

Experimentation results and impact analysis: Final Evaluation Report (Deliverable nr. 9.4)



ECVET system for No borders in tourism hospitality **European Training and Work**

*147788-LLP-1-2008-1-IT-ECVET
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Premise

Project N.E.T.WORK is one of eleven European ECVET pilot projects with the following general objectives:

- to constitute and consolidate a partnership among organisations able to create and share a common operational framework for the development and testing of the ECVET system;
- to carry out experimental interventions within the ECVET system with reference to the specific target of beneficiaries of vocational training pathways and eventual mobility projects, in the sector of tourism and hospitality management with a particular focus on the reception areas in hotel and alternative lodging structures;
- to define and implement specific ECVET techniques and produce methodologies, specifications, guidelines and a handbook;
- to empower systems mainstreaming interventions in order to contribute to strengthening the results of the general ECVET system in a wider EU context.

In the first period of project activity, the partnership realised the N.E.T.Work model for the application of the ECVET System; in particular, it:

- analysed the partnership's national contexts (certification systems and training supply regarding the sector of tourism and hospitality management with a particular focus on the reception areas in hotel and alternative lodging structures);
- selected the training profiles, which will be subject to testing, equivalent both in terms of formal EQF level and of the number of years of instruction/training:
 - o Provider of Hospitality & Accommodation in Agrotourism (France)
 - o Tecnico superiore per l'assistenza alla direzione di strutture ricettiva (Italy)
 - o Head Receptionist (Portugal)
 - o Receptionist (Slovenia)
- analysed the modular structures of the training pathways in the different countries and identified the related LOs in a KSC (Knowledge, Skills and Competences) Framework for each structure;
- identified five shared Units and inserted for each shared UNIT the LOs in the KSC format;
- agreed on the assigning of credit points (overall and distinctly by single Units) and the differentiated assigning of percentile weights attributed to the LOs within the

Units by each partner;

- defined a system for the verification and evaluation of the LOs.

All this work was realised following the indications of the RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) (Text with EEA relevance) (2009/C 155/02) and of ECVET project seminar contributions.

Throughout the development of WP8 (Fine-tuning the Experimentation Plan) the partnership organised the appropriate synergies and methods of coordinating the experimentations to be carried out in the partnership's countries, on the basis of the results of the previous WPs, with the direct objective of promoting (and incrementing) mobility and of consolidating its positive effects in terms of the recognition/acknowledgment of credits.

At least one partner in each of the countries involved tested the ECVET model as part of training pathways. In this phase the partners who carry out a central role in the national territory of reference, such as professional/vocational training agencies and institutions with a ready supply of training pathways/courses of specific qualification in the tourism industry, have played a highly important and strategic role.

For this reason, the partners CST and SV&CO have collected all the outputs and elaborated a comprehensive set of tools composed of the three main deliverables produced during WP7 and WP8:

1. Formal agreements (Deliverable nr. 7);
2. N.E.T.WORK Experimentation Plan (Deliverable nr. 8.1)
3. Guidelines for the application of ECVET (Deliverable nr. 8.2)

Among these tools, in particular, the N.E.T.WORK Experimentation Plan and Guidelines were composed of key-documents for the actual experimentation of ECVET N.E.T.WORK model in the partners' national contexts. These included:

- Consistency of Units and LO of the WP5 framework with Units and LO of the experimentation pathway
- KSC Framework
- Outline of the Units and comparative chart of the LOs
- Grid for verification of the training contents of the pathway according to the ECVET system
- Verification and Evaluation Method Grid

These documents were used by the partners for the experimentation and, following the Guidelines elaborated to co-ordinate the testing phase, all the methods and instruments defined by the partnership were fully respected. In fact the fields of application, roles, timing, expected results and direct and indirect target groups were all clearly outlined in the Guidelines.

From the context analysis, conducted using the output from WP 2 (Description and Selection of the training profiles to be tested in the experimentations) and WP 3 (Sharing and validation of the description modalities for the learning outcomes and units), a certain heterogeneity in the practices and VET instruments used in the partnership countries has emerged, as well as a differentiation of functions and missions among the subjects involved as partners¹.

Nevertheless, this has brought added value to the project for two orders of reasons:

- 1) it has faithfully mirrored the real situation among the member nations of the European Union;
- 2) it has allowed the N.E.T.WORK Project to identify and experiment methods for putting the ECVET system into effect involving not just the certifying agencies but also those who operate "upstream" and "downstream" of the certification process.

For these reasons and on the basis of the joint consideration reached during the 3rd trans-national partnership meeting held in Ljubljana, CST and SV&CO proposed and agreed with the partnership some experimentation methods and tools² in order to:

- allow each partner to carry out the experimentations in conformity with his/her own institutional mission and with the effective areas and typologies of training processes existing in his/her own context;
- offer, by means of experimental evidence, indications to the Agency that monitors the work of the partnership, about the possibility of different subjects which act with various capacities in the sector of vocational education and training working in agreement under the ECVET system;
- demonstrate that the same system can provide – even within the differentiated VET processes already existing and in use in the reference countries - homogeneous forms of application, that are able to involve all the levels of actuation present to date.

¹ The above-mentioned partnership context is represented even more precisely in the outputs of WP3/ WP4 (Description of selected training profiles connecting the MODULES of the trainings paths with the UNITS)

² These materials correspond on the one hand with what was foreseen in the project proposal in WP 8 and WP 9, and on the other respond to situations and needs that have emerged for each partner.

This working document was preliminary to the presentation of the experimentation plan which, as foreseen by the project (cfr. WP8: Output 8.1), contained detailed information on:

- the training pathways chosen for testing, and their structuring consistent with the framework of LOs and Units already agreed on by the partners³.
- the expected results;
- the organisation (timing, resources, targets, etc.);
- the subjects (learners, students, structures, pathways, etc.) involved and their related roles;
- support activities;
- monitoring activities.

This document, once validated, has also represented the technical reference for the stipulation of the "Formal Agreements" (WP7).

1. Synthetic description of the Experimentation phase

As part of the N.E.T.WORK project an "observed experimentation" of the pathways identified by the partners in their respective Formal Agreements was conducted, by applying to the various training pathways the set of tools produced in the previous comparison and coordination phases of the partnership. Specifically, the main key-references were the *KSC Framework* (See Deliverable 8.2. Guidelines - Attachment nr. 02) and the synthesis of WP 5 (See Deliverable 8.2. Guidelines - Attachment nr. 03 "*Outline of the Units and comparative Charts of the LOs*")

1.1. Identification of coherent training pathways active in the time period considered

Some of the partners have been able to activate the experimentation as part of the pathways analysed in WP 2/3, while others had to make agreements with other subjects who provide similar pathways in the same area of the study. It has been stressed that the experimentation could even be conducted on pathways that are not directly handled by the partner. In fact, since this was meant to be an "observed" experimentation, it was not

³ By means of the before mentioned document contained in the Guidelines, "*Consistency of Units and LO of the WP5 framework with Units and LO of the experimentation pathway*"- See Attachment n. 01 – Deliverable nr. 8.2.

obligatorily connected with the direct involvement of the partner in the training pathway management. This management could therefore be entrusted to “external” training structures able to guarantee:

- a) the conduction of the training pathway in the time period foreseen by the project (between November 2010 and April 2011);
- b) the supply of training similar to the reference area of the project and which can be brought back to the KSC system.

Therefore it has been sufficient to identify, within the various “Formal Agreements”, an adequate structure which was able to guarantee the commitment of an educational coordinator and of the related trainers/teachers to applying the project experimentation guidelines and tools elaborated in the Project during their standard training activity.

1.2. Activation of agreements with subjects managing pathways with the stipulation of an agreement model

Both in the case of direct management of the training by the partner and in that in which the testing was carried out on pathways provided by third parties, a Formal Agreement was nevertheless to be signed, following the model prepared (see Deliverable n.7 – Formal Agreement), containing the Experimentation Plan.

