TRIM-project aims at transferring this "ITM Worldwide" concept into partner countries Trade Organisations by:
• Organizing a Pan European ITM Training organized by the partners;

• Develop a handbook on how to run the ITM concept by each partner;
• Create a European Diploma in Trade Management to be recognised worldwide;
• Create a European Trade Management Association.

What outcomes and products did the project develop/are available?

ITM Worldwide (see www.itmworldwide.org - EN).The ITM Worldwide concept is a blend of local national seminars, individual export coaching, joint international seminars in combination with business meetings and networking among small and medium-sized enterprises. After completed the training, they will have a worldwide recognised Diploma in International Trade Management accreditated by International Association of Trade Training Organisations (IATTO) and life-long membership in an on-line trade network.

For further information see: www.itmworldwide.org

KCEM

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What kind of needs did the project intend to meet?

In several European countries a high proportion of the most experienced and knowledgeable personnel in the explosives industry are retiring or nearing retirement. It is therefore necessary to replenish this expertise in this key technology area. The pilot project will develop a comprehensive framework for competencies which will describe and categorise all the competencies of workers engaged in the manufacture or use of explosives. The competencies will be underpinned by a training and education programme which will identify the curriculum of subjects, topics and knowledge necessary to generate and develop the competencies. A range of products including work-based learning programmes, e-learning packages using both the Internet and CD-Rom and conventional teaching materials will be developed and trialled in partner nations. The project is run in co-operation among SE, UK, FI, IT, NO, EE, LT, DE, PT, CZ and FR. Two European organisations have joined the project, European Federation for Explosive Engineers (EFEE) and IN-Nordic. The target group is all personnel that professionally handle explosives in the European society.

What was the contribution of the project to solve these problems?

The project has evaluated occupational standards for competencies and developed a framework for education and training according to some of these standards. The project has developed and trialled education materials and methods for skills enhancement and education and vocational training. Some of these training modules are developed for work-based learning and some for distance education and training. Training packages have been trialled for transnational education and training.

What outcomes and products did the project develop/are available?

- Website (www.euexcert.org);
- National occupational standards developed in UK for workers in the explosives sector and validated in several partner countries for national variances;
- Certified Vocational Training with emphasis on process engineering within the explosives industry in Sweden, basic education and vocational training (40 weeks, www.masugnen.se);
- Cranfield University, distance education material for distance learning activities for explosives, higher education and vocational training (modules, www.rmcs.cranfield.ac.uk);
- NITREX, education and training materials and manuals for explosives sector (www.nitrex.it);
- Draft glossary for the European explosives sector (www.euexcert.org);
- MOU - Concerning a European legal association for certifying competencies for the European explosives sector;
- Biannual Conference on Education and Training in Explosives (2005, 2007, 2009);
- European network for dissemination of EU-Excert project activities.

EUROFRAT - European Fundraising and Training
(EUR/05/C/F/RF-84711)

EFA - European Fundraising Association
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Partners
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Transparency of competences and qualifications

What kind of needs did the project intend to meet?

The project aimed at improving the skills and competences of fundraisers and ensure their increased employment potential by delivering a series of training programs and modules and by designing a Certification process. Starting with providing qualified fundraisers throughout Europe, the project has greatly promoted and reinforced the impact of the Third Sector across all member states.

A specific aspect of the program was to establish and develop links between national fundraising organisations and institutes of higher learning and vocational education in order to offer fundraising courses for professional training and integration of fundraising into the existing curricula of these institutes.

What was the contribution of the project to solve these problems?

EFA was founded by its member organisations as an independent validating organisation to develop a series of high quality and culturally appropriate training modules and curricula to be delivered by national fundraising associations in partnership with local or national training and higher educational institutions.

EFA was responsible for piloting and implementing the project, together with a Steering group of sector professionals, representatives of higher education, vocational training specialists, NGOs and end user groups.

Each training module was developed in parallel with EFA Certification, the new trans-European accreditation process developed through the EUROFRAT project, thereby giving a new standard to training and education for professional fundraisers across Europe. The creation of new programs which reach this standard will raise the quality and the practice of civil society resource development, both in terms of techniques and ethics.

What outcomes and products did the project develop/are available?

The key outcome of the project was the creation of a new process for Certification of fundraising training courses in Europe. This process is supported by the creation of the EFA Certification Handboo, a multilingual set of tools currently available in online and paper format in three languages (more translation work is underway to widen this reach) which set out a competence framework, a proposed syllabus and guidelines for delivery of training courses in fundraising.

These tools were used by the "pilot partners" (Spain, Hungary, Sweden) to develop brand new training courses to drive up standards of professionalism in the Third Sector.

A major dissemination programme was developed to ensure that organisations around Europe would have been aware of benefits and easy implementation of an EFA Certification-based training course. Presentations have been made to national fundraising associations across the EU and widespread press coverage was achieved in the sector.

DASVENT - Development of an Accreditation System for Veterinary Nurse Trainers in Europe (NL/05/B/F/PP/157528)

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Partners

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What kind of needs did the project intend to meet?

At the start of the project there was no European standard for veterinary nurse training. Some countries have an existing national qualification, others don't. Employers throughout Europe are not familiar with the level of education in other countries, therefore employability of veterinary nurses outside their home country is disabled.

The project aimed at setting up a European accreditation system for veterinary nurse programmes. This system will function as a quality assurance tool. It will also increase the transparency of the European programmes.

Target groups: veterinary nurses, veterinary nurse programmes, veterinarians (employers).

What was the contribution of the project to solve these problems?

Project objectives are:

- the formation of an accreditation board with the help of Vetnnet (a stable European network of veterinary nurse programmes and interested organisations) and employer organisations;
- the formation of visitation panels to perform visitations of the programmes;
- to create accreditation policies and procedures;
- to create a Dossier of European competences for the veterinary nurse;

- testing the system for acceptability.

What outcomes and products did the project develop/are available?

