



## Work Package 2

### Analysis of 'Non-formal and informal learning' in France – Germany – Italy – Sweden – United Kingdom



„ This project has been funded with support from the European Commission. The responsibility for the contents of this publication (communication) reflects the views only of the author, the Commission is not liable for any use of the information contained therein.“

Project reference : DE/13/LLP-LdV/TOI/147 664

**Introduction:**

This document is part of COMP4YOU, an 'Innovative transfer project' supported by the European programme Life Long Learning programme.

According to the application form the responsible of 'Work Package 2 Analysis' is the Chamber of Commerce and Industry of Paris Île-de-France (CCIR).

This document was worth 6 months to be elaborated and is mostly a merged version based on the answers provided by COMP4YOU's partners to a questionnaire sent to partners by the CCIR.

This analysis aims at giving an overview of non-formal and informal learning context in the participating countries and aims at providing the partnership with data and elements to better define the content of the test to be developed further.

The scope of the study concerns the countries of origin of COMP4YOU's partners: France, Germany, Italy, Sweden and United Kingdom

Finally, this document uses arrays, when appropriate, in order to facilitate comparisons between participating countries.

## **SECTION 1: Glossary**

In a cooperation project involving different countries, the use of words and concepts are often interpreted in different ways.

Coordinator and partners agreed on the creation of a glossary from the start of the project in order to foster mutual understanding between partners and avoid, at least limit, confusions.

It is mandatory to mention that no official consensus exists on certain definitions of words and concepts, even inside one single country.

The many workshops, meetings and events organized at national and European levels involving different organisations demonstrate that each institution has its own approach.

Therefore, words and concepts have to be considered according to the context in which they are used. This conducts us to prefer the concept of 'approach' rather than definition.

Finally, as COMP4YOU aims to match with ECVET policies, each time an "ECVET-definitions" exists it will be used within the project.

	FRANCE	GERMANY	ITALY	SWEDEN	UNITED KINGDOM	ECVET	Analyse and Comments
<b>Words and concepts</b>							
<b>Learning Outcomes</b>	More and more influenced by European policies and takes into consideration the set of “knowledge, skills and competences” acquired by a learner after a learning process.	Represent the acquired vocational skills.  Similar approach of ‘professional competences’.	Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, formal, non-formal or informal.	Difficult to state direct translation because VET in Sweden is a continuous assessment. Still the approach is likely ‘Goals to be achieved’.	What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning. (QAA, 2013).	Statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence’.	
<b>Professional competences</b>	Capacity of the learner to use its learning outcome in a professional context.	Represent the acquired vocational skills.	Proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional and	Difficult to state direct translation because VET in Sweden is a continuous assessment. Still the approach is likely ‘Goals to be achieved’.	Tends to be terminology found in specific situations within professional body or workplace	To be confirmed.	Too many different interpretations.  Need to reach an agreement within Partners

			personal development.	Similar approach of 'professional competences'.	development frameworks or schemes. In its competency framework (2013), for example, the UK Civil Service defines professional competences as things which « define not just what we do, but how we do it , the skills we need ».		
<b>Lifelong learning (LLL) and Non-formal &amp; informal learning.</b>	LLL encompasses non-formal and informal learning.	LLL encompasses non-formal and informal learning.	LLL encompasses non-formal and informal learning.	LLL encompasses both formal and informal learning. The tradition of non-formal learning is very old with study circles established over 100 years ago in such companies as ABF. LLL is much younger and the concept of ECVET is not established.	LLL encompasses non-formal and informal learning.	To be confirmed.	All learning activities undertaken throughout life.

<b>Professional Skills</b>	Professional skills equal vocational skills.	Professional skills equal vocational skills.	Includes vocational skills and transversal skills.	Professional skills would be more associated with certain types of work, such as lawyers, engineers, doctors. Evolution of jobs tends to make it similar to vocational skills.	LLL is conceptual rather than concrete and is not formally recognised. UK's approach impedes the split into different definition.	ECVET defines SKILLS as : 'the ability to apply knowledge and know-how to complete tasks and solve problems'.  Other European definition fom EQF exsits : 'Knowledge and experience needed to perform a specific task or job. [EQF].'  In both cases, no explicit differences with vocational skills underlined.	
<b>Vocational skills</b>	Professional skills equal vocational skills.	Professional skills equal vocational skills.	Knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.	Vocational skills more associated with trades, such as mechanics, electricians, builders. Evolutions of jobs tend to make it similar to professional skills.	LLL is conceptual rather than concrete and is not formally recognised. UK's approach impedes the split into different definition.	No explicit differences with professional skills.	It does not seem appropriated to make a difference between 'professional and vocational skills'.

<b>Knowledge</b>	No official consensus on these concepts. Those concepts have to be considered according to the context in which they are used. More influenced by European policies and takes into consideration the set of “knowledge, skills and competences.	Set of facts, principles, theories and practices in a learning or work as a result of learning and understanding.	Outcome of assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices related to a field of study or work.	Defined in the same way as within ECVET.	LLL is conceptual rather than concrete and is not formally recognised. UK’s approach impedes the split into different definition.	ECVET definition: ‘the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study’  EQF definition: ‘Facts, feelings or experiences known by a person or a group of people ‘.	
<b>Competence</b>	No official consensus on these concepts. Those concepts have to be considered according to the context in which they are used. More influenced by European policies and takes into consideration the set of “knowledge, skills	Ability and willingness of individuals, knowledge and skills to use personal, social and methodological skills and thoughtful as well as individually and	Proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional and personal development.	Defined in the same way as within ECVET.	LLL is conceptual rather than concrete and is not formally recognised. UK’s approach impedes the split into different	Competence includes: i) cognitive competence involving the use of theory and concepts, as well as informal tacit knowledge gained experientially; ii) functional competence (skills or knowhow), those things that a person	

	and competences.	socially responsible behavior. Competence is understood in this sense as a comprehensive competence.			definition.	should be able to do when they are functioning in a given area of work, learning or social activity; iii) personal competence involving knowing how to conduct oneself in a specific situation; and iv) ethical competence involving the possession of certain personal and professional values.	
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**Points of attention:**

Some partners pointed specific definitions that have to be considered because they might be confusing within their national context.

e.g.1: In the UK, Competency is different from Competence:

The term 'competence' (competences) is used to describe what people need to do to perform a job and is concerned with effect and output rather than effort and input. 'Competency' (competencies) describes the behavior that lies behind competent performance, such as critical thinking or analytical skills, and describes what people bring to the job. (CIPD, 2013)

e.g. 2: In Germany, Qualification may refer to 'A title or attribute gained in education, through examination or by certification' or 'The process of learning in a formal learning system'.

