



D7.3 HANDBOOK ON PACT

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TABLE OF CONTENTS

Document Information	2
Introduction	4
Scope	4
Audience of this document.....	4
Terms and Definitions	5
STEP BY STEP GUIDE OF PACT	6
ORGANIZATIONS	6
VET PROVIDERS	7
NATIONAL INSTITUTIONS.....	8
OVERVIEW.....	12
REFERENCES	13
About ACT	14



INTRODUCTION

SCOPE

Scope of the deliverable D7.3 “The Handbook on PACT”, is to provide useful and practical guidelines to facilitate the transfer of PACT Framework to further job profiles to other sectors. The PACT Framework was one of the main outcomes of the ACT methodology, and the Handbook of PACT will serve as part of the exploitation strategy aiming to maximize the influence of project activities and networking with relevant external key players for an impact beyond the life-time of the ACT project.

This document will present shortly the core concepts of “Pathways for Agricultural Competence and skills based Training (PACT)” in the agricultural sector and it will provide a step by step guidelines for the use and implementation of PACT framework from the different perspective of the possible stakeholders. The current English version will be translated into all four languages of the partner countries: German, Greek, Italian and Dutch to prepare the multilingual Handbook on PACT.

AUDIENCE OF THIS DOCUMENT

Intended audience of this document is the ACT consortium (Table 1) and other program participants (including EC services and project reviewers).

Also, important audience of the document are the following target groups:

- a. **Organizations** to determine and describe training needs of their employees and job placements
- b. **VET providers** to describe their training solutions and plan new curricula.
- c. **National institutions** responsible for harmonizing VET

Table 1. The ACT Consortium members

Partner	Acronym	Organization	City	Country
P1	UDE	University of Duisburg – Essen	Essen	Germany
P2	TEIA	Technological Educational Institute of Athens	Athens	Greece
P3	AK	Agro-Know Technologies	Athens	Greece
P4	IFSAT	International Foundation for Sustainable Agriculture Training	Harderwijk	Netherlands
P5	DLG	DLG- Akademie	Frankfurt	Germany
P6	BIBB	Bundesinstitut für Berufsbildung	Bonn	Germany
P7	AIAB	Italian Association for Organic Farming	Turin	Italy

TERMS AND DEFINITIONS

Definition of terms

ACRONYMS	DEFINITION
ACT	Agricultural Alliance for Competence and Skills based Training
AIAB	Italian Association for Organic Farming
AK	Agro-Know Technologies
BIBB	Bundesinstitut für Berufsbildung
DLG	DLG-Akademie
EC	European Commission
ECVET	European Credit system for Vocational Education and Training
EQF	European Qualifications Framework
FG	Focus Group
IFSAT	International Foundation for Sustainable Agriculture Training
PACT	Pathways for Agricultural Competence and skills based Training
TEIA	Technical Educational Institute of Athens
UDE	University of Duisburg-Essen
VET	Vocational Education and Training



STEP BY STEP GUIDE OF PACT

The PACT framework, described in detail in deliverable D2.2, has provided a comprehensive description of the competences and skills that might be relevant in the agricultural domain when innovation and management are concerned. Thus, it defines a coordinate system using two dimensions providing a simplified description of all possible competence profiles with respect to innovation and management. The proposed structure is consisted of 7 main competence/skills areas (dimension 1) that are classified into different EQF levels (dimension 2).

As a result, one of the main assets of the PACT framework is the emphasis to the incorporation of the innovation, management and cross-sectoral soft skills. The selected competence areas proposed by PACT framework are fundamental for labor market nowadays across sectors. In fact, the acquisition of transferable skills is crucial with regard to the employability, adaptability and occupational mobility of on the labor market (European Union, 2011).

The 7 proposed competence/skills areas (CSA) (deliverable D2.2), according to a EU report (2011), where the structure of skills profiles with regards to skills transferability from sector to sector is presented, could be classified as following: **A) Generic Soft-Skills** that includes PACT CSA 1, 2 & 3 and **B) Generic Hard Skills** that includes PACT CSA 7, that are characterized as **highly transferable** from sector to sector, **C) Job Specific Skills** (PACT CSA 5 and 6) characterized by **medium transferability** and **D) Job Specific Skills** with **Limited transferability** referring to the area of Organic Farming (PACT CSA 4).

