



# COMETA | Care Operators Mobility through ECVET

## EVOLUTION



Lifelong  
Learning  
Programme

## COMETA evolution Project

### Partnership

COMETA evolution partnership gathers 8 committed organisations from 4 EU Countries.

- [Anziani e non solo](#)
- [DROM – Consorzio Nazionale per la Cooperazione Sociale](#)
- [Aris Formazione e Ricerca](#)
- [Diesis coop](#)
- [COCETA](#)
- [Balkan Plan](#)
- [Regione Lombardia](#)
- [Regione Sicilia](#)
- [Regione Sardegna](#)
- [Regione Umbria](#)

For further information visit our website

[www.cometa-evolution.eu](http://www.cometa-evolution.eu)

Cometa evolution is a European projects co-financed by the European Commission, DG Education and Culture, Lifelong Learning Programme.

The project aims to develop and test an agreement based upon ECVET for mutual acknowledgment of credits among partner organisations. The model is an adaptation of the one developed within LLP-LDV "Highlight the competences" but builds also on the results of LLP-LDVs "Care Talents" and "ECC", concerning validation of competences and basic skills.

COMETA **focus on geographical mobility** (between partner countries and within regions in the same country) but also on **professional mobility between different professional profiles** of the social sector, i.e. from child care to elderly or disabled care. **It will identify a set of soft skills common to a cluster of social profession and development of tools and means for mutual recognition**

The Consortium is multiplayer and involves partners that, coming from different backgrounds, have developed specific skills on training of care workers and VET training policies and practices.

The main expected outcome is the signing of a Memorandum of Understanding based on ECVET for mutual acknowledgment of credits among partners. This will have a positive impact in the quality of mobility (geographical - among EU countries/regions - and professional) of workers, as well as on supporting the development of ECVET based practices in partners' countries.

This is COMETA evolution Newsletter, a tool to be informed and updated on the project activities and the most recent updates in term of ECVET.



## COMETA KICKS OFF

In December 2012 the partnership had its kick off meeting in Milan, hosted by the project coordinator DROM.

The meeting was, first of all, a good opportunity for all partners to meet each other and learn more about the activities carried on by the other organizations in the field of validation of informally acquired skills and training of professionals in the social field.

A session was dedicated to a better understanding of the BESCLOs (Basic European Social Care Learning Outcomes) developed in the framework of the European Carer Certificate project ([www.eccertificate.eu](http://www.eccertificate.eu)). The BESCLOs are the main objects of the transfer of innovation developed in the COMETA project and James Churchill, representative of the ECC Governing Board, gave a presentation on "The ECC: why, what and lessons learned so far?" who allowed partners to understand the approach and contextualize it in the Italian, Spanish and Bulgarian context.

A session was dedicated to deepen the knowledge of [ECVET methodology](#) and its use in the framework of COMETA as well as to discuss the next steps to be taken. Finally, organizational matters were discussed, including evaluation and dissemination strategies.



## COMETA PROFESSIONAL PROFILES

In January and February partners worked to release the first project outcome: the identification of the professional profiles that might be object of the implementation and testing phase of the project. The report, now

available for [download](#), includes the descriptions and the clustering of all the professional profiles identified by partners in their country / region that might be relevant for COMETA.

The selected profiles respond to the following characteristics:

- They refer to professions performed in the social field – they might as well have a healthcare component, but it should not be predominant
- Be linked with a vocational qualification
- They refer to a formalized training curriculum
- They exist in more than one of the regions / countries involved

Overall, partners identified 15 profiles, clustered in four professional area: social inclusion, home care for dependent persons, child care and nursing assistance.

## COMETA PROFILES & BESCLO SKILLS

Spring time was dedicated by partners to compare the learning outcomes / skills mentioned in the official descriptions of COMETA profiles with those identified by the ECC project as BESCLOs (Basic European Social Care Learning Outcomes – see [www.eccertificate.eu](http://www.eccertificate.eu)).