## **SECTION 2. National context of COMP4YOU's partners**

### **2.1. Existing methods and ways for the recognition of non-formal and informal learning in COMP4YOU's country.**

#### **In France:**

In France, the recognition of non-formal and informal learning is taken into consideration since a law voted in 1985. This law has given right to learners to recognize their professional experience in order to get back to studies.

E.g.: A learner validates a 2 years-long diploma and then has a professional contract. Thanks to this job, he gains new 'Knowledge Skills and Competences (KSC)'. Then he can pretend to study a Master degree (from 4<sup>th</sup> year), without studying the Bachelor degree (3<sup>rd</sup> year).

Later on, a major law voted on the 17<sup>th</sup> of January 2002 implements a tool for recognition of informal and non-formal learning: 'Validation des acquis de l'expérience-VAE/ Validation of Prior Learning'. VAE allows anyone, regardless of age, educational level or status, to validate the acquired experience to obtain professional certification. Three years of experience related to the content of the certification referred are required.

#### **In Germany:**

An essential cause of the comparatively low significance of formal recognition of informally and non-formally acquired competences appears to be rooted in the German system of vocational training and VET itself, which is largely integrated with the employment system and provides for progressive vocational development. On the other hand, because of the high practical element great significance is attached to experiential learning, especially in dual training. This makes Germany one of the European countries whose education system includes as traditional component learning on the job.

The changing demographic structure, the rapidly changing demands on employees and the departure from normal employment history, however, mean that this system is no longer implemented consistently in Germany and necessitates the recognition of competences acquired in other than formal contexts. To date, the highly formalized vocational training concept in Germany has meant that recognition in the sense of entitlement is associated with admission requirements of a formal education system, an external examination and the award of a certificate. The 'qualification-oriented' and 'career-related' characteristics of the German system do not consistently find equivalence in company practice. Even if certificates still play an important part in personnel selection in companies, vocational and non-vocational experiences are also frequently relevant to their evaluations.

A central system for recognition of non-formally and informally acquired competences, based on a uniform legislative arrangement and also established consistently at political level, does not exist in Germany. Rather there is a series of parallel procedures, anchored in law and associated with formal recognition or admission or entitlement, which are subject to different responsibilities. Furthermore there is a series of activities and programs initiated under educational policy to promote lifelong learning that in both theory and practice approach and prepare for recognition of non-formal and

informal learning. In addition to these procedures in the education system and in the labour market and programs initiated under education policy, there are arrangements under collectively agreed settlements and company procedures that are applied in the labour market but are not associated with admission into the education system and formal recognition.

An example is the “Profiling“-measures on behalf of the labour office.

#### **In Italy:**

In Italy a national methodology of recognition of non-formal or informal learning does not exist. In some cases methodologies designed by different European projects for specific sectors have been applied and are considered as benchmarks.

#### **In Sweden:**

- Study circles. Hundreds of thousands of Swedes engage in study circles. But the general rule is that these are not validated and in fact the process of validation would be frowned upon. Learning for the sake of learning would be the rule. Because of this long established tradition and relatively high employment figures, establishing formal validations is difficult.

- Recognition of vocational training is usually done by the trade union. Some have well-established validation incorporating on the job tests and trials.

- Myndigheten för yrkeshögskolan (Swedish National Agency for Higher Vocational Education) has the responsibility for EQF. It is likely that they will become responsible for ECVET in the near future.

- Skolverket (Swedish National Agency for Education) Responsible for recognition of “gymnasium” (16-19) training.

- Trade union recognition for immigrants’ skills in specific trades.

#### **In the United Kingdom:**

Nationally for Higher Education this is defined by the Quality Assurance Agency (QAA)<sup>1</sup> in the UK Quality Code (October 2013).

Recognition of prior learning (RPL): Assessing previous learning that has occurred in any of a range of contexts including school, college and university, and/or through life and work experiences. Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications and/or personal and career development.

RPL is the process for recognising previous learning that has taken place in informal, formal or non-formal contexts: for example, in the workplace and through life experiences. Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications, and/or for personal and career development. (QAA Scotland)

RPL is then divided into two forms, the Recognition of Prior Certificated Learning (RPCL) and the Recognition of Prior Experiential Learning (RPEL).

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<sup>1</sup> [www.qaa.ac.uk/assuringstandardsandquality/quality-code](http://www.qaa.ac.uk/assuringstandardsandquality/quality-code)

RPEL would be used to recognise non-formal and informal learning in HE:

“The recognition of prior learning is included within this Chapter in order to make explicit the link between assessment used as the basis for recognising learning gained outside a defined (or formal) higher education programme and that used for learning within such a programme; the key features of sound practice are common to both forms. The term 'recognition' - which reflects the terminology in many European countries - is used to describe accurately the process in relation to prior learning applicable to two widely recognised forms: prior experiential (or informal) learning and prior certificated learning.

The recognition of prior experiential learning involves an assessment process on the part of academic staff within the higher education provider that leads to recognition, normally through the award of credit. The essential feature of this process is that it is the learning gained through experience which is being assessed, not the experience itself”

(QAA, UKQC Chapter B6, October 2013)

**2.2 Description of national certification process operated by the bodies (public or private) in charge of delivering a certificate (including the level of recognition - recognition on the basis of a national law, Chamber based, other provider on the basis of the European standard, and other provider on the basis of the national standard, total private)**

**In France:**

Certifications are mainly provided by Ministries (4 820 certifications), Professional Sectors (600 certifications), Chambers of Commerce (137 certifications) and others (2 009 certifications).

The French National Qualifications framework counts 5 levels and matches with EQF as follow:

French levels	EQF	Numbers of certifications registered
V	3	569
IV	4	618
III	5	1 104
II	6	2 667
I	7-8	2 067

Each organisation has its own validation process.

**In Germany:**

In the chamber test in the German dual system all professional skills are tested acquired learning through formal, informal and non-formal and which are necessary for the profession.

Features of the dual system of apprenticeship:

- Curriculum and exam in the dual system - Consensus of the social partners
- Role of the state: not important, the system based on the regulation in the “Vocational Education Act” and is realized in a responsible of the chambers
- Very strict, closed and inflexible structure
- Non-formal learning is supposed to be accredited because of work based learning in the companies
- In principle no alternative access to a VET qualification
- Main VET-structure in Germany
- Graduates: 60% of an age group
- Duration: 3 years after lower secondary school
- All occupational fields
- Apprenticeship contract with a company
- Combination: work based learning (3 days weekly) / school based learning (2 days)
- The trainee must document his learning times in operation by a record book. This record book must sign the responsible trainer in the company.
- Each chamber has its own examination regulations
- Each exam consists of several written tests and an oral examination

External exam related to the dual system in Germany :

Requirements: 6 years working in the occupation on an increasingly appropriate level

Exam: Carried through by the Chambers of Commerce and Industry

Demands: Equal to those for the apprenticeship exam

Large parts of them are supposed to be achieved through non-formal learning

- Main way of accreditation of non-formal learning
- 15% of age cohort use this way between the age of 20 and 50
- Culturally not transferable (dual system)
- No accreditation of modules: All or nothing!