1.3. Activation of the observed experimentation process

This provided for:

- the “interpretation”, on the part of the trainers/teachers, of the training content of the pathways carried out in terms of KSC (output WP3. See Deliverable 8.2. Guidelines - Attachment nr. 01 *“Concordance of Units and LOs of the WP5 framework with those of the experimentation pathway”*) and Units/LOs (output WP5. See Deliverable 8.2. Guidelines - Attachment nr. 02 *“KSC Framework”*), using the grids prepared by CST and SV&CO (See Deliverable 8.2. Guidelines - Attachment nr. 05 *“Grid for verification of the training contents of the pathway according to the ECVET system”*)
- the transfer of these contents to the framework of the LOs and Units defined according to the outputs of WP5 and WP6
- the calculation of credit points starting with the scores established for the LOs in the output of WP5
- an explanation of the verification and evaluation methods, following the grid prepared by CST and SV&CO (See Deliverable 8.2. Guidelines - Attachment nr. 06 *“Verification and Evaluation Method Grid”*)
- the issuing to each participant in the experimentation of “certification” following a

format common to the partners which has been agreed upon on the basis of the first feedback from the experimentation itself. In the "certification", the results of the observed experimentation has been indicated in the terms of the ECVET system (Units, LOs, Credit points).

The experimentation, planned to last 7 months (that is, scheduled to start at the beginning of November 2010 and end by 30 April 2011), has effectively lasted between 3 and 5 months, excluding preliminary activities with the hosting institutions which, in some cases, were contacted at the end of the preceding year (see below Paragraph 3). It was supposed to be applied to approximately 30 subjects for each partner, who could belong to a single course or more than one courses. However the evaluation had to be carried out by identifying the results distinctly for each participant.

The testing has been monitored in **qualitative and quantitative terms**.

- As far as the **quantitative data** are concerned, each partner Actuator of the experimentation drafted at least two "activity records" – one by 31 December 2010 and one by 15 April 2011 - following the format prepared by CST and SV&CO.
- As far as the **qualitative data** are concerned, at the end of the experimentation the operators involved received an "appreciation test", also prepared by CST and SV&CO, aimed at determining evaluations of efficiency and effectiveness regarding the products/instruments tested.

2. The operational planning of the experimentation at transnational level

The operational planning of the experimentation, as well as other key-features of the on-going experimentations in the partners countries, has been monitored collecting **qualitative and quantitative data** by means of an activity record format prepared at least two times (31/12/2010 and 15/04/2011) by each responsible partner, and a national final summary report of the experimentations, produced by each responsible partner at the end of the testing phase.

In the National reports, partners were asked to briefly describe the ways in which operational planning was carried out, providing qualitative and quantitative details about:

- *Number and type of bodies/organisations contacted to propose the experimentation*
- *Method of identifying the above-mentioned bodies*
- *Outcomes of the contacts and first weaknesses*

National data has produced these **quantitative outputs**:

Operational planning aspects surveyed	FRANCE	ITALY	PORTUGAL	SLOVENIA
<i>Type of organisations contacted</i>	Vocational training Centre with "rural tourism" courses	Vocational training Agency	Private Secondary Vocational Schools Private Polytechnic higher education institution	Educational institutions (public high schools)
<i>Number of organisations contacted</i>	1 <i>(selected out of a National Institutional network)</i>	1	2 <i>(selected out of the partner's consolidated network of VET Institutions)</i>	2 <i>(selected out of the National Institutional network of public high schools with the elective module for reception work)</i>
<i>Number of organisations that have finalised the agreement for the testing</i>	1	1	2	1

Operational planning aspects surveyed	FRANCE	ITALY	PORTUGAL	SLOVENIA
<i>Method of identifying the above-mentioned bodies</i>	<p>"The rural tourism network", a National Institutional network of the Ministry of Agriculture.</p> <p>Within this network 1 vocational training centre with a training course in rural tourism has been identified</p>	<p>The choice was focused directly on one institution, because it was a consolidated partner in ESF Training courses together with the project partner P2- Province of Perugia - and an accredited training agency</p>	<p>Within Consultis's consolidated network of partners, the 2 institutions identified as most suitable for accepting the experimentation challenge were identified and directly contacted.</p> <p>Long-term previous contacts with the 2 selected institutions (6-years)</p> <p>One of the selected institution is also an Associated Partner of the N.E.T.WORK Project</p>	<p>Within the National Institutional network of Public High Schools, 2 institutions with the elective module for reception work have been identified and directly contacted</p>
<i>Outcomes of the contacts:</i> <i>Percentage of success in contacting and involving organisations</i>	100%	100%	100%	50%
<i>Level of difficulty:</i>	Great difficulty	No difficulty	No difficulty	Some difficulty
<i>Types of difficulty:</i>	<p>Political</p> <p>Economic</p> <p>No on-going rural tourism course in the period of testing</p> <p>Different mission of the project partner institution</p>	In developing a mobility period	None of any kind	<p>If the school is not involved in international projects teachers do not see the purpose of it, and perceive it as an extra work load.</p> <p>Lack of interest among students for the elective modules.</p>

The partners directly involved in the testing phase were:

P2- Province of Perugia – IT –

P5 – Association FRANCE EUROPEA – FR –

P6 – CPI – National Institute for Vocational Education and Training - SI –

P7 – Consultis – Entrepreneurship Consultancy Ltd – PT -

The **qualitative transnational comparative analysis of data** reported in the national reports, in relation to the operational planning of the experimentation, has highlighted these features which have influenced the process of managing and implementing the testing phase:

1. the nature of the partner, its “institutional dimension” and its specific field of expertise
2. the operational networks of the involved partners
3. the level of interest and involvement of VET institutions and teachers/trainers/VET operators
4. the appeal/attractiveness of the specific elective training module for reception work, and consequently the number of VET courses available for the experimentation
5. the funding available to support the testing phase
6. the availability/lack of mobility experiences in progress or that may be activated during the testing phase.

Concerning **the first two features**, from the comparative analysis it emerges that, when the partner is an “institutional body” such as in the case of P2- Province of Perugia – IT – and P6 – CPI – National Institute for Vocational Education and Training - SI –, the operational planning of the testing phase was facilitated, on the part of the Province of Perugia in Italy by a direct and focused selection of the institution and courses to be considered for the experimentation with 100% involvement success rate, while, on the part of CPI in Slovenia, starting with the analysis of the whole National network of public high schools available to the partner, and following a direct and focused selection of the 2 institutions and courses available for the experimentation, with a 50% success rate in the involvement of one out of two contacted institutions.

On the part of the other two partners, where the “institutional dimension” was weaker since, in the case of Consultis, we have a private consulting agency, while, in the case of Association FRANCE EUROPEA we have a network of VET institutions working in the agricultural field, the key-elements were:

- the consolidated networks of VET institutions and strong previous relationships and

collaborations for Consultis in Portugal, which, working with the educational and training actors of secondary vocational or regular schools, training centres, polytechnics and universities, found it easier to use its institutional network in order to proceed in the direct selection of 2 institutions which might be appropriate and interested in the experimentation. In the process, the partner identified and contacted two organisations which immediately accepted the challenge of developing the experimentation under Consultis supervision: ESPE – *Escola Profissional de Espinho* (VET Institution) and ISESP – *Instituto Superior de Espinho* (Higher Education Institution). Thus, the contacts resulted to be very easy and efficient and the agreements were promptly established, mainly due to the good relations maintained with these two educational institutions after more than 6 years of collaborations in training projects;

- the connection to the “Rural tourism” National Institutional network, managed by the Ministry of Agriculture, in the case of Association FRANCE EUROPEA, which has filled the gap between the specific expertise of the partner (in agriculture) and the specific elective training module for reception work, by identifying the 2 modules in rural tourism managed by agricultural VET institutions taking part in Association FRANCE EUROPEA

Concerning **the third feature**, related to the level of interest and involvement of VET institutions and teachers/trainers/VET operators, this was a rather critical aspect in two cases: in the testing carried out in France and in Slovenia. In the French case, difficulties were mostly due to the fact that for political and economic reasons the training centre did not continue to organise courses during the time of the experimentation and so it was not possible to involve learners and specifically organised pathways, but only teachers/trainers.

In the Slovenian case, since they are not an educational institution, they had to contact schools and teachers who are teaching in the VET programme to ask them to implement the testing with their students, filling in the grids for each student according to the teaching and assessment plan prepared by the teachers for each module. The result was that if the school is not involved in international projects they do not see the purpose of it, and teachers perceive it only as an extra work load.

Concerning **the fourth feature**, related to the appeal/attractiveness of the specific elective training module for reception work, and consequently the number of VET courses available for the experimentation, this was a rather critical aspect, specifically: even greater problems emerged for the French and the Slovenian partner, in the first case no courses in rural tourism

were offered during the testing period, and in Slovenia the problem emerged of a lack of interest among students for this type of programmes, so schools did not have enough students to offer all the elective modules, and sometimes it happened that some schools did not have any students attending the module for reception work.