1. Acovene (Accreditation Committee for Veterinary Nurse Education) foundation statutes;
2. Acovene accreditation policies and procedures (published on paper and on www.acovene.com - EN): this document gives the standards which a programme has to meet if it wants to become accredited;
3. Acovene Dossier of European competences for the veterinary nurse (published on paper and on www.acovene.com - EN): this document describes the competences that a veterinary nurse in each European country needs to have;
4. Acovene accreditation form (available on www.acovene.com - EN);
5. Acovene guidance for visitors (available on www.acovene.com - EN);
6. Acovene guidance on visitation preparation for colleges (available on www.acovene.com - EN);
7. Acovene flyer (published on paper - EN);
8. Two colleges within the project have received a full accreditation, six colleges were awarded with a provisional accreditation. These six colleges need to meet the given recommendations within two years to become fully accredited.

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What kind of needs did the project intend to meet?

Evidence-based medicine (EBM) refers to the integration of current best patient-centred research into clinical decision making. Acquisition of knowledge and skills for EBM is becoming a core competence to be acquired by all doctors. However, EBM is not uniformly taught as part of postgraduate medical education in the UK or Europe. The project addresses this training need by producing a clinically integrated, web-based interactive curriculum, which is adaptable to each country's requirements. The curriculum will be aimed at post graduate medical trainees.

What was the contribution of the project to solve these problems?

Project's objectives are:
a) "To improve the quality of, and access to, continuing vocational training ...";
b) "To promote and reinforce the contribution of vocational training to the process of innovation..." and the priority for "Promoting transparency of qualifications". The resulting EBM training addresses the above by increasing the practical knowledge of the doctor and ultimately patient care in Europe.
The project contributes to these objectives and priorities by:
• Developing new methods of training, assessment, certification and validation of a clinically integrated EBM curriculum;

• Developing and testing key elements of qualification through innovative approaches such as an e-learning tool;
• Standardising and therefore recognising skills training and qualifications in EBM for postgraduate doctors across Europe;
• Implementing new unified methods and curriculum, which improve transparency in the European healthcare sector.

What outcomes and products did the project develop/are available?

Project's results are:
• Evaluated current teaching of EBM in each partner country using questionnaire survey;
• Design and development of core curriculum of the European EBM course (this includes the development of a project specific website, on-line resources, e-learning assessment tools, trainer and student handbooks, CD-ROMs);
• European EBM course piloted and evaluated in each country;
• Dissemination and promotion of results to all relevant stakeholders across Europe;
The project has produced a core curriculum for training in EBM. The curriculum has been translated into different languages; English, German, French, Hungarian and Polish and will be flexible enough to include country specific modules related to clinical guidelines and legislation relevant to the specific country.

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What kind of needs did the project intend to meet?

The project was developed to improve the quality of and access to vocational training for trainee doctors working in Europe. The development of the European Virtual Learning Environment (VLE) aimed to enable access to vocational training opportunities for those who were geographically isolated or disadvantaged. The opportunity to access the VLE any time, any place promoted flexibility for women or those who have families. The opportunities for online discussion and collaboration, were intended to promote the sharing of best practices and networking. Formal and non-formal learning was evaluated using a range of assessment tools including formative examinations, an e-portfolio and personal reflection of professional development. Within the cross-cultural community, participants had the opportunity to increase their knowledge, further develop their clinical competence and increase their key transferable skills (e.g. technology skills, communication, group working and problem solving).

What was the contribution of the project to solve these problems?

In terms of enabling access and ensuring equity and parity, the VLE and the online learning approach was ideal. It provided the opportunity to develop a cross-cultural learning environment where participants could respect and value the knowledge and experience of others whilst also sharing and exchanging their own experiences. Formal and non-formal learning could take place in parallel using online tools such as synchronous communication, problem based learning cases, quizzes, reflective collaborative sessions and self-evaluation. Specific skills could be acquired or refined including those related to the use of technology, communication, critical analysis and project management. Support and guidance was provided by cross-cultural online tutors and subject specific specialists. The challenge of meeting a range of learner preferences and needs was accommodated by providing resource materials in a variety of formats (e.g. online, print-based and CD-ROM).

What outcomes and products did the project develop/are available?

A European Neonatal Virtual Learning Environment (VLE) was developed to provide the overarching infrastructure for the project; English was the main language used, although within the VLE the target group could personalise their desktop and the associated resources. The following were also available:

- a virtual library, provided access to a wide range of relevant online resources.
- 6 educational modules were developed: Bloom's taxonomy was used to define the learning outcomes and the content was structured to promote collaboration, engagement, interaction and application to practice and available with the VLE, on CD-ROM and paper based.
- online assessment tools, a qualitative and quantitative approach was utilised.
- induction programmes, provided orientation to the context of online learning within the VLE.
- pilot Evaluation of Machine Translation (MT) Tools.
- e-portfolios were developed to promote transparency and evidence of achievement of the programme learning outcomes and designed to be flexible, adaptable and to integrate with Europass.
- external qualitative and internal quantitative evaluation was undertaken and triangulated.

3s research laboratory

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What kind of needs did the project intend to meet?

The VQTS project was closely aligned with the aims of the "Copenhagen Process" wherein the EU countries have declared their willingness to foster employability and lifelong learning in Europe by strengthening cooperation and increasing mobility in vocational education and training. It should be possible to make use of competences acquired through formal, non-formal and informal learning throughout Europe and studying abroad should not necessarily lengthen vocational training. Therefore, common tools for VET are needed to enhance transparency and comparability of qualifications and mutual trust among stakeholders. The main aim of the VQTS project was to develop a procedure to ensure international transfer of vocational qualifications (in terms of competences and skills). The procedure should be used by students/apprentices in initial vocational training looking for learning and training periods abroad. In addition, training providers should use the procedure to recognise competences acquired abroad.

What was the contribution of the project to solve these problems?

The VQTS project has developed an ECVET approach that involves a system of a structured description of work-related competences and their acquisition (including Credit Points). The VQTS model does not focus on the specificities of national VET systems because it uses a learning outcomes approach to enhance transparency. It provides a "common language" to describe competences and their acquisition and a way to relate these competence descriptions to the competences acquired in national-level training programmes. On the one hand, the VQTS model focuses on competences related to the work process and identifies the core work tasks within the context of the particular occupational field. On the other hand, the VQTS model follows a "development logical" differentiation of a competence profile (known as a competence development or

acquisition model) and thus can also describe the acquisition of competences. The VQTS project has received the Helsinki Award 2006 and the Lifelong Learning Award 2007 in Gold for its contributions to the aims of the Copenhagen process.