“Profiling“-measures on behalf of the labour office :

- Main scheme for assessment of competences, always focussing on job opportunities mostly even only employability
- Aim: Improving the access to the labour market through a weak form of competence assessment
- No formal system of accreditation
- Non-formal and informal learning is taken into account ( although in a weak way)
- Target Group of the “Profiling“measure:
  - Target group: In principle all unemployed with meagre job prospects
  - In fact focus on people with medium to low qualifications
  - Among them main target group: long term unemployed
  - Most of the participants have achieved a vocational qualification in the crafts or in retail, few of them have worked in the administration sector
  - Participants without vocational qualifications have worked in the service sector, e. g. as taxi or pizza drivers, or in the building sector

### **In Italy:**

There are not yet public or private bodies in charge of delivering a certification process of informal and non-formal learning.

### **In Sweden:**

National Agency for Higher Vocational Education is the national contact point for the European Qualifications Framework for Lifelong Learning, which will be implemented in Sweden.

The EQF is a bridging system between different education systems in the EU. The purpose of the EQF is to make it easier to compare the educational and professional qualifications by linking degrees and levels of education in different European countries to each other.

The Authority's mission is to support and guide (along with other relevant agencies as the National Education and Higher Education) the relationship between our national education system and the EQF.

The Swedish Council for Higher Education (Universitets- och högskolerådet) is the public agency responsible for the recognition of foreign qualifications.

If an individual has completed foreign secondary education, they can evaluate him. The evaluation is for individuals who want to pursue higher education at a Swedish higher education institution. The evaluation report shows whether you meet the general entry requirements as well as any specific entry requirements that may be prescribed.

**In the United Kingdom:**

“Throughout UK higher education, assessment processes are based on explicit intended learning outcomes, both for programmes and for the elements which make up those programmes (such as modules or similar units). Judgements of student performance are based on the extent to which the student is able to demonstrate achievement of the corresponding intended learning outcomes.

Assessment processes for the recognition of prior learning, whether set out separately from those applying to assessment within a programme or not, are designed to be equally informative and to reflect the interest of the higher education provider's intended audiences. Any limit on the award of credit (where used) or exemption through the recognition of prior learning is clearly stated in the regulations, as is the way in which such credit will be used for the purposes of progression, the making of an intermediate or final award, and any grading or classification of that award. Limits are defined both in terms of the smallest amount of learning that will be recognised - for example a module or cluster of learning outcomes - and the maximum. Regulations also make explicit whether the prior learning will be graded” (UK Quality Code, Chapter B6).

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B6.aspx>

### **2.3. Organization (whether public - private - or mixed) in charge of registering/listing professional certification exist in participating countries**

#### **In France:**

The “Commission Nationale des Certifications Professionnelles (CNCP)” was established by law on the 24th of November 2009 and is in charge of registering professional certification in France. It is under control of the Ministry in charge of vocational training. It lists the different professional certifications in the “Répertoire National des Certifications Professionnelles-RNCP/ National Repertory of Professional Certifications”.

In 2014, CNCP estimates that up-to 15 000 certifications are delivered and could be registered to the RNCP. However, as the registration is not mandatory, only 8 000 are registered on the RNCP which limits the number of VAE.

#### **In Germany:**

In Germany there is no organization public - private - or mixed that is responsible for registration / listing of vocational certificates.

The professional exams are carried out by the regional chambers.

A central list of people who have successfully passed the test does not exist.

It is possible to say how many people have passed the external Exam by the chambers. About 4 % to 6 % of the chamber tests are external audits per year. These are 30 000 to 40 000 professional certificates.

This organisation does not clearly differentiate ‘non-formal’ and ‘informal learning’.

These certificates are not listed in Germany.

#### **In Italy:**

The Regions are in charge of registering/listing professional qualifications on the basis of national regulations.

In the Marche Region there are about 700 professional qualifications. These professional qualifications are public, but the only thing which is available is the “Sector” “Title”, “n. hours” and “level of qualification”.

With the new regulation of 2013 we will have a strong reduction of professional qualifications. We will have only 32 qualifications at national level.

In Italy there is no organization in charge of non-formal and informal certification.

#### **In Sweden:**

There is no overall authority as each trade or profession would recognize its own. But both Skolverket and Yrkeshögskolan set the overall standard of training.

#### **In the United Kingdom:**

No single organisation for this purpose does not, and in our current system, could not exist.

## **2.4: Trend in participating countries regarding to the number of certifications (for recognition of informal & non-formal learning)**

### **In France:**

The trend is an increase of the number of registered certifications.

### **In Germany:**

The trend in Germany is to increase the number of certifications for the recognition of informal & non-formal learning

Many initiatives are still at an early developing stage like the national pass or are still being researched like the IT-certificate. The various public initiatives show the relevance of the topic on the national policy agenda. The study on the feasibility of a "Weiterbildungspass" (Documentation and proof of completed training activities) concludes that there is a real political willingness to implement the pass on a national scale. In the corporate and third sector the topic is gaining momentum. However, the approaches are mostly at a developing stage, unsystematic and few. There is continuous research on the area of conflict in which validation of non-formal and informal learning moves between individual, corporate and societal demands as well as on corporate validation approaches.

In Germany there is no legal framework for lifelong learning. Due to the federal system the federal government and the country governments share the responsibility for education which requires a high level of cooperation between these two political levels. The "Weiterbildungspass" (Documentation and proof of completed training activities) is one example for this kind of cooperation. In addition to the cooperation on the vertical level, the cooperative system in Germany requires also horizontal cooperation between the government and social partners.

### **In Italy:**

The qualifications are decreasing. Certifications don't exist.

### **In Sweden:**

Sweden has weathered the world economic crisis relatively well although unemployment in Sweden is still high: Overall unemployment is 8.8 percent and youth unemployment (ages 15-24) is very high at 28.1 percent.<sup>1</sup> With youth unemployment rising and school results falling, education policy and youth unemployment are two of the hottest political topics in Sweden at this time. The EU has identified validation of informal and non-formal learning as a way to significantly affect labour markets through improved matching of job skills with labour demand (employability, mobility).<sup>2</sup> According to experts in Sweden, validation of informal and non-formal learning can be further developed and applied.

General observations:

- Individuals have no legal right to competence validation
- Validation of informal and non-formal learning assesses specific competencies against occupational criteria and is predominantly summative
- Only a few examples of formative validation involving general and key competencies have been found
- Interest in informal learning validation is increasing

- Observed shortcomings in the validation system: a) lack of sustainable financing b) no overall framework for quality assurance, c) lack of relevant training for validation specialists;
- Two interrelated problems especially relevant to general and key competence validation at this stage: a) legitimacy (additional development must involve all relevant stakeholders for a common understanding and shared standards), b) common definitions and structures for competences (various models define general competence differently – risk of incompatible models)
- Importance of seeing the validation process as learning experience in itself, especially when validating key competencies.

**In the United Kingdom:**

The process of awarding credit for the recognition of informal and/or non-formal learning lies with individual HE institutions which are 'awarding bodies' and other recognised 'awarding organisations', for example Pearson (formerly Edexcel). This may cover education from level 2 upwards in the case of awarding organisations, but would be more commonly used from levels 4-8. There is no single system or body to undertake this in the UK.

## **2.5. Description of validation process of certifications based on recognition of informal and non-formal learning in COMP4YOU's participating countries.**

### **In France:**

VAE provides all or part of a diploma, title or certificate of qualification registered in the Répertoire National des Certifications Professionnelles (RNCP)/National Catalogue of Vocational Qualifications.

Even if there are some few exceptions, the rule is that a VAE process starts if the certification is registered to the RNCP.

The applicant details its professional experience and skills and presents to a jury that decides to validate all or part of the diploma. In case of partial validation of prior learning, recommendation requirements are provided to the candidate in order to get the full degree.

The applicants can be employees self-employed, jobseekers, persons who have exercised social activities, volunteers, etc... The only requirement is to have worked for a period of at least three years in relation to the content of the diploma.

In September 2008, six year after its establishment, a National Report has been edited. This report mentioned that 26 000 applications were sent, instead of the initial objective of 60 000. The two main explanations are: the complexity of the validation process (many applicants stopped during the process) and the lack of communication, especially to the less qualified workers.

Finally, there is no obligation for a certification body to register its certification to the CNCP.

### **In Germany:**

In the chamber test in the German dual system all professional skills are tested acquired learning through formal, informal and non-formal and which are necessary for the profession. The trainee must document his learning times in operation by a record book. This record book must be signed by the responsible trainer in the company.

Each chamber has its own examination regulations.

Each exam consists of several written tests and an oral examination

### **In Italy:**

In Italy, there is no validation process.

### **In Sweden:**

See 2.4

### **In the United Kingdom:**

This lies with individual awarding bodies and awarding organisations.

Please see answers 2.4 and 2.2 above. All systems relying on proving evidence of learning through non formal or informal means and of the matching of this learning to the learning outcomes of the intended formal award being applied for. There has to be a mapping and matching of volumes and levels of learning.

## **2.6. Figures giving the gender split (male/female) of applicants wishing to have their professional competences recognised**

### **In France:**

According to the Besson National Report (2008): 68% of applicants were women.

### **In Germany:**

In Germany 40 % of the trainees are female

### **In Italy:**

N.A

### **In Sweden:**

In Sweden, girls have been doing better than boys in school for some time raising concerns about boys overall performance in education. On average 74% of girls and 70% of boys complete upper secondary education within the stipulated time; almost half of the women aged 25 to 34 and one-third of men of same age have a tertiary degree. In contrast to most OECD countries, young men are slightly more likely (11%) than girls (10%) to be not in employment, education or training. Gender segregation persists in the field of study. Young men rarely pursue studies in health and welfare (where they are 17% of the graduates, 8 percentage points below the OECD average); while young women make up only 24% of the graduates in computer sciences and 29% of those in engineering. Policies are needed to make these subjects equally appealing for both girls and boys early on. It is important to get more girls to undertake such studies by, for example, raising awareness on the consequences of educational choices on career and earnings prospects or by better addressing the role of stereotypes in shaping preferences and self-perception about study subjects.

### **In the United Kingdom:**

This would not be information that is collected centrally in the UK.

## **SECTION 3: European Projects and policy in your country**

### **3.1 Context relative to ECVET in your country**

#### **In France:**

French ECVET national team exists and gathers 8 members from: Ministry of National Education, Ministry of Agriculture, Ministry of Sport, CNCP, Chamber of commerce and Industry of Paris Île-de-France, Chamber in charge of Craft and the Federation of Plastics. The team is coordinated by the National Authority. It has the mission to promote ECVET in France and to contribute to its implementation.

#### **In Germany:**

The National Team is composed of 13 experts who were involved in different areas of vocational training in the development of ECVET tools and their practical test and are. Your task is to make ECVET in the area known and advise education practitioners in the implementation and support:

- Representatives of the Federal Institute for Vocational Education
- Scientists / Teachers at universities
- Head of European ECVET projects
- Teachers at vocational schools and educational institutions
- Teachers in further education
- Employees in research institutions in VET

#### **In Italy:**

The “Istituto per lo sviluppo della formazione professionale dei lavoratori” (“Institute for VET development - ISFOL) is a national research organisation of the Ministry of Labour and social Policy. It is responsible for ECVET in Italy. In 2012 2013 the team had 13 experts.

The national ECVET team is composed of people from:

- Components of the Leonardo da Vinci LLP National agency
- Researchers in vocational training and of the labour market
- Members of the “ECVET Users” Group
- Experts involved in ECVET project
- Members of the national coordination point for EQF, and National Reference Point and national europass centre.

#### **In Sweden:**

Six external Experts

Project leader: Bengt Landfeldt,

Activities:

- Support in policy development
- Advice
- Information and training
- Information and marketing material
- Creation of a Swedish ECVET-fora

**In the United Kingdom:**

There are 12 experts in the team representing Wales, England, Scotland and Northern Ireland. Organisations presented in the team include: College Wales, Agored Cymru, SCQF Partnership, Council for the Curriculum Examinations and Assessment, ECCTIS Ltd, Vocational Training Charitable Trust.

<http://www.ecvetexperts.org.uk/>

### 3.2 Example of successful projects related to the 'recognition of non-formal and informal learning' in participant's countries

In France:

<b>Name of the project, project homepage</b>	Validation des Acquis de l'Expérience (VAE)/ Recognition of Prior Learning <a href="http://www.vae.gouv.fr/">http://www.vae.gouv.fr/</a>
<b>Project timeframe</b>	From 2002
<b>Short description</b>	Recognition of informal and non-formal learning
<b>Results</b>	described in section 3.3
<b>Target group</b>	Learners
<b>Which results could usable for COMP4YOU</b>	The process of recognition can be transferred and usable for the project.

**In Germany:**

<b>Name of the project, project homepage</b>	CREDCHEM www.ecvet-projects.eu
<b>Project timeframe</b>	36 Months
<b>Short description</b>	<p>The CREDCHEM project aims to foster mobility in the chemical sector, by creating lasting partnerships. The project assumes that, given the commonalities in work processes and tasks, operators and laboratory professionals in the chemicals sector have comparable knowledge and skills, regardless of the country in which they followed their training. Consequently, this profession provides a good opportunity to test the ECVET principles.</p> <p>CREDCHEM aims at bringing closer the interests of employers in the chemical sector with those of learners (potential employees). While the former are seeking a skilled workforce, the latter are interested in obtaining learning/working experiences abroad. The integration of recognised mobility periods into the formal training programs would benefit both parties.</p> <p>The work of CREDCHEM focuses on qualifications for production and laboratory staff. It is interesting to note that in some of the countries, the qualifications concerned are delivered by higher education institutions (thus using ECTS), while elsewhere these are VET qualifications.</p> <p>Besides the implementation of ECVET principles (i.e. formulation of learning outcomes, design of units, etc.), CREDCHEM tests ECVET during two mobility periods (in 2010 and 2011). The first mobility period targets trainers and teachers while the second mobility period targets apprentices and pupils. It is expected that mobility periods will consequently be mainstreamed into partners' formal training programs through the signature of agreements.</p>
<b>Results</b>	<p>Development of Units of learning outcomes</p> <p>Allocation of ECVET Points</p> <p>Development of a Memorandum of Understanding</p>
<b>Target group</b>	<p>Trainers and teachers</p> <p>Apprentices and pupils</p>
<b>Which results could usable for COMP4YOU</b>	N.A

<b>Name of the project, project homepage</b>	EASYMetal www.ecvet-projects.eu
<b>Project timeframe</b>	30 Months
<b>Short description</b>	<p>EASYMetal aims at fostering mobility between training schemes and sub-schemes at the interface between preparation for vocational training and dual vocational training in the German vocational training system by creating transparency and recognition of partial qualifications.</p> <p>EASYMetal developed procedures to facilitate the transfer and recognition of units of learning outcomes between different training schemes and sub-schemes within the preparation system. By using units of learning outcomes as 'vehicles', learning achievements on both sides of the interface become comparable and can be related to one another.</p> <p>The project suggests different models, describing procedures to implement ECVET at the interface between prevocational and vocational system. The models range from schemes with high standardized features to schemes with low standardized features.</p>
<b>Results</b>	<ul style="list-style-type: none"> <li>- Models of implementing ECVET at this interface – indicated by an increase in transparency and developed methods of recognition of learning achievements.</li> <li>- Referring to the German partners: A better understanding of ECVET and related chances for young people.</li> </ul>
<b>Target group</b>	Students in the transition system between school and vocational education and training. Occupations in the field of metals technology, e.g. plant mechanic, industrial mechanic, tools mechanic, metal worker are covered.
<b>Which results could usable for COMP4YOU</b>	<b>N.A</b>

<b>Name of the project, project homepage</b>	2get1care www.ecvet-projects.eu
<b>Project timeframe</b>	36 Months
<b>Short description</b>	<p>The aim of the '2get1care' project is to test the European credit system for vocational education and training in health care professions in the German Region of North Rhine-Westphalia. A European partnership developed an approach for making qualification components transferable across national borders and across professions. In the long term, the project aimed to support the implementation of ECVET in health care professions.</p> <p>The operative framework for the test was provided by: a scientifically evaluated adaptation of the training curricula of four health care professions (occupational therapy, speech and language therapy, physiotherapy and geriatric care) to ECVET standards; the development of a common core curriculum; and a further training concept based on ECVET principles for teaching staff, i.e. with a focus on learning outcomes.</p>
<b>Results</b>	<ul style="list-style-type: none"> <li>- Adaptation of training curricula of four professions to ECVET</li> <li>- A common core curriculum</li> <li>- A new training curriculum for continuing education of trainers;</li> <li>- The evaluation of results, based on international exchange and feedback</li> <li>- A sustainable national and transnational partnership and a European expert network for the implementation of ECVET in health care professions.</li> </ul>
<b>Target group</b>	The target groups are students of speech and language therapy, occupational therapy, physiotherapy and geriatric care as well as trainers of the four specifications.
<b>Which results could usable for COMP4YOU</b>	N.A

In Italy:

<b>Name of the project, project homepage</b>	<b>ECVET - BUD Mobility in Building Construction Sector Through ECVET</b> <a href="http://www.ecvetbud.eu/">http://www.ecvetbud.eu/</a>
<b>Project timeframe</b>	2012-2014
<b>Short description</b>	<p>Enhance VET quality and attractiveness through innovation practices transfer to identify, certificate and recognize knowledge, skills and competences acquired within different learning paths (non formal and informal) in different UE Member States, i.e. promotion of qualifications/competences transparency through non formal and informal learning on the job validation.</p> <p>The mean to realize this objective is ECVET model transfer denominated with units of learning outcomes (transferred from Italian partner Training 2000). The model will be supplemented and adjusted to calculate, accredit and accumulate ECVET credits denominated with validated professional competences as learning outcomes acquired on-the-jobs. Thanks to this closer unification of meanings: educational standard and professional standard may occur. Among goals there is designing of common guidelines as well as procedures and tools indispensable to draft common standard of validation of qualifications/competences for chosen professional profiles in building construction sector. This project will give an answer on dynamically changing needs of building construction sector towards qualifications/competences through enhancement of ECVET instrument implementation. The project will contribute to increase of building construction sector competitiveness in Europe and will have an impact on increase of EU Member States citizens employability.</p> <p><u>Activities:</u> will take 2 years from January 2013 till the end of December 2014.</p> <ul style="list-style-type: none"> <li>- Analysis and preparatory research on the professional field concerned by the project - building construction sector to reveal the similar professional qualifications across the participating countries, classified within EQF and to identify quite similar occupations (professions) to be covered by the project.</li> <li>- Shared design of the professional qualification clusters (occupations) / professional profiles previously identified and chosen, in terms of activities, tasks, competencies, certification objectives, units of learning outcomes.</li> <li>- Elaboration and publication of the Compendium "ECVET credits for professional qualifications/competencies in building construction sector: How to exploit it?". The Compendium will contain previously designed professional qualifications clusters in terms of denominated learning and professional standards in these clusters.</li> <li>- Design and signature of the Memorandum of Understanding – MoU ECVET for the denominated learning outcomes previously identified and designed.</li> <li>- Drafting ECVET credit points accreditation model and tools for professional qualification clusters (occupations). Elaborations and publication of the Guidelines.</li> </ul>
<b>Results</b>	<ol style="list-style-type: none"> <li>1. The Compendium "ECVET credits for professional qualifications/competencies in building construction sector: How to exploit it?" published in two languages</li> <li>2. Memorandum of Understanding – MoU ECVET for the denominated learning outcomes previously identified and designed</li> <li>3. Guidelines of ECVET credit points accreditation model and tools for professional qualification/professional profiles clusters (occupations) in building construction sector</li> </ol>
<b>Target group</b>	Building construction sector