The PACT Handbook provides a step by step guide for the implementation of the PACT to cover the different needs of the involved stakeholders. As aforementioned, the main target group that defined are:

- a. **Organizations** to determine and describe training needs of their employees and job placements
- b. **VET providers** to describe their training solutions and plan new curricula, that offering training opportunities in Agriculture and related sectors.
- c. **National institutions** responsible for harmonizing VET, policy-makers, including ministries, labour institutes, accreditation agencies professional associations, and research centres.

The steps are following the same approach but there differentiated according to the different perspective of the intended target group.

ORGANIZATIONS

The first target group includes the Organizations aiming to determine and describe training needs of their employees and job placements, this group involves also representatives of the agricultural labor market and agricultural business.

For the proper use and implementation of the PACT framework, the steps provided below should be followed:

STEP 1: Engagement

The Organization shall first become familiar with the idea of the PACT framework where an aligned framework with 7 competencies is proposed, to understand its assets in order to be able to adopt and implement them to other sectors.

STEP 2: Qualitative Analysis of the Needs

After the fully understanding of the PACT framework, the 1st phase of the assessment is starting. At this step the Organization shall identify the competences that are required from their employees, with regard the 1st Dimension of PACT. Thus, a qualitative analysis of the existing skills and competences is made with reference of PACT Framework and a list of the missing required PACT competencies is conducted in order to evaluate the current needs.

STEP 3: EQF Analysis of the Needs

At this stage the identification of the required EQF level of the predefined PACT competencies is analyzed, with regard the 2nd Dimension of PACT. At this point it is examined: 1) what is the required EQF level of the identified missing competencies and 2) if the EQF level of the existing competencies is satisfactory.

STEP 4: Identification of the gaps in learning

Based on the analysis derived from the STEP 2 and 3, the identification of gaps in learning is a crucial part that will guide the next actions. At this stage it will be considered at which level the chosen PACT competences should be developed.

STEP 5: Implementation

The Organization/employee shall set priorities and find the suitable training opportunities in order to gain the PACT desired competencies and find a solution to meet the identified needs.

STEP 6: Evaluation

This is the final step for the use and transferability of PACT framework, where it is evaluated if the required competences are accomplished at the required EQF level.

VET PROVIDERS

The 2nd target group is consisted of the VET Providers; their role is to describe their training solutions and plan new curricula, that offering training opportunities in Agriculture and other sectors that could meet market's needs. The steps list below should be followed for the implementation of the PACT framework.

STEP 1: Engagement

This first step involves the engagement with the idea and the assets of the PACT framework. The VET Providers shall first understand the value of the idea that PACT framework promotes; where an aligned framework with 7 competencies is proposed, where the crucial skills related to management, innovation and soft skills development is included. Ideally, it would be useful to convert their provided courses in terms of PACT.

STEP 2: Qualitative Analysis of the Provided Courses

After the fully understanding of the PACT framework, the 1st phase of the assessment is starting. At this stage, VET providers shall identify what are the PACT competences that provided from the currently available courses. This will be compared with the expressed needs from the employees and the labor market. A list of the missing required PACT competencies is conducted in order to evaluate the current situation.



STEP 3: EQF Analysis of the Provided Courses

At this stage, the analysis of the achieved EQF level from the specific provided courses is conducted. According to the expressed needs from the Organization, it is examined if the currently available courses cover the required EQF level of the missing competencies that are required.

STEP 4: Identification of the gaps

This gap analysis aims to identify the priority competencies and learning needs of the training group. The identification of the gaps is very important since VET providers are able to set priorities for the planning for their future actions.

STEP 5: Implementation

Based on the analysis of STEP 3 and STEP 4, VET providers are able to formulate their curricula according to the market needs as expressed in terms of PACT and find a proper solution.

STEP 6: Evaluation

This is the final step for the use of PACT framework from VET providers, where it is evaluated if the learners have actually accomplished the desired competences at the demanded EQF level.

NATIONAL INSTITUTIONS

The 3rd target group is the National Institutions, in this category are included agencies that are responsible for harmonizing VET, policy makers responsible to conduct skill gap analysis, to identify the market needs and to provide recommendations at policy level.

As it was aforementioned, the proposed PACT framework involves basic dimensions of soft and hard skills with a different grade of transferability from sector to sector. This approach would be very helpful and enables the harmonization of existing profiles in case these crucial skills for innovation and entrepreneurship are expressed in terms of PACT.

