

EQUFAS, «Travailler avec le CEQ dans le secteur de l'agriculture»

LdV/TOI/123013

<http://www.adam-europe.eu/adam/project/view.htm?prj=5730>

Information sur le projet

Titre: EQUFAS, «Travailler avec le CEQ dans le secteur de l'agriculture»

Code Projet: LdV/TOI/123013

Année: 2007

Type de Projet: Projets de transfert d'innovation

Statut: Clôturé

Pays: NL-Pays-Bas

Accroche marketing: Le but de ce projet était de rendre le CEQ un outil efficace pour le secteur agricole et notre "Manuel" ou "Orientation" est le résultat de la pratique apprentissage nous traiter followed au cours des deux dernières années. Nos conclusions sont remarquables

Résumé: Summary:

This project is about comparing the differences in qualification processes between the participants and to show the differences related to the competences within the agricultural sector

WHO?

Agricultural vocational institutions and their teachers and students in 6 partner countries (Austria, Estonia, Finland, Greece, the Netherlands, and Spain)

WHAT ?

Develop a common framework in 6 fields of agriculture

Try out the practical use of EQF in VET on levels 3-4

Evaluate EQF related to the agricultural sector and disseminate a format

Focus on competence-based learning and make people aware of new learning processes to achieve the aim

Promote team work (team thinking and team learning) of students and teachers from 6 different countries

Use outcomes of other projects, implement them and combine knowledge and experience to transfer as much innovation as possible

Valorise EQF

WHY?

To involve all stakeholders in a bottom-up approach

To improve transparency, comparability, transfer and recognition

To ease and increase mobility within the European labour market

When?

September 1 2007- September 2009

How?

Meetings (teachers, experts) to prepare drafts (3 fields)

First 3-week Pilots in 3 countries (students, industry, teachers) to try out and evaluate (weeks 14-16 2008)

Meetings (teachers, experts) to prepare drafts (3 more fields)

Second 3-week Pilots in 3 countries (students, industry, teachers) to try out and evaluate (weeks 37-39 2008)

Meetings (teachers, experts) to reflect, adapt, improve, complete

Third 3-week Pilots in 6 countries (students, industry, teachers) to try out and evaluate (weeks 9-11 2009)

Meetings (teachers, experts) to finalise EQF

Project goals:

- To prepare and organise the implementation of a pilot project in six countries in the academic year 2008-2009, with teachers and students from various institutions;
- Developing competences in the 'team thinking' and 'team learning' of students and teachers in the framework of their own personal development and in international relationships;
- To give a boost to a different form of education / a different way of learning; especially for the Netherlands in Life Long Learning
- To gain insight into the relationship between cultural differences and the way in which trade relations/export/labour, etc, to relate and EQF in the various countries.

Information sur le projet

- Implement outcomes of former Leonardo projects as Transfer of Innovation.

Description: Introduction:

This project is about comparing the differences in qualification processes between the participants and to show the differences related to the competences within the agricultural sector. The idea for this project originated in the regional consultations in the Agricultural sector. After meetings with representatives of the labour market and vocational educational institutes in several countries within the EU we found that most of the questions that people ask are about the framework itself, not whether it will be feasible.

- Are our 'degrees' and qualifications easy to recognise in this framework?
- What does the framework entail for the various sectors and, more specifically, for the agricultural sector?
- What is the added value of a European Qualifications Framework which is based on the perspective of educational pathways and learning outcomes, as opposed to a general European guideline for qualifications in regulated professions?
- Will the existence of an EQF improve the international recognition of our diplomas?
- Will the focus on learning outcomes, rather than on input factors such as the duration of the studies or the type of institution providing the education, facilitate the transfers and bridges between the different levels and types of education?
- Does the EQF 'help' in the cooperation between different cultures?

Working, learning and developing within an international context requires more than simply answering the questions above. This project addresses the practical feasibility of what the framework envisages. Is a comparison of qualifications possible if students in the various countries are trained in entirely different ways, taking cultural and language differences into consideration as well? The focus is at the Agricultural sector.

The participating educational organisations of six EU countries will gain experience of the complexities which are involved when thinking in terms of a European Qualification Framework.

That should become visible in this project, and we aim at feeding back the results to the

Thèmes: *** Marché du travail
 *** Étude interculturelle
 *** Formation tout au long de la vie
 *** Formation linguistique
 *** Formation continue
 ** Utilisation et diffusion de résultats
 ** Qualité
 ** Développement durable
 ** Dialogue social
 ** Validation, transparence, certification
 ** Entreprise, TPE, PME
 ** Égalité des chances
 * Formation ouverte et à distance
 * Orientation professionnelle