What outcomes and products did the project develop/are available?

The VQTS model is available in print form (handbook) and electronically. Both products are available in seven languages (EN, DE, CZ, DK, HU, IT, NL) and include the following information:

- Information about the VQTS model's core elements, the Competence Matrix and the Competence Profiles. A Competence Matrix displays competences in a table according to core work tasks in a specific occupational field and the progress of competence development. A pilot Competence Matrix is available for the field of "Mechatronics". Competence Profiles (including Credit Points) are formed from individual parts of this Competence Matrix. This is done by identifying the competences which are relevant for a certain training programme or qualification ("organisational profile") or by identifying the competences acquired so far by a person in training ("individual profile").
- Information on creating a specific Competence Profile using the pilot Competence Matrix "Mechatronics": by using the interactive tool at the VQTS web site, specific Competence Profiles can be created.
- Information on implementing the VQTS model in mobility processes: the Mobility Procedure describes the planning and the organisational steps necessary for a VET student's or apprentice's stay abroad when using the VQTS model.

A list of references, further information and links as well as a glossary with key terms used are also included.

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Silent partners: IUFFP (CH) - Ministerio de Educación y Ciencia - Subdirección General de Formación Profesional (ES)

What kind of needs did the project intend to meet?

The COMINTER project aims at developing transparency of competences and qualifications throughout Europe, by using an approved methodology in the elaboration of common certifications: "professionnalisation durable". COMINTER meets the needs of developing credit transfer in VET taking into account the ECVET principles for its implementation, the focus on modular training approach, the validation of non-formal and informal learning and it facilitates mobility through a network of training centres and companies. By elaboration of a common vocational profile, COMINTER frames in the priorities defined in the Maastricht declaration (Dec. 2004). Due to its multicultural feature, the trade sector has been chosen to experiment the methodology. There is a real demand from companies to have such training provided.

The main target groups are post-secondary vocational training students and social partners involved in the field of international trade. Companies concerned are mostly SMEs. Stakeholders of vocational training in each partner country are also targeted: trainers, competent bodies, Institutions, work groups at European level on initiatives such as ECVET, EUROPASS, and REFERNET.

What was the contribution of the project to solve these problems?

The general objective of the project is the creation and implementation, in each partner country, of a common European vocational qualification in the international trade field. Considering the decisive role of each partner in the vocational training system, the COMINTER project will significantly contribute to the transparency of qualifications at European level.

The organisation of training has been elaborated taking into account the job requirements and needs expressed by companies. Thus, COMINTER certification guarantees a better correlation between the training offer and the labour market needs.

A correlated training programme developed within a network of training centres and companies has a direct contribution to a recognised mobility between the network partners.

What outcomes and products did the project develop/are available?

- A common vocational profile of "import-export commercial assistant" described in terms of activities and tasks (paper/electronic - FR, EN and other languages of the partnership);
- Certification objectives (electronic/ paper - FR, EN);
- EUROPASS descriptive certificate supplement (electronic/paper - FR, EN);
- A reference guide on training systems (electronic/paper - EN);
- A reference guide for COMINTER implementation taking into account the ECVET principles (electronic/paper - EN);
- A common vocational profile defined in terms of training units and concerted training programme (electronic/paper - EN, FR, PT, IT);
- A Network of training centres & companies with definition of quality criteria;
- Updating methodology for the vocational profile (electronic/paper - FR, EN);
- Valorisation and dissemination tools for the project: brochure, presentation leaflet, CD-Rom with all products and presentation of results (EN, FR);
- Working electronic platform for mobility: the designed and the technical specification elaborated, the platform will be operational starting with December 2007.

For further information see: www.cominter.org

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(S/02/F/PP-127010)

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What kind of needs did the project intend to meet?

The project aimed at increasing understanding and readiness for crisis management by providing competence and support to offer highly qualified and equal training to the participating European higher educational institutions. The content of courses within this area, which is mandatory to certain staff onboard passenger vessel, needed also to be harmonised in order to enable authorities from different member states to recognise each others certificates. The primary target groups are officers and crew onboard passenger vessels and ferries, but also people in decision-making positions ashore and other groups having to deal with people in crisis situations.

What was the contribution of the project to solve these problems?

The objectives has been to provide qualified and equal training to all targeted groups in the participating countries with a professional need for competence in crisis management.

The project has developed three course concepts for crisis management training, one for seafarers based on the international requirements, one for shorebased staff with shipping companies emerge3ncy teams and a third for other groups of professionals in need of this type of training.

What outcomes and products did the project develop/are available?

The courses developed has been recognized and accepted as the standard for CCM-training (Crowd and Crisis Management training) by the national authorities of six of the participating countries and accepted as an alternative in some of the other participating countries.

The shipping industry is using English as the only recognized working language, thus the basic course concepts have been developed in English, with national translations for the participating institutions in Sweden, Finland, Estonia, Spain, Germany and the Netherlands. Curricula are provided by the project coordinator, still in charge of the project's development. In order to be certified to perform and deliver the course, each new user has to go through a two-stage training session. Within these instructor training course, future suppliers will be provided with course handbooks, CD-Roms and other course materials.

Credit transfer

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Supported by: Pedagogical Institute Vienna (AT) - Team Training Austria (AT) - Team Training International (AT) - Styrian Government, Department for Social Affairs, FA 11B (AT) - Comitat Baranya (HU)

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What kind of needs did the project intend to meet?

Mostly complex situations and changing frameworks and objectives build the daily background of professionals working in services for people with disabilities. They have to restructure and to enhance their knowledge and know-how day by day, an ideal starting point for making informal learning visible and for being able to stimulate and to facilitate informal learning (Learning in Practice).

Approximately 8 million employees within the European Union are directly employed in the sector of social services for people with disability. The target group works in more than 17,000 service enterprises, which, in turn, render services for about 37 millions disabled EU citizens. Broken down into professions, the target group consists of educators, social pedagogics, teachers, social workers, (specialist) nursing staff, therapists (speech, music, physio, ergo), assistants, helpers and many more.

