



LEONARDO DA VINCI



PROJECT
Trasfobuilding

BUILDING WITHOUT FRONTIERS



REPORT
Evaluation of the experimentations
and perspectives of the Trasfobuilding model



Between formal and informal:

a double model to assess competences in the building sector

Lifelong Learning Programme 2007-2013 - "Multilateral Projects Transfer of Innovation"

LLP-LDV/TOI/2007/IT/020

In consistence with the goals set by the Lisbon Agenda, the intention of Italy's construction industry is to pursue a policy supporting the free circulation of workers in the local and transnational markets, thereby creating new training and job opportunities. Such opportunities are intended to improve the level of workers' competences, allowing them to reap the benefits of European integration, including those deriving from the single market.

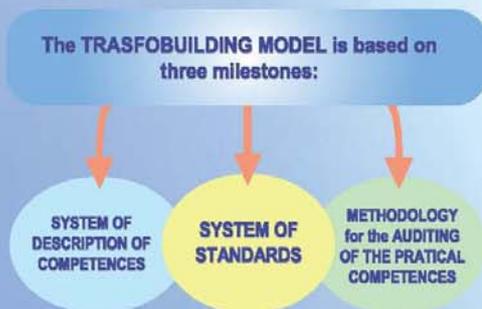
The project, the purpose of which is to improve workers' competence levels, focuses in particular on the European EQFE accreditation system and on the national accreditation system in respect of non-formal and informal learning. Thus it offers an alternative model for the identification, accreditation and attestation of learning, an evaluation of that type of skill is not possible with any of the assessment tools currently in use. Besides this, the project aims at concretely adopting a single and practical identification model that will seek to enhance turnkey skills and is oriented towards the validation of non-formal and informal learning.

From an operational viewpoint, Trasfobuilding seeks to transfer and systemize both in Italy and beyond: i) the results of a project of identification and assessment of competences-obtained via non-formal channels (CO.GI.TO), based on the practical application of a supranational methodology for the assessment and self-assessment of competences, ii) the results of a project to describe the competences obtained in a formal manner (FONDIMPRESA), based on the creation of a single skill-identifying system for the construction sector.

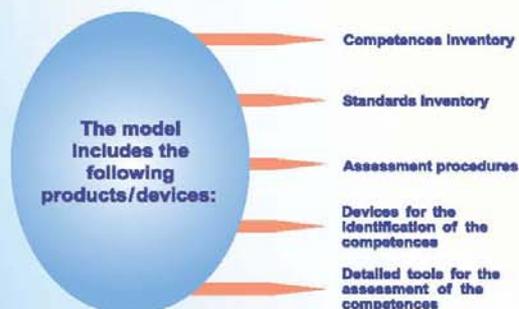
The "TRASFOBUILDING" model:

The model envisaged by the project aims at defining an integrated and mutually recognised system, particularly focusing on the following main areas: cement constructions, masonry, laying, finishing.

The model is based on three mainstays:



Products / istruments:



And, on the basis of an actual need of the partnership, the project also suggests the development of a competence evaluation Vademecum to be used by the enterprises and workers.

The structure of the project - 4 workshops in the following countries:

- 1. in Belgium: the goal is the acquisition of the project philosophy and the methods required to implement the models to be followed;
- 2. in Germany: the goal is to implement the contents to be transferred and prepare assessors and organisation directors;
- 3. in Italy: the purpose is to test the models to see how practical they are and prepare the distribution of results;
- 4. in Italy: directed towards publicizing the results outside the partnership network.

PARTNERS



Document: REPORT
Evaluation of the experimentations and perspectives of the Trasfobuilding model

Project: Project Leonardo TOI n. LLP-LDV/TOI/07/IT/020
Trasfobuilding - Between formal and informal: a double model to assess competences in the building sector.

Author: Filippo Bignami (Formedil)

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Introduction

The hereafter exposed results are based on:

- the questionnaire n. 2 of evaluation/control, collecting direct information from the partners on the result of the experimentations conducted (after conclusion) in each context using the Trasfobuilding model;
- the feedback comments about experimentations done after the meeting in Salerno (26 and 27 March 2009).

The questionnaire concerns quality, coherence, pertinence of the experimentation compared to the model to transfer, and remarks concerning effectiveness and efficiency of the network of assessors/partnership, involved in the experimentation process.

This report aims to collect informations from the experimenting training centers/building schools in order to:

- evaluate the experimentations
- control the proper realization
- suggest eventual corrective measures in agreement with training centers/building schools
- understand the quality of the experimentations carried out
- evaluate the opinions concerning the experimentation process and the cooperation between the network of assessors and the partners
- verify opportunities and threats to be faced with in order to valorise the outcomes and to let the results of the project be sustainable and perspective.

11 training centres/building schools have answered, corresponding to the 100% of the sample where the experimentations took place.

This report is divided in 5 parts, corresponding to the sections/topics of the questionnaire, exposing firstable the key comments and the perspectives then the complete detailed answers to the questionnaire.

To resume the starting point we have to consider that the number of planned assessments in the project was:

- Italy: 100 (shared in the building schools of Lecco, Como, Salerno, Bologna, Parma, Reggio Emilia, Ravenna)
- Spain: 10
- Germany: 12
- Belgium: 10
- Portugal: 10

Total 142.

The silent partner ECAP Foundation Switzerland has supported the transfer of the model and the trainers/assessors in the phase of experimentation.

From the numeric aspect we have to indicate that the experimentations carried out are in total 171 (+29), since two training centres (Espe Como and FLC Asturias) made more than the assigned number.

1. Trasfobuilding in the VET systems and possible perspectives

To introduce the concept of utilization and exploitation of the Trasfobuilding model and its potentiality among the VET systems, is necessary to consider and shortly resuming the different conditions and contexts at different level (institutional, social, policy, etc.) of the 5 Countries partner of the Trasfobuilding project, we can also understand some final proposition and perspectives of common utilization of the model.

In Italy the regions have powers over vocational education and training, but must abide by European law and international obligations; they have exclusive responsibility for planning. In performing their tasks, the Regions may delegate or transfer some tasks to the Provinces. School and university education is the task of the *Ministero dell'Istruzione, dell'università e della ricerca* (MIUR - Ministry of Education, Universities and Research) which governs and steers public education, coordinates the work of the Regional Education Offices and is responsible for inspection tasks, the proper award of school and university qualifications of every type and level and their certification. Under recent regulations, schools and universities have gained greater autonomy and responsibility. The *Ministero del Lavoro e della previdenza sociale* (MLPS - Ministry of Labour and Social Policy) governs and steers labour policies, within which vocational training occupies a key place as an active policy. The Laws 53/03 and 30/03 started to radically changed the education and vocational training system. Law 30/03, in particular, radically reforms all the instruments linking the labour supply and demand and introduces new and more flexible employment contracts, and in the last years the law 22 April 2007 n. 40 started to reorder the entire technical instruction and professional-vocational training in Italy.