Sectors: *** Enseignement
 *** Agriculture, Sylviculture et Pêche
 * Activités des Ménages en tant qu'Employeurs; Activités Indifférenciées des Ménages en tant que Producteurs de biens et Services pour Usage Propre
 * Administration Publique
 * Activités Financières et d'Assurance
 * Transports et Entreposage
 * Commerce; Réparation d'Automobiles et de Motocycles
 * Construction
 * Production et Distribution d'Eau; Assainissement, Gestion des Déchets et Dépollution
 * Production et Distribution d'Électricité, de Gaz, de Vapeur et d'Air Conditionné
 * Industrie Manufacturière
 * Information et Communication

Information sur le projet

Types de Produit: Site Internet
 Matériel d'apprentissage
 Transparence et certification
 Méthodes d'évaluation
 DVD
 Autres
 Modules
 Programme/curriculum
 Procédure pour l'analyse et le pronostic des besoins de la formation professionnelle

Information sur le produit: Results of the EQUFAS project, see attached portfolio with these results:

1. The EQF handbook. The Common Framework of EQUFAS: "Working with the EQF in the Agricultural sector". Available in a printed version, pre-loaded on MP4 player with the direct links mentioned in the handbook and web based on www.equfas.com. The need for a particular framework for every branch in Agriculture was not supported by the assessors from the teaching- and labour market. They found a single all encompassing Framework as proposed universally adoptable. (See C2-1.) The EU representatives of the Agricultural sector asked us to write a detailed description for working with the EQF for all branches and available in all mother tongues. (See 2-7)-7).
2. EQF in Forestry, a detailed description for working with the EQF in this branch, competencies-based described and available in English, Spanish, Finnish, Greek, Dutch, Estonian and German. On internet, www.equfas.com and mp4 player.
3. EQF in Animal Husbandry, a detailed description for working with the EQF in this branch, competencies-based described and available in English, Spanish, Finnish, Greek, Dutch, Estonian and German. On internet, www.equfas.com and mp4 player.
4. EQF in Viticulture and Oenology a detailed description for working with the EQF in this branch, competencies-based described and available in English, Spanish, Finnish, Greek, Dutch, Estonian and German. On internet, www.equfas.com and mp4 player.
5. EQF in Agricultural Food, a detailed description for working with the EQF in this branch, competencies-based described and available in English, Spanish, Finnish, Greek, Dutch, Estonian and German. On internet, www.equfas.com and mp4 player.
6. EQF in landscaping, a detailed description for working with the EQF in this branch, competencies-based described and available in English, Spanish, Finnish, Greek, Dutch, Estonian and German. On internet, www.equfas.com and mp4 player.
7. EQF in Organic Farming, a detailed description for working with the EQF in this branch, competencies-based described and available in English, Spanish, Finnish, Greek, Dutch, Estonian and German. On internet, www.equfas.com and mp4 player.
8. EQF workshop program for teachers, a two day training program for teachers, including all educational backgrounds, power point presentations and interactive methodologies. On internet, www.equfas.com and mp4 player.
9. EQF workshop program for students, a handout for all who intend to work in another country under the EQF. On internet, www.equfas.com and mp4 player.
10. EQF training- and instruction program for Assessors. A printed version as well as web based www.equfas.com
11. information leaflet, for public relations. One version with English, Spanish, Finnish, Greek, Dutch, Estonian and German text parts in it.
12. A working website for communication and results, named www.equfas.com. This website will be open for at least the next 3 years, to allow all stake-holders the opportunity to introduce comments and revision-proposals based on real world applications of The Framework.
13. A Distant-learning opportunity with the E-learning site named EQUINET which was made available only to project-participants. For this project it was the interactive site for students, teachers and companies and only accessible with a password. The site is closing down on December 31st 2009. The pertinent, EQUINET information will be moved to the www.equfas.com website.
14. The EQUFAS outcome-based transferability assessment tool, available in English as a paper version and on the web site www.equfas.com
15. The EQUFAS 360* web-based outcome-based related assessment tool in six

Information sur le projet

languages for level 3 of the EQF, an example of the questionnaires can be seen on:<http://www.surveypplanet.nl/live/v1/manager/index.php?req=viewscores&pid=83825&verify=3f6a54ae58bac1ab9b4186a6796a12e2>

16. Outcome based curricula for level 3 of the Animal Husbandry branch as an umbrella for linking the different learning styles and learning ways of EU countries to the EQF. (www.cedefop.europe.eu under: Identifying skills needs Understanding qualifications and Developing lifelong learning)

17. An interactive MP4 player with all outcomes of the project, distributed among all participants(250) in this project.

18. Overall result: The EQF is now accessible to the Agricultural sector as well as educational institutes. The EQUFAS frame work is a bridge between the labour market and educational organisations and for both of them also the bridge to the EQF. A group of very enthusiastic people are now inspired and committed to the development of the EQF.

In addition to the above results the following actions were undertaken:

19. Eleven steering group meetings in which we developed the whole project in teamwork.

20. Six working conferences with teachers, students and representatives of the labour market involved in the project.

21. Two assessor training weeks in which the assessment structure was developed.

22. Three pilot phases from three weeks up to three months in duration were undertaken in six different branches of the Agricultural sector. These pilot phases involved 150 students, 50 teachers, 60 companies, 16 assessors and 27 advisors.