The comparison showed some interesting results: a cluster of six learning outcomes common to the majority of the COMETA profiles, but also some relevant gaps such as the lacking, in almost all the profiles, of references to important skills such as those referring to equal opportunities, cultural diversity and abuse prevention.

The full report is downloadable [here](#).

## COMETA EVOLUTION WEBSITE



[www.cometa-evolution.eu](http://www.cometa-evolution.eu)



## THE NEW ITALIAN NATIONAL SYSTEM FOR COMPETENCES CERTIFICATION HAS BEEN APPROVED

Recently (January 2013) a legislative decree was approved in Italy concerning the national system for competences certification.

The decree aims at reorganising the "qualification system" in Italy. It represents a very innovative piece of legislation as it brings together both traditional qualifications systems and new systems for the validation and recognition of competences (acquired in different ways). Therefore, the decree represents a first step in the direction of allowing for the recognition of informal and non-formal competences in view of obtaining training credits (and therefore official qualifications).

In fact, the legislative text identifies not only the key definitions in this field (e.g. non-formal and informal learning, competence etc.), but also the key processes to be used for the validation and certification of competences. Moreover, the text contributes to the creation of an inventory of educational and vocational qualifications at national level which represents an important basis for fostering processes of competences recognition.

According to the "Work and Welfare" Study Centre, the system introduced by the decree is characterised by a number of downsides - e.g. it risks creating very bureaucratic mechanisms; it risks including in the circuit competences acquired through irregular work experiences etc. Nevertheless, it represents a first very important step towards the full recognition of people's right to lifelong learning.

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## LIMITATION OF ACCREDITATION OF SKILLS IN SPAIN

According to Law 5/2002 on Qualifications and Vocational Training, Professional Qualification is

the set of skills needed for a professional profile that can be acquired through training modules or other training and through experience.

The official accreditation with professional skills that enable the development of a work activity is performed by obtaining the relevant Vocational Training Titles or Certificates of Professionalism.

The accreditation of skills for obtaining Vocational Training Titles is done through the Ministry of Education, Culture and Sports (see [ACREDITA tool](#)) while accreditation for obtaining Certificates of Professionalism is done by the Public Employment Service (Ministry of Employment and Social Security) (see RECEX tool). The accreditation of skills for obtaining Vocational Training Titles is done through the Ministry of Education, Culture and Sports (see [ACREDITA tool](#)) while accreditation for obtaining Certificates of Professionalism is done by the Public Employment Service (Ministry of Employment and Social Security) (see [RECEX tool](#)).

The characteristics of the assessment process and accreditation of competence laid down in [RD 1224/2009](#), of July 17, in recognition of skills acquired.

To make the process of evaluation and accreditation of skills, acquired through work experience or non-formal training, the competent institutions make **Public Calls temporary**.

These calls for the accreditation of professional competences are published by the official bulletins of the various Comunidades Autonomas, and also appear in a review in the Official Bulletin. For information on these calls, you should go to the Regional Employment Service, or to the Ministry of Education, or if there is, to the Institute of Qualifications of the Autonomous Region, depending on who has assumed jurisdiction in Your Community. The accreditation will be valid nationwide and is issued by the Public Employment Services.



Unions and entrepreneur associations representative in each territory may apply to the Central Government or to the competent institution in each region, conducting specific Calls to respond both to the needs of particular enterprises, professional sectors and productive, such as groups with special difficulties and/or labor integration.

And here lies the limitation of the accreditation system, and to recognize these hidden merits of working people does not depend on their intention to obtain a Title or Certificate but the country needs, determined in turn by interests various kinds that cause bias in qualifications to accredit and unnecessary delays in the publication of these calls.

Also, if you look at the number of calls, 66 among all published by the 17 Regions, from the first made in 2011, we understand that the main obstacle to the accreditation system is the budget constraint to realize it.

Therefore it is an open system to the workers but very limited by economic and social reality of the country.

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## **WHAT A MEMORANDUM OF UNDERSTANDING (MoU) IS**

### **Do you think I'm sexy?**

Ready for anything: slim and flexible.