Framework Laws gave the social partners a major role to play in the vocational training system, recognising them as partners of the Regions for the planning of training, as well as potential providers of training schemes. Thereafter, consolidation of the principle of "concertation" meant that the social partners were not just partners but joint deciders. The White Paper on the Italian labour market (2001) paved the way for new relations between the government and the social partners, with a shift away from concertation towards social dialogue. The social partners play a key role, which is set to become strategic, in continuing training, since, following the establishment of the *Fondi interprofessionali*, they have become planners of training. The Italian system is so still not homogeneous, with substantial differences among Regions and the attempt to reach a common frame is running from several years, also pushed from the European frame and the ties of EQF and ECVET.

In Germany the state's functions are shared out between the Federal Government and the 16 *Länder*. Fulfilment of these functions is a matter for the *Länder*, provided that the Basic Law does not provide or permit otherwise (Article 30). The *Länder* are also responsible for public-sector schools and education, and hence for vocational schools, the majority of which come under the responsibility of the *Land* and a local authority. All legislation on schools, including that on vocational schools, is *Land* legislation. The Standing Conference of Ministers for Education and Cultural Affairs (KMK) is an important institution working to harmonise education policies in the 16 *Länder*. The Federal Government is responsible for in-company, non-school VET. The Federal Ministry of Education and Research (BMBF) has general responsibility here, and is also responsible for coordination (including central coordination of the Vocational Education and Training Act, responsibility for fundamental issues of VET policy). In addition, new training directives can be adopted only by agreement with the BMBF. Owing to this division of responsibilities, a procedure has been developed for the field of vocational training that ensures close coordination and cooperation between the Federal Government and the *Länder*, with the involvement of the social partners. In the area of VET, the Vocational Education and Training Act (BBiG) is of crucial importance. The Law of 1 April 2005 reforming vocational education and training (22) comprehensively amended and combined the 1969 Vocational Education and Training Act and the 1981 Aid for

Vocational Trainees Act. The aim of the reform was to safeguard and improve youth training opportunities and high-quality vocational training for all young people, irrespective of their social or regional origin.

Major innovations since the introduction of the Vocational Education and Training Reform Act are the recognition of time-limited training periods completed outside Germany, the amendment of the Enabling Standard for the promulgation of training directives by the Federal Institute for Vocational Education and Training (BIBB), and the amendment of the crediting of prior VET to the training period.

Other important VET legislation includes the Regulation on Craft Trades (HwO), the Regulation on Trainer Aptitude (AEVO), the Safety at Work for Young Workers Act (JArbSchG), the Works Council Constitution Act (BetrVG), the Aid for Further Training for Advancement Act (AFBG) and the Distance Learning Courses Act (FernUSG).

Training directives are prepared by the BIBB. The BIBB also carries out research projects and helps in the further development of in-company VET by means of development, promotional and advisory work.

The Standing Conference of Ministers for Education and Cultural Affairs (KMK) issues framework curricula for vocational education at vocational schools. These framework curricula are harmonised with the Federal Government's training directives. Curricula for general education at vocational schools are essentially developed by the individual *Länder*. The Federal Agency for Employment (BA) is responsible for consultancy on and provision and promotion of vocational education and training for young people and companies, on the basis of the *Sozialgesetzbuch III* (social legislation).

The training partners in the economy are industry, commerce, agriculture, the liberal professions, public administrations, health services, and over 900 inter-company training venues. The various Chambers ('competent bodies') are responsible for advising companies, registering trainees, certifying trainers' specialist aptitude, accepting examinations and conducting social dialogue at regional level. The partnership between employers and unions manifests itself at federal level through cooperation in the main committee of the BIBB, at *Land* level in the competent ministry's VET committee, and at regional level in the Chambers' VET committees and examination committees. The VET committees are responsible for important tasks in the implementation and supervision of pre-vocational training, and of vocational training, further training and retraining.

From this short resume of the German picture is evident a well structured VET system, (based on the dual model), and a frame of rules and steps already fixed and steady.

In rough outline, the Spanish vocational training system is structured as follows: a) Initial/regulated vocational training (*formación profesional inicial/reglada*) under the LOGSE (*ley de ordenación general del sistema educativo*); is the responsibility of the education authorities at either central government or autonomous community level. It is primarily aimed at young people but is also available to adults wishing to obtain the relevant school certificates within the concept of permanent education and training; b) Occupational training (*formación profesional ocupacional*). This is targeted at workers who are unemployed and comes under the Ministry of Labour. It is regulated by Royal Decree 631 of 3 May 1993 on the vocational training and employment plan. Its aim as an active measure of employment policy is to encourage first-time employment and the re-employment of job-seekers by providing for qualification, requalification or updating of occupational skills validated by the issue of appropriate certificates of professional competence; c) Continuing vocational training (*formación profesional continua*). This is targeted at workers in employment and is the responsibility of employers and trade unions (CCOO, UGT, CIG, CEOE, CEPYME) (4). It covers training given by firms, workers or their various organisations designed to enhance skills and qualifications, as well as the retraining of employed workers so as to render firms' efforts to improve competitiveness compatible with the social, vocational and personal development of their workers.

The General Council for Vocational Training, created by Law 1/1986, was charged with submitting a national vocational training programme for government approval. In general terms the programme was to:

- underline the role and strategic function of vocational training, not merely from the point of view of acquisition of theoretical and practical knowledge. Vocational training is a basic means of providing

access to employment, of matching workers' occupational profiles to social and economic requirements and of encouraging labour mobility in the new European working environment. This basically calls for a system of qualifications in line with those existing in other EU countries. All this may be said to be particularly relevant in the case of a country with a high level of unemployment such as Spain.

- structure the three vocational training subsystems, namely (long-cycle) regulated training and (short-cycle) occupational and continuing training. This covers initial vocational training and updating and retraining on the job. This process of structuring involves linking together in a single system the skills and qualifications available under the three subsystems and will constitute a benchmark for vocational guidance and the qualification of job-seekers, as well as for recognition of occupational qualifications acquired through work experience.
- coordinate the various vocational training plans being implemented by different bodies so as to avoid overlapping of supply or demand, coordinating initiatives and ultimately contributing to optimum use of available resources.
- exploit the potential for synergy by combining various plans, prioritising objectives, action and strategy to encourage convergence through coordinated management by all bodies involved in vocational training. This integrating function expresses itself in a standardisation of content and training methodology in each of the subsystems, permitting a correlation simplifying reciprocal recognition of training provided.

With this in view, it was decided during the period of the first programme to draw up a catalogue of vocational qualifications (RD 676 of 7 May 1993 regulating training under the aegis of the Ministry of Education and Culture). A beginning was also made on a list of certificates of professional competence (RD 797 of May 1995) in order to testify to the knowledge and skills acquired through occupational or continuing training or as a result of experience on the job. Both were drawn up taking into account the skills and qualifications needed in industry. One objective of the first programme was to prepare and put in place a system of vocational qualifications, which would be valid at national level, permit a coordination of available vocational training and determine the equivalences between qualifications awarded under the different subsystems. As yet this objective has not been attained, although the creation of an inter-ministerial unit for vocational qualifications has been an important first step and nowadays the path is still the shortly described one. From this considerations appear a frame where, in a picture of central coordination of the elements composing the VET system, exist area of not yet covered way of organization and methodology can be used and institutionalized.