23. To test, disseminate and broaden the understanding of the findings, experiences and actions we had, and that would be undertaken, we organised five workshops for those involved and/or interested from all participating countries. This program was organized to introduce our finding as they relate our Industry and Educational Institutes to the EQF. Result: Almost 600 people participated in these workshops.

24. Publications in the partner countries in newspapers and educational/sectoral magazines, introducing our findings.

Page Web du projet: <http://www.equfas.com>

Contractant du projet

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Pays/Région: Zuid-Nederland
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Type d'organisation: Institution publique
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Partenaire

Partner 1

Nom: CENTRO INTEGRADO DE FORMACIÓN Y EXPERIENCIAS AGRARIAS
Ville: Molinas de Segura
Pays/Région: Murcia
Pays: ES-Espagne
Type d'organisation: Institution publique
Site Internet: <http://www.fyta.es>

Partner 2

Nom: EUROPEA Finland
Ville: Ähtäri
Pays/Région: Itä-Suomi
Pays: FI-Finlande
Type d'organisation: Institution publique
Site Internet: <http://www.sedu.fi>

Partner 3

Nom: EUROPEA Austria
Ville: Tulln
Pays/Région: Lower Austria
Pays: AT-Autriche
Type d'organisation: Institution publique
Site Internet: <http://www.europea.org/austria/english/index.htm>

Partner 4

Nom: Ministry of Education and Religious Affairs
Ville: Athens
Pays/Région: Attiki
Pays: EL-Grèce
Type d'organisation: Institution publique
Site Internet: <http://www.oEEK.gr/#>

Partenaire

Partner 5

Nom: EUROPEA Estonia center
Ville: Jugevama
Pays/Région: Eesti
Pays: EE-Estonie
Type d'organisation: Institution publique
Site Internet: <http://haana@luua.edu.ee>

Données du projet

Animal Husbandry Competence-based Curriculum EQF Level 3 - 2009-09-28.doc

<http://www.adam-europe.eu/prj/5730/prj/Animal%20Husbandry%20Competence-based%20Curriculum%20EQF%20Level%203%20-%202009-09-28.doc>

Learning outcome-based curriculum for EQF level 3 of the Animal Husbandry branch.

Assignment workshop.doc

<http://www.adam-europe.eu/prj/5730/prj/Assignment%20workshop.doc>

Workshop EQf assignment

EQUFAS_assessment.pdf

http://www.adam-europe.eu/prj/5730/prj/EQUFAS_assessment.pdf

Examples of the assessment tool

EQUFAS_sample_report.pdf

http://www.adam-europe.eu/prj/5730/prj/EQUFAS_sample_report.pdf

Examples of the assessment tool

EQUFAS_voorbeeldrapport.pdf

http://www.adam-europe.eu/prj/5730/prj/EQUFAS_voorbeeldrapport.pdf

Examples of the assessment tool

framework_reversed_version[2].doc

http://www.adam-europe.eu/prj/5730/prj/framework_reversed_version%5B2%5D.doc

The EQUFAS frame work

FrameworkStudentsversion.doc.doc

<http://www.adam-europe.eu/prj/5730/prj/FrameworkStudentsversion.doc.doc>

Student version of the framework

presentacion_Tonia[1].ppt

http://www.adam-europe.eu/prj/5730/prj/presentacion_Tonia%5B1%5D.ppt

student instruction file.doc

<http://www.adam-europe.eu/prj/5730/prj/student%20instruction%20file.doc>

Students instruction file

The_common_framework_of_EQUFAS defl.doc

http://www.adam-europe.eu/prj/5730/prj/The_common_framework_of_EQUFAS%20defl.doc

Our aim has been to make the EQF a workable tool for the Agricultural sector and this "Handbook" or "Guideline" is the result of the practical learning process we followed during the last two years.

Webbased version of the EQUFAS Assessment1.doc

<http://www.adam-europe.eu/prj/5730/prj/Webbased%20version%20of%20the%20EQUFAS%20Assessment1.doc>

Information about 360* learning outcome-based assessment tool

Données du projet

Workshop for the EQF1.doc

<http://www.adam-europe.eu/prj/5730/prj/Workshop%20for%20the%20EQF1.doc>

Workshop for the EQF

Produits

- 1 The EQF handbook. The Common Framework of EQUFAS: "Working with the EQF in the Agricultural
- 2 A common framework in 6 fields of the agriculture sector
- 3 EQUFAS Learning outcome based Transferability assessment tool 1 and 2
- 4 The 360* learning outcome-based, web based assessment tool for level 3 of the EQF
- 5 EQF workshop program for students, a guideline for all who will work in an other country related to
- 6 EQF training- and instruction program for Assessors.
- 7 Six different descriptions of working with the EQF focussed on Forestry, Food processing,
- 8 The triangle of the values for the partners in a project
- 9 Program for introducing EQF and connecting learning outcome-based competencies to Life-long
- 10 Outcome-come based curriculum for level 3 of the Animal Husbandry branch as an umbrella for

Produit 'The EQF handbook. The Common Framework of EQUFAS: “Working with the EQF in the Agricultural sector” . .'