What was the contribution of the project to solve these problems?

The partnerships offers a systematic procedure with the concept "Learning in Practice" for:
a. a specific search of informal learning processes (at workplace);
b. being able to recognise those processes;
c. being able to recognise the status of learning phases;
d. providing tools for a learning support
e. supplying with measures to influence informal learning processes.
A specific process foreseeing four phases was designed:
1. Mutual understanding and/for mutual focuses;
2. Existing theories about learning in practice got merged with the findings: new theo-

ries and new ways were created (=Learning in Practice);
3. Tools for every day business have been collected;
4. The daily use has been tested.

What outcomes and products did the project develop/are available?

The Assessment-Method-Set (AMS) is a collection of ways to understand and to promote informal learning (Learning in Practice) including e.g. theories of learning, components of learning in practice, learning processes, methods and tools, skills-self assessment, adapted job certifications, etc. The handbook is available in English, Swedish, Slovakian, Hungarian, German (January 2008).

The Wegleiter Curriculum is the comprehensive result of all findings and results. Specially trained people skilled in supporting other persons learning and competence development are needed (Skills Resource Managers or "Wegleiter"). The purpose of the training is to give the fundamentals in terms of learning theory, methods and skills to guide other staff members learning processes as well as the exchange and publications of experiences and knowledge on the web platform. The curriculum is available in English. The Web platform (www.informal-learning.org) is a tool for communication, presentation and reflection on informal learning in social services. The area "project" is the "business card", while the area "internal" focuses on the work carried out in LLC Area Community and it aims at building a virtual community among all professional groups involved in supporting people with disability (tools like discussion forum, glossary, interesting links, events). All products available on www.informal-learning.org/products (January 2008).

EPANIL - European Common Principles for the Accreditation of Non-formal and Informal Learning in Lifelong Learning (CZ/04/B/F/PP-168010)

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What kind of needs did the project intend to meet?

In Europe the access to education for adults, especially with lower or no qualification, is still very complicated. Participants currently must always pass entire study programmes despite considerable authentic, recent and relevant non-formal and informal learning outcomes. In the near future every country will have to open the access to education and training and the validation of experience throughout life, because one of the major problems facing Europe within the next decade is the ageing population issue. Lifelong learning, the recognition of all types of learning for qualifications, the opening up of access to training and education for all at all ages must be an obligation. The project is related to the development of processes and pathways which are meant to increase the access of adults to further education through the recognition and validation of their non-formal and informal learning. The target groups were adults without qualification or with the lowest level of qualification but with experience in the workplace, while the target sector was the HORECA one (hotels, restaurants and catering).

What was the contribution of the project to solve these problems?

The innovation brought by the project involves change in education and training approaches with regard to the overall change of need of adult education and training. Assessment methodologies, accreditation of assessors, counsellors and institutions able to provide valid and reliable assessments of a wide range of competences from different sources (formal, non-formal and informal). In new member countries, institutional regional network (in Moravia-Silesian region, Upper Silesian region and Nitra region) were established. For all countries involved in the process, the usefulness of the "bilan de competences" (skills check-up) in the preparatory stages was highlighted: it reviews the overall APEL process, highlighting a variety of issues, and above all the need for a referent throughout the whole process from the information stage to the implementation of outcomes, and the importance of special guidance and support for target groups most in need of qualification such as unemployed people or those in danger of losing their jobs.

What outcomes and products did the project develop/are available?

- Guidelines, examples of good practice and recognition procedures (research report, paper, CD, website - EN): possibilities and obstacles of implementing these systems in new Member States.
- Examples of good practice (research report, CD, website - EN, CZ, PL, SK): examples of current practice in the framework of the accreditation of prior learning - DE, UK, FR).
- Methodical material (handbook, CD, website - CZ, PL, SK): methods and tools for APL in the framework of the Common European Principles.
- Three modular training courses for assessors and advisors (curriculum, CD, website): Module A - Life Long Learning and the process of prior learning recognition; Module B - counselling and guidance for the client in the process of recognising prior learning outcomes; Module C - Assessment of prior learning.
- Report of pilot testing (report, CD, website - EN, CZ,PL,SK): experiences from the pilot testing from the three countries with the aim of transferring these experiences to other stakeholders in this system.
- Recommendations for dissemination and sustainability (research report, CD, website - EN, CZ,PL,SK): the description of the present and future dissemination and exploitation of project outcomes across the EU.
- Implications for development of Common European Principles discussed on CEDEFOP Virtual Community to support mutual learning.
- Symposium proceedings (proceedings from final conference, paper, CD - EN): the set of contributions presented in the international conference of the project (Ostrava, September 2006), the set of the poster from the conference (life stories of clients from the pilot testing, presentation of the other project, etc.).
- National reports (reports, CD, website - EN): the experiences of the partnership. Video films of pilot testing (film, DVD).
- Final report for the Ministry of Education CR (paper - CZ): summary report of the EPANIL for the council of the ministry.

For further information see: www.epanil.net

Validation of non-formal and informal learning

ENTLEARN - Research on entrepreneurial learning, comparing results with survey of formal and informal entrepreneurship training programmes, providing results in print and web (FI/04/C/F/RF-82501)

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What kind of needs did the project intend to meet?

The project took into account and deepened the existing knowledge on entrepreneurial learning. Various academic researches suggested that entrepreneurs learn most effectively by doing, by trial and error and by experience. Nevertheless, it was less clear how this understanding was taken into account in the existing training programmes offered for entrepreneurs within different forms of vocational training for entrepreneurship. Target groups were: educators, programme organisers, researchers, policy-makers. Target sectors were: Education, research and development, other business activities.

What was the contribution of the project to solve these problems?

The project aimed at providing information on how entrepreneurs learn most efficiently and how to take this into account within training programmes, analysing what kind of structure, contents, methods and environments should be used in entrepreneurship training programmes. The activities implemented were: literature survey of research in entrepreneurial learning, survey into vocational examinations of entrepreneurship, survey into training programmes for entrepreneurs, in-depth qualitative analysis of training programmes for entrepreneurs.

What outcomes and products did the project develop/are available?