Strictly linked to some of the issues emerged in the previous points, **the fifth feature**, concerning the funding available to support the testing phase, has been directly or indirectly highlighted by almost all the partners involved in the testing.

In fact, the Slovenian partner highlighted that the institutions and teachers involved perceived testing as an extra work load and the lack of any international project which involved them directly in the testing has been perceived as a weakness.

In France, "economic" reasons are behind the lack of any on-going training pathway to carry out the experimentation.

The Italian partner had, in any case, the chance to involve only one IFTS training pathway, and shortage of funding has been indirectly highlighted in relation to the next feature.

The situation and environment for the testing phase in Portugal benefited from two aspects: the fact that the two institutions involved were "private" institutions, and the fact that the two courses taken as case studies for the experimentation were, in one case, funded by the ESF and National funds of the Operation Programme for Human Potential 2007/2013 (see below next paragraph for details), and in the other privately paid by students.

The **last feature** related to the availability/lack of mobility experiences, in progress or that may be activated during the testing phase, has been a major concern especially for the Italian partner. In fact, one of the limits of the ECVET piloting action is the fact that there was not enough funding for including and testing an actual mobility experience, and in the specific case, not enough time to organize it among the project partners and with other channels, as in the case of the Italian partner.

S.W.O.T. Analysis of the experimentation operational planning - Summary table

STRENGTHS	WEAKNESSES
<ol style="list-style-type: none"> 1. The-specific field of expertise of the partner 2. Availability of institutional and/or operational networks of the involved partners 3. Testing set up as "observational" 	<ol style="list-style-type: none"> 4. The lack of funding available to support the testing phase 5. The inexistence of actual mobility experiences in progress during the testing phase. 6. The low level of interest and involvement of VET institutions and teachers/trainers/operators (only Slovenia)
OPPORTUNITIES	THREATS
<ol style="list-style-type: none"> 1. Strong opportunity to validate the experimentation results and integrate it at VET System level 2. Rich heterogeneousness of the education and training systems 3. Wide opportunity to disseminate the ECVET outcomes 4. Sustainability and repeatability of the instrument 	<ol style="list-style-type: none"> 5. The recent low attractiveness of the specific elective training module for reception work, and consequently the shortage of VET courses available for the experimentation 6. Limitations/obstacles in connections to other countries 7. The risk that VET institutions and teachers/trainers/operators remain out of the ECVET system and its opportunities 8. Different ways of assimilating and implementing the ECVET principles of the various National contexts

3. The experimentation: analysis of numbers at transnational level

The **quantitative** key-features of the experimentations carried out in the partners' countries, have been monitored by collecting data in a national final summary report format filled out by each responsible partner the end of the testing phase.

In these National reports, partners were asked to report in a discursive manner some quantitative elements of the experimentation, specifically:

- *Number Bodies/Organisations with which the agreement was reached*
- *Type of Body/Organisation*
- *Number of pathways involved in the experimentation*
- *Typology of pathways involved in the experimentation (level)*
- *Title of the pathway*
- *Number of beneficiaries involved*
- *Typology of beneficiaries of the pathways where the experimentation was conducted*
- *Duration of the experimentation*

- Number of meetings held to carry out the experimentation
- Method of coordinating and accompanying the experimentation
- During the experimentation did the operators involved need support?
 - Yes No

If Yes, the support was required:

- to understand the approach
- to use the tools
- to understand the objectives of the experimentation
- other _____

The national data elaborated at transnational level, has produced these **quantitative outputs**:

DATA REQUESTED	FRANCE	ITALY	PORTUGAL	SLOVENIA	TRANSNATIONAL
Number of Organisations with which the agreement was reached	1	1	2	1	5
Type of Organisation	Centre for Adult Vocational Training in Agriculture under the French Ministry of Agriculture	Training Agency	Private Secondary Vocational Schools (VET) Private Polytechnic higher education institution (HE)	High School	2 Vocational Training Agencies 1 Private VET 1 Public VET 1 Private Higher Ed.
Number of pathways involved	3	1	2	2	8
Typology/level of pathways involved	LEVEL 4	LEVEL 4	LEVEL 4 LEVEL 6	LEVEL 4 INITIAL VET	7 Level 4 1 Level 6
Title of the pathway	CS Tourisme Rural - Pathways for "starting a business" in agriculture with a speciality in rural tourism	IFTS - Tecnico superiore per l'assistenza alla direzione di strutture ricettive	Reception Technician (VET course - EQF level 4) Hotel Management bachelor degree course (HE - EQF level 6)	High School for catering and tourism of Maribor, 2 nd and 3 rd year of studies	

DATA REQUESTED	FRANCE	ITALY	PORTUGAL	SLOVENIA	TRANSNATIONAL
<i>Number of beneficiaries involved⁴</i>	3 Trainers 3 Learners	8 Trainers 18 Learners 2 VET operators	62 Learners	3 Trainers 188 Learners	14 Trainers 271 Learners 2 VET operators
<i>Duration of the experimentation</i>	3 months	4 months	4 months 5 months (180 hours)	5 months (168 hours)	3-5 Months
<i>Number of meetings held to carry out the experimentation</i>	3 meetings	4 meetings	6 meetings	2 meetings	Min. 2 Max. 6 Average: 3
<i>Method of coordinating and accompanying the experimentation</i>	<ul style="list-style-type: none"> - meeting, - meetings <i>in itinere</i> - direct administration of the instruments 	<ul style="list-style-type: none"> - initial information meeting, - meetings <i>in itinere</i> with VET operators and trainers 	<ul style="list-style-type: none"> - 2 meetings to provide initial information to headmasters, head of pedagogical committees, teachers and trainers involved, - 4 monitoring meetings with the testing underway, - joint and direct administration of the tools, - weekly distance support (e-mail/phone) to the professionals involved 	<ul style="list-style-type: none"> - Meetings to provide initial information - Meetings with the testing underway 	MAINLY: <ul style="list-style-type: none"> - Meetings to provide initial information - Meetings with the testing underway and/or monitoring Meetings
<i>During the experimentation did the operators involved need support?</i>	YES	NO	YES	YES	75% YES 25% NO (only Italy)
<i>Typology of required support</i>	To understand the objectives of the experimentation		To better and completely understand the context	To use the tools To	MAINLY - To understand

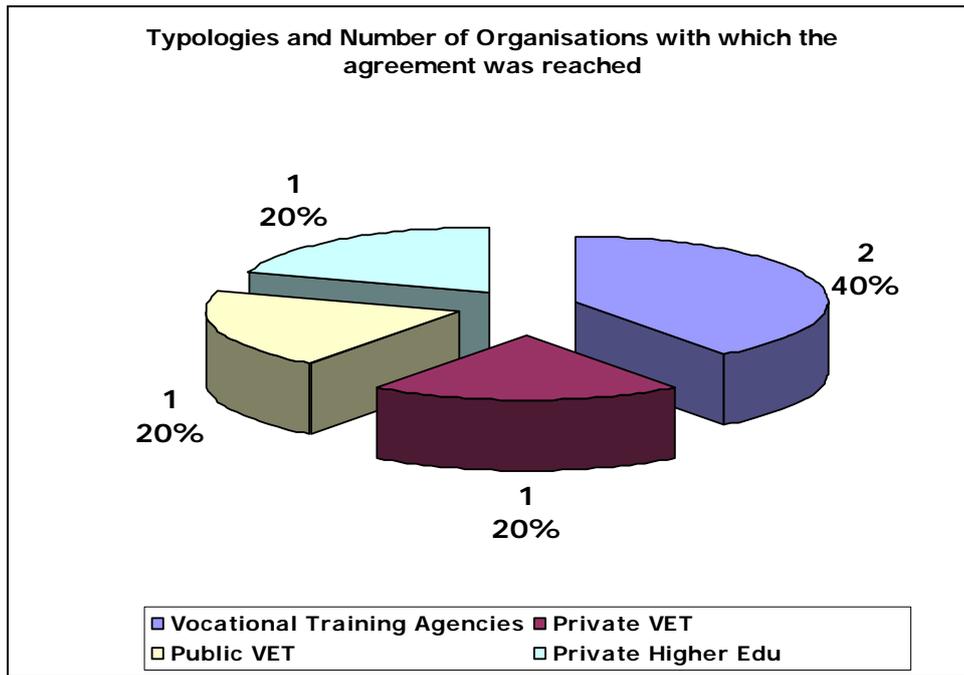
⁴ See tables and graphs below for details of their composition