<b>Name of the project, project homepage</b>	<b>M-ECVET-S Development and test of modular ECVET system in further education</b> <a href="http://www.ecvet-modular.eu/">http://www.ecvet-modular.eu/</a>
<b>Project timeframe</b>	2009 – 2011
<b>Short description</b>	<p><u>Starting point:</u> It is generally accepted that informal and non-formal learning must be recognised but if we actually want to implement this, we have to overcome many obstacles. To recognise informal and non-formal learning, we need accredited assessment procedures and assessment centres but it is currently unclear how these can be financed without being part of a project. Moreover, people acquire competencies through lifelong learning – competencies for which they do not have a certificate. Since the labour market becomes increasingly dynamic, many careers tend to become a sequence of working periods and orientation phases. The periods of orientation are very often connected with further trainings. This gives us the chance to certify the knowledge and the skills that have been acquired through informal and non-formal learning in a final certification process.</p> <p><u>Objectives and contents:</u> This innovation transfer project (ITP) shall advance and enhance the ECVET-based method for the assessment of professional competencies that has been developed in the EU-project ESO-CERT so that it will be applicable on a European-wide basis. This method allows certifying competencies regardless of how they have been acquired. This means that learning outcomes from formal, non-formal and informal learning are merged. The enhanced method intends to assess modular training units that shall lead to complex action-oriented competencies. This assessment, which also considers the competencies that have been acquired at the work-place, leads to a greater transparency concerning the recognition and the acceptance of these competencies by the industry. This enhances the employees' company-wide mobility.</p> <p>It must be guaranteed that the skills and the knowledge that have been acquired through informal and non-formal learning are taken into account. Therefore, we need competency tests. For these tests, the innovation of the ESO-CRS project will be transferred and adjusted. These competency tests should be considered as grading tests so that a suitable training module corresponding to the level of competency can be recommended. This renders the learning process more efficient. After the training modules have been completed, there will be a final competency test which certifies the overall complex of the action-oriented competencies. This final test is the basis for the credit points that will then be given for the entire learning process. This whole process generates a full transparency of and also trust in the acquired competencies and moreover, all forms of learning are taken into account.</p>
<b>Results</b>	<ul style="list-style-type: none"> <li>- One outcome of the ITP is a European method for the calculation of credit points for formal training courses in the field of professional training, including the informal and non-formal learning outcomes.</li> <li>- The action-oriented description of competencies, which outlines a European modular further training system in the field of commercial competencies that are typical of SMEs.</li> <li>- Final brochure of the products: <a href="#">EN</a> - <a href="#">DE</a> - <a href="#">IT</a> - <a href="#">SE</a> - <a href="#">TR</a></li> </ul>
<b>Target group</b>	Adults in the accounting sector

<b>Name of the project, project homepage</b>	M.O.T.O. Model: Model of Transferability of Learning Outcome units among different ECVET systems <a href="http://www.ecvet-moto.isfol.it/">www.ecvet-moto.isfol.it/</a>
<b>Project timeframe</b>	Years 2009 – 2010
<b>Short description</b>	<p><u>Objectives:</u> M.O.T.O (Model Of Transferability of learning Outcome units) is one of the ten ECVET pilot projects financed by the European Commission with a call for proposal under the Lifelong learning Programme (2008) with the aim of testing the implementation of the ECVET process.</p> <p>The project was focused on fostering the transferability of units of learning outcomes and thus facilitating the geographical mobility in VET in the tourism and catering sector. One of its main aims was to develop tools and suggest approaches that could be useful for all those actors involved in ECVET and related mobility projects (VET providers, students and apprentices from the partner countries, etc..) The activities were carried out to ensure the usability of the tools and approaches and to further improve them through a 'field testing phase'.</p> <p><u>Activities</u></p> <ol style="list-style-type: none"> <li>1. A first research phase, aimed at studying how the qualification concerned by the project were described in partner countries and defining tools and approaches for transferability of credits and learning outcomes during mobilities</li> <li>2. A field testing phase, aimed at putting into practices tools and approaches through real mobility projects (establishing partnerships, planning and organising mobility projects, collecting feedback from participating teachers or trainers and learners through interviews based on questionnaires, analysis of feedbacks)</li> </ol> <p>During the 2010, the following mobilities were carried out within testing partnerships:</p> <p>Austria-Italy: mobility periods for austrian and italian students Finland-Iceland: mobility period of Icelandic students in Finland and Icelandic students in Finland</p> <p>Additional teacher preparatory and follow-up visits were carried out before and after the mobilities of students among partner countries.</p>
<b>Results</b>	<ul style="list-style-type: none"> <li>- A preliminary study concerning the way the four partner countries described the qualifications connected to the pilot areas of the project</li> <li>- A methodology manual containing guidelines and grids for identifying common elements in the qualifications of partner countries</li> <li>- A M.O.TO. Model, providing a proposal for realising ECVET for geographic mobility and in particular for work placements abroad. The model was aimed at describing only the most important ECVET related aspects of the mobility process, presenting guidelines for realising ECVET in transnational mobility, proposing some tools and instruments prepared and tested in the project.</li> </ul> <p>Since the testing phase focussed on work placement abroad, the experiences made, the tools and documents prepared, as well as the recommendations produced, were also focused on work placements abroad.</p>
<b>Target group</b>	VET providers, students and apprentices in the tourism and catering sector.