- Framework for modelling the training programmes for entrepreneurs (EN, paper) helping educators to design training programmes for (potential) entrepreneurs as it identifies critical aspects that need to be taken into account while planning the programmes.
- Research report (Heinonen - Akola, 2007) "Entrepreneurship training and entrepreneurial learning in Europe
- Results from the ENTLEARN project" (EN, paper, web), creates an understanding of the preferred and most efficient ways of learning of entrepreneurs and assess how the existing programmes are able to meet these needs.
- Good practice guide (Heinonen - Akola, 2007) "Entrepreneurship training and entrepreneurial learning - ENTLEARN Best Practice Guide for Educators and Policy-makers" (EN, paper, web), providing new insights and ideas about how to plan and implement entrepreneurial training programmes able to support learning processes of (potential) entrepreneurs.
- Internet website (www.entlearn.net) containing all material collected and created during the project (e.g. literature reference search and programme search databases).

For further information see: www.entlearn.net

ECOA - Europe des Conjoints d'Artisans (FR/05/B/P/PP-152001)

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What kind of needs did the project intend to meet?

The project aims at improving the recognition of formal and informal learning acquired through work experience by spouses of SME craftsmen/women. The lack of recognition and transparency of their competences can make them vulnerable when the SME or the couple gets into trouble. In the craft sector, the SME and the couple trajectories are deeply linked. The SME usually grows with the financial support and the active implication of a "silent worker", the wife or husband of the SME manager. The development and recognition of qualifications and competences of craftsmen/women spouses at European level, including the formal and informal learning they acquire through work experience, contribute both to their own social and professional integration and to the durability of SMEs in the craft sector.

What was the contribution of the project to solve these problems?

The project contributed in each partner country to better grasp the issue of the spouses of SME craftsmen/women in terms of qualifications and competences. In most European countries, the link between development and recognition of SME crafts-men/women spouses' qualifications and durability of the SMEs is not that obvious. The project laid the foundations for an important progress among European very small firms by contributing to changes in representations, by involving spouses during training sessions, by promoting the exchange of practices and the valorisation of spouses' activities in SMEs.

What outcomes and products did the project develop/are available?

The project produced:
- an inventory of spouses' positions in each partner country (Germany, Hungry, Ireland, Italy, Norway, Switzerland) regarding their involvement in the SME, the level of recognition of this involvement, their training needs and their difficulties;
- a common training curriculum for spouses (experimented in each country according to its own features);
- a common grid of professional competences;
- tools for the validation of informal learning;
- a website;
- a flyer.

IRIV - Institute for Research and Information on Volunteering

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What kind of needs did the project intend to meet?

Assessing Voluntary Experiences (AVE) has been a way to identify, evaluate and validate skills and qualifications acquired through volunteering as an example of validation of non-formal and informal learning. Associations may be the ideal place to experience innovative solutions and practices and to acquire skills and competences. A voluntary experience may lead to or facilitate a professional career, by recognizing and validating this kind of non-formal and informal learning. It could be very useful for people who have no professional experience when facing with a first activity (youngsters) and for people who have been kept away from the labour market in order to renew their professional activity (parents who have raised their children, sick people once been recovered, prisoners once set free...). A voluntary experience is an alternative way to experiment, develop or update specific skills and qualifications in a specific context, neither public nor private, for both professional and non professional staff, with the aim of including and serving the general interest.

What was the contribution of the project to solve these problems?

The AVE project started with studying within each of the 7 involved countries, the official recognition of voluntary work (legal framework, public or private support), the training proposed by professionals for volunteers (to improve specific skills) and the qualifications required to volunteers (the selection process). The main idea was to compare this process with the one used on the labour market. A consultation has been made, in a second step, among associations and professionals working in the non profit sector to verify whether the process of AVE responded to a social need. The results were very positive. The associations have considered the AVE process as a useful tool for human resources. The project has in a third step proposed a synthesis of the main skills and competences developed in the voluntary activities and the ways and tool to identify them in a professional perspective. This first proposal of portfolio has been experimented at local level. The final step consisted in gathering all the remarks to propose a common tool, for the 7 countries, of a portfolio for volunteers and a guide for trainers.

What outcomes and products did the project develop/are available?

The main outcomes and products developed through the AVE project have been:

- a portfolio of skills and competences for volunteers including a biography of the volunteer, a list of training followed during their voluntary experience, the missions fulfilled, a method to identify the competences (mind-map), a list of competences (tables of competences), an action plan for the volunteer, a synthesis of the portfolio, the volunteer's curriculum vitae;

- a guide for trainers reminding of t European context of validation of non formal and informal learning, the steps of the AVE process, the description of the portfolio, its main objectives, a method of self-evaluation or accompanying with a guide, the workshops which could be proposed to volunteers and the different accompanying steps;

- a website (www.eEuropeassociations.net) presenting the partners as a network of experts in the field of volunteering and/or life long learning, the main contacts in the volunteering within the 7 countries, a glossary of the main notions to understand, a bibliography, the valorisation process (articles published in the different countries, the final conference, the Helsinki award received by the project in December 2006 as excellent practice in addressing the priorities of the Copenhagen process and promoting an enhanced European cooperation in vocational education and training).

For further information see: www.eEuropeassociations.net

EXEMPLO - Assesment of non-formally acquired competences of EXperienced EMPLOyees (D/03/B/F/PP-146043)

Bfz Bildungsforschung

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What kind of needs did the project intend to meet?

EXEMPLO aimed at contributing to the issue of cross-border transparency of competences of [experienced] employees in SMEs. Development of procedures for recording and recognition of competence acquired in non-formal or informal settings to promote lifelong learning has been defined at European level as one of the key factors to achieve the Lisbon strategy objectives. SMEs are, in the first place, poorly informed about the benefits of and the need for assessment of competences acquired by employees in a non-formal or informal way. Secondly, lack of temporal, human and financial resources often proves to be a major obstacle in adopting procedures for competence assessment as practised by large enterprises. Making use of the tools developed under the EXEMPLO project on a wide scale aimed at coming closer to the goal of strengthening the competitiveness of European SMEs.

What was the contribution of the project to solve these problems?

