

**TRACK - TRANSNATIONAL ACKNOWLEDGEMENT OF WORK EXPERIENCE IN FOREIGN COMPANIES 2012-IT-1-LEO05-02779 – CUP: G92F12000150006**

**WP3 end / WP4-WP5 startup  
Monday 1st July - Tuesday 2nd July MADRID**

**VENUE:** training centre CF edificación y obra civil de paracuellos, Finca Tirabuey s/n, Camino de la cueva in Paracuellos de Jarama - for informations, tel: **0034 916580413**

**Participants to the meeting**

- ITA1)** Regione Friuli Venezia Giulia – Giovanni Tonutti
- ITA2)** Enaip/EFFE.PI - Gilberto Collinassi
- ITA3)** Provincia Autonoma di Trento – Piergiacomo Sola, Lorenza Casagrande
- ITA4)** Regione Valle d’Aosta – Michele Monteleone, Lucia Ponsetti
- BE)** European Vocational Training Association EVTA – Pauline VandenBosh
- ES)** Consejería de empleo, turismo y cultura – José Manuel Garcia del Cid Summers
- NL)** KCH Services – Monique Jordense, Rob van Wezel, Monique Mol
- PL)** TNOIK - Maksym Pimenow

**Agenda - Minutes**

**1 July 2013**

**09.00 – 13.00**

- Welcome (Consejería de empleo)

Olanda Garcia give the welcome to every partner – Olanda is the training center master.

- WP3 Interviews data analysis presentation (KCH + other partners) see annex 1 country report

Every partner is invited to present their own interviews.

Consejeria de Empleo presents its interviews. A first group was with a trainees group that took part in PLM mobilities. Some interviews have been made via phone and some other via e-mail.

Specifically: 2 trainees that took part in internship in Germany in 2012. Then to a training center that sent a lot of people abroad last year.

5 trainees in Sardinia in the ship sector. Then it was interviewed a training center that sent some trainees in Portugal in ICT sector.

It was very difficult to find some companies to interview. For the incoming there have been interviewed 3 french students that came in Spain in 2009, 4 english students, other 8 french students that came in Spain in 2012.

The problem was that the National Agency don't have any database about incoming. So maybe in Europe there is no database with hosting experiences per country. And it's an effective lack. Maybe it should be useful to collect every national database and collect the experience on the base of the host country.

About the assessment done in companies: In a lot of cases no value have been done to the experience of the trainee by the company tutor. The actor that made the assessment was always the training provider that asked, often by e-mail, the students how was the experience. One of the main problems found were about the language specially when trainees went to Germany, not for the Portuguese and Italian experiences. The discussion is open end is developing about the opportunities to organize language sessions during the training courses, but not only English: it should be good organizing language courses for each country in which we organize mobility experiences. Probably it's necessary to change also funding schemes because organizing mobilities now it's paid very low and give opportunities to learn foreign languages it's expansive, not to let learn german or English but let learn other national languages.

Assessment made by Spanish companies: some cases in which assessment is not done. In some cases companies did not know how to do assessment at the end of the mobility period.

In Netherlands they have format to be filled up at the end of the work experience as at the end of a qualification course.

Collinassi explains and punctualize that organizing a stage, that is a learning period, is different by organizing a work experience that is an experience after the end of the study. In Spain only certificates given by training centers are public documents, not the ones given by companies. The validation for certificates in case they were professional qualifications they have to be validated by the national organization, that is an independent institute by the instruction Minister.

The most of trainees tell that companies do not recognize the internship as an added value but at the same time an experience abroad is considered an improvement for the cv of people that is looking for a job and internships abroad are taking in account by companies when they have to take on an employee. There is a lack of common rule to assess and a common rule in Spain should be very useful.

The total number of trainees covered by the interviews is about 70 people. There have been made 12 interviews.

TNOIK: the majority of training providers were technical institutes. All interviews made by phone. By e-mail have been received no answers. So every interview has been made by phone. At the end: there is a lack of transparent procedures, criteria and methods to validate learning the experience abroad, and it's in spite of obligation of Europass mobility obligation to certify. But maybe some modifications in Europass mobility document should be helpful, linking outcomes with ecvet would forced the transparency. If these data are not visible in Europass mobility document the Europass National Office is not asking to provide such information.

Province of Trento: there have been fulfilled 5 triplettes, in total: 5 companies, 6 trainees (2 received and 4 sent abroad), 2 agencies. The min topics are that the assessment concerns a personale evaluation, often by a manager and there is nothing codificated.

KCH: in Netherlands the base is that school is always responsible of learning results and of measured results. The assessor is appointed by the commission of the school.. they are also responsible for ensuring that the person in question meet the requirements of the inspection requirements.

The exam are recognized by the national institution. Of course also abroad they have to guarantee that quality for certification. The assessor is from the company but the examination test is prepared by KCH and is the same for each company, depending of course by the qualification. Companies are paid to do examinations. The standard is defined at a national level but one training provider can develop in its own the examination. So the school pays the national authority for the using the standard and pay something to the company that has to keep inside a person able ot be assessor. In Netherlands they have more than 40.000 companies that cooperate with training centers and have assessor inside.