In Belgium one of the main features of the 1980s was the fight against unemployment. Particular attention was paid to youth unemployment with attempts being made to find both preventive and curative measures. The starting point was to extend compulsory education. From the point of view of vocational training for young people, this measure was an important step forward. In order to reduce unemployment, the training supply for unemployed people was stepped up. The funds that *ONEM/RVA* and the non-profit-making associations needed to train these unemployed people came from their respective communities and the European Social Fund (ESF). Various legislative measures reorganised the training and continuing education supply in the 1980s. Distance education was reorganised in 1984. A law of 1985 replaced the credit hours system by paid educational leave. The repercussions of the reform of the State were another feature of the 1980s. In 1988, the *Office communautaire et régional de la formation professionnelle — FOREM* (Community and Regional Office for Vocational Training) in the Walloon region, set up in the same year, and the *Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding — VDAB* (Flemish Office for Placement and Vocational Training) in the Flemish community, set up in 1984, took responsibility, at community level, for the various aspects of vocational training for adult jobseekers.

In the 1990s, other types of vocational training acquired legal status, particularly in the area of training for the middle classes. During the 1990s, many non-profit-making associations (especially in the Walloon region) launched training and sociooccupational integration initiatives which were initially rather piecemeal. In 1993, powers over vocational training and social advancement were transferred from the

French community to the Walloon region and to the French Community Commission of the Brussels region. In 1994, the Brussels region set up its own vocational training agency, the *Institut bruxellois francophone pour la formation professionnelle* — IBFFP (French-Speaking Brussels Institute for Vocational Training) commonly known as Brussels-Training. In the last 3 years the co-operation between the social partners and the government is an essential element of the employment policy of the regions, particularly concerning the evaluation of the training needs of companies and drawing up training programmes in order to meet these needs better. Apart from the funding of sectoral training, companies are taking an increasingly active part in the vocational training policy. Making sure the courses are in keeping with the specific needs of companies is an essential modern-day challenge and formulas that need to make the training offer more flexible are encouraged. Collective bargaining agreements reached on company level may result in the implementation of a sectoral agreement and in case of no collective bargaining agreement on sector level, they may result in the direct implementation of provisions laid down centrally (particularly concerning the undertaking regarding risk groups). Many sectors let support depend on the realisation of a training plan by the companies with a view to optimising the training contribution. The cooperation between the federal government and the social partners takes place in different ways. The government can ask for advice directly from the social partners; they can also set up advisory bodies in which the social partners are represented. The initiative can also be given to the social partners themselves when they, for example, are entrusted with the implementation of a training system.

The basic law for education and training organization in Portugal (*Lei de Bases do Sistema Educativo*) was passed in 1986 and amended in 2001 and 2004. This law regulates also the social partners' participation in the VET system.

The law regulating vocational education and training came into force in 1991 and was amended in 2007. The Labour Code passed in 2003 stipulates that the employers have to ensure that in every year 10% of the workers with permanent contract take part in a training activity, and that workers have the right to take a minimum of 35 hours of VET each year. The main public actors in the VET-system are: the Ministry of Labour and Social Solidarity, the Ministry of Education and the Ministry of Science, Technology and Higher Education. Peak level organisations of social partners participate in two consultative bodies at macro-level, namely the National Vocational Training Council and the National Education Council. The most important public operator in the VET system is the Institute of Employment and Occupational Training (Instituto de Emprego e Formacao Profissional, IEFP) which is controlled by the Labour Ministry. Social partners are represented at IEFP as central, regional and local consultative bodies.

In Portugal there is basically one single national system organized on national basis. Some specific branches like agriculture, building and tourism differ to a certain extent from the general system and have their vocational schools.

The autonomous regions Madeira and Azores have some independence in this area but are subject to the main national guidelines. There are training programs for employed and unemployed people, as well as for employees whose jobs are at risk. There are also special programs for groups with particular problems of integration. The so-called Centres for New Opportunities (*Centros das Novas Oportunidades*) that have been created since 2000 play an important role in the system. VET initiatives in Portugal are almost entirely funded by the central administration, the Social Security and the European Social Fund (ESF). The portuguese structuration of VET is so centralized, but in some fields, like the evaluation of prior competences, the field is substantially free, because at central level there is a debate about how to organize this specific field of VET compatibly with european principles.

Considering the above mentioned VET contexts in each nation, that are different and can offer more or less space to the introduction of the Trasfobuilding model in relation with the rigidity/flexibility, structuration/destructuration, centralization/decentralization of the organization of the VET systems; considering the results of the experimentations previously exposed and the comments given from the

partners, we can now conclude with some pathways of development for the Trasfobuilding model, for its introduction in the VET systems and for its purposes.

VET systems. Introduction of the model in the running activity among the Country partners:

- In Italy the space for the Trasfobuilding model seems definitely open, because there is both a need of assessing prior learning for different target and a lack of devices and already tested methodologies that can offer to the key actors (building schools, companies and workers) a solid reliability. Even though are probably necessary some adaptations in the tools (scale and plans) depending from the different purpose and in the different territorial features, the model can be homogeneously adopted within the building sector VET system.
- The german VET system is very structured and already ruled, also in the assessment of competences field, due also to a solid tradition in vocational training organized on the dual system. In Germany the situation is partially narrow for the use of the model, because of the obligation in use of the "HOL" method in the training process and in the assessment of competences. But the Trasfobuilding model can be used anyhow as complementary tool in a part of "HOL" method, and can be used for VET-measures like "BaE", "BvB" and "3.Weg", which all are for target groups with special educational demands outside the formal apprenticeships.
- In Spain the model has a possible space of diffuse application in the VET system because, especially in the building sector, isn't running a structured model to assess competences in particular for non in training people. The use of the model can be fruitful especially in the context of measures in coordination with the unemployment public services, and has in that direction a concrete chance of regula use and "institutionalization".
- In Portugal the VET system can offer a very positive set of opportunities for Trasfobuilding. In the sense that at central level the governmental agency is thinking over systems and practices to assess competences compatible with the european ECVET and EQF frames. Seems in this direction that the experimentation done from Cenfic can represent a launch of this methodology as one of the choosable to be fostered and adopted, at least for the building sector. In particular for the portuguese scenario, appear that the merge of self-evaluation and evaluation can work very efficiently. Infact the tool can be adopted by Cenfic for the evaluation/validation of abilities of the trainees, during and at the end of their period of training. For the formal evaluation and validation of the abilities of the professionals, there is in Portugal the National System of Qualification which integrates processes of validation and certification of abilities and that is the reason why the use of the tool can be interesting in the future.
- In Belgium the picture for the model is expendable as complementary device as feedback for the existing and working system of assessment of competences, binding at normative level. Not as whole application at institutional level, but as a check-tool, can be used and spreaded also in Belgium in the building sector from PME, and in particular a concrete possibility can be the adoption of the self-assessment as feedback for the existing binding tests.

Possible different use of the Trasfobuilding model

From the results of the experimentations (comments and schedule 2) and from the discussions during the experts sessions has been concluded that the model and its tools is very flexible and adaptable in the different Countries and for different features of use. In any case the common acknowledgement is that the model has to be managed and used from the building schools/training centres, and not from other entities, because one of the key aspect of the model itself is a strong familiarity and confidence from the trainer/assessor.