Titre: The EQF handbook. The Common Framework of EQUFAS: “Working with the EQF in the Agricultural sector” . .

Type de Produit: Site Internet

Texte marketing: Our objective has been to make for the EQF a workable tool for the Agricultural sector and this “Handbook” or “Guideline” is the result of the practical learning process we followed during the last two years. The handbook is a guideline for educational institutes as well as the labour market. It guides the users through the unexplored field of the EQF, linking the EQF to existing mental models and systems, giving solutions for implementation of the new approach of learning outcome-based thinking.

The shift to learning-outcomes based thinking is a (paradigm) shift for school organisations. It is maybe the reason of the ever lasting discussion between the labour market/companies and school organisations in Europe. It is, in a way, a different mental model!

This handbook is a help in understanding the difficulties and how to overcome them.

Description: The handbook is a conclusion, lessons learned and a method itself. After every pilot phase we discussed the outcomes with all involved in the project. These evaluation meetings were the basis for our further strategy, tactics and operational planning. We transferred a lot of findings from other projects into ours and improved them in the course of our project, this saved us time, providing the space to reach the many results combined in the handbook. Conclusions and considerations of the methodology and the pathway we were following is a process that can be found in the handbook because the handbook explains the process by which the EQF is made workable for the agricultural sector, companies as well as educational institutes.

All participants in the project were very satisfied with the quality of the handbook. The steering group approved the quality .

Cible: STD-TRNEE, STD-ADL, TCH-TCH, TCH-NEGR, TCH-INSP, TCH-TRV,LAB_EMP,LAB_SAL,TCH-OTH

Résultat: We printed the first version of this handbook (1000 ea) and placed it on the www.equfas.com internet site. The Handbook is already spread out over many countries in Europe and has become a subject for discussion in many conferences and meeting concerning the EQF and ECVET. A revised version will be printed in 2000 copies around January 31st, 2010.

There have been several, publications about this tool related to the EQF in the partner countries. It is a discussion document for the implementation of ECVET in the Netherlands, Estonia and Finland. It was presented on the platform meeting of CEDEFOP in Brussels November 2009 and has become a subject for discussion concerning the learning outcome-based thinking in the finances and health care sectors. EQUFAS will be transferred in a 'Transfer of Innovation' project named IMPACT, which is an ECVET related project(call 2008)

The handbook is a guideline for educational institutes as well as the labour market. It guides the users through the unexplored field of the EQF, linking the EQF to existing mental models and systems. Giving solutions for implementation of the new approach of learning outcome-based thinking.

The participating educational organisations and companies of six EU countries experienced the complexities that occur when thinking in terms of outcome-based learning as it relates to the European Qualification Framework.

Domaine d'application: This project was a cooperation between educational institutes, policy-makers and enterprises. We chose for a large range of partners to maximize the broader understanding of our process. We intentionally disseminated our results also outside the agricultural sector to gain exposure and even broader recognition. It is spread out to the MBO raad (NL), AOC raad (NL), National Qualifications Authorities of Estonia, Curriculum development group for Agricultural education in Austria and others.

Produit 'The EQF handbook. The Common Framework of EQUFAS: “Working with the EQF in the Agricultural sector”. .'

Adresse du site Internet: www.equfas.com

Langues de produit: anglais

Produit 'A common framework in 6 fields of the agriculture sector'

Titre: A common framework in 6 fields of the agriculture sector

Type de Produit: Transparence et certification

Texte marketing: We introduced the 4CYOURWAY framework. This framework is set up to as a bridge for understanding the different competencies levels between educational systems in the Agricultural education system in the Netherlands. It is developed to help educators to understand the differences in descriptions of competencies between the school systems. The EQUFAS- framework is a document, a somewhat extended version of the EQF, providing a clearer operationalisation of the 8 EQF-levels in terms of the 4 domains and 11 dimensions of the 4CYOURWAY framework (Transfer of Innovation) . The 3 main building blocks of the EQF (knowledge, skills and competency) are covered by at least one or more dimensions of the 4CYOURWAY-framework.

Description: The framework has been reviewed by teachers from the participating countries, feedback from experts (representatives of the labour market concerning EQF), workshops with educators, school management. Presentations with national authorities (CEDEFOP {EU}, AOC-Raad {NL}, European Commission Concerning EQF) in the participating countries. The framework made the level of understanding for learning outcome based competencies for the educators much easier and more transferable. At once they got the insight of what the complexity of thinking in competencies for school systems should include. The question we asked the teachers, to search for the missing links in their present educational system, was an eye opener.