Against this background the EXEMPLO project made an attempt to bring together "the best from different worlds" in terms of establishing procedures for the assessment of non-formally and informally acquired competences developed in several European countries. Thus, within the framework of the transnational partnership a set of tools has been provided to be used by SMEs in different European countries, containing a navigation-system for independently learning employees as well as instruments for enabling companies and employees to enhance transparency of competences acquired during self-organised learning processes. The Toolkit is in line with the "European principles for the validation of informal learning" and follows a series of criteria, above all those of "usability" for SMEs and their employees and "flexibility" in order to be adaptable to the requirements of SMEs in different VET systems.

What outcomes and products did the project develop/are available?

EXEMPLO Toolkit for SME: tools for evidencing informally acquired competences piloted in the EXEMPLO project. They are amenable to adoption to different companies' needs and to the cultural background of various countries. They are based on experiences gained in transnational collaboration between European specialists in the Leonardo project EXEMPLO. The EXEMPLO Toolkit is provided in different languages. Selected tools are:

• Competence Card for workplace (DE, EN, FI, FR, NO)
• Stimulation and Supporting Training Processes at Work (DE, EN, FI, FR, NO, PL)
• The RAPRA method (EN)
• Transparency of Competences (DE, EN)
• The EXEMPLO process (EN).

Guidelines for training experts:
• for implementing the Toolkit (DE, EN, FI, FR, Pl)
• for assessing training needs in SME (EN, FR).

Classification of instruments: to support the selection of suitable competence assessment instruments classification grids are provided that allow identifying strenghths and weaknesses.

Impuls, volume 25 "Promoting visibility of competences - The EXEMPLO toolkit for SMEs" (ISBN 3-88555-791-6) (EN).

Website (www.exemplo.de).

Validation of non-formal and informal learning

European certificate for management skills ESO-CSA (D/04/B/F/PP-146207)

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What kind of needs did the project intend to meet?

Vocational education and training of staff in small and medium-sized enterprises often happens through on-the-job training, offering no accreditation and certification facilities. Consequently, the mobility and the proof of acquired skills are often difficult for staff in SMEs.

Target groups are SMEs with their professional staff, leading personnel and managers, within all sectors and branches. They will highly benefit from the accreditation and certification facilities for their VET mainly gained in an on-the-job procedure.

What was the contribution of the project to solve these problems?

By identification, assessment and accreditation of professional skills, the project presents a contribution towards recognition of professional skills and qualifications, with special focus on the recognition and validation of non-formal and informal learning. Certification areas have been defined and certification procedures been stipulated. The project offers the possibility to develop and implement standardised European competence, still not existing so far in a European SME context.

What outcomes and products did the project develop/are available?

The project offers a European certificate for the management of skills in small and medium-sized companies, acquired by professional further education and/or professional experiences. The aim is the practical introduction of a European credit transfer system for skills of several professional areas in SMEs, regardless of input (i.e. how the skills have been acquired). Results will be three European management certificates and eight professional certificates, describing skills and necessary requirements in nine languages, presented on the projectís Internet portal. A computer-aided self-assessment tool and a tool for exams will also be published on the Internet platform, acting as information pool and certification support. The developed instruments and tools are:

- Certification regulations which are applicable in all European countries;
- Homepage (information, contact and platform for everything connected with certification);
- Portfolio of competences (Europass);
- Tool for a self test;
- Computer-aided examination tool;
- Administration tool;
- Administration of the examination process;
- Elaboration of questions for the CB test;
- Translation tool.

For further information see: www.cemes.eu

GO.C.E.T. - Governance of continuing education and training.
The relevance of social partners and public authorities in managing VET systems
(I/03/B/F/PP-154142)

Provincia Autonoma di Trento - Dipartimento Politiche sociali e del Lavoro - Ufficio Fondo Sociale Europeo

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Partners

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What kind of needs did the project intend to meet?

The Go.C.E.T. project aimed mainly at awakening local stakeholders and countries, involved in the partnership, meeting their interest to the theme of the governance system focusing on the issue of workplace learning and recognition and validation of skills.

Analysis and experience comparison, as result of the work carried out from all partners, gave an overview of the whole research work, from the analysis of national systems and case studies to good practices referring to indications and recommendations, devised as a reference for decision-makers.

The results and achievements of the transparency of competences and qualifications and the validation of non formal and informal learning – issued analysed in the Go.C.E.T. project – has been drawn on in the "Leonardo da Vinci Thematic Group", established by the European Commission in the framework of Thematic Monitoring. This group facilitated the stakeholders exchanging good practices and European projects' experience but also improving transnational cooperation through virtual initiatives and events.

What was the contribution of the project to solve these problems?

In order to awaken and to involve the stakeholders institutional actors and social and economical partners of all countries participating in the partnership has been involved in the project meetings, discussions, seminars, etc.

The transnational dimension of the project has been developed using functional benchmarking methods on several occasions, identifying from time to time good practices, analysing their contents, verifying their transferability, comparing their relevance, creating models and adapting these practices to the different contexts.

In particular, by observing and by analysing the VET systems of several project partners, even though highlighting the diversity of practices, the comparison has been useful and constructive. The study allowed to underline how every country wants to act in an active way in the field of validation of non formal and informal learning.

Most of the initiatives are agreements and empirical paths agreed between institutions and social partners or in the most experienced countries these initiatives have been regulated by specific laws.

What outcomes and products did the project develop/are available?

The principal final product of the Go.C.E.T project is a research work, called "Guide for decision-makers". The guide is based on the analysis of national systems and empirical case studies and it includes indications and recommendations. These has been devised as reference for the stakeholders when facing the issue of workplace learning and validation of skills.

This Report 5, called "Guide for decision-makers" - VOLUME I, is aimed at providing guidance to decision-makers (Italian/English). This guide is followed by three annexes: National Reports' Summaries (Report 1); Glossary (Report 2); Catalogue of good practices (Report 4) (available in multimedia CD or downloadable from www.fse.provincia.tn.it - link Go.C.E.T.).

Summary of the reports' contents:

- Report 1: National Reports' Summaries - analysis of the national systems of continuing educational and training systems in each country participating in the project;
- Report 2: Glossary - definition of terms used in each participating country in relation to the characteristics of the system of continuing vocational training;
- Report 4: Catalogue of good practices - preparation of a catalogue after identifying the main features derived from the empirical analysis of national cases and relating to the formulation of hypotheses of good practices.