In detail, the purposes and the contexts emerged are the following, divided in and out of the training process.

In training process:

- a) at the end of the percouse as final certification/formalization of the percouse;
- b) during the percouse (*in itinere*) to check and control the state of learning (e.g. for apprentices);
- c) as out and out didactic tool, e.g. after an assessment, to discuss and act a practical example of parameters and features of a specific working process;
- d) to evaluate training gaps to fill up with a further proper training percouse;
- e) in coordination with the public employment services, to assess the competences of unemployed people to be inserted in a training process;
- f) if inserted in a process of recognition of competences at transnational level, the Trasfobuilding model can be adapted and tuned to the ECVET and EQF system.

Out of training process:

- a) to assess the level of competence of a worker (experienced or not) in coordination with companies, e.g. for a possible recruitment;
- b) to evaluate the competence of a worker to identify competence gaps to choose proper initiatives (training at building school/training centre or also internal coaching);
- c) in coordination with the public employment services, to assess the competences of unemployed people/work seekers to be addressed to a employment matching.

2. Strong and weak points of the experimentation

Main points

Positive aspects:

- The number of experimentations (more than the planned) is surely a first positive signal
- The tool seems applicable for different purposes/targets
- Easy to manage
- The assessors/trainers seem become familiar in short time with the tool
- Efficient to measure the competences in practice
- Adaptability in different contexts and systems
- The assessed persons, if well informed, have a positive approach in being assessed
- The model has to be managed and used from the building schools/training centres, and not from other entities, because one of the key aspect is a strong familiarity and deep knowledge from the trainer/assessor.

Still open aspects:

- Terms and conditions of amendments/adaptations for different contexts
- Topic of certification of assessment: possible but possible also other forms of output «validation» (for companies, for choiche of further training, for self-assess with evidence etc)
- VET systems: a) where the process is less structured or «under construction», the tool can be pushed and used till a recognition at istitutional level; b) where the process is already fixed and structured, the tool can be used as a support or a further alternative of assessment/evaluation (e.g. for companies)
- Network of assessors to share and discuss together about problems and resolutions: is possible to establish or not?

2.1. Conclusive comments from the schools/training centres about the experimentations with the Trasfobuilding model

After the Salerno meeting (26 and 27 March 2009), at the conclusion of the 171 experimentations in the schools/training centres of the 5 partner Countries, the collection of the detailed comments from the different partners about problems and opportunities coing out from the experimentations has allowed to define some precise points which can be considered and evaluated for the wide use of the Trasfobuilding model and his diffusion in the different VET systems.

In particular, coming to the different Countries, the detailed comments, resumed and harmonized, are the following.

Germany

Positive aspects

- The assessment copes with certain phases of the German "HOL"-method, which is process oriented, therefore quite realistic, but also obligatory to be adopted by German VET-institutions within the ordinary German apprenticeship in the construction sector.
- The better use of the self-evaluation co-relates with higher pre-education in the sense of vocational training

- Trasfobuilding can be an alternative or variation for a small part within the German "HOL"-method. But "HOL" is obligatory in Germany; therefore Trasfobuilding cannot substitute it.
- Trasfobuilding is a proper instrument for the German VET-measures like "BaE", "BvB" and "3.Weg", which all are for target groups with special educational demands outside the formal apprenticeships. In "BaE", "BvB" and "3.Weg" there is no obligation to adapt "HOL"

Points to examine

- The Trasfobuilding assessments mix the professional and social competence of the workers without distinction; but the social competence is not the direct reason for the product performance and therefore add-on; it only makes about 50 % of the quality; since 50 % are not decisive for the good product, the product could be finished properly by 50 % of the competence of the worker.
- The measurements in the drawings had to be adapted according to German situation; therefore in Germany took comparable German measurements.
- The self-evaluations fit less or even do not do so at all, when adopted by workers, who do not have previous work experience; many "no"-answers could be frustrating; therefore they better fit with people being in formal apprenticeship or higher VET.

Belgium.

Positive aspects

- A work group has been created to study the possibilities to use the self evaluation in belgian system. The groupe is composed official representatives of the Validation of competences called "Consortium" and IFAPME.
- Good tool to improve the guidance of the candidate. Every center can improve this important part of the process. Formation PME wants to use this tool in future.

Points to examine

- The aims of the self-evaluation in the Trasfobuilding project and belgian system are different. Trasfobuilding evaluates the level of the candidate to adapt the test. Belgian system estimates the chances of success of the candidates.
- Trainees didn't feel very concerned by the self-evaluation because there wasn't practical test after (to remember that belgian experimentations were only on self-evaluation).

Italy.

Positive aspects

- The Trasfobuilding model has elements of objectivity and foster a valutive discussion.
- The sequence of assessing follows the realization of the handwork, helping not only the evaluation/assessment but also the comprehension of the work process and of quality criteria.
- The model can be used for different purposes, for the final evaluation, for the self-evaluation and for the explanation of the work process, fostering in the assessed people the consideration of the evaluation parameters.
- The assessed people usually are positive towards the model, conceding the objective approach.

Points to examine

- The tools of the model are very articulated and detailed, so also the "embedding period" from the assessed person is long.
- The evaluator must be very expert and familiar with the tool, to catch and detect in a proper way the element of "tolerance" of the tool itself for the final assessment.
- Some trainees assessed had difficulties in the technical part of the process, but probably for the lack of practical experience in their past.

- Some "tolerance" parameters for the evaluation must be probably reconsidered, also eventually adapted in the different contexts.

Spain.

Positive aspects

- The global results of the experimentation have more representative value and more homogeneity when are considered for more groups and more tests, when the potentiality of the Trasfobuilding tools is used not only to "find" if the candidate has or not the competence, but also to measure the level of this competence.
- The model allows to set-up a reliable and objective system of assessment.

Points to examine

- If we consider the result of the single test for a low number of persons (e.g. group of two persons), it can report "unexpected" worth, meaning that the evaluation of the trainer can be too different from the output of the test. This gap doesn't happen, as above mentioned, in case of global consideration of the tests.

Portugal.

Positive aspects

- Easy interpretation of the work-plan from the points of view of accessibility and structuration, from the trainees and from the trainers.
- The tool is also very fitting to test the level of qualified workers, because is definite.