Cible: .Due the partnership of the Dutch Alliance(an alliance of the biggest VET colleges in the Netherlands not agricultural) in this project especially in the dissemination activities we reached a much larger group then only the Agricultural sector STD-TRNEE, STD-ADL, TCH-TCH, TCH-NEGR, TCH-INSP, TCH-TRV,LAB_EMP,LAB_SAL,TCH-OTH

Résultat: We discussed the framework with hundreds of people in workshops and lectures. We experimented with the tool with educators and entrepreneurs. The framework can be used by not only the Agricultural, but by all sectors, it can be seen as the bridge between the EQF and educators and companies. The Framework is disseminated in the development of a learning outcome-based assessment tool. That makes directly for a more valuable and more tangible framework. There have been several, publications in Dutch, Estonian and Austrian papers and magazines about this tool as it relates to the EQF in the partner countries. We used this paper as a guideline for the exchange program with an Agricultural college between the Netherlands and Japan.

Domaine d'application: This project was a cooperation between educational institutes, policy-makers and enterprises. We chose for a large range of EDUVET, ENT-UNION, PUB-COMP, EDU-SCHVOC, ENT-LARGE, OTH, PUB-REGpartners to maximize the broader understanding of our process. We intentionally disseminated our results also outside the agricultural sector to gain exposure and even broader recognition.

Adresse du site Internet: www.equfas.com

Langues de produit: anglais

Produit 'EQUFAS Learning outcome based Transferability assessment tool 1 and 2'

Titre: EQUFAS Learning outcome based Transferability assessment tool 1 and 2

Type de Produit: Méthodes d'évaluation

Texte marketing: We developed three different assessment tools. Two of them are based on a personal assessment, the third is a web-based version and described in results 5. At the outset we intended to assess those students and employees participating in this project with the assessment tool developed in the Netherlands for informational learning processes. The assessors(all representing different branches of the agricultural sector, and not related to educational institutes) came to the conclusion that this tool is not suitable for the EQF. Professional performance abroad not only depends on professional skills, knowledge and abilities but also on personal characteristics of behaviour and communication skills in a host country. In the EQUFAS project we strove to assess the abilities of students to perform in companies abroad.

Description: We created a matrix for developing the assessment questionnaires. The matrix as such, we thought was far too complex to serve as a tool for assessing professional performance of our students abroad. We discussed what should or should not be taken into account when assessing the performance of students in the host countries and what assessment procedure can be used.

Seeking an assessment tool, we comparatively reviewed the VQTS model of assessing and this led to our development of a tool which we used in Pilot Study phases 1.

The VQTS model is somewhat an ECVET tool which makes the outcomes of different levels measurable, but in its origin is an input-based formulated tool. But the way it is set up was very easy to transfer to our learning outcome-based tool. We used the taxonomy of Bloom for our assessment tool and this can be seen in the handbook.

Assessors, as well as the company coaches, were very satisfied by the utility of this new tool. Students and teachers were very disappointed and did not understand the intention of the assessments. In the discussion during a conference with all of the participants, around the assessment results and the methodology used, we concluded that this dichotomy between satisfied and disappointment is the difference between working with learning outcomes and input-based learning.

Cible: trainers, employees in companies, students, teachers, assessors, mentors, educators.

Résultat: One of the findings was: the tool was very difficult to understand/work with for the students and teachers involved in the assessments, because they are used to work with input-based exams. This difference is more or less a paradigm shift(see the EQUFAS handbook, chapter 6). As a result of this meeting the participants recommended the steering group to develop a new assessment tool which was more scientifically connected to the mental model of educators and students while working from learning outcome-based competencies. The students of the university of Vienna monitored the second phases as well and reported their outcomes to ACS as well as the steering group. We tested the second tool with a far greater number of people, and focussed on particular targets, such as, how to do the mentor interview, learning outcome-based questionnaires and behavioural approach of an assessment.

Domaine d'application: This tool focuses on the transferability of trainees and employees in an international work environment. The concept of transferability refers to the ability of a trainee/employee to adapt him/herself to a work environment abroad, including the language and cultural aspects of that workplace. The concept in focus includes the transferability within economic sectors as well as between economic sectors. It relates to characteristics that, independent of the trainee/employee's technical knowledge and experience, contribute to his/her adaptability abroad and at home because they are universal competencies but only specified on working abroad. The tools can be found at www.equfas.com and will be added in an attached file.

Produit 'EQUFAS Learning outcome based Transferability assessment tool 1 and 2'

Adresse du site Internet:

Langues de produit: anglais

Produit 'The 360* learning outcome-based, web based assessment tool for level 3 of the EQF'

Titre: The 360* learning outcome-based, web based assessment tool for level 3 of the EQF

Type de Produit: Autres

Texte marketing: The goal of the assessment is to provide feedback to a worker in a level 3 job about his or her ability to function at the required level. In order to achieve maximum accessibility, the tool needs to be developed web based. The tool is not directly related to the Agricultural sector and can even be used for assessing the personal development of employees within companies. It is not necessary that the worker is in the situation of being abroad. It is a step towards a Life Long Learning personal assessment tool. We developed the tool because of the cost of personal assessments. Personal assessments take about two hours of time for two assessors, if that is needed to assure the quality of the EQF it not affordable. Therefore we developed a web based version.