The interest of companies depends a lot by the training culture of the companies.

Certification of skills abroad is also a problem for KCH.

KCH faced 4 case studies, 2 cases of incoming, and two cases of ougoing.

Europass is the model more used, nobody knows anything about eqf and ecvet. There are a lot of different ways for assessment within companies and schools.

The national agencies are not aware of fact of assess skills. Anyway there are a lot of differences between countries. Work experience an stage are different.

Recommendations:

- at a European level an assessment tool
- focus on europass within the track project
- use ecvet to mak more transparent learning processes.

- WP3 Presentation and validation of the recommendation report (KCH) see annex 1 recomendation index.

The report will be finished next week because some interviews arrived not in time. There are missing conclusions and some. The report will be prepared after today discussion.

- discussion about the assessment/validation practices currently used and agreement about a common practice
- integration of europass and ecvet?

#### **14.00 – 17.00**

- Dissemination plan presentation and discussion (EVTA)

Pauline VANDENBOSH illustrates the disseimantion plan proposal on behalf of EVTA.

EVTA analyzed the dissemination strategies and plans sent by the partners. The information sent is valuable, and are used to develop the project plan at european, national and local.

#### Dissemination plan

The partners have filled in a dissemination format. Pauline has explained the structure of the report and how the information of the partners can of use during the entire project in setting up a dissemination strategy. The strategy fully depends on the target group and the "key message" for these target groups.

Before starting with this, it is important to get to know what the interests of the different partners in the project are. All the partners are from different contexts and might have different interests and benefits inthe project. This makes that the dissemination strategy will also differ from partner to partner.

During the discussion, 2 questions were posed for the partners:

- When is the project successful for you? And how can your organization contribute to the achievement of this success?
- What is for you the most important target group and what is the most important reason to convince them? What could be a strategy to convince them (and what do you need)

#### Decisions:

- Pauline will integrate the results of the discussion in the dissemination analysis and send it to the partners. This document is a working document and can be updated by the partners during the project.
- Dissemination strategies will be a returning point on the agenda. (just 1 hour - half an hour for the updates and exchanges between the partners);
- Pauline will start with the development of a digital newsletter. This first newsletter will be for a broad audience and is meant to inform about the project. The newsletter will also be made in a downloadable pdf format. Available: september (then partners validate and the newsletter can be end end of september)
- Pauline will start with the content of the website and check this with the project leader. The partners will receive the link as soon as it is online. For updates, the partners will be asked for input.

Rob asks to link the steps discussed in the meeting are the same of those of ECVET and EQVET; to give a clear signal of link of what will be developed in the project with the EU strategies. This scheme should be included in the report, because this scheme is very clear also to subjects outside the partnership, putting in evidence and visible the project steps/acitivities with those steps ECVET and EQVET. Rob shows the scheme he refers to, which is the transfer & Accumulation scheme of the ECVET.

Partners agree that the scheme can be used as a reference to depict the tools and solutions developed for each step by this project in reference with the ECVET steps circle.

#### **2 July 2013**

##### **09.00 – 13.00**

- Skills certifications gained abroad: the Valle d'Aosta practice (Region Valle d'Aosta)
- discussion about the focus group planning and contents to verify the common practice with companies (region FVG/ENAIP)
- agreement about the reports index and focus tools (region Valle d'Aosta)

The meeting starts at 9.00, all the participants but Rob and Pauline (who both left yesterday) are present.

Mr.Tonutti illustrates the aims, steps and outcomes expected for WP4.

The WP4 and WP5 deadlines are:

WP4 start 1/7/2013 end 30/11/2013

WP5 start 1/7/2013 end 30/5/2013

Outcomes:

WP4 assessment guidelines for the hosting companies  
WP5 reference standard and on-line application

The Wp4 will develop in 3 steps:

1<sup>st</sup>: receive and analyze the KCH final report of WP2 (it will be available in 10 days) , regione Val D'Aosta will draw a standard presentation to be used in the focus groups with the companies identified as reference companies for the development of the guidelines during the WP4

for those partners interested there is the possibility to organize meetings to show and illustrate the approach to copanies to collect feed back.

The companies to be involved in the focus group are those interested to be involved in the project in the future, not companies who did it in the past.

2<sup>nd</sup>: identify the sectors of common interest used to develop the WP5 tools and to organize the focus groups about, for each sector an "assessment" company should be identified

3<sup>rd</sup>: organize at least 2 focus groups (1 per secotr) with the companies who are willing to participate to the initiative (sending/hosting trainees and carry out assessment activities)  
A suggestion for the composition of the focus group:

- 2/4 HR managers , entrepreneurs
  - public bodies/authorities officers
  - 3 trainees which had experience of transnational internships
- During the focus group, the draft document should be introduced by the discussion coordinator, and a SWOT analysis will be the outcome of the discussion

Mol suggest to have some concrete question to be asked to the participants: the partners agree to develop:

- a draft of the guidelines
- a set of questions to be asked to the participants

at the end of the WP the WP coordinator will make a syntesis of the SWATs and suggestions that each focos group will work out.

A proposal for the guidelines index is illustrated. The partners agree the draft index can be good, and will be finalized with the focus group outcomes, it should be kept as simple as possible (like the dutch partners sheets), and there should be some example, helpful for the companies.

Choice of the sectors:

- contructions
- tourism
- trades

three sectors are identified, each partner should contribute at least to two of them to work out the proposals and the tools.

Dead lines:

- 15 sept the WP coordinator sends to all the partners the draft of the guidelines and the list of questions to be discussed during the focus groups
- each partner carries out the focus groups within the 30<sup>th</sup> of october and sends to the Wp coordinator the SWAT analysis, the suggestions and comments to -if necessary- adjust the document index
- for the end of november the wp coordinator works out the final version of the guidelines to be discussed and approved during the Trieste meeting in November.
- the final meeting of the WP4 will be held in Udine the 2<sup>nd</sup>/3<sup>rd</sup> december 2013.

The Valle D'Aosta partners illustrate their regional system of standards for competence certification, Law n.7 march 31/2003 art.19 followed by further legislation updates in 2005. Three are the components of the system: professional standards, certification standards, minimum training specification. This system is the reference for the certification of regional qualification and professional certification of the regional Valle d'Aosta.

There are 42 professional profile available the regional government aims to share as a contribute to the project. Currently standards are available for the assessment of professional profiles of the training process (coordinator, tutor, teacher).

All the possibilities allowed to the citizen to apply for certification of formal, non formal and informal training are described (see presentation slides) and how the certifying commission should operate.

#### **14.00 – 17.00**

- Wp5 activities planning (region FVG)
- presentation of the Regional FVG repertoire of professional competences and processes (ENAIIP)
- adaptation of the model to the identified needs: discussion
- identification of the targeted economic sectors to work with

Gilberto Collinassi begins introducing the competencies reference repertoire of Friuli Venezia Giulia Region.

At the end of the presentation Monique Jordense by KCH International says that she is very curious to test the outputs of the application of the scheme of the FVG repertoire of competencies joined to the ECVET system for assessing skills gained abroad. Finally KCH International find very interesting the project idea and the only doubt is related to the perfect fit of the repertoire to the sets of skills required by Dutch companies. Collinassi answer that maybe it can't be the same, but they will test that the trainee is able to manage some activities and the sending company what tested fits with their own skills.

In the original project idea it was preview two steps of certification in company: a first one in the company abroad and a second one in the sending company. The second one can be realized in a company or by a public body (as in Valle d'Aosta model) that has established a skills competencies certification commission.

## ANNEX 1

### **WP3 Country report INDEX**

- Glossary of terms
  - o meaning attributed to a pre-defined set of terms in the country (in particular competence, certification, assessment, evaluation, recognition, validation, etc..) this will be used to develop a common glossary in the recommendation paper
- List of interviewed subjects (companies, trainees, training providers)
  - o description of the selection criteria adopted
  - o list of interviews done
- Statistics and figures about the results
  - o n.b. the modalities of analysis should be common and comparable so it will be more easy to work out the common frame in the recommendation paper
- Hosting of foreign students in local companies Best practice description - if any -
  - o assessment in company (methods, tools, rules, etc.)
  - o assessment by training provider (methods, tools, rules, etc.)
  - o certifications given (tipology, certification bodies, etc.)
  - o reference to EU standard systems (EQF, Europass etc.)
  - o recognition by the local labour market in terms of real benefit for the trainees (professional growth, enhanced occupation possibilities, etc..)
- Hosting of local students in foreign companies Best practice description - if any -
  - o assessment in company (methods, tools, rules, etc.)
  - o assessment by training provider (methods, tools, rules, etc.)
  - o certifications given (tipology, certification bodies, etc.)
  - o reference to EU standard systems (EQF, Europass etc.)
  - o recognition by the local labour market in terms of real benefit for the trainees (professional growth, enhanced occupation possibilities, etc..)

### **WP3 - RECOMMENDATIONS ABOUT INTERSHIP ASSESSMENT**

- Glossary of terms
  - o common glossary of terms
- Overall abstract of interviewed subjects (companies, trainees, training providers)
  - o description of the selection criteria adopted
  - o list of interviews done
- Overall statistics and figures about the results
  - o n.b. the modalities of analysis should be common and comparable so it will be more easy to work out the common frame in the recommendation paper
- List of recommendations
  - o what to do in company
    - (methods, tools, rules, etc.)
  - o what the training provider should do
    - (methods, tools, rules, etc.)
  - o what kind of certificates to release
    - tipology, certification bodies, etc.
    - reference to EU standard systems (EQF, Europass etc.)
  - o how to foster recognition by the local labour market in terms of real benefit for the trainees
  - o other suggestions