Points to examine

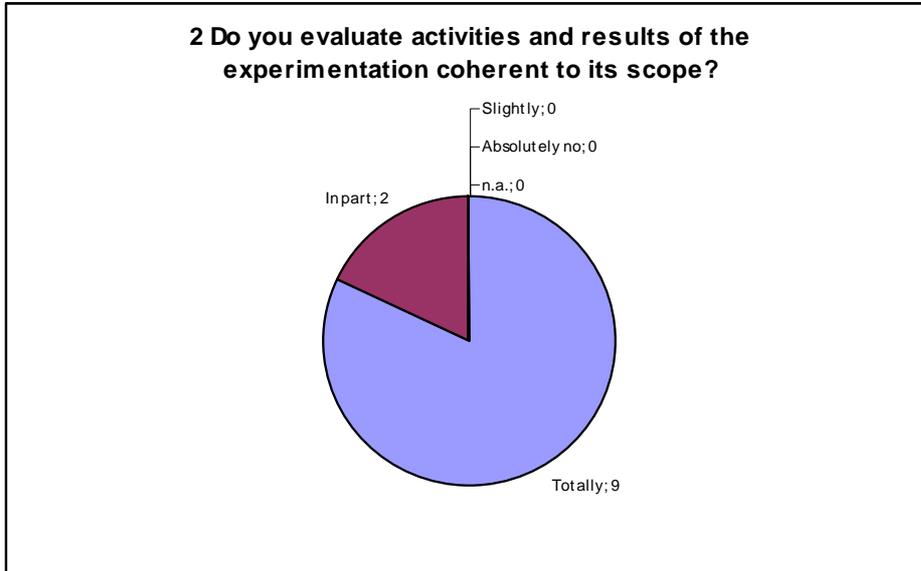
- Work on the timetable of the execution of works that can be adapted, also depending from the used materials.
- The indicated margins of error for the evaluation of the measurement of the amounts of materials are considered very high for a professional worker, but in each context this matter can be adapted in flexible way.

3. Process, progress and aims of the experimentations

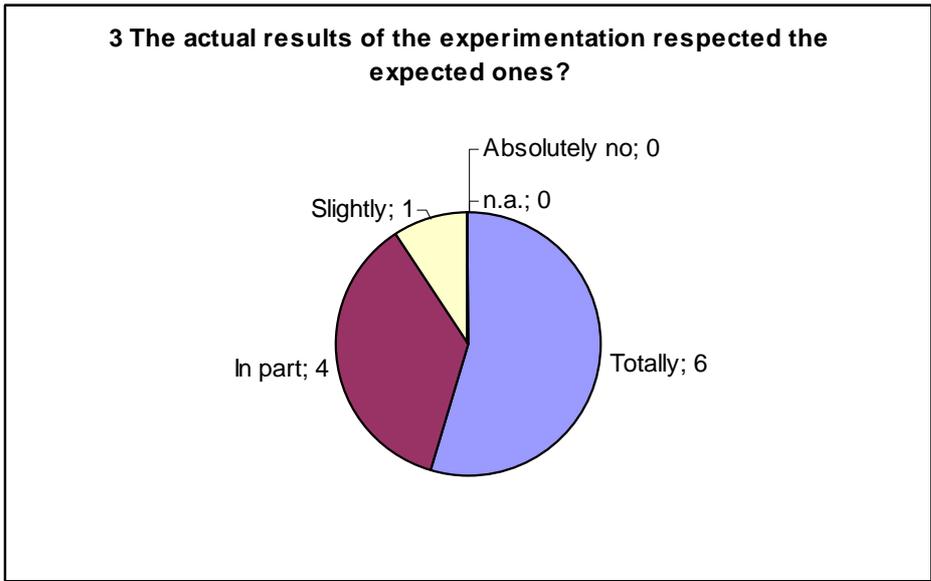
This chapter, like the next n. 4 and 5, reports the detail of the answers from the schedule n. 2, done from the experimenting schools/training centres and elaborate in graph form.



The aim of the experimentation has been well considered and evaluated during the preparatory meetings and tests.



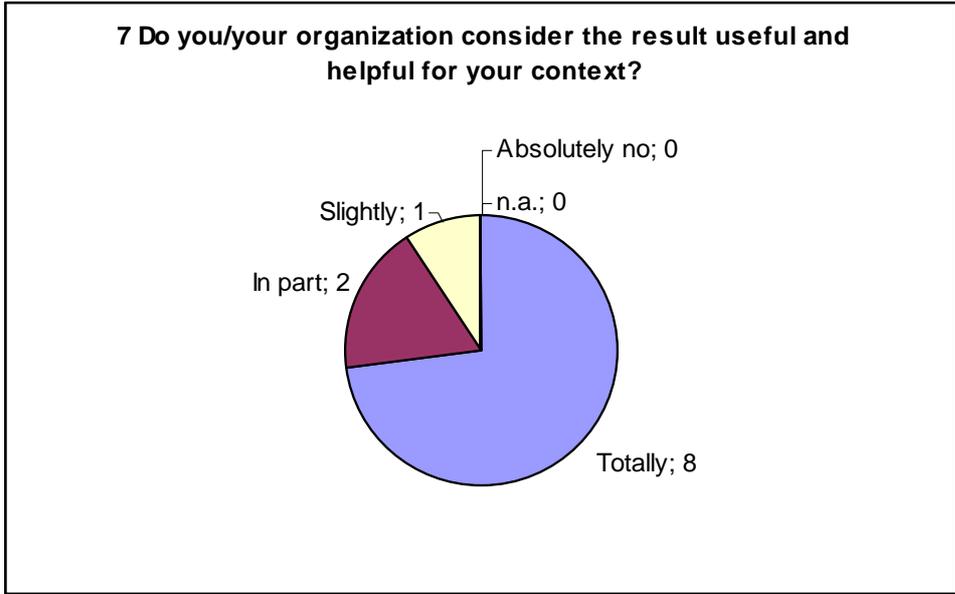
Also the coherence between results and original scopes has been considered proper from the main part of building schools/training centres.



The comparison between the effective results of the experimentations and the expected ones has probably evidenced some points not considered or not forecasted from some schools/training centres. This can be also a positive indicator because shows the «indipendency» of the model and its capacity to evidence new perspectives.

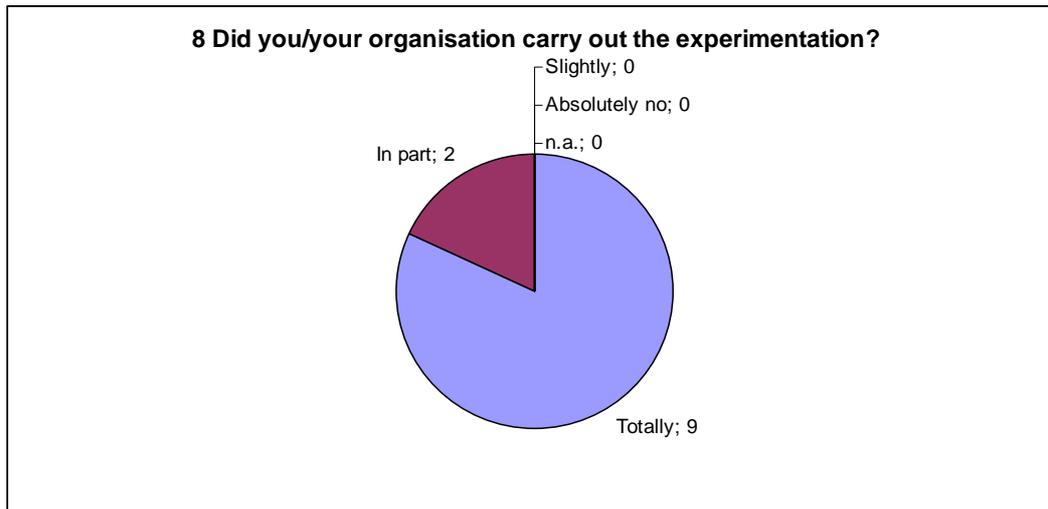
The questions n. 4 (For you/your organisation is clear your specific activity and role for reaching the goal of this experimentation process?) and 5 (Have you/your organization well understood your role and task?) have a practically 100% of "totally"; there is only one "n.a.", and this means that activities and role within the experimentation process is clear for all partners.