DATA REQUESTED	FRANCE	ITALY	PORTUGAL	SLOVENIA	TRANSNATIONAL
			<p>and legal framework (LOs, EQF and NQF), the approach, and methodology</p> <p>To understand better how to efficiently use the tools.</p>	<p>understand the objectives of the experimentation</p>	<p>the objectives of the experimentation</p> <p>- To use the tools</p> <p>IN ONE CASE: To better understand the context/legal framework, the approach/methodology</p>

The **qualitative transnational comparative analysis of data** reported in the national reports, in relation to the numbers which have characterised the experimentation, has evidenced the following:

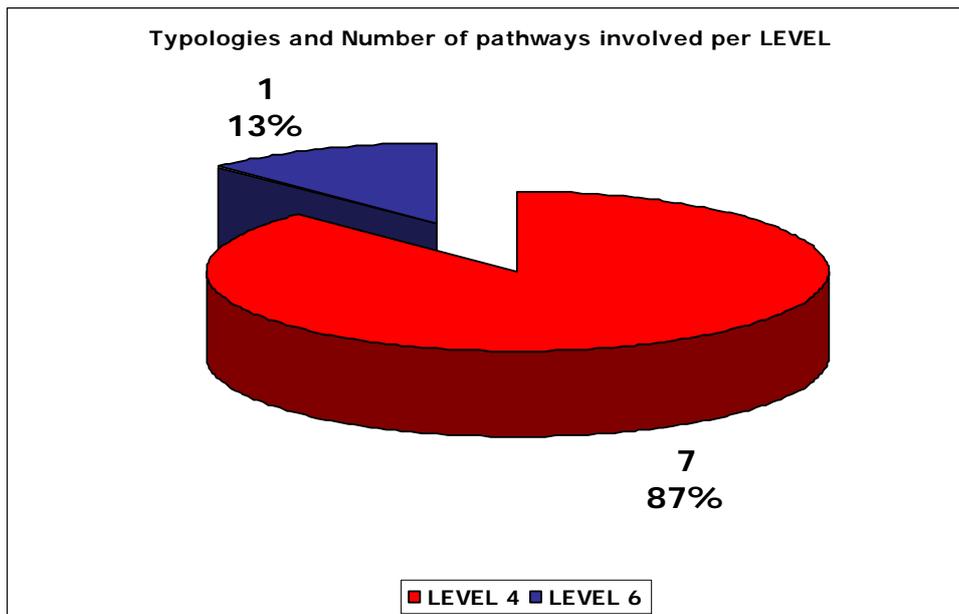
- as far as the **typologies of organisations** with which the agreement was reached is concerned, there was a slight prevalence of Vocational Training centres/agencies (40%) and VET institutions (private and public); only one was a higher education institution;

Typologies	Quantities	Percentage
Vocational Training Agencies	2	40%
Private VET	1	20%
Public VET	1	20%
Private Higher Ed	1	20%
TOTAL	5	100%



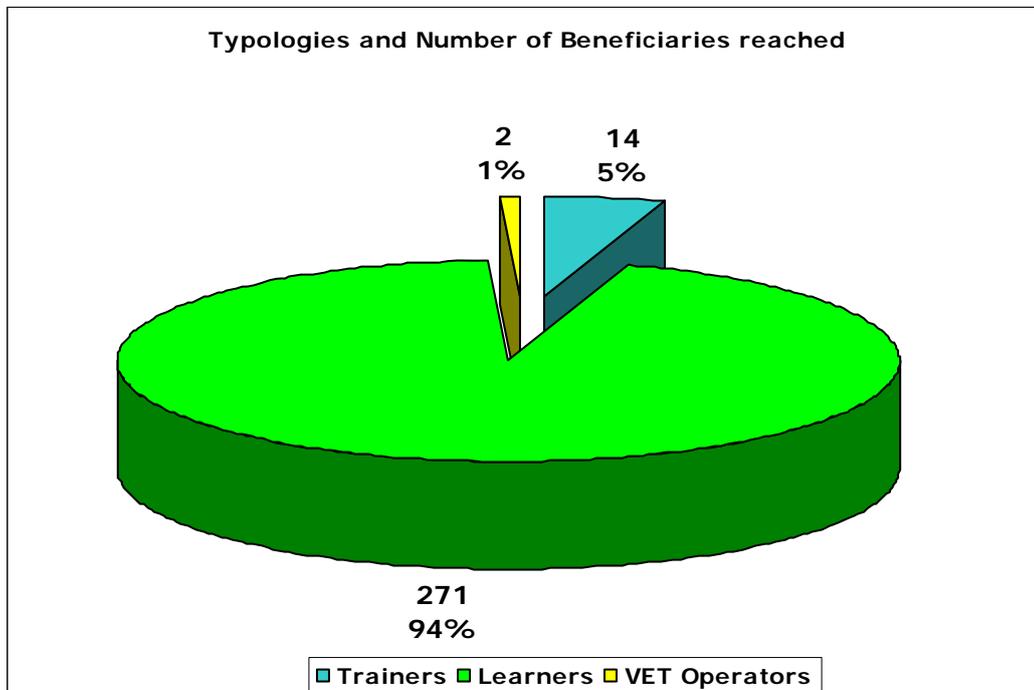
- as far as the **typologies of pathways involved per EQF Level** is concerned, there was a strong prevalence of LEVEL 4 (87%) and only one pathway related to LEVEL 6;

Typologies	Quantities	Percentages
LEVEL 4	7	87%
LEVEL 6	1	13%
TOTAL	8	100%



- as far as the **typologies of beneficiaries** is concerned, there was a strong prevalence of learners (94%) against a total of 6% of trainers and VET operators. This last figure is influenced by the fact that the Portuguese partner did not provide a precise number of the educational staff involved, even though in both pathways the entire related teaching staff was involved in the activity;

Beneficiaries	Quantities	Percentages
Trainers	14	5%
Learners	271	94%
VET Operators	2	1%
TOTAL	287	100%



- entering in detail of the **typologies and numbers of learners**, it emerges that the final transnational outcome of 271 learners reached by the experimentation, is, on the average, beyond the expectations foreseen in the project proposal (around 30 participants per country) although the partners have contributed variously to this data. Almost symmetrically with the difficulties and obstacles described in the previous paragraph (see 2. *The operational planning of the experimentation at transnational level*) the lowest number of beneficiaries reached was in France (3 participants), and in

Italy the number was somewhat below (18) the number foreseen in the project. The strongest contributions have been provided by Slovenia (188 learners involved) and Portugal (62 learners involved);

FRANCE - Typology of beneficiaries of the pathways where the experimentation was conducted

	Male		Female		TOTAL		TOTALS PER SEX	
	Employed	Unemployed	Employed	Unemployed	Employed	Unemployed	Male	Female
Age	VET	VET	VET	VET	VET	VET	VET	VET
14-18	0	0	0	0	0	0	0	0
19-25	0	0	0	0	0	0	0	0
26-35	0	1	0	2	0	3	1	2
36-45	0	0	0	0	0	0	0	0
over 45	0	0	0	0	0	0	0	0
Subtotal	0	1	0	2	0	3	1	2
Subtotal	1		2		3		3	
TOTAL	3							

ITALY - Typology of beneficiaries of the pathways where the experimentation was conducted

	Male		Female		TOTAL		TOTALS PER SEX	
	Employed	Unemployed	Employed	Unemployed	Employed	Unemployed	Male	Female
Age	VET	VET	VET	VET	VET	VET	VET	VET
14-18	0	0	0	0	0	0	0	0
19-25	0	0	0	0	0	0	0	0
26-35	2	3	0	13	2	16	5	13
36-45	0	0	0	0	0	0	0	0
over 45	0	0	0	0	0	0	0	0
Subtotal	2	3	0	13	2	16	5	13
Subtotal	5		13		18		18	
TOTAL	18							

PORTUGAL - Typology of beneficiaries of the pathways where the experimentation was conducted

	Male				Female				TOTAL				TOTALS PER SEX			
	Employed		Unemployed		Employed		Unemployed		Employed		Unemployed		Male		Female	
Age	VET	HE	VET	HE	VET	HE	VET	HE	VET	HE	VET	HE	VET	HE	VET	HE
14-18	0	0	14	0	0	0	15	0	0	0	29	0	14	0	15	0
19-25	0	0	4	1	0	1	9	2	0	1	13	3	4	1	9	3
26-35	0	7	0	0	0	5	0	1	0	12	0	1	0	7	0	6
36-45	0	1	0	0	0	1	0	0	0	2	0	0	0	1	0	1