STEP 1: Engagement

This first step involves the engagement with the idea and the assets of the PACT framework. The Institutions shall first understand the value of the idea that PACT framework promotes as it was mentioned before in the previous categories. Usually it is difficult to reach policy makers but a carefully designed exploitation strategy could be an effective mean to reach them.

STEP 2: Qualitative Analysis

The PACT framework is a useful tool for the identification of the missing skills/competences that are required from different Organizations and the provided skills/competence are offered from the VET providers.

STEP 3: EQF Analysis

The PACT framework is a useful tool for the identification of the required EQF level of the predefined missing skills/competences that are required from an Organization. On the other hand the National/Policy Institutions

would be able to assess if the offered training courses covers the desired skills/competence, expressed in terms of PACT, at the required EQF level.

STEP 4: Gap Analysis

The National/Policy Institution, based on the results from STEP 2 and 3, is able to make a Gap Analysis in order to identify the current situation regarding the training needs as expressed from the organizations, employees and labour market representatives. On the other hand, PACT framework facilitates the investigation of the provided training courses and if there is a need for changes or re-formulate the curricula at National level.

STEP 5: Recommendations

Based on the above analysis the recommendations for changes or reforms at National and Policy level regarding VET or apprenticeships policies could be made.

STEP 6: Evaluation

Evaluation of the results and outcomes in order to correct some activities, if it is required.

All the abovementioned categories, classified by the identified target groups, are summarized in Table 2, where it is provided an overview of the necessary steps for the adoption of the PACT Framework. In addition, Table 3 is a prototype for recording of the different needs and requirements to enable the use and application of the PACT Framework in different sectors and occupations where emphasis is focused on skills relevant to the innovation and management.

Table 2. Summary of the steps of the PACT Handbook

Organizations	VET providers	National
<div style="text-align: right;">ACT Project D6.3</div>		

			Institutions/POLICY Makers
STEP 1	Engagement understanding PACT framework	Engagement understanding PACT framework	Engagement understanding PACT framework
STEP 2	Qualitative Analysis of the Needs Analysis regarding the PACT 1 st Dimension	Qualitative Analysis of the Provided Courses Analysis regarding the PACT 1 st Dimension	Qualitative Analysis Analysis regarding the PACT 1 st Dimension
STEP 3	EQF Analysis of the Needs Analysis regarding the PACT 2 nd Dimension	EQF Analysis of the Provided Courses Analysis regarding the PACT 2 nd Dimension	EQF Analysis Analysis regarding the PACT 2 nd Dimension
STEP 4	Identification of the gaps in learning	Identification of the gaps	Gap Analysis
STEP 5	Implementation	Implementation	Recommendations
STEP 6	Evaluation	Evaluation	Evaluation

Table 3. Template Table for the use of PACT

(Adapted from Skills Gap Analysis Template, Training Resources Unesco,
www.unesco.org/.../Skills%20Gap%20Analysis%20Template.doc)

PACT Competency Area	Expectations of the Organization		Identified gaps in learning	Provided Courses for the Achievement		Evaluation if the goal was achieved (Competency/skill acquisition?)
	PACT Competency /skills	EQF Level		PACT Competency /skills	EQF Level	

The Table 3 is a template is provided as a useful tool for analysing the current situation and identify the training needs according material provided by UNESCO (www.unesco.org/.../Skills%20Gap%20Analysis%20Template.doc).



OVERVIEW

The current D7.3 Handbook on PACT will be a multilingual report available to all interested stakeholders across Europe, aiming to describe training needs and new job placements or to investigate current and future needs of the labour market and training. It will serve as a useful tool for the incorporation of innovation, management and soft skills to other domains and sectors. PACT Competence framework would be a valuable tool for the analysis of the future needs for specific competencies of the employees and new job placement.

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ABOUT ACT

ACT aims at establishing and sustaining an Alliance for competences and skills based vocational education and training (VET) in agriculture. This alliance will include all relevant stakeholder groups in the agricultural sector, namely the farmers, industry, VET providers and policy makers as well as the labour services within the European agriculture. In such close cooperation, ACT develops a framework, the "Pathways for Agricultural Competence and skills based Training (PACT)" and related training and tools for its implementation and usage. Thus, ACT clearly contributes to the ET 2020's key objective and priority for the continuous development and management of knowledge, skills and competences at the individual and organizational levels. In summary the mission of ACT is to support and improve farming business by tools defining competences on agricultural innovations and management - to finally making lifelong learning and mobility a reality in Europe!



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