Trans border when and where you desire this service.

Agrees to anything (most of the time.....) and only for those who are willing and able.

Are you up for it? Have you got any credit? Just ask, but you may be recognized!

November 2009 was the unforgettable first time, signed forever.

.....

Do you get it?

### **I'm the MoU The chosen one!**

The COMETA Memorandum of Understanding - MoU is a formal agreement between project partners, public institutions competent in Vocational Education and Training (VET), health and social care, sectorial social partners and VET providers at national/regional/local level, establishing the European equivalent for assessment, transfer, and accumulation of learning outcomes achieved in formal, informal and non-formal contexts.

### **Introduction**

Background to general context of MoU The need for a continuous renewal of the citizens' knowledge, skills and competence is crucial for the EU's competitiveness and social cohesion, and, in this respect, vocational education and vocational training have a key contribution to make.

However, complexity and a lack of cooperation between different providers/authorities and between different national systems weaken its impact. These barriers hinder individual citizens from accessing education and training and from combining and accumulating learning outcomes achieved in different learning contexts. They make it difficult for citizens to move within the European Vocational Education and Training (VET) area and the European labour market and to pursue genuine lifelong learning without borders.

One of the main obstacles to attracting more interest in trans-national mobility as part of initial and continuing vocational training and education is the difficulty in identifying, validating and recognising learning outcomes acquired during a stay in another country. Furthermore lifelong learning is taking place increasingly in different countries and in a wide variety of contexts, formal, non-formal and informal.

What is needed, therefore, is a way of enabling people to pursue their learning pathway by building on their learning outcomes when



moving from one learning context to another, and from one country to the other.

One of the most important challenges to be faced is the diversity, even fragmentation of education, VET and qualifications systems in Europe. A large number of qualifications and of different competent institutions and actors may be involved.

Their activities may include the definition of qualifications, methods for assessing and validating learning, setting training objectives, determining the content of learning outcomes, implementing training programmes. A wide range of providers may also be involved: ministries, agencies, occupational sectors, companies, social partners, chambers, non-governmental organisations, and so forth. In some cases, a national authority may accredit or empower training providers or other actors to prepare and issue qualifications, points, etc. In other cases, these functions can be devolved to the regional level, or to the providers.

Countries have a national framework defining levels of qualifications or a classification for these levels. These frameworks may or may not be geared towards the organisation of education or training cycles. Moreover, depending on the systems, qualifications may be obtained either after only one type of formal training programme or following several kinds of learning processes.

The award of qualifications is based, in some systems, on the accumulation of units of learning outcomes either associated with credit points (United Kingdom, Finland,

Sweden...) or without credit points (France, Spain...). Credit systems are sometimes developed within a broader qualifications framework (Scottish and Welsh credit and qualifications framework) or designed for specific qualifications (IFTS system in Italy).

Furthermore, depending on the Country, there are many ways of using units and points for learning outcomes and, in certain Countries

different practices for the allocation of points for learning outcomes may coexist.

Considering the diversity described above, common conventions and technical principles are required in order to ensure mutual trust and to enable the transfer and recognition of learning outcomes in the context of trans-national mobility.

The Lisbon European Council in 2000 concluded that increased transparency of qualifications and lifelong learning should be two of the main components in the efforts to adapt Europe's education and training systems both to the demands of the knowledge society and to the need for an improved level and quality of employment.

The 2002 Council Resolution on the promotion of enhanced European cooperation in

VET (the "Copenhagen Process") emphasised that giving priority to a system of credit transfer for VET was one of the common measures needed in order to promote the transparency, comparability, transferability and recognition of competence and/or qualifications, between different countries and at different levels.

In the 2004 Maastricht Communiqué, the Ministers responsible for VET, the

Commission and the European social partners agreed to give priority to the development and implementation of ECVET. This was confirmed by the same group in the 2006 Helsinki Communiqué which calls further development of common European tools namely ECVET.

On these basis, in 2009 was published the specific Recommendation of the European

Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET).