



Access International Development (AID)

Progress Report

Public Part

Project information

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Executive Summary

This Report is aimed at the Executive Agency, Project Partners, other Programme Participants, International Development sector representatives, Education Authorities, Education and Training Providers, Tutors, Learners and wider public.

The vision of the Access International Development (AID) project is to contribute to the development of quality lifelong learning and to promote high performance in the International Development sector through the development, validation and implementation of a certified training programme that truly reflects the needs of the sector and meets the training and employability needs of those individuals in or wishing to enter the sector.

The AID Project aims:

- To work with NGOs, charities and other stakeholders in the development of a Skill Set framework for professionals employed in or wishing to enter the International Development sector.
- To ensure that the Skill Set developed recognises and addresses the need for a European qualification which is also able to reflect local / national need.
- To develop, test and implement training materials that reflect the learning styles and needs of the sector and potential beneficiaries.
- To base the programme on clearly defined 'necessary skill sets'.
- To implement a European wide certification/validity of both the qualification and certification.
- To create and manage a European network committed to driving and improving learning so that it meets the identified needs of the sector and the individuals it employs.

The long-term aim of the project is to create and manage a self-sustaining network comprising of a stakeholder grouping from the International Development sector, with a view to driving continued development of lifelong learning programmes that increase the attractiveness of the sector to those employed in it and to potential new entrants.

The project has adopted an 'inclusive' approach encouraging those with an interest to engage with the project development process through consultation and validation exercises. This project has been designed with the significant potential to encourage continued innovation and development within the sector and in particular to widen participation plus increase the responsiveness of education and training providers who will have the opportunity to directly engage with the sector in the implementation of project activities.

The Project consortium is made up of four organisations representing four EU countries. The project coordinator partner is the University of Ulster based in Northern Ireland, which is a leading UK university for widening participation. It has a well-established International Development Programme and a UNESCO Centre. Fast Track to IT (FIT) from Dublin, Ireland is an industry-led initiative with a mission to build an inclusive smart economy and possesses significant experience in training

development and the coordination of European projects under the Lifelong Learning Programme. The European Centre for Quality from Bulgaria brings expertise in the field of quality assurance and project coordination. The University of Deusto, Spain is a well known European research institution with a strong track record in Humanitarian Assistance studies. The consortium provides an appropriate balance and mix of skills and perspectives. It has been further supplemented by the support of CADA – the Coalition of Aid and Development Agencies, Northern Ireland, Dóchas – the Irish coalition of International Development NGOs, and CONCORD – a European organisation of NGOs in development and relief.

The project team is closely engaged with and supported by the International Development sector. The project has carried out research activities with representatives from the International Development sectors in Ireland, the UK, Spain and Bulgaria in order to identify the essential skills required to work in the diverse fields of International Development, as well as any skills gaps, opportunities for continuous professional development, and training provision and certification options. Based on the results from the research phase, project partners have developed the draft versions of the AID Skill Set and the AID training materials. The AID Skills Set, Training Materials and related resources will be piloted within project target groups in UK, Spain and Bulgaria and will be finalised during the second year of the project duration.

The project website URL is: www.aidproject.eu

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1. Project Objectives

The AID project will develop:

- An International Development Skill Set – a description framework of target competences for those working in or wishing to enter the sector;
- Access International Development training materials – a training package for the AID programme;
- An AID online e-learning course and self-assessment tool;
- An Exam Question Database – a set of multiple choice test questions that will support the certification and online examination of the AID Training Materials.

In order to successfully develop the project outcomes, a set of specific objectives has been outlined. They also form part of the project's work plan:

- To develop a modern training and certification programme that reflects sectoral needs as well as those of individuals within the sector;
- To base the programme on clearly defined 'necessary skill sets';
- To promote cooperation within the EU and within participating sectors in the quality assurance process;
- To create and coordinate a European network committed to driving and improving learning so that it meets the identified needs of the sector and the individuals it employs;
- To implement an EU-wide certification with validity of both the qualification and certification;
- To support participants in training and further training activities to acquire skills relevant to the sector;
- To base design and implementation of the training materials on best practice and 'lessons learned' by using practical examples and 'real-life' case studies.

The project has very clear and achievable target groups which include International Development delivery agents, or example, NGOs and charities, public sector funders of 'International Development' at an EU level and at national levels within the countries of the project participants, education and training providers, accreditation and certification bodies and individuals employed in the sector as well as those wishing to enter the sector.

Sector representatives that supported the project application (for example, Dóchas members, and CADA NI) signalled their interest to contribute to the project's development, implementation and dissemination activities. They are enthusiastic about promoting the project outcomes to the wider sector and to national, European, and International and national agencies. They are working with project to promote the approach to 'funders' of International Development cooperation.

The impact of the project will be continued through the creation of a self-sustaining community network made up of key sector representatives and education and training providers across all partner countries.

Long - term beneficiaries of the project include:

- Individuals, who will benefit from the project through:
 - Receiving an EU-wide CPD accredited certification in International Development;
 - Learning how to manage real-life development problems, opportunities and situations;
 - Gaining better perspectives on employability within the International Development sector.

- International Development organisations and funders, which will:
 - Create attractive and accessible lifelong learning opportunities for existing employees;
 - Attract new candidates to the sector;
 - Get access to an innovative ICT based content, service and pedagogy;
 - Promote high performance and innovation in systems and practices in the field;
 - Enhance collaboration between the Higher Education and International Development sectors.

2. Project Approach

This project has developed an approach which will support in improving the quality of training and recognition of different skills within the International Development sector across Europe. The final outcomes of the project can ultimately be used in different EU Member States, providing each one with a means of unlimited access to exemplar training materials and a means of certification in the field of International Development sector.

The methodology employed for product development can be divided in to a number of phases, as outlined:

The first step was the research phase, undertaken during the first months of the project lifecycle. In order to design a comprehensive Skill Set that reflects the needs of the sector, the project partners decided to conduct an online survey among sector representatives in each of the project partner countries: the UK, Ireland, Spain and Bulgaria. A common online questionnaire was developed with a set of sixteen questions in the field of essential skill sets, skill gaps, training opportunities, skills validation, qualifications and existing opportunities for continuous professional development. The questionnaire was translated in to the project partner languages and distributed to representatives within the International Development sector in the UK, Ireland, Spain and Bulgaria.

The project chose a very straight forward developmental approach, within which the product under development has been created in close cooperation with the main target group of the project, that is, International Development sector representatives in all partner countries. Project partners felt that this approach would definitely contribute and add value to the final products. An example of such activities was the online survey that was carried out in May and June 2011 and the subsequent focus groups that were conducted to validate the design of the Skill Set in collaboration with sector representatives.

All of these aforementioned activities have influenced the project consortium with regard to developing a clear understanding of the needs of the International Development sector across Europe and what is required to help to bridge the gap between the theory and practice within the sector and to address sector representative's needs in terms of training and skills validation.

All partners have been involved in the product development phase. Therefore, the Skill Set, training materials and related resources will be produced drawing on the strengths and knowledge that each organisation brings to the consortium. Tutors from Bulgaria, Spain and the UK who will be pilot testing the AID training materials in Spain will be engaged in facilitated development workshops which are designed to encourage their active participation in critically reflecting on the content and pedagogical approaches used in the AID project products, thereby contributing to their improvement and refinement.

The AID training materials and related resources will be tested among International development representatives as well as learners from Spain, Bulgaria and the UK. The evaluation methodology will provide for feedback from all key target groups, which are, International Development sector representatives and learners seeking to enter the sector as their desired career path.

The Product Specification document, in addition to the Terms of Reference for Evaluation will be developed to support the growth of a common understanding between project partners. The Terms of Reference for Evaluation acts as the agreement between all parties regarding how the evaluation is to be conducted and to specify the main activities for the evaluation of responsibilities, the evaluation process and the associated timetable and outputs. An Evaluation Officer (P2) has been assigned who will direct and co-ordinate the training course implementation with overall responsibility and accountability for the evaluation; guidance throughout all phases of execution; co-ordination of the project's internal review process; design of an evaluation questionnaire including the collection and analysis of the results. The evaluation comprises a formative evaluation at the Trainers Workshops planned for January 2012 and a summative evaluation at the end of the project to evaluate training implementation, identify key learning and to highlight next steps.

The dissemination and exploitation strategy is a very important aspect of the project. General promotion and dissemination of the project's outputs started at an early stage. The project concept, aim, objectives and outcomes were presented both internally in the respective partner organisations and externally, to International Development sector representatives, education and training organisations and institutions that might benefit from the project outputs or contribute to their exploitation.

The project website www.aidproject.eu was developed at an early stage of the project life cycle. The website will be updated with the results from the piloting activities. A link to the project website together with the short description has been placed on the project partner organisation's websites.

More detailed dissemination activities will take place in the second year of the project. The core dissemination strategy will be delivered at different levels:

- direct participants - teachers/trainers/lecturers in the field of International Development will directly support the AID project by making inputs in the research, development and testing of the products;
- dissemination within partner organisations - staff working in the education and training arena in partner organisations;
- dissemination outside of partner organisations – International Development delivery agents, NGOs, charities, education & training providers and teachers / trainers / lecturers, accreditation and certification bodies, individuals employed in the sector and those wishing to enter the sector;
- government departments, agencies & policy makers.

The input of the original project partners will be sustained through the AID Development group which will be set up after the project life cycle.

The project has already been introduced at several events:

- A Joint Ministerial meeting between Irish and UK Ministers of International Development: Jan O'Sullivan (Irish Aid) and Alan Duncan (UK's Department for International Development), hosted by the Northern Ireland Assembly's All Party Group on International Development (APGID).

- The Development Studies Association Ireland (DSAI) Annual Conference
- The Coalition of Aid and Development Agencies Northern Ireland (CADA NI) Annual General Meeting
- Irish National Agency Conference on Lifelong Learning Programme opportunities
- Bulgarian National Agency Conference and Information Day on "Lifelong Learning Programme" - sectoral Programme "Leonardo da Vinci".

In addition, a number of conference proposal submissions have been made to present the work of the AID project at a number of high profile international education and lifelong learning conferences, including the British Council's Going Global Conference to be held in London in March 2012 and the European Association of International Education (EAIE) Annual Conference being held in Dublin in September 2012.

3. Project Outcomes & Results

During the first year of the project lifecycle a number of outcomes have been achieved.

The project partners conducted a survey among International Development sector representatives in Ireland, UK, Spain and Bulgaria. The research phase involved three months of quantitative and qualitative research activities aimed at identifying trends across the partner countries regarding existing training and certification pathways within the International Development sector, to measure their impact on career and employment opportunities, but primarily to study the existing skill gaps and identify CPD pathways that reflected best practice, based on examples and experience from different European countries. The survey has been an excellent opportunity to get to know the sector from different perspectives as well as to compare the results between participating countries. The common survey questionnaire was developed, translated into all partner languages and distributed to 120 organisations representatives across the four partner countries. Prior to this distribution exercise, each project partner identified organisations that they thought would add value to the survey results and established links with them. This served to enhance the engagement and support for the project's development from sector representatives during the research phase. Between June and September 2011, the project partners contacted various organisations in UK, Ireland, Spain and Bulgaria with the request to complete the online questionnaires. A total of 65 valid questionnaires were gathered and then analysed.

The results of these activities have been put together in the format of a research report to inform the design of the AID Skill Set. The research report presents an overview of the needs and experiences of people employed within the International Development sector in UK, Ireland, Spain and Bulgaria. The Research Report consists of 12 different sections:

- Overviewed of the Report
- Methodology
- Overview of Participating Organisations
- Engagement in International Development Work
- Essential Skills to Work in the International Development Sector
- Skills Gaps in the International Development Sector 'At Home'
- Skills Gaps in International Development Sector Abroad
- Training and Continuous Professional Development
- Changes in International Development Skill Set
- International Development Skills in Demand
- Availability of Training Opportunities
- Certification Process and Training Provision in International Development sector

The research results informed the pilot AID Skill Set content and design. All partners have been involved in the product development phase and took part in several workshops during project meetings, which aimed at developing the AID Skills Set.

During last project meeting in Belfast in September 2011 project partners agreed the final shape of the AID Skill Set, which resulted in the framework being ready for the feedback produced from the focus group sessions. It was agreed between the project partners, that in order to validate the development of the Skill Set, focus groups will be organised in each partner country with attendance of core sector representatives. This serves to ensure that the project is maintaining continued close cooperation with the International Development sector and is open to influence and feedback from people working within the sector who are simultaneously the main target group of the project.

The AID Skill Set has been divided into four main pillars representing the wide scope of International Development sector:

- 1) Intercultural Competences
- 2) Management Skills
- 3) Human Rights, Gender & Equality
- 4) Sustainable Development.

Each pillar is further broken down into more specific themes and outlines essential skills on both the basic and advanced levels.

Sample of the AID Skill Set Framework:

		BASIC	ADVANCED
Intercultural competences	Tolerance	<ul style="list-style-type: none"> • Demonstrating respect to differences • Active listening 	<ul style="list-style-type: none"> • Ability to recognize factors that affects one's values and ways of behavior
	Embracing diversity	<ul style="list-style-type: none"> • Relationship building • Individual and communal engagement with the other • Holistic understanding and appreciation of difference 	<ul style="list-style-type: none"> • Enlightened consciousness. Shifting mind-set from a monocultural worldview to a multicultural worldview.
	Empathy	<ul style="list-style-type: none"> • Demonstrate an understanding of someone else lived reality • Openness and self-awareness 	<ul style="list-style-type: none"> • Encourage continuous engagement with others reality
	Adaptability	<ul style="list-style-type: none"> • Compromise • Negotiations skills • Analysis of context (analytical skills) • Ability to manage stress and change 	<ul style="list-style-type: none"> • Ability to change behaviors and strategies to respond accordingly to different situations
	Challenging stereotypes	<ul style="list-style-type: none"> • Being able to identify when stereotypes leads to discrimination • Understanding why people holds stereotypes and how to overcome them • Confronting and challenging 	<ul style="list-style-type: none"> • Grounded knowledge base. Expose everything to a process of critical analysis • Openness to interpreting the world in different ways

		discrimination <ul style="list-style-type: none"> • Support to difference 	
	Self-awareness	<ul style="list-style-type: none"> • Critical self-analysis • Presentation of self in different contexts • Sensitivity to cultural norms & practice • Ability to adapt 	<ul style="list-style-type: none"> • Ability to awake sense of culture • Ability to examine own mind-set and way of thinking
	Effective communication	<ul style="list-style-type: none"> • Adapting the speech to accommodate audience • Listening skills • Being open and responsive to constructive criticism • Being open and approachable 	<ul style="list-style-type: none"> • Ability to build trusting relationship with people • Ability to manage varied contexts of intercultural encounter

The AID training materials and the University of Ulster's Certificate in Personal and Professional Development (CPPD) have been developed in conjunction with the AID Skill Set and their contents have also been informed by the findings of the AID research report. To this end, the project partners have also provided support for the development of a pilot version of the AID course training materials. The training materials have been developed in strict accordance with the quality assurance standards of the University of Ulster's Academic Office. The development of the training package has been managed by the Director of the International Development Programme at the University of Ulster. She is also the Course Director for the undergraduate Minor in International Development and has more than 15 years experience of curriculum design and delivery of International Relations, International Development, Human Rights Education, Education for Sustainable Development and Development Education courses in the higher education sector in the UK and internationally. Other experienced colleagues have worked on the content and structure of the AID training materials too, including staff with extensive field experience of working in humanitarian aid and international development in Asia and Sub-Saharan Africa. This project output is being led by staff at the University of Ulster, because the University's Certificate in Personal and Professional Development is the accreditation that the 60 participants who will be undertaking the pilot will receive upon successful completion of the course. The course is delivered fully online in conjunction with the University's Access and Distributed Learning Department with staff in the Lifelong Learning section.

The descriptions of the modules that make up the training materials are as follows:

MODULE TITLE	CREDIT POINTS
<p><i>Access International Development: Why work in International Development – a residential workshop</i></p> <p>This module will engage students in a process of guided critical self reflection about their motivations, aspirations and expectations in relation to working in International Development related fields, either at home or abroad. It will introduce an</p>	<p>Pre-requisite to establish baseline</p>

International Development Skill Set to inform thinking about what is required to work in this sector.	
<p><i>Access International Development and Globalisation: key themes that inform development practice</i></p> <p>Sustainable international development and globalisation are inextricably linked and encompass a wide range of complex, interrelated and competing issues to be examined. This module is designed as an introduction to many of these issues and has been developed to encourage students to think in an integrated fashion, to understand the complex linkages between humans in the minority and majority worlds and the natural environment, to develop an awareness of pressing development issues and their role in responding to those issues identified.</p>	20 credit points
<p><i>Access International Development: Exploring the Challenges of Working in Cross Cultural Development Settings</i></p> <p>Working in international development requires a great deal of self-awareness, reflection and critical thinking as well as a sounding understanding of the role development workers can play and the values they are expected to bring to their practice. Students will learn the importance of ‘doing no harm’, setting themselves in context, understanding that context and taking steps to ensure they stay safe (and indirectly keep others safe).</p>	10 credit points
<p><i>Access International Development Research and Programme Tools for Effective Practice</i></p> <p>This module is designed as an introduction to the importance of making decisions and implementing programmes based on good and up to date data. It introduces students to the many tools currently in use by development practitioners throughout the programme cycle. Students should be able to identify what tools are most appropriate to different phases in the programme cycle.</p>	10 credit points
<p><i>Access International Development: Sustainability and Climate Justice</i></p> <p>This module explores the complex challenges of balancing the sometimes competing needs for poverty alleviation and environmental sustainability. It examines the challenges of climate change and the response espoused by the climate justice movement as it influences international development policy and practice with reference to a variety of global case studies.</p>	10 credit points
<p><i>Access International Development: Gender Awareness, Human Rights and Human Security</i></p> <p>This module is designed as introduction to the importance of factoring gender into development policy and practice in the Global South and the reasons why. It also examines human rights and human security based approaches to development in the twenty first century and why they have become such</p>	10 credit points

important overarching paradigms in the pursuit of development cooperation work. Reference to real life case studies will be used to illustrate the application of theoretical concepts throughout.	
TOTAL – Assessment based on a pass/fail only basis	60 credit points (CPPD)

The structure and the content of the training materials will be revised subject to the findings of both the formative and summative participant evaluations that will be undertaken as part of the validation process.

All project partners contributed to the positive inputs and commitment to moving the project on to the delivery stage. Therefore, the Research Report, Skill Set and AID training materials result from the combination of know-how and experiences brought to the project by each of the various organisations. Partners feel that the project has huge merit and can make a real difference to the International Development sector across Europe as well as for education and training providers who wish to deliver training in this field.

All project results will be made available on the project website www.aidproject.eu when they have been appropriately tested and validated and are ready for wider dissemination.

4. Partnerships

The project partnership is made up of four organisations representing four European countries:

1. The University of Ulster, Northern Ireland, UK
2. Fast Track Into Information Technology, Ireland
3. University of Deusto, Bilbao, Spain
4. European Centre for Quality, Bulgaria.

All partners bring unique aspects of expertise from the fields of International Development, training and curriculum design, European project coordination and quality assurance. They therefore all contribute to creating an added value to the partnership at the European level in the following ways:

- Competencies and skills exchange – each partner has distinct competencies in the area of the International Development sector, developing training materials, validation of learning and certification that is why all partners contribute to the development phase of the project;
- Mutual understanding of skills and training needs within the International Development sector in Ireland, UK, Spain and Bulgaria;
- Strengthening existing and establishing new networks for collaboration between Member States. Some partners have already successfully collaborated before the project and this project helps to maintain and strengthen their collaboration. At the same time, partners who did not know each other before have set up positive relationships which may result in further cooperation in the future.
- Contributions to various EU policy areas:
 - The project will develop Access International Development training materials and an EU-wide CPD accredited certificate in International Development
 - Enhance collaboration between the Higher Education and the International Development sectors
- Project results can be transferred across all EU Member States and can enhance the recognition of skills and career paths within the International Development sector across Europe.
- The project has the added benefit of widening networks and partnerships outside the Consortium. Partners have established relationships with a variety of International Development representatives from different countries, who are very interested in the aims and objectives of the AID project.

5. Plans for the Future

In the second and final year of the project life cycle the following activities will be carried out:

- As the project coordinator, the University of Ulster, will continue to maintain the successful financial, administrative and technical management of the project, as well as retain a strong and effective partnership between project partners. This work will be undertaken with support from the project partner organisation, Fast Track Into Information Technology (FIT).
- Focus groups will be organised in Ireland and the UK in order to validate the Skill Set with sector representatives. Based on the collated feedback from the focus groups, the project outcomes will be finalised and prepared for the pilot testing phase.
- The AID Skill Set and training materials will be completed and translated into Bulgarian, Spanish, French and German.
- The project will test the relevance, validity and appropriateness of the AID Skill Set and training materials during workshops for teachers organised in Spain and Ireland in January 2012. Designated teachers from Bulgaria will travel to Spain to take part in the workshop sessions that will also validate the project outcomes through feedback received from teachers and practitioners. Those other designated trainers from the island of Ireland, will travel to Belfast to participate in a parallel training workshop session to validate the project outcomes through the feedback generated.
- Those people taking part in the workshop training, will be people drawn from within the International Development sector to deliver both the content and the spirit of the project beyond that of what the partner organisations are engaged in.
- The Pilot Evaluation report will be developed and it will present results from the workshop session and validation of the AID project outcomes. Feedback from the piloting stage will inform the final design and layout of the Training Materials as well as the further development in terms of examination and certification of the course.
- The AID training materials will be certified and accredited by the University of Ulster and will become available online through University e-learning platform.
- Project partners will continue to cooperate with ECQA representatives with the aim to make the same AID training materials certified by their organisation and therefore available on the ECQA portal alongside the self-assessment tool. Project partners are also exploring the possibility of having the AID training materials certified through the UK's European Qualification Framework as an alternative or in addition to the ECQA.
- During the second year of the project lifecycle, subject to successful negotiations, the AID Online Course will be certified by ECQA and an online exam question database will be created to support the certification process.