	Male				Female				TOTAL				TOTALS PER SEX			
	Employed		Unemployed		Employed		Unemployed		Employed		Unemployed		Male		Female	
over 45	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0
subtotal	0	9	18	1	0	7	24	3	0	16	42	4	18	10	24	10
subtotal	9		19		7		27		16		46		28		34	
subtotal	28				34				62				62			
TOTAL	62															

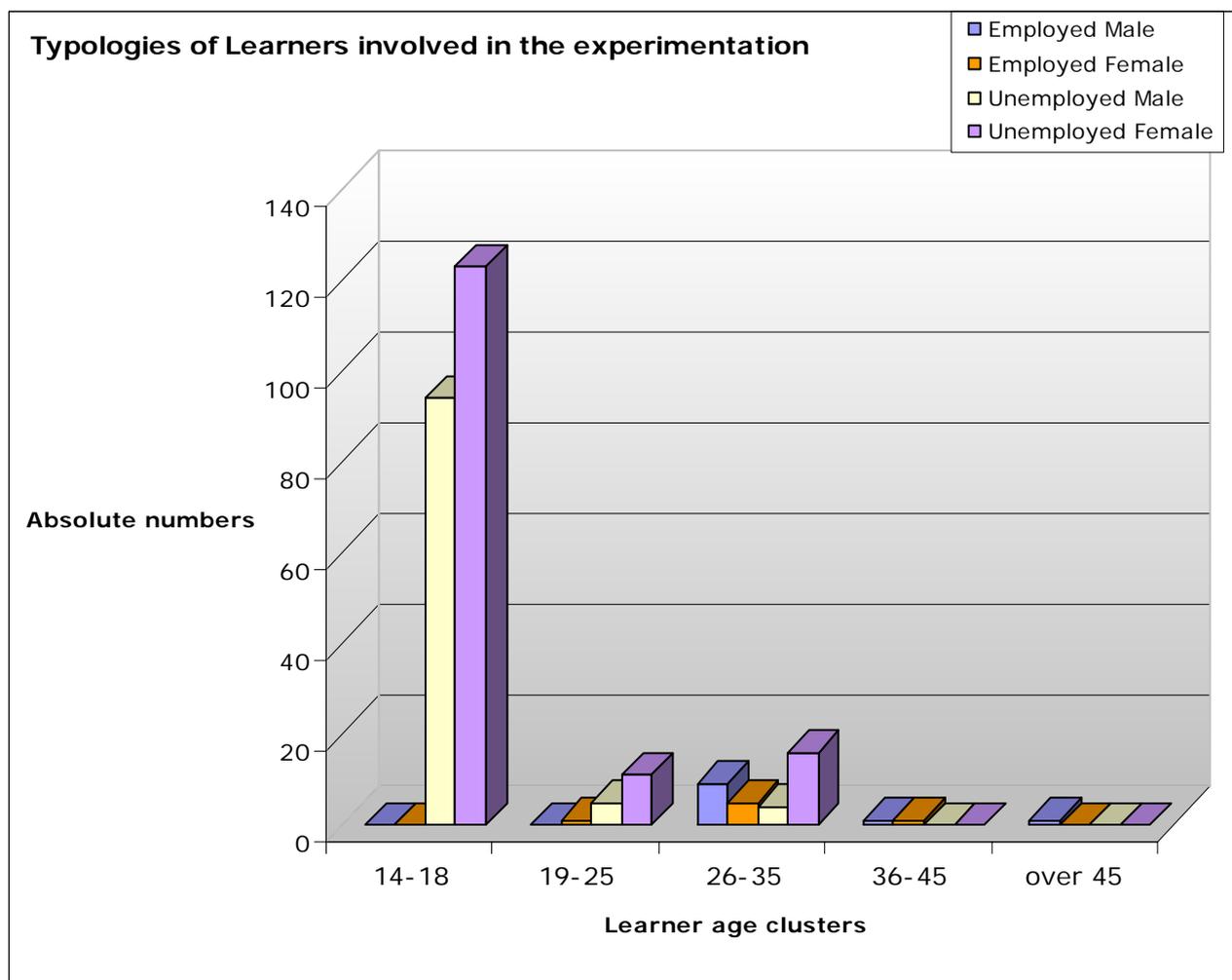
SLOVENIA - Typology of beneficiaries of the pathways where the experimentation was conducted

	Male		Female		TOTAL		TOTALS PER SEX	
	Employed	Unemployed	Employed	Unemployed	Employed	Unemployed	Male	Female
Age	VET	VET						
14-18	0	80	0	108	0	188	80	108
19-25	0	0	0	0	0	0	0	0
26-35	0	0	0	0	0	0	0	0
36-45	0	0	0	0	0	0	0	0
over 45	0	0	0	0	0	0	0	0
Subtotal	0	80	0	108	0	188	80	108
Subtotal	80		108		188		188	
TOTAL	188							

- at transnational level, therefore, the **most populated learners' age cluster** was 14-18 (217 learners equal to 80%) followed by 26-35 (34 learners equal to 12.5%) and 19-25 (17 learners equal to 6.3%);
- classification by gender has demonstrated a very good balance: 42% Male compared with 58% Female;
- while the classification by condition in the labour market has demonstrated a stronger presence of unemployed, around 93.3% compared with 6.7% employed persons, among the unemployed the female population represents 59.29%, and symmetrically among the employed population the female percentage is slightly lower than the male (38.89% compared with 61.11% of the male population);

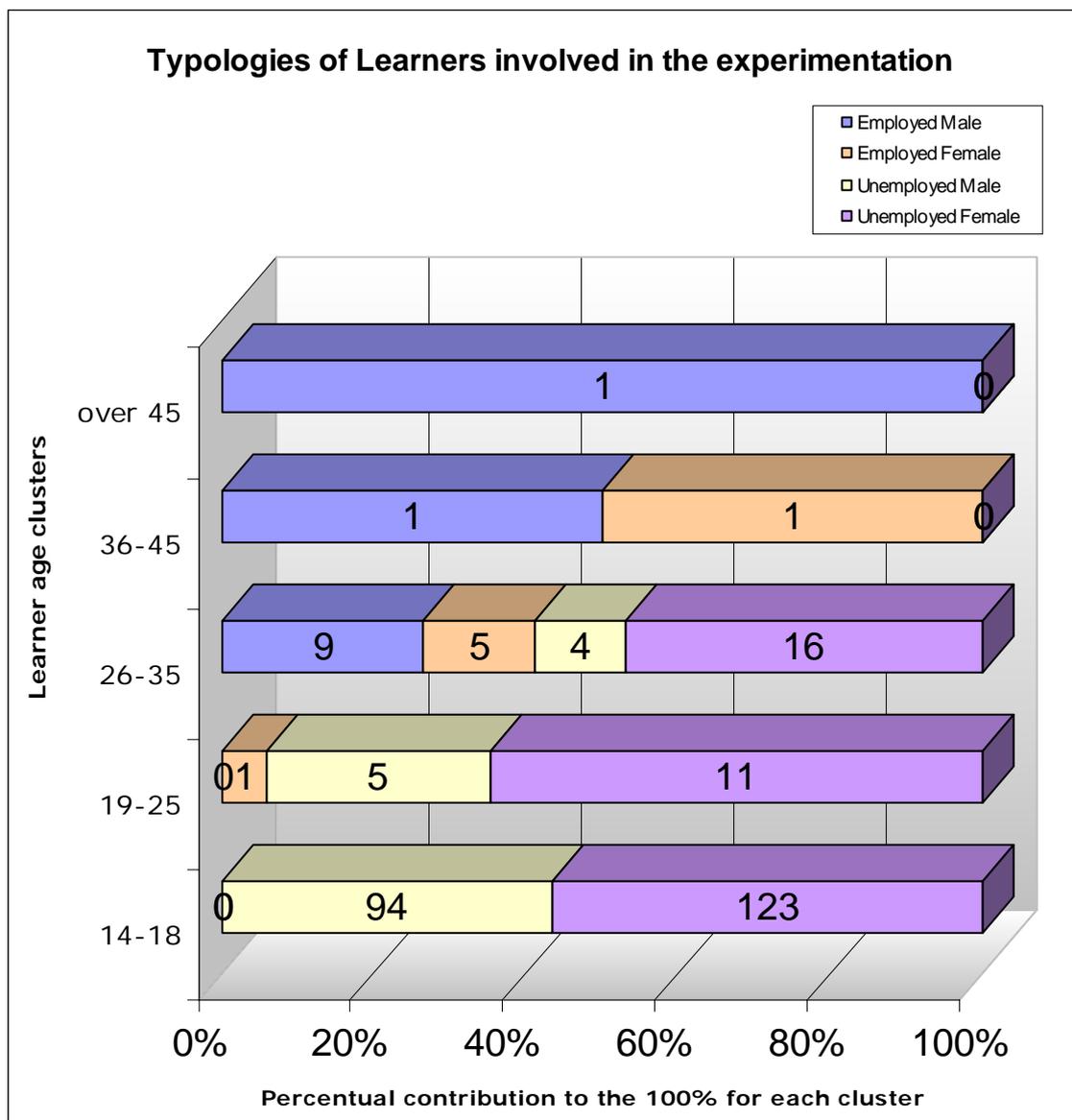
TRANSNATIONAL FRAMEWORK - Typology of beneficiaries of the pathways where the experimentation was conducted – Table 1