<b>Name of the project, project homepage</b>	Co.l.o.r.– Competency and learning outcomes recognition for migrants www.color-project.org
<b>Project timeframe</b>	Years 2011 – 2013
<b>Short description</b>	<p>The project was aimed at promoting the recognition and valorisation of competencies and learning outcomes for migrants workers (though not exclusively) focusing on the specific sectors of healthcare and construction and on the qualifications at the EQF level 3, which represents the “basic” level of qualifications to enter the Italian labour market.</p> <p><u>Activities.</u> The CO.L.O.R. Project has put into practice the ECVET mechanisms by:</p> <ul style="list-style-type: none"> <li>• adapting and testing qualifications in terms of LO;</li> <li>• defining assessment criteria, validation/recognition processes and transferable methods;</li> <li>• developing testing activities (including a Repertory of case studies) for the recognition of competences in a trans-sectoral dimension;</li> <li>• develop a Memorandum of Understanding on ECVET and related issues among the participating Italian Regions aimed at promoting a wider use of the project results approach and transferring its results into mainstream policies.</li> </ul> <p>The CO.L.O.R. Project saw the participation of ISFOL (Institute for the development of vocational training for workers) and several regional authorities as competent institution for VET activities, namely: Campania, Lazio, Piemonte, Tuscany, Basilicata (as associate partner). In a second phase of the project, also Regione Calabria and Formedil (VET national agency for the construction sector) joined in as associated partners. The active involvement of competent ECVET institutions maximized the impact of the project at regional and national level. Dedicated networking activities have been also implemented to extend the results to other Regions, with the aim of ensuring the sustainability of the project. Partner institutions from Malta, Romania and Scotland assist the Italian national partnership played an advisory role in the delivery of the work programme, contributing to ensuring that the tested practices designed to modernise the national system were transferable and applicable across the borders.</p>
<b>Results</b>	<p><u>Main products.</u> Tools for professionals, practitioners and other relevant stakeholders: qualification grids, descriptive reports on qualifications, pilot sectors analysis reports, schematic guidelines for the application of ECVET</p> <p><u>Exploitation of results.</u> CO.L.O.R. was a pilot project. The exercise of designing and adapting national and regional qualifications to the LO approach might be transferred to other sectors/context/levels, enhancing the internal coherence of the overall education and training system</p>

**In Sweden:**

To be defined later by partner

**In the United Kingdom:**

The following website listed a number of successful ECVET project in the UK. Each has one page description on project, its partners, outcomes and website:

<http://www.ecvetexperts.org.uk/case-studies/>

<b>Name of the project, project homepage</b>	Developing ECVET in Practice (DECViP) <a href="http://www.decvip.eu/">http://www.decvip.eu/</a> ,
<b>Project timeframe</b>	10/2012 to 09/2014
<b>Short description</b>	<p>DECViP stands for Developing ECVET in Practice. As a Transfer of Innovation project, DECViP aims to test ECVET principles within the context of sharing innovative practice between partner countries - Austria, Finland and the UK. During this two-year project, running from October 2012- September 2014, the partners will work together with the aim to deliver practical tools and guidance through key project outcomes which other ECVET stakeholders can take forward.</p> <p>The DECViP project makes use of the relevant recommendations, studies and outcomes of the projects produced over the last few years. The key activities of this project will be to share and evaluate all aspects of ECVET implementation, from the allocation of points through the use of the practical tools for applying ECVET to periods of learning.</p>
<b>Results</b>	<p>The outcomes of the DECViP project include testing the practical aspects of using ECVET. The final outcome is intended to be a Practical Guide to ECVET. This Guide is currently being drafted based upon the testing carried out by the project team.</p> <p>The testing has included reviewing the templates for the Memorandum of Understanding and Learning Agreement developed by the European Commission, and testing how they can be used and filled in in the case of a "theoretical" mobility setting.</p> <p>The project has created two fictional learners, "Maija" from Finland and "Darren" from the UK.</p> <p>It is hoped that the project will lead to concrete outcomes which may be shared amongst ECVET stakeholders and be used to improve ECVET implementation across Europe after the project reaches its conclusion. In particular, the partners hope that the Practical Guide will be used in different national contexts to enable future implementation of ECVET.</p>

<b>Name of the project, project homepage</b>	ECVET4Pracitioners <a href="http://www.ecvet4practitioners.com/">http://www.ecvet4practitioners.com/</a>
<b>Project timeframe</b>	10/2012 to 09/2014
<b>Short description</b>	<p>The ECVET4Practitioners project aims to facilitate and promote student geographical mobility as a recognised and integrated part of Vocational Education and Training (VET) qualification programmes within the hospitality sector.</p> <p>This London-based college are working with four other countries to transfer, adapt and share practices concerning ECVET in the hospitality sector. Westminster Kingsway College are working with four other countries – Cyprus, Finland, the Netherlands and Spain - to transfer, adapt and share practices and recommendations for ECVET mobility in the hospitality sector. The ECVET4Pracitioners Leonardo Transfer of Innovation project is developing an online toolkit with step-by-step instructions which supports hospitality practitioners to implement ECVET mobility.</p> <p>The 2012 Call funded project has established a mobility network between the partners.</p> <p>Jyvaskyla College, based in Finland, have been able to share their wealth of experience with other partners and have supported the development and recognition aspects of their products. Partners have worked with two associate partners with specialist expertise in hospitality and catering to ensure that their results meet the needs of employers. “Students know what is expected of them and what they can expect from the workplace. In the ECVET process we identified units of learning outcomes and use them in discussion between student and company before the work placement. The work placement becomes more effective due to ECVET.”</p>
<b>Results</b>	<p>ECVET4Practitioners Toolkit :</p> <p>The toolkit provides a clear process of what to do before, during and after mobility. It also includes template documents hospitality practitioners can use in their work. Partners have tested the toolkit through real-life mobility with partners sending students to undertake placements in other partner organisations. The toolkit will be further tested through mobilities during 2014.</p> <p>“Other practitioners can learn that the programmes in other countries don’t differ that much from our programme. There is no need to fear students won’t learn all the essential parts we ask. Involved practitioners inform their colleagues about the programmes and systems in other countries. They get inspired and enthusiastic from these stories.”</p>

<b>Name of the project, project homepage</b>	Supporting the Transfer of Education and Mobility Strategies <a href="http://www.src.ac.uk/stems/">http://www.src.ac.uk/stems/</a>
<b>Project timeframe</b>	10/2011 to 09/2013
<b>Short description</b>	<p>The objectives of the project was the development of a mobility strategy which produced a handbook for the management of the mobility work placement process, with an emphasis on supporting the process for supervisors and mentors of Sports Students initially to ultimately improve the quality of sports mobility placements. It also investigated the potential to deliver an accredited Good Relations Programme to Sports students on mobility placement to help challenge prejudice and discrimination, racism and sectarianism in sport. This course is currently nationally accredited in the UK and we investigated the potential for accreditation in EU partner countries.</p> <p>The range of partners who were identified are organizations who supported vocational students either hosting or sending these students on placements (that has enabled them to gain the knowledge, skills and qualifications to facilitate personal development, employability and participation in the European labour market) or work with government agencies and national sports bodies to adopt anti-racism measures and inclusion of policies and practices. These partner organisations made a valuable contribution to the development, management, placement provision, monitoring and evaluation of the mobility activities.</p> <p>The impact of the project ensured improvement of the quality of the management of the mobility work placement process for educational establishments who have a remit for sports development and vocational education, but it is easily adaptable to any mobility placement scenario. This project has improved quality and innovation in vocational education and training systems, institutions and practices</p>
<b>Results</b>	<p>SRC have produced Cultural Diversity materials which includes learning materials, lesson plans, student notes/resources, staff/notes/resources. This course has been delivered to SRC students for a number of years and amended and improved taking on board student feedback. SRC was the first College in N.Ireland to make this Cultural Diversity Course compulsory for full-time students. The partnership organisations were keen to adopt and modify this course to suit their cultural needs. Geographically this partnership covers four Member States, the partners have been involved in a variety of Leonardo projects. The partnership consists of a number of sectors, 3 Further Education Colleges, 1 SME and a non for profit voluntary organisation and a VET Institution. Participating countries have access to the final products available via partner websites, thus beneficiaries are not limited only to participating countries' students/leonardo coordinators. An additional Tol-dimension was the concept of the good practice handbook complemented those that already existed in partner countries. The added</p>