The question n. 6 (Do you evaluate effective and efficient the working plan actually pursued for the completion of the experimentation?) has a distribution of 9 "totally" and 2 "in part", meaning that the working plan shared for the completion of the experimentations is positively evaluated.

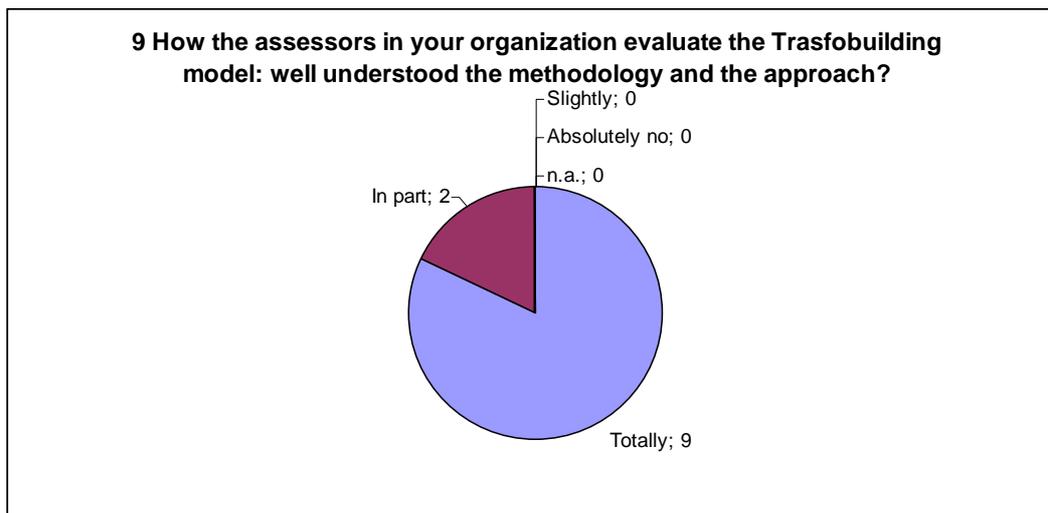


The potentiality of the model and his usefulness is shared from the main part of the building schools/training centres.

4. Use of the tool

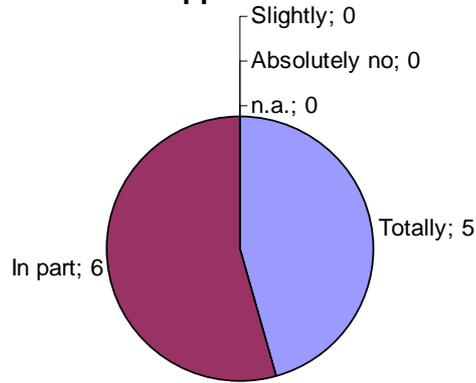


Among the partnership, the experimentation has been completed in all the parts (self-evaluation + evaluation) from the large part of building schools/training centres. And those who has not combined the two parts of the assessment, did it due to impossibility of the system in use in the Country or a problematic organization of the practical test-place.



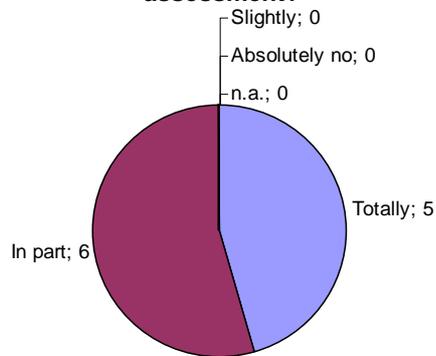
After the training of trainer set up during the meetings and, after, in each Country, seems that the trainers/assessors have reached a satisfactory acquisition of the methodology and of the relative pedagogical approach. This is an important information, because confirm that the model and the tools that compose it are in the practice easy to manage and to understand.

10 How the assessors in your organization evaluate the Trasfobuilding model: they share the methodology and the approach?



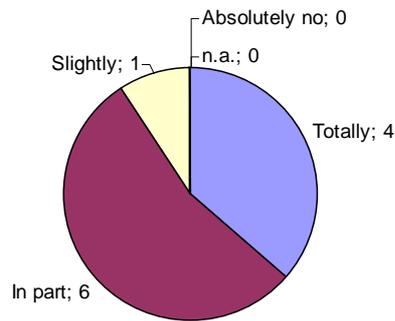
After having understood methodology and approach, the sharing of them is sometimes more partial from the trainers/assessors. It is evident that in some cases the acceptance of the model as a whole tool means a change of mental approach and schemes, and it is natural that among some people, used e.g. to tools more fixed and based less on the process, the familiarity is more difficult to reach. Anyway it is important to notice that also the trainers/assessors, once well informed and involved, have expressed a generally positive feeling.

11 Did the assessed trainee/workers appreciate the approach of the assessment?



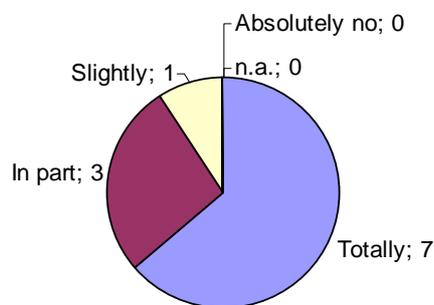
Also for the assessed people (trainees, workers or some other) the answer is positive. Also from the final specific partners' comments it is arguable that when the aim and the scope of this kind of evaluation is well explained and evidenced the utility for the assessed person is well evidenced, the appreciation of the practical and concrete assessment is obtained. Mostly because the assessed person sees immediately that the test is objective, and the trial of the test is based on his own ability, not on other parameters that can be interpreted as subjective.

12 The results of the experimentation (tools, methods) are going to be used in actual way also in the future from your organization?



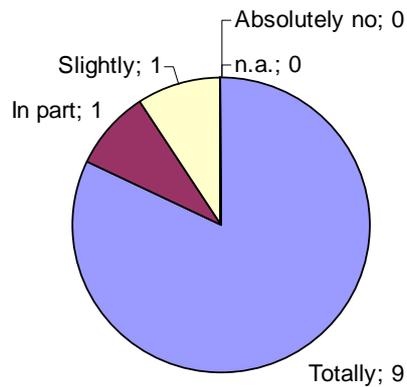
Only one case of the building schools/training centres has answered that the model will be slightly adopted in the organization. Seems infact that the main part of the testers have appreciate the model or at least part of it and so they are going to introduce in use. Obviously the adoption can be adapted and tuned for each organization, in the measure and in the way that has been agreed for the range of variation for the tools.

13 Did the results of the experimentation have taken in account to validate the competences of assessed trainees/workers (access to training, delivering of credits or certificates)?



