

ECVET-STEP NEWSLETTER 12



3rd Meeting of the Project Partners in Alcalá



Strengthening Training to Employment Pathways

The 3rd project meeting of the ECVET-STEP consortium has been successfully held in Alcalá de Henares, Spain, from 1st to 3rd December 2014. The meeting has been hosted by University of Alcalá. The meeting was held at a crucial moment during the project lifetime, i.e. just before the end of first project's year. A lot of important discussions took place, many reports on the work done during the first part of our project were presented and also a few critical discussions run. The meeting was important especially for the Information Engineering Research Unit which is part of the Department of Computer

Science at University of Alcalá (Universidad de Alcalá) as it dealt with the shape and features that the project online services and portal will provide. Information Engineering Research Unit members Enayat, Meritxell and Salvador participated in the sessions.

University of Alcalá representatives presented to the partners the revised version of D2.1 (a report presenting the review of existing information models and metadata implementations in systems that exchange, process, use and combine various competence-related information objects in VET), and also started to prepare the documentation for the soon

to come interim report. It was also time to complete the report to IAEI (Institute of Agricultural Economics and Information, Czech Republic) concerning dissemination events, as well as to provide feedback for the exploitation activities and to the quality and risk questionnaires by UDE (University of Duisburg-Essen, Germany).

On the social side, there was a nice dinner in the surprising tapas restaurant Plademunt (the imaginary restaurant) with lots of funny conversation and laughs to develop the teamwork spirit.

Highlights

- **February is the shortest month of the year, but ECVET-STEP project goes on**
- **ECVET EQAVET Meeting in Budapest**
- **The EU study on skill-related labour market shortages expected**

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14 February, Valentine's Day

Each year on 14 February many people exchange cards, candy, gifts or flowers with their special "valentine."

An embellishment is that Saint Valentine would have performed

clandestine Christian weddings for soldiers who were forbidden to marry. The Roman Emperor Claudius II supposedly forbade this in order to grow his army, believing that married men did not make for

good soldiers. According to legend, Saint Valentine is said to have cut hearts from parchment", giving them to these soldiers, a possible origin of the widespread use of hearts on St. Valentine's Day.



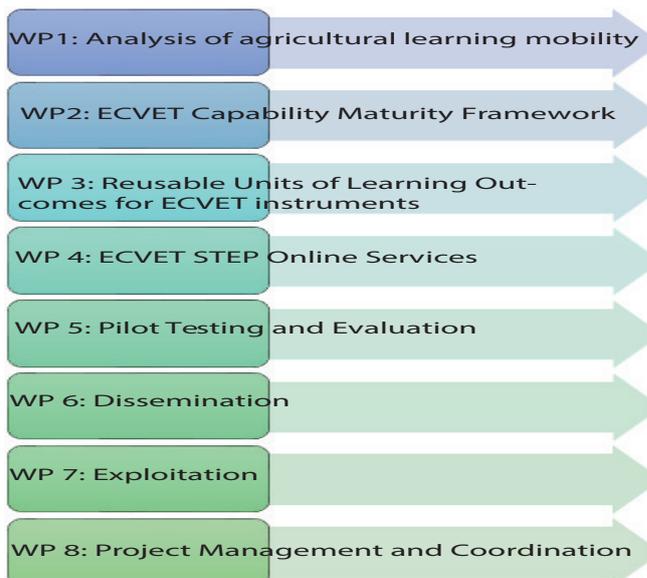
ECVET-STEP Contributes to Partnership and Friendship among European Nations

ECVET STEP's vision aims at making the best value of the ECVET system, facilitating the transfer, accumulation and recognition of credits and learning outcomes or competence acquired otherwise between countries, thus promoting mobility and lifelong learning.

If learning outcomes are transferable be-

tween countries, the free movement of people is supported. People will learn new countries, cultures and will make friends, fall in love and thus support the original idea of European integration.

ECVET STEP supports this idea in its 8 Work Packages.



Work Package 2

University of Alcalá which hosted the 3rd meeting of ECVET STEP's project partners is involved especially in activities related to Work Package 2 (WP2). The general objective of WP2 is to build upon MoMoVET (Model of Mobility for VET actions) in order to identify

the ways ECVET principles and instruments can be integrated into existing processes and workflows. The specific activities that partners will undertake within WP2 include:

- Review of existing information models and metadata implementations in systems that

exchange, process, use and combine various competence-related information objects in VET;

- Analysis of ECVET's provisions, tools and guidelines;
- Translation and formal reporting of the framework to National Consultations.

Expected deliverables:

- D2.1 Report on ECVET provisions for MoMoVET
- D2.2 Quality Management for the ECVET adoption process
- D2.3 The ECVET Capability Maturity Framework

Development of Spanish Universities Supports the Idea of ECVET

According to Alberto Jiménez the term “university” is not historically related to “universe” or the “universality” of science, but rather was used simply to refer to all members of a group, whether of masons, carpenters or students. Over time, however, it came to refer solely to teachers’ and students’ groups, but with globalization time has come again to use the term “university” in its original meaning and to establish in terms of space and time universally valid qualifications.

In the 12th century, students travelled from country to country in search of knowledge to satisfy their intellectual curiosity and gain access to the liberal professions. To this end, they gathered in cities. Thus arose the permanent educational institution known as “university”.

The first Spanish uni-

versity was founded in Palencia in 1212 by Alfonso VIII of Castile.

The instruction and teaching bodies at these old universities were regulated under the Magna Carta issued by Alfonso X in 1254.

Over time, universities were founded in other cities throughout Spain. The education system was centralised under Antonio Gil de Zárate’s Department of Public Instruction through the 1857 Public Instruction Law. This model lasted until 1970.

In 1970, the Franco regime passed the General Education Act, which restored universities’ autonomy, while also democratising them and opening them to the masses.

Today, the education system is governed by the 1978 Spanish Constitution and four laws implementing constitutional principles and rights.

By the 2008-09 academic year, Spain had 77 universities, 50 public and 27 private. The total number of students enrolled in such programmes the previous academic year stood at 1,389,394.

In this context it is important to note that the number of students increases and the pressure on students’ skill, knowledge and abilities is strong. That is why it is important to provide students with the opportunity to transfer, recognize and accumu-

late learning outcomes throughout Europe.

This issue is relevant not only for universities, but for all those interested in the development of flexible training solutions, in facilitating mobility and access to work, in addressing the need for qualified professionals in the care and social sector and increased transparency of workers’ competences and qualifications (VET providers, labour market services, social partners and authorities).

ECVET for Mobility Seminar in Barcelona

From 28 January to 30 January 2015 the Support and development seminar for ECVET network Members took place in Barcelona, Spain.

Its aims were:

- To help VET provid-

ers in implementing mobility strategies according to ECVET principles.

- To support network members in developing their ECVET expertise in order to promote “recognised mobility” projects.
- To develop the capacities of VET providers and network members to inform and support their networks, train their staff, provide assistance to stakeholders to move towards ECVET implementation.



Take the ECVET step!

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ECVET-STEP aims in making the best value of the ECVET system, facilitating the transfer, accumulation and recognition of credits and learning outcomes or competence acquired otherwise between countries, thus promoting mobility and lifelong learning.

ECVET-STEP's mission is to support European citizens and industry to "take the ECVET STEP": adopt and use ECVET through a stepwise, quality-controlled framework and online services for building knowledge-based employment for the 21st century... And beyond!

ECVET-STEP



Strengthening Training to
Employment Pathways



Lifelong
Learning
Programme

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