Description: All of the students in Pilot Study period 3 worked with the new web-based assessment tool. It is a 360 degrees feedback instrument, written in six languages. All students were asked to use the tool developed by ACS. At the same time they were required to ask people in there home country, i.e. the company he or she is working for most of the time, to fill in the assessment tool as well. In addition their teacher, mentor or coach were invited to do the assessment. The persons assessing must be able to give unbiased answers concerning the working behaviour of the student. This means no friends, family, related people etc.. At the end of their work-period abroad, the assessments were done by the company coach, the mentor of the school and maybe one or two colleagues they worked with. Everybody could answer this in their own language, because all questions are the same and the outcomes are equal. All these answers were send back to the server and the student and teacher or mentor received a report in their own language. Based on this report, a dialogue between the student and teacher or mentor will take place.

Cible: students, employees, teachers, assessors, educator, entrepreneurs, mentors

Résultat: In a practical way, we tried it out and discussed the results in the final meeting of our projects with all participants and had an open discussion about the methodology. Scientific feedback from the EQUFAS assessment group, Universities involved in EQF processes, sector organisations like Aequor, 3s laboratory, CEDEFOP, etcetera.

Domaine d'application: The web-based version is to be used for, and by all sectors and more then two assessors are possible which makes the feedback much more valuable and the outcomes are easy to handle in a statistics system which makes outcomes easier comparable. This can be seen as a means to commence the mainstreaming of the ideas behind the project's results..

Adresse du site Internet: www.equfas.com

Langues de produit: néerlandais
anglais
estonien
finnois

Produit 'EQF workshop program for students, a guideline for all who will work in an other country related to the EQF'

Titre: EQF workshop program for students, a guideline for all who will work in an other country related to the EQF

Type de Produit: Matériel d'apprentissage

Texte marketing: We developed an instruction training for students in EQF. The Purpose of this training is to get students ready for their experience abroad.
The Starting level: Students who are informed of EQF and willing to work abroad. It is a two days trainings program for qualified-experienced teachers, well informed about EQF, outcome - and competence based - learning processes.
The theme of the first day is focussing on explanation about the EQF and the role of the modern student and informing the students in an interactive way in the knowledge they need for working abroad. The second day is focussing on the competencies need for working abroad. We use the EQUFAS framework in an interactive way

Description: We developed a training profile during the kick off meeting and used that in the first pilot phases, evaluated this in the first teachers meeting and improved the profile to a program. We used the input of the students extensively.

Cible: Teachers and students who are new with EQF. The programm is developed for trainers who are well known with the EQF!

Résultat: Our workshop presentation involved both students and industry, which acted both to educate and to disseminate. The inclusion of a substantial group of students from the beginning was crucial to our success.
Dissemination action: In all partner countries schools, that are involved in EQUFAS, are also using this tool for coaching students who are not involved in this project but who are going abroad for their studies. It is a teachers program for guiding the students/employees and a self assessment tool for the students.

Domaine d'application: For groups od students who are going to work abroad. making the EQF workablerelated to ECVet.

Adresse du site Internet: www.equfas.com

Langues de produit: anglais

Produit 'EQF training- and instruction program for Assessors.'

Titre: EQF training- and instruction program for Assessors.

Type de Produit: Autres

Texte marketing: We developed a guideline/ instruction frame for users in companies, coaches and assessors which was developed in the kick off meeting. For the second pilot phases we developed special information for the assessors, a guideline for assessors according to the STAR methodology. There is a trainings program for assessors developed. The context of this program is focussing on an Introduction (aims, expectations, methods e.t.c) We lead the assessors through the methodology by a workshop :describe how do you assess practice of the students in company . Theoretical aspect – TAT-method , STARR-method ,compiling of the competence based questionnaire for student assesment (infoSHOPING) .

Description: Method: review.

The introduction document and guideline we used in the 1st pilot phases was evaluated in the teachers meeting in Austria and representatives of the companies as well as the educators recommended to re-write the document as the guideline for the branches, a document written in the mother tongue which can be seen under result number 9. For the assessors and coaches within the companies, we developed a new guideline based on the STAR methodology. We improved the methodology when thought appropriate after the review sessions during the assessment periods in every pilot. This as a result of the discussion between the assessors, teachers and students during the evaluation meeting in Austria, June 2008. In the second and third pilot phases we planned time for these review sessions

Cible: Assessors of the labour market who are going to work with an learning outcome based assessment tool for the EQF/ECVET

Résultat: As a result of the meeting in Austria June 2008,(40 people, excluding 12 students were attending the meeting) the participants recommended the steering group to develop a new assessment tool and guideline for the assessors which was more scientifically connected to the mental model of educators and students while working from learning outcome-based competencies. The scope was on the quality assurance and the methodology used in the first pilot period in the assessments. For the first assessment tool we used the taxonomy of Bloom but this was a very abstract methodology for teachers and students to understand. We asked Academic Consultancy Services in the Netherlands to help us. They developed together with the assessors a new assessment tool, as well as the new guideline, which was tested in the pilot phase 2 in wine pilot by all assessors. The testing methodology was the STAR and this process was observed by the Dutch Authority for the Agricultural examination board, AEQUOR.

