



IO2 ECVET Guidelines and Tool-kit

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DOCUMENT HISTORY

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ABBREVIATIONS

Abbreviation	Description
DG	Directorate-General
DGEAC	Directorate-General Education Audiovisual and Culture
EC	European Commission
ECVET	European Credit System for Vocational Education and Training
ETS	Education and Training Systems
EU	European Union
IQ-Up	Integrated Quality Upgrading Platform
IT-Up	Interactive Training Upgrading Platform
LA	Learning Agreement
LLL	Lifelong Learning
LO	Learning Outcomes
MoU	Memorandum of Understanding
NFIL	Non-Formal and Informal Learning
OVI	Objectively Verifiable Indicators
TC	Training Course
ULO	Units of Learning Outcomes
VET	Vocational Education and Training
WP	Work Package
WPN	Work plan

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1.0 BACKGROUND

The project in hand aim at integrating an ECVET framework approach in the organization of the learning activities embedded in the project's methodology, providing guidelines and tool kits aiming at bringing transparency of qualifications and competences considering their Recognition, Validation, Transferability and Accumulation.

A specific set of material, documentation and reports is provided by the leader of this work package, aiming at bridging the ECVET framework and the training course namely templates for the Memorandum of Understanding (MoU), Europass Mobility Certificates, Competences Matrix, Units of Learning Outcomes design, to name but a few.

The Training Course for Community Cooperatives Facilitators (CCF) practice a Non-Formal and Informal Learning methodology for the transfer of knowledge and competences acquisition globally. Therefore, in addition to the good practices identified by the consortium during the activities related to WP2, partner's also took into account provision available from:

- the guidelines "*European Guidelines for validating non-formal and informal learning*" (Cedefop 2015, see annexes);
- the guidelines "*Monitoring ECVET implementation strategies in Europe in 2013*" (Cedefop 2014, see annexes).

The main aim of the consortium is to create pre-conditions for an inclusive and effective transfer of knowledge from the trainers to the trainees, provided that the learners are populations from remote and rural areas with EQF levels of proficiency 1 to 4 globally. In addition, the nature of the pedagogical needs strongly indicates that the design of Units of Learning Outcomes (including all provisions) must abide the following characteristics:

- hands-on;
- visual (manual, handouts, other supports globally);
- real-life exercises (based on real needs);
- team-work.

2.0 GUIDELINES FOR FRAMEWORK OF COMPETENCES

See pages 10-11 of the manual for trainers.

The competences matrix illustrated in the table 1 and table 2 is the suggested framework of competences for each module.

Module	Learning Outcomes Knowledge gained	Skills Required	Attitude Required
1. Identifying your Project	Train individuals & groups engaged in cooperatives how to clearly identify their project e.g. research techniques, needs analysis, SWOT Analysis, resource identification (people and money)	Critical thinking Organizing Questioning Assessment	Pragmatism Enthusiasm Logical
2. Cooperative Formation	The advantages / disadvantages of different formation structures – although this will differ in each Member State there will be a need to include general advice for CCFs to give to cooperatives e.g. the psychology of groups.	Organizing Decision Making Team Working	Pragmatism Enthusiasm Self confidence Patience Helping others Positive outlook
3. Project Implementation	Project Management skills e.g. how to prepare a GANTT Chart, problem solving (how to handle difficult situations).	Critical and Logical Thinking Decision making Assessment	Methodical Accurate Logical
4. Keeping Project on track	Project Evaluation Skills e.g. project evaluation techniques; how to create/develop questionnaires).	Logical Thinking Organizing ICT	Accurate Meticulous Methodical Pragmatism

Table 1 - Suggested framework of competences

Module	Learning Outcomes Knowledge gained	Skills Required	Attitude Required
5. Marketing	How to make external and internal, presentations, use of PowerPoint, Chairing meetings, recognizing body language, report writing, project website creation, effective use of media, print, radio, television.	Communication ICT Design Presenting Organizing	Enthusiasm Meticulous Logical Open-minded Self confidence Drive Methodical Listening
6. Effective Financial Management	Producing and using spreadsheets and accounting software, fundraising skills e.g. crowdfunding - use of social media, creating business plan.	Critical thinking Organizing Assessment Decision Making Logical Thinking	Pragmatism Accurate Meticulous Logical Methodical
7. Human Resources	Project task allocation, delegation, interviewing skills, staff management issues and resolving conflicts.	Assessment Cultural Awareness Organizing	Proactivity Patience Self confidence