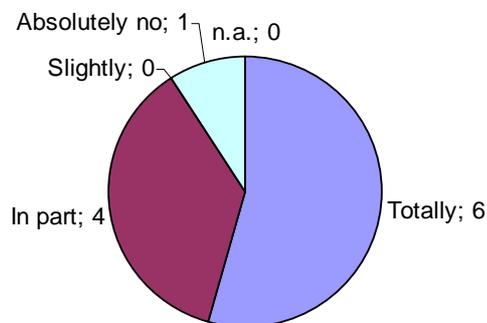
Considering that one and important possible use of the model is the validation of the competences, main part of partners have already used the testing phase to consider the results in the process of validating the competences of assessed people.

14 Do you/your organization think that the model is flexible and usable in your context?



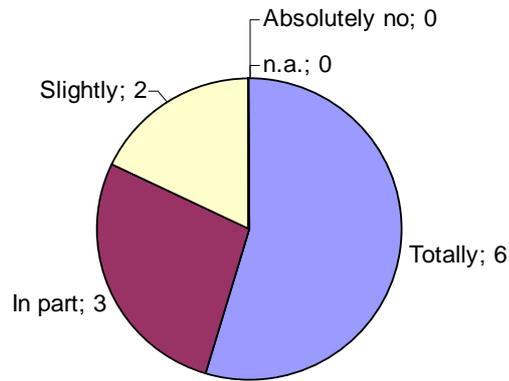
This answer confirms that the model, after a proper acknowledgement, is adaptable to different contexts and easily usable.

15 Do you/your organization think that the model can be regularly used for the assessment of the competences in your context?



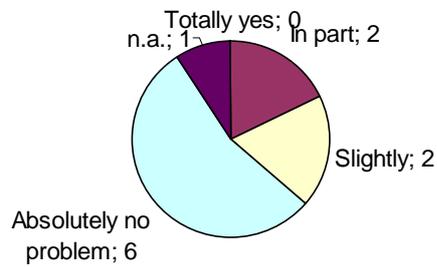
When the question asks if the model can be used regularly to assess the competences, the reaction from the partners is more cautious, with less contexts where the model is regularly adopted. This because of the already mentioned differences of VET systems, practices in use and regulations.

16 Do you/your organization consider innovative the Trasfobuilding approach?



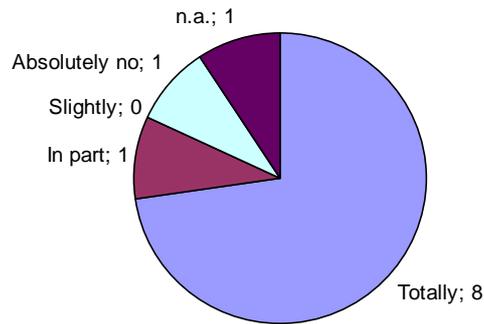
Considering the different part of the model, the partner consider that all the model, or at least part of it, contains concrete innovative elements.

17 Did you/your organization have had any problem during the experimentation?



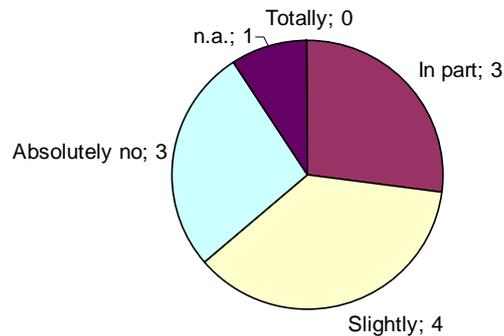
This item is delicate, because implies problems that can be of two main kinds: a) in the application of the model, e.g. in the tools or in the plans; b) in the approach towards the concept of assessment that it implies.

18 The problems faced have been all solved?



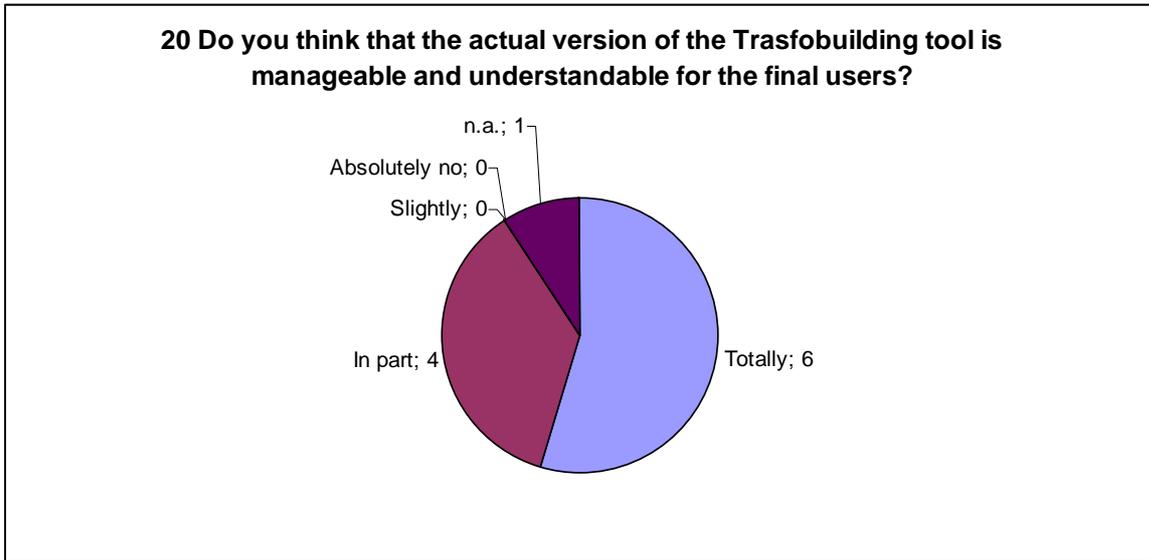
After the identification, consideration and the deepening of the problems to cope with, appear that the partners had the capacity and the ability to settle them. This is an indirect signal of flexibility of the model, because has allowed to be adapted to different knots.