Age	Male				Female			
	Employed		Unemployed		Employed		Unemployed	
	VET	HE	VET	HE	VET	HE	VET	HE
14-18	0	0	94	0	0	0	123	0
19-25	0	0	4	1	0	1	9	2
26-35	2	7	4	0	0	5	15	1
36-45	0	1	0	0	0	1	0	0
over 45	0	1	0	0	0	0	0	0
Subtotal	2	9	102	1	0	7	147	3
Subtotal	11		103		7		150	
Subtotal	114				157			
Total	271							



TRANSNATIONAL FRAMEWORK - Typology of beneficiaries of the pathways where the experimentation was conducted – Table 2

Age	Numbers				Percentages			
	Employed		Unemployed		Employed		Unemployed	
	Male	Female	Male	Female	Male	Female	Male	Female
14-18	0	0	94	123	0.00%	0.00%	37.15%	48.62%
19-25	0	1	5	11	0.00%	5.56%	1.98%	4.35%
26-35	9	5	4	16	50.00%	27.78%	1.58%	6.32%
36-45	1	1	0	0	5.56%	5.56%	0.00%	0.00%
over 45	1	0	0	0	5.56%	0.00%	0.00%	0.00%
Subtotal	11	7	103	150	61.11%	38.89%	40.71%	59.29%
Totals	18		253		100.00%		100.00%	
	271							



- as far as the **duration of the experimentation** is concerned, we have a minimum of 3 to a maximum of 5 months;
- from an organisational point of view, the partners have mainly used meetings to provide initial information; and meetings with the testing underway and/or monitoring meetings, as **methods of coordinating and accompanying the experimentation**. A stronger commitment was adopted by the Portuguese partner which implemented a high number of meeting throughout the experimentation (2 initial + 4 monitoring) with joint and direct administration of the tools, and weekly distance support (e-mail/phone) to the professionals involved;
- on an average the partners held 3 **meetings functional to carrying out the experimentation**, from a minimum of 2 (in Slovenia) to a maximum of 6 (in Portugal);
- with only the exception of Italy, 75% of the partners declared that during the experimentation **the operators involved requested support**, the main reasons were: *to understand the objectives of the experimentation; to use the tools*. The Portuguese partner also highlighted a further need for support in order to let teachers better and completely understand the context and legal framework (LOs, EQF and NQF), the approach, and methodology.

S.W.O.T. Analysis of the Numbers of the experimentation - Summary table

STRENGTHS	WEAKNESSES
1. The total number of beneficiaries involved 2. Availability of homogeneous EQF levels of the VET pathways 3. A very strong commitment by responsible partners in coordinating and accompanying the experimentation	1. The small number of institutions/pathways 2. Teaching/training staff not prepared to deal with the key-issues of the ECVET system (LOs, EQF levels, NQF, competence-based training, etc..)
OPPORTUNITIES	THREATS
1. Broad opportunity to disseminate the ECVET outcomes 2. Strong opportunity to validate the experimentation results and integrate it at VET System level 3. Involvement of teaching/training staff	1. The unavailability of the specific elective training module for reception work, and consequently the shortage of VET courses available for the experimentation 2. The risk of VET institutions and teachers/trainers/operators remaining outside of the ECVET system and its opportunities

4. The experimentation: results at transnational level

The **qualitative results** of the experimentations carried out in the partners' countries, have been monitored by collecting data in a national final summary report format filled out by each responsible partner the end of the testing phase.

In these National reports, the partners were asked to report in a discursive manner some qualitative elements in relation to the results of the experimentation, specifically:

- *to describe of the results of the experimentation, commenting the grids filled out (Grid for the verification of the training contents of the pathway according to the ECVET system- Attachment 05 and Verification and Evaluation method Grid – Attachment 06).*
- *to report on the level of comprehension, interest and satisfaction shown by those involved (trainers, coordinators and teachers), briefly indicating whether: the involvement of the operators in the experimentation was easy/difficult, and if it wasn't easy, explaining why (ex. timing, insufficient interest in the topic, training methodology, etc)*

National data elaborated at transnational level, has produced these **results**:

RESULTS OF THE EXPERIMENTATION	FRANCE	ITALY	PORTUGAL	SLOVENIA	TRANSNATIONAL
<i>Use of the grids filled out</i>	Clear and not too complicated	Easy	Easy, clear and innovative	Punctually suitable for some of the units	Easy and clear
<i>Level of comprehension shown by those involved (trainers, coordinators and teachers)</i>	AVERAGE	HIGH	HIGH	QUITE GOOD	QUITE HIGH
<i>Level of interest and satisfaction shown by the professionals involved</i>	AVERAGE	HIGH	VERY HIGH	AVERAGE	QUITE GOOD
<i>Was the</i>					

RESULTS OF THE EXPERIMENTATION	FRANCE	ITALY	PORTUGAL	SLOVENIA	TRANSNATIONAL
<i>involvement of the operators in the experimentation easy/difficult?</i>	AVERAGE	EASY	AVERAGE	QUITE DIFFICULT	AVERAGE
<i>Typology of difficulties shown</i>	It was not easy to fully engage staff in the project, due to lack of support	NONE	Difficult, due to the operators' lack of knowledge about the context/legal framework (LOs, EQF, NQF) Continuing theoretical and practical support was necessary to better understand the approach methodology	Insufficient interest in the topic, lack of incentives for teaching staff and institutions to participate.	In general: - Not really easy to fully engage staff in the project, due to lack of preparation/technical background, or lack of incentives to take part in the project - The process has required the partners responsible for the experiments to provide extra-support activities for the teaching staff involved.

The **transnational comparative analysis of results** reported in national reports has highlighted these features:

- with regard to the **results of the experimentation and the use of grids and tools** defined by the N.E.T.WORK Project to implement the testing phase, there has been a general consensus of partners in declaring them suitable, easy and clear, with some distinctions on the part of the Italian and Slovenian partners in terms of their not always punctual and immediate adaptability to the situations met during the experimentation. Specifically:
 - in **France**, the guidelines were perceived to be well written, explaining very well the way in which the experimentation should be carried out. The analysis grid was clear and it was not too complicated using them, especially for professional trainers in vocational training. The documentation lacks reports from the various meetings or a summary document containing exchanges of information and opinions as well as the decisions taken during these group meetings (particularly in relation to the work plan).
 - in **Italy**, notwithstanding initial difficulty in linking the Network Project to the IFTS course "*Tecnico superiore per l'assistenza alla direzione di strutture ricettive*" (Advanced technician for attendance to reception structures management), the Province of Perugia have drawn up their experimentation plan and found, on working with the VET operators, that the experimentation tools were very similar to those used in the Umbria Region for the design and implementation of training activities, as well as for the evaluation of the LO; therefore the results were very positive
 - in **Portugal**, there were no problems reported in compiling the grids. In fact, the grid for verification of the training contents was a quite innovative tool for the operators as they hadn't ever seen a monitoring document such this one and they felt very comfortable using it. The operators considered the LO description in terms of KSC very useful, not only in practice but also in theoretical terms. It represented an top down approach for them. Regarding the grid for the verification and evaluation methods, the operators were used to filling out a quite similar grid in their pedagogical activities. In fact, the Portuguese official training path used in the project included several suggestions for the verification and evaluation process, namely the evaluation criteria as well as a list of tools to be used;
 - in **Slovenia**, the contents coverage of units in the concerned programme resulted more suitable in units 1, 2, 3, 5 and less for unit 4. Moreover, of all the identified lectured knowledge, skills and competences, 27 of them were not

evaluated separately. As for using the evaluation and verification methods, the most commonly used in the programme were: written tests; closed-ended questions, open-ended questions in units 1 and 2; and Case solutions, semi-structured interviews in units 1,2,3; while check-list of observations and technical reports were most commonly used in units 3 and 5.