- During the pilot testing phase which will take place in the final year of the project life cycle, 60 students from Spain, Bulgaria and the UK will complete the online International Development course and attain certification through the University of Ulster's e-learning portal. Their feedback will inform the finalisation of the project outcomes, mainly with regard to the training materials and the exam question database.
- Partners will continue to actively promote the project within partner organisations and their networks. Additional promotional materials (for example, an electronic newsletter) will be designed and distributed to inform relevant stakeholders about the aims and objectives of the AID project and about its achieved outcomes. The project website will be constantly updated and will be translated into project partner languages. Intensive dissemination activities will be carried out at the European level using European-wide networks and organisations that partners are involved in. The project partners will attend various conferences and events held in Ireland, UK, Spain and Bulgaria to disseminate the work of the project. A final project conference will be organised in the UK during in the last months of the project life cycle for dissemination purposes.
- Exploitation will include mainstreaming the project results to inform appropriate decision makers at local, regional and national levels within the partner countries and across Europe. There is a great potential for the AID training materials to be used widely in the education and training sectors in different EU Member States. Throughout the project lifetime all partners will encourage both International Development sector representatives and education providers to add value to the products developed through this project collaboration.
- The input of the original project partners will be sustained through the AID Development group, which will be set up after the end of the project life cycle.

6. Contribution to EU policies

The Project contributes to EU policies:

LLP-Obj-a: To contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field.

LEO-SpObj-a: To support participants in training and further training activities in the acquisition and participation in the European labour market

The projects contributes to this priority as project partners individually and at an EU level are actively engaged in this field of work. The sector is made up of large numbers of individual NGOs and charities and now recognises that it needs to develop effective high quality lifelong learning opportunities if it is to retain and attract people. The project will link the sector with education and training specialists to develop a high quality, innovative/responsive CPD programme recognised across the sector at the EU level.

LLP-Obj-c: To help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States.

There is a wide-ranging consensus among NGOs working in support of international development initiatives that the sector is constrained in capacity and creditability by the lack of a single recognised and accredited qualification in the field of international development, and that such provision at an EU level would add greatly to the level of professionalism, to the ability to attract strong candidates into the sector and to the degree of competence and credibility of the sector.

LEO-OpObj-3: To facilitate the development of innovative practices in the field of vocational education and training.

Through the support of the International Development sector, improvements will be made regarding sector-wide identification of skills gaps and competence needs and their subsequent integration in VET provision. A more integrated model of learning will be fostered through encouraging the involvement of key stakeholders in making VET qualifications/systems more responsive to the needs of the International Development sector and individual learners.

Priority 3: Developing Vocational Skills considering the labour market needs – New Skills for New Jobs.

The project is driven by need/demand from within the International Development sector and is supported in its submission and subsequent delivery by a broad range of existing organisations from within the sector. The sector is one which provides considerable employment and opportunity for growth as identified from within the sector and by the OECD and other international fora. At present the sector has

identified an absence of an appropriate EU-wide CPD programme as an issue that needs to be addressed.

Priority 1: Transparency and recognition of competences and qualifications

The transparency and recognition of qualifications and competences will be improved by applying an EU-wide certification and exam question database that will be fully transparent and can equally applied in EU Member States.

Discrimination: Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

The development of systems, content and pedagogy will be designed to ensure that any potential gender bias is eliminated with a particular emphasis on ensuring the project is designed to promote equality of uptake by both men and women. In particular, the materials will be designed to eliminate bias and systems / pedagogy designed to ensure equality of access. The project aims to mobilise the potential of a person regardless of gender.

Employment

The project seeks to increase the attractiveness of the International Development sector to those employed within it and to those who may wish to consider a career in the sector. It is a collaboration between the International Development sector and education and training specialists to ensure that lifelong learning is mapped to the needs of a vibrant and growing sector which is currently under-developed in this regard.

Recognition of Qualifications

The project will develop an EQF based qualification and certification of competences as a priority to ensure that a fully transparent programme is developed that can be applied equally to all Member States.