	<p>value was also found from managing the project: the work process and its practices which were already implemented in each country which were improved and tailored taking on board feedback/resources from partners.</p> <p>Benefits of using ECVET in a UK college</p> <p>Cumbernauld College in the UK recognise that incorporating ECVET into their projects brings forward benefits for students and their organisation.</p> <p>On an individual level, ECVET can allow for vocational and soft skills gained during an overseas work placement to be recognised. This can enhance employability, boost a participant's confidence and open up new opportunities.</p> <p>On an organisation level, Cumbernauld College view using ECVET as being a benefit to a sending partner as it promotes lifelong learning and supports mobility.</p>
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### 3.3. Running and most successful projects and practices for the ‘recognition of non-formal and informal learning’ in your country

	FRANCE	GERMANY	ITALY	SWEDEN	UNITED KINGDOM
<b>Running and most successful project and practices</b>	1/ See below: Process of the Validation des Acquis de l'Expérience (VAE) 2/ BE-TWIN 1 3/ BE-TWIN2 4/COMP4YOU	1/ Bildung und Projekt Netzwerk GmbH PROMoting ( the Validation of Informal and Non-formal Learning and the Development of Key Competences for Professionals in Vocational Education) 2/ KATE - Kontaktstelle für Umwelt und Entwicklung e.V.( Transparency of CSR skills through ECVET in European tourism 3/ EU-Geschäftsstelle Wirtschaft und Berufsbildung der Bezirksregierung Köln ( Transfer of ECVET instruments into the fields of Trade,	1/ ICARE: “Improving Mobility and Career Paths for Personal Care and Social Workers”. <a href="http://www.icareproject.eu/">http://www.icareproject.eu/</a> 2/ BE-TWIN : (Hospitality management), <a href="http://www.betwin-project.eu/">http://www.betwin-project.eu/</a> 3/ CAPE-S: The project defined common learning outcomes for technicians and administrative personnel of the	1/ <a href="http://www.evta.net/news_docs/ecvet_fagerlund.pdf">http://www.evta.net/news_docs/ecvet_fagerlund.pdf</a> 2/ <a href="https://www.myh.se/Documents/Publikationer/Aterrapporter/ingar/Genomforandet-ECVET-inom-Yh-2012-08-27.pdf">https://www.myh.se/Documents/Publikationer/Aterrapporter/ingar/Genomforandet-ECVET-inom-Yh-2012-08-27.pdf</a> 3/ <a href="file:///C:/Users/David/Downloads/1532_ECVET_COUNTRY_REPORTS.pdf">file:///C:/Users/David/Downloads/1532_ECVET_COUNTRY_REPORTS.pdf</a> 4/ <a href="file:///C:/Users/David/Documents/Comp4U/Validation-of-key-competences_dik.pdf">file:///C:/Users/David/Documents/Comp4U/Validation-of-key-competences_dik.pdf</a>	1/Developing ECVET in Practice (DECViP) <a href="http://www.decvip.eu/">http://www.decvip.eu/</a> 2/ ECVET4Pracitioners Web site: <a href="http://www.ecvet4practitioners.com/">http://www.ecvet4practitioners.com/</a> 3/ Supporting the Transfer of Education and Mobility Strategies <a href="http://www.src.ac.uk/stems/">http://www.src.ac.uk/stems/</a>

		<p>Hospitality, Electronics/electrical engineering and Mechatronics)</p>	<p>performing arts sector.  <a href="http://www.cfpts.fr/capesv/">http://www.cfpts.fr/capesv/</a></p> <p>4/  CREDCHEM : chemical sector,  <a href="http://www.credchem.eu/">http://www.credchem.eu/</a></p> <p>5/  N.E.T.WORK : tourism sector,  <a href="http://www.ecvet-projects.eu/Projects/ProjectDetail.aspx?id=14">http://www.ecvet-projects.eu/Projects/ProjectDetail.aspx?id=14</a></p> <p>6/  OPIR : OPIR aimed at establishing mobility as an integrated part of young learners' training curriculum in two distinct professions, namely hairdresser and control engineer</p>		
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			<p>(automation), <a href="http://freref.eu/opir/index.php">http://freref.eu/opir/index.php</a></p> <p>7/ RECOMFOR : trade sector, <a href="http://www.netinvet.eu/">http://www.netinvet.eu/</a></p> <p>Here is a full list of projects identified by the National ECVET team with Italian coordinators : <a href="http://programmaleonardo.net/ecvet/progetto.html">http://programmaleonardo.net/ecvet/progetto.html</a></p>		
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#### **SECTION 4. Main observations**

This section is based on the answers provided by COMP4YOU's partners. The following list of 7 observations (to be constitutes a base to define further proceedings on COMP4YOU).

The impact on COMP4YOU is planed to be discussed during the Steering Committee held in Stockholm on the 19-20<sup>th</sup> of May. This will also permit partners to clarify more into details their national context.

1/ The glossary shows that many of the definitions given by partners diverge.

Reaching an agreement/consensus on each definition would be too much time-consuming. However, partners should keep in mind that national contexts have to be considered and can refer to this tool during the time-project.

2/ Partners should express their willingness to use or not to use ECVET definitions (when existing) for COMP4YOU project.

3/ The EU considers the recognition of prior learning as a way to significantly affect labour markets through improved matching of job skills with labour demand which explains:  
- the development of different funding-programmes to encourage mobility and recognition of informal and non-formal learning.  
- the trend is an increase of number of certifications in the participating countries (except in Italy).

4/ An organisation in charge of registering and listing professional certifications exists in 2 (RNCP in France and Italy) of the 5 analyzed countries. Amongst these 2 countries, registration is national-wise in France and is Regional-wise in Italy.

5/ The recognition of prior learning is a key issue in participating countries which is justified by the important number of past and running project related to this field (11 projects have been recognized as successful in the past and partners have reported 21 running initiatives).

6/ A ECVET national team exists in each one of the participant country, which support the development of recognition of prior learning.

7/ A national system for the 'Recognition of prior learning' exists in only 2 (France and UK) of the 5 analyzed countries.