Students from the university of Vienna monitored the other pilot studies in the 2nd pilot phase and reported their findings to ACS as well as the steering group. We tested the second tool with many more people, and focussed on particular targets, such as, how to do the mentor interview, learning outcome-based questionnaires and behavioural approach of an assessment.

Domaine d'application: We made the training more usable outside the agricultural sector. As advised, we focussed only on the level of VET.

The training is ready to be used outside the agricultural sector.

It is now usable for all sectors.

Adresse du site Internet: www.equfas.com

Langues de produit: anglais

Produit 'Six different descriptions of working with the EQF focussed on Forestry, Food processing, Landscaping and Gardening, Animal Husbandry, Viniculture and Organic Farming.'

Titre: Six different descriptions of working with the EQF focussed on Forestry, Food processing, Landscaping and Gardening, Animal Husbandry, Viniculture and Organic Farming.

Type de Produit: Enseignement à distance

Texte marketing: A detailed description for working with the EQF in this branch, competencies-based described and available in English, Spanish, Finnish, Greek, Dutch, Estonian and German. It is an overview of the competencies needed by students, companies and coaches while going to work abroad or working with people from abroad .On internet, www.equfas.com and mp4 player.

Description: The deviation from our original plan: The teaching- and labour market representing-assessors concluded that there is no need for a particular framework for every branch, and more in particular for the Agricultural sector. The teaching- and labour market representing-assessors concluded that there is no need for a particular framework for every branch, nor is the framework specific to the Agricultural sector. A framework as proposed, is an abstract tool which can be adapted to incorporate every detailed competency of any individual branch, institution and employment environment, be it Agricultural or otherwise. While the verbs are the same, the detailed description for a certain branch will be different. The representatives of the sector asked us to write a detailed description for working with the EQF for all branches, available in all the mother tongues. Those will be found in this result.

Cible: EDUVET, ENT-UNION, PUB-COMP, EDU-SCHVOC, ENT-LARGE, OTH, PUB-REG

S1 – S7 This project was a cooperation between educational institutes, policymakers and enterprises. We chose for a large range of partners to maximize the broader understanding of our process. We intentionally disseminated our results also outside the agricultural sector to gain exposure and even broader recognition.

Résultat: The outcomes of the discussion were used to develop a document which was accepted by all partners involved as being the guideline for working with the EQF in that particular branch while the handbook is much more intended to use as background information. In the same discussion the participants decided to implement a special recommendation/guideline developed by the students who worked in the 1st and the 2nd pilot phases, for students who are intend on working abroad and in accordance with the EQF.

Domaine d'application: The document was put together based on the feedback the stake-holders and target groups gave us early in the project. The mental model was that all branches should have their own guideline, however, during the kick off meeting it became obvious that this would not work. See minutes of the kick off meeting
This document was put together by all participants, and the ownership felt is very high. All agreements made by the participants in the pilot studies were made according to this guideline on EQUJET.

Adresse du site Internet: www.equfas.com

Langues de produit: frison
allemand
grec moderne
anglais
estonien
finnois
français
néerlandais

Produit 'The triangle of the values for the partners in a project'

Titre: The triangle of the values for the partners in a project

Type de Produit: Procédure pour l'analyse et le pronostic des besoins de la formation professionnelle

Texte marketing: A document based on the three keystones of the triangles of the values Ownership, Capacity and Leadership This document is very useful for starting cooperative processes and contains the basic commitment around these values as they relate to this project.

Description: We started this project with a three day conference to search for the real needs of all partners and we made the commitment and took ownership of the objectives set out for of this project. We used to this end a methodology which is used in the learning organization and is the so called "Presencing methodology"(being present in the process). It brings every partner back to their core values, it makes them ask why they participate in-, and what their personal targets are- for a project like this. It is the basis for building the project strategy, the tactical movements and operational actions which leads to the results we all have in mind. It is the basis for cooperative thinking and learning and increases the level of system thinking and team learning. This is very important for making projects sustainable and it was a part of our dissemination process.

The Triangle of the Values is a deliverable with high importance. The methodology is transferable but needs personal competency of the instructor and project leader. The document is a step by step report of the process.

Cible: We recommend this for other projects in order for the ownership of the objectives to become accepted by all.

Résultat: The triangle of the value which was the basis for our working style and working way. It required personal ownership of the project form all participants and was of a great importance to the success of this project.