In the VOLUME 2 "Documentation" National Reports and General Catalogue (Report 3) which analyses three "Case studies" (in original languages) in relation to on-the-job learning and the role of institutions and social partners in acknowledging and validating skills obtained in non-formal and informal way have been collected.

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What kind of needs did the project intend to meet?

Following the Communication on "Making a European Area of Lifelong Learning a Reality" adopted by the Commission on 21 November 2001, lifelong learning has become the guiding principle for the development of education and training policy in the European Union. The upgrading of the education and training systems represents one of the three main goals of the general approach. In this frame, adult's training is one of the main tools. The European learning strategy aims, among others, at identifying, evaluating and recognising informal and non-formal learning. Guidance should be considered at European level instead of at national level, and high quality guidance services play a fundamental role, as they facilitate the access to lifelong learning. The project aims at strengthening and improving the actual guidance systems used in different European countries and at reducing its heterogeneous nature, through the exchange of experiences and methodologies used by guidance counsellors in these countries. It intends to elaborate a Standard European Curriculum for Guidance Counsellors, based on research on the various curricula already in use in the different European countries, the exchange of information and experiences between guidance counsellors themselves and with the help of European experts in the field of guidance.

What was the contribution of the project to solve these problems?

The main objectifies were:
• Reduction of heterogeneous nature of guidance systems in Europe;
• Exchange of experiences and practices among guidance counsellors from different Member States;
• Development of a Standard Curriculum or Skills Reference Frame for European Guidance Counsellors;
• Development of a model training course for European Guidance Counsellors;

Besides the elaboration of a standard curriculum of a European Guidance Counsellor, the project developed and tested a model training course to train European guidance counsellors. Having the standard curriculum of a European Guidance Counsellor in mind, an analysis of competences and training needs was carried out among a sample of guidance counsellors in different European countries, and a model training course based on the outcomes has been developed. This model of a training course was then tested by a sample of counsellors .

What outcomes and products did the project develop/are available?

The main outcomes are:
The Standard Curriculum/skill reference frame which consists of three aspects:
1. Knowledge (educational backgrounds);
2. Skills (how to welcome, to interview, to analyse clients needs);
3. Personal attitudes (personal characteristics in the approach to the client-what to do or what not to do);
The Final model of the training course is available on CD-Rom in English, Italian, German, French and Slovene.
This pilot course for Guidance Counsellors on the CD-Rom is structured in an interactive way: you will take part in a simulation in which you follow a European Guidance Counsellor through his/her daily activities such as:
• first-level guidance;
• individual guidance;
• group counselling;
• back office activities.
During these four "cases", your choices will lead to a positive or less positive outcome and the reasons for this outcome will be explained to you.

VAI - Valorising non-formal and informal learning within SMEs (I/03/B/F/PP-154001)

EBLA

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What kind of needs did the project intend to meet?

VAI addressed the specific needs of three different target groups:

- Learning facilitators and SMEs consultants, by offering innovative approaches and tools helping them to detect, recognise and support all learning approaches;
- SME owners and HRD managers, by offering innovative support and guides helping them to gain awareness of all the several learning modalities which are able to sustaining their efforts to be competitive in a knowledge based economy;
- Individuals working within SMEs and micro-enterprises, by answering to their need to have their knowledge and expertise recognised even though not acquired through formal learning pathways.

What was the contribution of the project to solve these problems?

VAI objective was to identify, develop, test and calibrate a methodology and a set of tools suitable to recognise and give evidence to all existing learning modalities and methods within European SMEs, with special attention to non-formal and informal learning.

The approach consisted in creating the best possible conditions for SMEs owners and managers to support the start up of new/all learning opportunities - either internal or external to companies - in a lifelong and lifewide learning perspective and to valorise individual efforts in lifelong learning.

The VAI model is based on some critical principles:

- We learn from any type of experience, in any kind of situation;
- We can transfer knowledge from a domain to another;
- There is no knowledge proof zone;
- Knowledge is an intangible matter, VAI tools can help to identify efficient learning

modalities in a company, for an individual, in order to use them.

What outcomes and products did the project develop/are available?

The main output of the project is the VAI kit: a methodology and a set of integrated tools useful for European SMEs to valorise all forms of learning.

The Kit includes:

- A methodological guide (VAI Model);
- A set of tools for companies, supporting managers' assessment of company NF/I learning practices;
- A set of tools to detect and valorise NF/I learning modalities within SMEs (Informal learning assessment tools);
- A document explaining the steps to be implemented to make companies assessment (User guide for the assessment tool);
- A set of tools for individuals to enhance their awareness of own heritage in terms of knowledge;
- A guide on how to describe own learning pathway, knowledge and competencies (Guide for Individual Acquis description);
- A list of criteria for a self-recognition of owned knowledge and competences (Criteria Chart for Individual Acquis Recognition);
- A grid for a self-evaluation of own Individual Acquis, based on the European CV Model (Individual Acquis Chart);
- The FAI - Informal Learning Facilitator, an innovative consultant profile specialised in implementing the VAI approach;
- A description the profile in terms of required competences (FAI Profile);
- A training path (contents and tools) for FAIs (Training path for FAI).

For further information see: www.progettovai.org

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What kind of needs did the project intend to meet?

There is increasing mobility of workforce across European borders and increasing turnover of workforce in individual enterprises in Norway, not only in the electro-technical industry. Enterprises are thus becoming increasingly aware of the need to be able to accurately and efficiently assess the knowledge and skills in potential and existing employees. Experiences in Norway show that the European electro-technical industry will benefit from establishing a harmonized documentation procedure to aid identification and validation of accumulated knowledge and skills of potential and existing employees. The procedure will also form an integral part of the continual professional development of existing employees. It seems to be an increasing interest for this issue also in a European perspective, as revealed by the international conference "Validation of non-formal and informal learning; European experiences and solution" recently held in Norway. This project will develop a methodology to help documenting and assessing accumulated knowledge and skills for potential employees in the electro-technical sector from any European country, and hopefully others too. Individuals who have been assessed and verified get a three-part CV. This system can be used to account existing knowledge resources, at individual, enterprise and societal level. In general terms, the objective of this project is to increase the visibility of learning taking place outside formal training and education institutions and systems, thus giving credit to the indispensable role of this knowledge, to individuals as well as to enterprises and societies in general.