19 To use the tool you/your organization had to amend or change something in it?

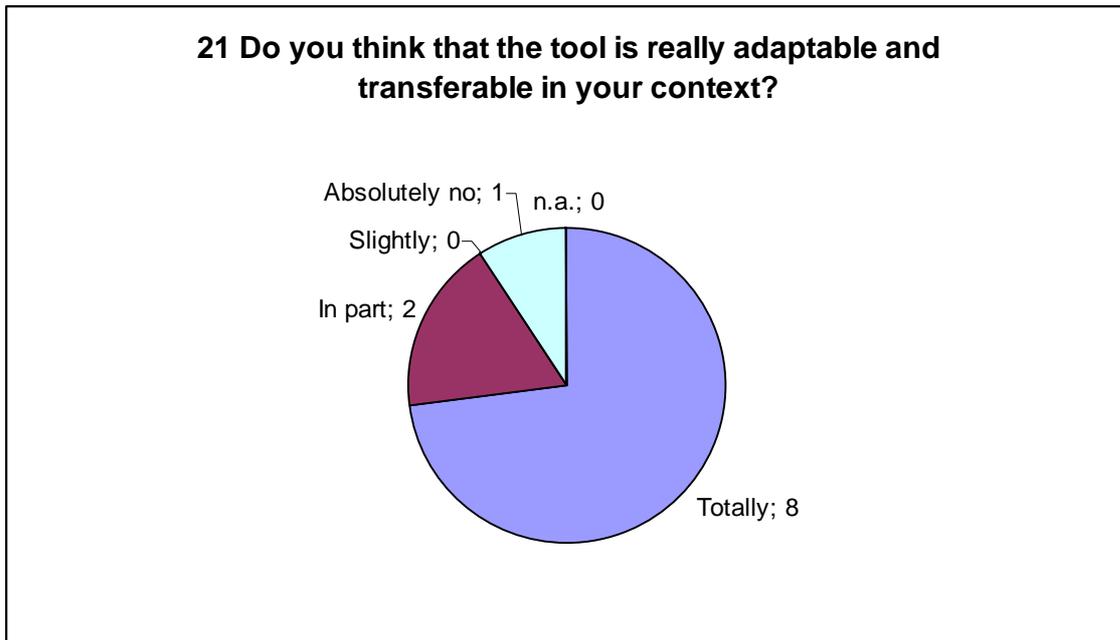


In the question n. 19 was asked, if done some changes in the tool, to detail them. There are 7 explanation, that can be divided in 3 categories: a) changes in the materials (e.g. bricks different); b) amendments in the evaluation (e.g. evaluation of the speed in execution or merge of some evaluation parameters); 3) little changes in the planning of the test and in translations (e.g. the simplification of the test for specific target group).

5. The tool

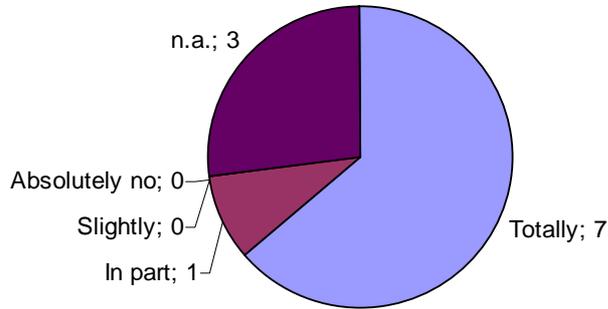


This part of the questionnaire focuses the tools of the model in its contents. From the answers appears that the usability is concrete and easily understandable.



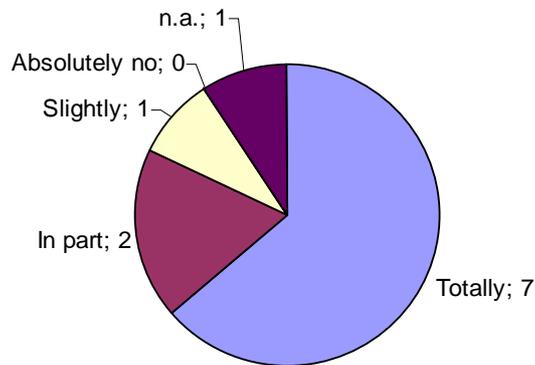
Also this specific question about the adaptability has reported a positive reaction, confirming the previous answers.

22 Does the tool ensure a good connection to the EQF in terms of descriptors and levels?



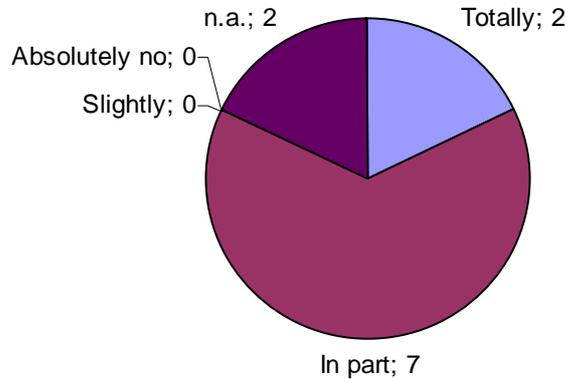
One of the strains from the project's management is to generate a shared output (the definitive model) fully compatible and connected with european principles and systems, particularly with the EQF for describing the competences. This because since the european frame is, and will be, very demanding in terms of compatibility and mobility of competences and certifications, is fundamental to propose a model bounded and connected to a common european requirement.

23 Do you think that the tool really provides added value for final users, respect already available assessment models?



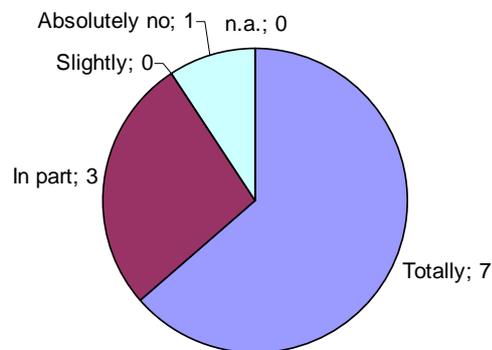
Confirming the positivity and the quantum of innovation of the Trasfobuilding model, main portion of partners have conceded an added value in comparison with the existing (if existing) assessment models.

24 Have you collected positive reactions from local stakeholders during the experimentation?



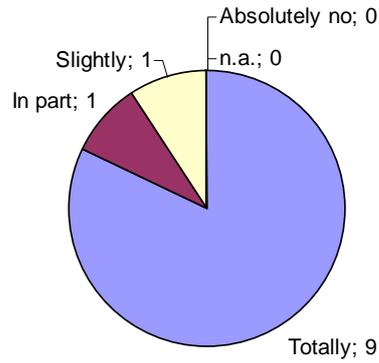
The local experimentations have potentially involved or in some way concerned different stakeholders in the different contexts; the reaction from these ones have been substantially positive, even some feedbacks are perhaps also of curiosity in front of a new approach, still to be deepened.

25 The tool has been successfully experimented without problems?



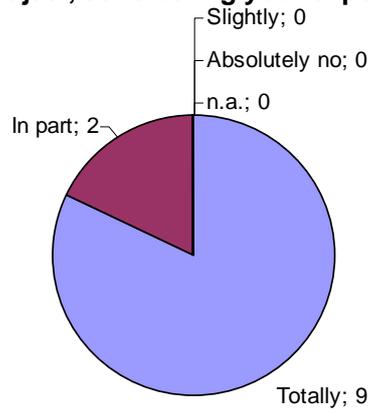
The model, considered from the point of view of its tools, has substantially well functioned. In some cases some amendments were necessary to be matched with the level of assessed people or with the scope of the experimentation.

26 The tool has been well accepted from the assessed trainees/workers?



This answer is important to attest that the Trasfobuilding model is a concrete way of assessment that is well accepted also from the assessed people, that see the usefulness and the objective in being evaluated with this approach, that evidence the objectivity of the evaluation.

27 In general how much are you/your organization satisfied of final outcomes of the project, considering your expectations and ideas?



The final satisfaction about the outcomes of the experimentation under the point of view of the tool is very positive, confirming that after an initial period of reflection about the model, the concrete use of it and its flexibility have convinced all partners about the innovative element that can produce.