- as far the **level of comprehension, interest and satisfaction shown by the professionals involved (trainers, coordinators and teachers)** is concerned, there has been a general consensus of the partners in declaring the level of comprehension quite high and the level of interest and satisfaction suitable and quite good, with some weaknesses highlighted by the Slovenian partner in terms of lack of incentives to raise the interest and justify the extra workload perceived by the operators involved. More specifically:

- in **France**, "involvement wasn't difficult at all but by the way that they were "near" the main objectives, it was not easy to engage fully in the project. In fact, the ECVET approach was the main interest for this experimentation, not the support at all."
- in **Italy**, once the problem of the different terminology used to refer to the same 'objects' was overcome, it was relatively easy to use the ECVET and N.E.T.WORK Project tools. It should be remembered in considering these outcomes, that this year the Umbria Region has fully adopted the theoretical models of ECVET, and the Province of Perugia is adapting their own tools (project formats, guidelines for the vocational training pathways planning, etc..) to the regional guidelines. For these reasons the involvement of teaching and training staff and operators was very easy and the level of comprehension very good, therefore the results were very positive;
- in **Portugal**, the involvement of the operators in the experimentation was at the same time easy and difficult. Easy, due to the motivation and interest shown by the involved professionals, as well as the ease of use of the tools. Difficult, due to the lack of operators' knowledge about the EQF in general and ECVET in particular. There was no problem linked to the approach methodology, but just a lack of knowledge which the partner tried to overcome with continuing theoretical and practical support. The level of comprehension was permanently increasing, but the level of interest was always high. After ending the experimentation process, the operators showed a high level of satisfaction towards the experience. This interest and satisfaction with the success of the

experience encouraged some operators to request from their heads of pedagogical committees authorisation to introduce some experimental changes in several monitoring documents used in their schools.

- in **Slovenia**, the level of comprehension, interest and satisfaction of the involved teachers was quite good after the initial meeting, although the involvement of the teachers/operators was quite difficult. In fact, teachers perceived that as an extra workload, with no incentives. Also at an institutional level, if the school is not involved in international projects they have difficulty understanding the purpose of it.

S.W.O.T. Analysis of the Results of the experimentation - Summary table

STRENGTHS	WEAKNESSES
<ol style="list-style-type: none"> 1. The set of guidelines, grids and tools to implement the testing phase resulted to be suitable, easy, clear and, to some extent, innovative 2. Systems start to be adapted to ECVET rules, such as in the case of the Province of Perugia 3. A very good commitment of responsible partners in accompanying and supporting the experimentation 4. Instruments and methodologies which can be applied even to systems that have assimilated the ECVET guidelines in different ways. 	<ol style="list-style-type: none"> 5. Lack of incentives to motivate the teaching staff in their involvement in the testing implementation 6. Teaching/training staff not prepared to deal with the key-issues of the ECVET system (LOs, EQF levels, NOF, competence-based training, etc..) 7. limited time available did not permit the application of the experimentation form the planning phases of the training paths but only when they were being delivered 8. Not having provided a form of training for sector trainers and operators
OPPORTUNITIES	THREATS
<ol style="list-style-type: none"> 1. Strong opportunity to validate the experimentation results and integrate it at VET System level 2. Up-grading of teaching/training skills of the VET operators involved and of teaching/training staff 	<ol style="list-style-type: none"> 3. The risk of VET institutions and teachers/trainers/operators remaining outside the ECVET system and its opportunities

5. The application of the ECVET system: a transnational comparative analysis of strengths and weaknesses

In the National reports, the partners were asked to briefly and descriptively list a maximum of 3 Strengths and 3 Weaknesses of the experimentation, providing their own considerations in relation to the strengths and weaknesses of the application of the ECVET system to their National reference system.

National data elaborated at transnational level, has produced these results:

Referring Country	STRENGTHS	WEAKNESSES
FRANCE	<ul style="list-style-type: none"> ▪ Approach by objectives in vocational training with organisation by "competences", "skills" and knowledge. ▪ Consistency of the gateways for training pathways can be established between partners 	<ul style="list-style-type: none"> ▪ Our "alternative" position in the project (a "small" part of activities in tourism) ▪ Question about "professional identity" between "Head Receptionist" and "farmer" ▪ Vocational Training Courses support for experimentation concern very few training centres and depends on the financing of local institutions (Regional Council)
ITALY	<ul style="list-style-type: none"> ▪ Involvement of VET Operators ▪ Once overcome the problem of the different terminology used to refer to the same 'objects', it was relatively easy to use the ECVET and N.E.T.WORK Project tools. ▪ This year the Umbria Region has fully adopted the theoretical models of ECVET, and the Province of Perugia is adapting their own tools (project formats, guidelines for the vocational training pathways planning, etc..) to the regional guidelines. 	<ul style="list-style-type: none"> ▪ The greatest difficulty in ECVET model lies in the necessary matching of the description of a working task with the description of the training process that will be necessary to train a person in order to "perform" the specific working task. ▪ It seems that there is a certain concept of "redundancy" in the ECVET tools (L.O., competences, skills), that complicates the work of comparison among different countries and different learning pathways. we should severely simplify ECVET terminology and its conceptual tools, in order to better understand each other rapidly realise a wide learners mobility. ▪ It should be clearly distinguished the description of the professional profile (units/

Referring Country	STRENGTHS	WEAKNESSES
		<p>competences) from the description of the learning process (LOs, knowledge, skills).</p>
<p>PORTUGAL</p>	<p>1. Innovation The N.E.T.Work project was the only link to ECVET of the two educational institutions involved and the tools provided were the first ones conceived to work in this context and therefore considered very innovative and useful.</p> <p>2. Ease of Use of the Tools The tools provided by N.E.T.Work were considered very practical and handy, easily transferable to other vocational areas and learning environments. In fact, with the expression “tools”, the operators include all the innovative tools for them, from the description of qualifications in terms of units of learning outcomes, highlighting knowledge, skills and competences, the allocation of credit points to the units, and the other practical tools which facilitate the implementation.</p>	<p>1. Lack of experience / knowledge of teachers and trainers concerning Learning Outcomes, EQF and even NQF – National Qualification Framework Due to the innovation of N.E.T.Work, the lack of knowledge and experience of teachers and trainers regarding the project context - Learning Outcomes, EQF, ECVET - was the main weakness of the experimentation. This weakness was overcome through an on-going monitoring and support activity developed on a weekly basis. We are of the opinion that other problems will arise if the application of the tools involves transnational mobility but this was not an issue for the N.E.T.Work project.</p> <p>2. Description of qualifications in terms of units of learning outcomes This was not a weakness for this project, as the training path chosen resulted from a partnership established by the parallel sector-related systems⁵. However, the background documents – description of qualifications in terms of KSC – will be a problem and constitute a weakness of the application of the ECVET system whenever the training path will not be a result of a joint national effort.</p>

⁵ Tourism of Portugal - Ministry of Economy, Institute for Employment and Vocational Training - Ministry of Labour and Social Solidarity – and General Directorate for Vocational Training -Education Ministry.