Conclusion of the feedback session: Operational actions do not necessarily lead to results therefore we have to realize that the pilot studies of the students are operational actions which do not automatically lead to the results this project is aiming for!

Domaine d'application: We were originally not planning to include this conference, however, because the participants brought their differences in mental models, the way and style of working, the objectives and others, we thought this step to be useful, as it turned out to be. We strongly recommend every complex project to include this step.

We also did not refrain from dissemination outside of Europe because of the new strict obligation for mainstreaming of a TOI project, this gave a push to our 'out of the box thinking' and made us think in a more holistic way. We used our Intercontinental relations because a form of the EQF is adopted by many countries outside Europe.

Adresse du site Internet: www.equfas.com

Langues de produit: anglais

Produit 'Program for introducing EQF and connecting learning outcome-based competencies to Life-long Learning activities'

Titre: Program for introducing EQF and connecting learning outcome-based competencies to Life-long Learning activities

Type de Produit: Matériel d'apprentissage

Texte marketing: We developed a workshop outline with working materials as a dissemination tool to make people, either representing the labour market or educators, who did not participate in this project, understand what the EQF is about. It is a one or two day program with introductions of the theme, it is interactive and full of possibilities for transferring knowledge to the participant's own work fields. The workshops have been bilingual and as such easily accessible for people who do not speak English. The workshop leader can lead the process in the English version while the participants can work the operational and reading levels in their own language. All discussions take place in the mother tongue, that is the content of the workshop while the workshop leader only has to follow the process by observing and asking for a summary of the discussions. (Of course the workshop leader does not have to be, but can be, an English speaking outsider).

Description: Bi-lingual working methodology was very effective and made it possible to participate for a much larger group of people. For instance in Austria we did the workshop for all teachers, staff members and those who work indirect with the students(those hardly spoke any English) and the bi-lingual methodology made the workshop very successful. The process of the workshop was set up in English while the content was done in the mother language. Presentations, workshops discussions and other operational activities were in the mother tongue which made for ease of access.

Cible: EDUVET, ENT-UNION, PUB-COMP, EDU-SCHVOC, ENT-LARGE, OTH, PUB-REG
S1 – S7
All organisations are interested in EQF and competency-based Learning.

Résultat: The workshops made the understanding of the EQF much better and our target groups were happy with these meetings. It made the whole project also more understandable, explaining others what your experiences were, made them understanding themselves the most! It was also the challenge to create an easy accessible methodology of working because EQF and competency-based learning is a very abstract subject.

Domaine d'application: Europea Finland, Europea Estland, Europea Austria, Europea Spain, OEEK Greece, Centro Integrado de Information Agraricas, Wellantcollege, Europea Nederland, Aequor, enterprises in partner countries, Ukraine, Japan and South Africa. Workshops in the countries involved. We organised several workshops even outside Europe, we did a workshop in Japan as well as South Africa.

Adresse du site Internet:

Langues de produit: anglais
néerlandais
finnois
estonien

Produit 'Outcome-come based curriculum for level 3 of the Animal Husbandry branch as an umbrella for linking the different learning styles and learning ways of EU countries to the EQF.'

Titre: Outcome-come based curriculum for level 3 of the Animal Husbandry branch as an umbrella for linking the different learning styles and learning ways of EU countries to the EQF.

Type de Produit: Programme/curriculum

Texte marketing: We developed an outcome-based curriculum excerpt, in this case, for the Animal Husbandry Branch, with a connection of the excerpt to the EQF. This curriculum can be used as an example for the development and comparisons of National Curricula to the EQF. In a way this is an international umbrella for Animal Husbandry and the learning style and learning path is open to every individual country. It remains an abstract description. Every branch can take the same steps in writing the needed descriptions and we did not have a mandate to write all descriptions nor did we have the time required to complete that task..

Description: We tested the curriculum by discussing with the stake-holder sand target groups in the final conference. We organised several workshops during the conference to discuss the details and consequences and connected them to the target group who worked on translating The EQUFAS Framework into students behaviour competencies.

Cible: Educators, teachers, students representatives of the labour market involved in curriculum development. Inside as well as outside the Agricultural sector

Résultat: We evaluated the way and style of working, discussed the requirements for the content of the curriculum, included the improvements and considered the recommendations. These recommendations can be found in the attached files and connected to the overview of this curriculum. Within the time available for this project there was no time to test the curriculum in real time, although we would really have liked to do so. The development of the framework for learning outcome-based competencies was time consuming.

Domaine d'application: A,C,D,E,F,G,H,Q,T,I,J,K,L,M,N,O,P.

STD-TRNEE, STD-ADL, TCH-TCH, TCH-NEGR, TCH-INSP, TCH-TRV,LAB_EMP,LAB_SAL,TCH-OTH In the development session 12, in the workshop 102

Adresse du site Internet: www.equfas.com

Langues de produit: anglais

Project Tags

The project belongs to the following group(s):

EQF (<http://www.adam-europe.eu/adam/thematicgroup/EQF>)