Table 2 - Suggested framework of competences

The following link will assist institutions to achieve the transition:

ECVET Support-team

<http://www.ecvet-team.eu>

Watch the video:

Introduction into EQF and ECVET

<https://www.youtube.com/watch?v=PoTb1z7w6U>

3.0 ENGAGING EDUCATION AND TRAINING ACTORS

See specific references on mentoring in the manual for trainer.

One of the most efficient ways to implement ECVET principles efficiently and successfully is to get the Education and Training (ET) practitioners involved.

For instance, workshops on mentoring and mentoring ECVET practices may be organized and hosted by the multipliers engaged in the partner's Sustainability Plans, aiming at identifying and understanding the work plan that all actors of the process may implement to make the system work.

For instance, these workshops may create excellent opportunities to address the long-time persistent "cultural approach gap" opposing policy makers and ET practitioners.

Participants of these peer learning activities may foster the debate on wider issues related to the competences recognition area, but also introduce detailed good practices of their portfolio.

Workshops thematic session may address the following points:

- policy makers need to provide enhanced policy decisions on ECVET;
- ET practitioners need improved partnering at EU level;
- ECVET processes need to involve all actors at an early stage, considering the learners' needs.

On that matter, the consortium recognizes the pertinence of the following provision:

- the guidelines "*Get to know ECVET better – Questions and answers*", 2011, DG EAC, ECVET Users' Group.
- the guidelines "*Guidelines for describing units of learning outcomes*", 2014, Federal Ministry of Education and Research.
- the handbook "*EntCom_WP5_Handbook_PT*", 2016, and its annexes, consortium ENTCOM.

4.0 ASSESSMENT AND VALIDATION

Assessment and validation of Non-Formal and Informal Learning is a current priority for the ET sphere at EU level, whereas there are still a variety of gaps to be bridged so far, namely between the policy makers and the ET sphere, and between EU member-states and neighbouring countries as well.

Users of ENTCOM's project provision may consider to join effort aiming at creating the necessary condition to design tailored assessment tools applicable to the identified Community Cooperative Facilitator's (CCF) training course Units of Learning Outcomes (ULO), considering:

- learner's need analysis;
- learning curve monitoring and validation;
- learning scenarios and pedagogical supports;
- innovative behavioural anchor matrix of cores competencies.

Focus should also be given to the Learning Mobility actors engaged in the process, and on that specific matter, the consortium recognizes the role of the CCF which can be associated to the role of a mentor.

The advantages of mentoring are extensive, from providing professional advance to cultivating communication and enhancing professional relationships between mentors and mentees. With approach, tailored assessment processes provide accurate and quality levels of information for a constructive and sustainable validation of the acquired competences.

Impact assessment comparative studies may be implemented by the Users of ENTCOM's project provision in order to create pre-conditions for recommendations at local and regional aiming at enhancing the accuracy of CCF's competences recognition.

More insight at:

Q-Mentor	q-mentor.eu	LLP Leonardo TOI 2012
ECVET Trainer	ecvet-trainer.euproject.org	LLP Leonardo TOI 2012
EFEC	ecvetforec.eu	LLP Leonardo TOI 2012

5.0 CCF ECVET Network

The consortium recommends the development of ECVET-based In-Service Training courses (IST), WP6's see provision, within existing networks and communities of practices. In that view, the WP5 leader will develop a structured networking plan in order to identify and engage existing networks of experts considering the ET sphere.

The main aim of this activity to further enhance the impact of the trainer's manual and all related provision (online tools, handouts, assessment instruments, etc.), and the project's results globally, taking into account the project partner's ECVET activities that are planned in the project's Sustainability Plan, namely the Multiplier Tool-kit provided by the WP6 leader.