Referring Country	STRENGTHS	WEAKNESSES
SLOVENIA	1. as a national institute for VET, CPI has the chance to have feedback on how well the national standards are incorporated into the school curriculum 2. The survey was performed by school teachers who also teach some of the contents in the programme, so they had a good understanding of the contents and knew the pupils 3. the school perceived this experiment as a possibility to strengthen their mobility efforts	1. since CPI is not a school but a national institute for VET, they depended on the willingness of teachers to cooperate with them in the testing 2. as this programme was being implemented over 3 years, CPI could evaluate only part of the programme 3. because the mobility of the school's pupils is closely tied to funding it is difficult for them to implement mobility programmes if they do not acquire sufficient founding

From **transnational comparative analysis of strengths and weaknesses** identified by the partners involved in the experimentation in their national reports the following issues have emerged:

- concerning **strengths**, the partners opinions converged towards these main issues:
 - the approach of ECVET by KSC – Knowledge, Skills and Competences – has proved to be functional to the whole preparatory work of the N.E.T.WORK project and its testing phase;
 - the tools were clear, easy to use and innovative, foreshadowing a possibility of further use in similar contexts. We must also report some initiatives deriving from the strengths identified above. This was evidenced particularly by the Portuguese partner. In fact, Consultis has been requested to develop some meetings with other trainers and teachers not directly involved in the experimentation in order to explain the ECVET system and the methodological approach of the experimentation. In addition, some monitoring tools that are usually used by ESPE and ISESP, the two institutions involved in the testing phase, were adapted according to the ECVET N.E.T.Work experimentation tools;
 - the testing has demonstrated enough consistency to establish some gateways between different training pathways and different national contexts of the participating partners countries;
 - the experimentation has been perceived by most of the VET professionals involved as an opportunity to better understand the on-going innovation in VET systems. This has been particularly strong in the testing carried out in **Portugal**, also thanks to a particular context situation. In fact, on 23rd July 2009, the

Decree n°782/2009 was published which regulates the National Qualifications Framework and defines national qualification levels, following the Recommendation of the European Parliament and of the Council of 23rd April 2008. The application of this National Qualifications Framework entered in force on 1st October 2010. During this *vacatio legis* period, educational institutions hadn't prepare themselves for the NQF and thus the school year 2010/2011 served as an experimental year. During this period, no official documentation about ECVET was published nor was an ECVET National Contact Point nominated for Portugal. So, the educational communities in general were without any kind of knowledge and information regarding EQF and ECVET, even concerning its focuses on implementing an EU-wide credit recognition system for VET. That is why the N.E.T.WORK project experimentation proposed has contributed to shedding light on such a core issue for training and teaching staff;

- the experimentation was perceived by most of the VET professionals involved as an opportunity to innovate the system and test the functioning of National Qualification Frameworks and Standards. This was particularly felt by the Portuguese and Slovenian partners;
 - the possibility of strengthening future mobility efforts;
- concerning **weaknesses**, the partners' opinions converged towards these main issues:
- there are still persisting barriers and difficulties in applying the ECVET system in those contexts where VET systems and qualification descriptions/standards are not yet based on units and/or learning outcomes, or wherever training pathways are not the result of a joint national effort. This has been particularly stressed in the testing carried out in **Portugal**. In fact the partner highlighted that, assuming that ECVET focuses on implementing an EU-wide credit recognition system for VET and that it aims to give people greater control over their individual learning experiences and make it more attractive to move between different countries and different learning environments, one of the pre-requisites to efficiency would be the national standards. In Portugal, this problem is being gradually solved by the National Qualifications Catalogue, a strategic management tool for non-higher education qualifications which integrates the National Qualifications System⁶. However, whenever a system meets another system where this pre-requisite is missing, or is not properly implemented,

⁶ The Catalogue has been developed in line with the work of implementing the European Qualifications Framework - EQF and even the National Qualifications Framework

problems may raise in developing any ECVET experimentation, and if the application of the tools involves transnational mobility experiences, this becomes even harder;

- the lack of experience and knowledge of teaching and training staff and VET operators concerning some basic concepts such as: competence based teaching/training, units and Learning Outcomes, National Qualification Frameworks and standards, European Qualification Framework, Standards and Levels;
- the testing phase lacked real mobility experiences to fully implement the experimentation.

Conclusions

As part of the testing it has been possible to “simulate” what should take place in a phase of full assimilation of the ECVET system, that is a “clear commitment on the part of the competent Bodies and institutions which provide the service, formalised in every country at various levels”.

This involvement has already been amply demonstrated in the Bologna process for higher education (HE), in which the explicit voluntary commitment has fostered the implementation of the ECTS system which, following a pilot phase conducted by the European Commission, is by now an integrating component of the higher education system of the majority of European nations.

As provided in the European Recommendations, the methodological process defined for the testing, as well as the tools have been constructed and later applied in compliance with a series of principles, rules and conventions essential for their implementation, but at the same time characterised by the greatest flexibility in their application.

The N.E.T.WORK project methodologies and tools were conceived in such a way that, besides being essentially flexible and sustainable, they render the ECVET system user-friendly and, since they respond to the real needs of real people, they will be used..

The testing has allowed us to identify strengths and weaknesses with direct reference both to the tool kit and to the ECVET system in its more general structure. Some considerations have been indicated below which offer ideas for the improvement of project output and indications about the conditions necessary for a real application of the ECVET system.

S.W.O.T. Analysis of Results and Impacts - Summary table

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - The dimension and specific field of expertise of the partner - Availability of institutional and/or operational networks of the involved partners - The set of guidelines, grids and tools to implement the testing phase resulted as suitable, easy to use, clear and, to some extent, innovative - A very good commitment of responsible partners in accompanying and supporting the experimentation - The high total number of beneficiaries involved - Availability of homogeneous EQF levels of the VET pathways - Systems start to be adapted to ECVET rules, such as in the case of the Province of Perugia - Comparison and sharing of the methodologies for the definition of competences. - Reinforcement of common elements among different systems for the description of qualifications and learning pathways - Construction of a network among subjects operating on analogous systems in different territorial contexts which share the methodology and tools proposed in the testing 	<ul style="list-style-type: none"> - Teaching/training staff not prepared in dealing with the key-issues of ECVET system (LOs, EQF levels, NQF, competences based training, etc..) - Lack of incentives to motivate the teaching staff in their involvement in the testing implementation - The lack of funding available to support the testing phase - The small number of institution/pathways involved - The inexistence of actual mobility experiences in progress or that may be activated during the testing phase. - Complexity of the passage from a system based on the recognition of entry credits through the assessment of competences to one based on "<i>learning outcomes</i>" - Difficult comparison of professional standards, training standards, evaluation standards and recognition/certification standards among systems - Difficulty establishing common procedural standards and univocal methods for the recognition of credits - Difficulty of application in contexts not based on learning outcomes - Difficulty in linking up systems with other countries - Complexity of the processes of verification, recognition and validation of learning and the variety of validation systems - Difficulty getting the competent institutions involved to amplify the impact on a system-wide level - Testing applied only in the delivery phase and not in the design and planning of training pathways - Application and testing only of competences gained in a formal way

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - Strong opportunity to validate the experimentation results and integrate it at VET System level - Wide opportunity to disseminate the ECVET outcomes - Up-grading of teaching/training skills in the VET operators involved and teaching/training staff - Rich heterogeneousness of the education and training systems - Opportunity to learn about different cultural and professional contexts, for support of the promotion of "mutual trust" necessary to facilitate the transition/integration between different systems and training contexts - Opportunity for discussion among the institutional actors and those actually working in the field of validation of learning outcomes - Occasion for the promotion of a shared culture of transparency of learning outcomes and competences - Improvement in the quality of education and training systems and support in systems innovation - Opportunity for recognition of learning outcomes on a national and transnational level - Laying foundations for geographical, and professional mobility and mobility between training systems - If "mainstreamed", the application of the tools in the medium-long range could be less costly - Capitalisation and exchange of the ECVET project testing (sharing, possibility of transferring the work methods and competence analysis tools to different sectors and professional profiles, MoU format and <i>Learning Agreements</i>) - Testing the project results in mobility pathways - Development of up-dating pathways for IFP operators on <i>competence based</i> training planning for ECVET purposes 	<p>ON AN OPERATIONAL LEVEL:</p> <ul style="list-style-type: none"> - The risk for VET institutions and teachers/trainers/operators to remain out of the ECVET system and its opportunities - The recent low attractiveness of the specific elective training module for reception work, and consequently the shortage of VET courses available for the experimentation (only in Slovenia) - Application limited to the LdV Mobility experience (mobility not included in institutionalised pathways, diversity in the procedures for managing mobility) - Costs of the operation, organisational and logistical problems, complexity of procedures - Experimental level of the project not yet able to impact the organisational and system orders <p>ON A LEVEL OF VET SYSTEMS GOVERNANCE</p> <ul style="list-style-type: none"> - Different development levels of the national qualification systems - In some national contexts work on the national qualifications framework and on adaptation to EQF standards and levels is still in the planning phase and has not been assimilated at an operational level - Difficulty integrating the operational plan with the system plan - Difficulty with the recognition of individual competences, especially those acquired in informal/non formal contexts - Legislative limitations which do not make LO validation easy