What was the contribution of the project to solve these problems?

One of the innovative aspects of the project is the development of the web-tool. This web-tool will help the company to record the accumulated knowledge and skills in their organisation as well as to manage this knowledge in the future.

Another innovative aspect of this project is the fact that it opens a new path for mobility among European countries within branches and sectors. What has traditionally been considered as difficult or impossible (e.g. the electrical branch) seems now possible.

The feature of these branches and sectors is that they are strictly regulated by country specific law/legislation, regulations/directives and standards. Especially in the formal education (e.g. the level of national vocational education) and in the apprentices training this (traditional) opinion has been allowed to gain a foothold.

However, the AKS project has worked beyond this approach and had focus on already country specific skilled or qualified workers. The project has analysed how practical work is carried out and what kind of qualifications are demanded and informal as well as practical training (e.g. electrician in the participating countries) was highlighted. Based on this analysis, there were a lot of similarities and rather little dissimilarities in designing and carrying out electrical installations among all the participating countries. Products, materials and systems are of course different and sometimes different in use, but the core skills and qualification in almost all of the subject in the electrician work range were fully comparable and recognizable among all the participating countries (NO, GR, DK, SK, UK). Based on this knowledge, the common (harmonized) professional matrix was evolved.

This aspect will hopefully be helpful in a future Europass model.

What outcomes and products did the project develop/are available?

On the website http://www.aks-international.com/download_documents.html it is possible to download the most important documents from the project results.

IT-based Validation and Certification System for practical working Maintenance Technicians (SE/05/BF/PP-161003)

UTEK

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What kind of needs did the project intend to meet?

The project aims at developing a validation tool to make it possible to measure knowledge and proficiency in the maintenance area. UTEK is the Swedish National Maintenance Society and is a member of the European Federation of National Maintenance Societies (EFNMS), which includes maintenance societies from 21 countries. There are hundreds of thousands maintenance technicians/mechanics in Europe. EFNMS has described the requirements of competence for a European Maintenance Technician Specialist and it has also specified the requirements to be able to achieve a certificate as a Maintenance Technician Specialist. In order to compete on the world market, the industry needs to have qualified technicians to increase the productivity. To be able to effectively handle validation of competences of the expected number of maintenance technicians all over Europe and to be able to handle the certification in a cost effective way, the implementation of the project envisaged an IT system.

What was the contribution of the project to solve these problems?

The tool aims at validating the individual's competence, theoretical knowledge and practical skill, within maintenance and at stimulating the increase of individual's knowledge through training. The implemented system is meant to be part of a lifelong learning system. It results in quality assured certificates for the individuals corresponding to European standard requirements or it result in personal training and development plans for those not corresponding to the requirements. The computer based system allows a cost effective competence validation, and the design of the system guarantees strictly confidentiality handling of the testing procedures.

What outcomes and products did the project develop/are available?

The implemented validation system (ValidMaint) includes more than 1000 questions with four alternative answers for each question where just one of the answers is correct. The system covers 20 technical areas; further to the maintenance subject, more general subjects will be presented as well such as quality, environment, automation, team working, material technology, etc. An individual will have a formal document showing knowledge and skill level captured during the "on-job-training" as informal, formal and not formal learning. The individual who is going to test will have a code to come into the system. The system is available on the website of the National Maintenance societies of each country. The available languages at present are English, French, Danish, Slovenian, Slovakian and Swedish. The system has been tested and will be available through the National Maintenance Societies in Belgium, Denmark, Ireland, Slovak Republic, Slovenia and Sweden from the January 1, 2008. Some other Maintenance Societies in other countries have the intention to start testing as soon as the translation of questions and answers to other languages is ready.

For further information see: www.utek.se

The Thematic Group on Transparency, Validation and Credit transfer

Background

It is one of the five thematic groups established by the European Commission – Director-ate General for Education and Culture in the framework of the Leonardo da Vinci Programme, which is now part of the new Lifelong Learning Programme 2007-2013.
The targeted themes correspond to strategic Community policies, such as the establish-ment of a European Qualifications Framework (EQF), the implementation of a European Credit Transfer System for Vocational Education and Training (ECVET), the promotion of the Single Framework on Transparency (Europass), as well as the development of the Common European principles on the identification and validation of non-formal and informal learning.

Objectives

The group aims at facilitating a theme-based exchange of experience and networking among different stakeholders, with a view to allow synergies among policy develop-ments, theoretical reflections and concrete practices in the concerned fields, while contributing at the same time to highlight the outputs and achievements of innovative training projects.

Targets

The initiative is addressed to project promoters and final beneficiaries, VET professionals and experts in the fields, decision-makers, social partners and to any other actor at European, national and local level, who is involved in policy processes and concrete initia-tives or has a specific interest in transparency of qualifications and competences (including credit transfer), as well as in the validation of non-formal and informal learning.

Members

ISFOL - Agenzia Nazionale LLP – Programma settoriale Leonardo da Vinci – Italy (Coordinator)

Agence Europe Education Formation – France

Norwegian Centre for International Cooperation in Higher Education – SIU – Norway

Leonardo da Vinci National Agency – Internationella programkontoret för utbildningsområdet - Sweden

NACPFEVT – Agentia Nationala Pentru Programe Comunitare in Domeniul Educatiei si Formarii Professionale – Romania

Human Resource Development Centre – Bulgaria

National Agency for Lifelong Learning – Austria

National Agency Education for Europe at BIBB – Germany

National Agency of the Lifelong Learning Programme – Slovakia

National Agency Leonardo da Vinci – The Netherlands

Mesterbrevnemnda (Masters of Crafts) – Norway

The Group is supported by:

European Commission – Directorate General for Education and Culture

Education, Audiovisual and Culture Executive Agency

For further information:
http://www.tg4transparency.com

Education and Culture
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MINISTERO DEL LAVORO
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