In addition, the current consortium plan to also take into account and benefit from further partners' ECVET projects within ENTCOM'S corresponding objectives, audiences and methodologies.

The data gathered during these activities could be shared and examined in a yet to be established "CCF ECVET Network" that would gather professionals from all related spheres, with an important representation of local populations, through community leaders or Civil Society Organisations (CSO). Units of Learning Outcomes would therefore be enhanced according to the following objectives at local and regional levels:

- specific CCF's competences need analysis;
- ETS availability and adaptability;
- ET support structures availability from public bodies;
- ET support structures availability from CSO;
- ECVET specific support structures availability;
- ECVET need analysis;
- Units of Learning Outcomes specific need analysis;
- assessment and validation competent bodies need analysis;
- adapted behavioural anchor matrix of cores competencies.

6.0 ECVET Spin-off developments

As expressed all along the project's development, and in line with current studies at international level, and taking stock from the recently published "2017 annual work programme for the implementation of Erasmus+: the Union Programme for Education, Training, Youth and Sport" – C (2016) 5571 of 5 September 2016 – the current consortium working groups aim at practicing EU experts' new narrative moving from the triangle term "knowledge, skills and competences" to the more accurate approach "knowledge, skill and attitude", which is to be integrated into the behavioural anchor matrix of cores competencies, in alignment with sectoral skills referential qualifications.

This new narrative is now evidenced in the updated ERASMUS+ KA1 "Mobility of learners" eForm, providing this way strong recommendations to ET practitioners and stakeholders engaged in Learning Mobilities activities at EU level.

The preparation stage of Learning Mobilities is a key step to provide the best conditions for the achievement of successful learning experiences, and the following elements are highly critical: defining and categorizing the competence matrix (learning outcomes, assessment methodologies, knowledge, skills and attitudes).

Clarity and accuracy in the vocabulary should be supported with national level or EU level correspondences, when applicable. On that matter, a specific provision will be available for interested ET practitioners.

Therefore, the consortium recommends the development of ECVET-based spin-off initiatives that follow this novel approach, aiming at contributing to a better understating of the European Qualifications Framework (EQF), as well as a better alignment of National Qualifications Framework (NQF). For that purpose, the WP5 leader recommends the registration of all partners and their respective network to the following bodies:

ECVET Support-team (EU)	ecvet-team.eu
European ECVET Network (EU)	ecvet-secretariat.eu
ECVET Experts UK (UK)	ecvetexperts.org.uk
ANFA (FR)	anfa-auto.fr
EUCIS-LLL	lllplatform.eu/

7.0 ANNEXES

- Annex 1 > **ENTCOM's ECVET templates and tools**, 2016, consortium ENTCOM
- Annex 2 > **European guidelines for validating non-formal and informal learning** Cedefop (2015). Luxembourg: Publications Office. Cedefop reference series; No 104.
Available at: <http://dx.doi.org/10.2801/008370>
- Annex 3 > **Monitoring ECVET implementation strategies in Europe in 2013** Cedefop (2014). Luxembourg: Publications Office. Cedefop reference series.
Available at:
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/6122>
- Annex 4 > **Get to know ECVET better – Questions and answers**, 2011, DG EAC, ECVET Users' Group
- Annex 5 > **Guidelines for describing units of learning outcomes**, 2014, Federal Ministry of Education and Research
- Annex 6 > **EntCom_WP5_Handbook_PT**, 2016, and its annexes, consortium ENTCOM
Available at: entcom.eu
- Annex 7 > **EntCom-Exploitation handbook and its annexes**, 2016, consortium ENTCOM
Available at: entcom.eu
- Annex 8 > **EntCom-Sustainability questionnaire**, 2016, and its annexes, consortium ENTCOM
Available at: entcom.eu
- Annex 9 > **EntCom-Multiplier toolkit and its annexes**, 2016, and its annexes, consortium ENTCOM
Available at: entcom.eu
- Annex 10 > **EntCom-IST Guidelines and its annexes**, 2016, and its annexes, consortium ENTCOM
Available at: entcom.eu