



Education and Culture DG

Lifelong Learning Programme

EU Lifelong Learning Programme 2007-13
Subprogramme Leonardo da Vinci - Call for proposal 2010 EAC/41/09
Priority 1 "Transparency and recognition of competencies and qualifications"
Action "Multilateral Projects of Development of Innovation"
Project Code 510565-2010-LLP-LEONARDO-LMP



Certified Safety VET Trainers (CeSaTra)

An experimental intervention to put in transparency and to recognise the competences of the trainers on safety matter in the European VET systems of the Construction sector

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WP 6 - Pilot test on the enforcement of the Memorandum of Understanding - MoU ECVET for the professional qualification of the VET Safety Trainer in Construction sector

**Report on ECVET for VET Safety Trainers:
Final release of the whole ECVET pilot test**

September 2012

INDEX

Premise: aims, activities and products of the CeSaTra WP 6 pilot test	3
The common tools for the CeSaTra WP 6 pilot test activities	
- The common European model for Learning Agreements ECVET	5
- The common European model for ECVET credits awarding	6
The CeSaTra WP 6 pilot test in the participating countries	
- The pilot test in Italy	7
- The pilot test in Germany	9
- The pilot test in Belgium	10
- The pilot test in Spain	13
- The pilot test in France	18
- The pilot test in Switzerland	20
- The pilot test in Poland	21

Premise : aims, activities and products of the CeSaTra WP 6 pilot test

The aim of the workpackage 6 of the CeSaTra project was to put in practice, in order to evaluate its efficacy, correspondence to users' requirements and compliance with national/regional sectoral VET systems, the Memorandum of Understanding - MoU ECVET "VET Safety Trainer in Construction", establishing the European correspondence for the assessment, transfer, and accumulation processes of learning outcomes achieved in formal, informal and non formal contexts by professional figures of VET safety trainers in Constructions included in the common European perimeter shared by partners during WP 2, officially signed in Paris (FR), the 19th and 20th January 2012, by Consortium and associated partners (in Italy, *Centro per la Formazione e Sicurezza in Edilizia di Arezzo, Provincia di Arezzo* and the associated *Scuola Edile di Perugia, Formedil - Ente Nazionale per la Formazione e l'Addestramento Professionale nell'Edilizia, Regione Toscana, Provincia di Perugia, Istituto Nazionale per la Previdenza Sociale - Arezzo, Istituto Nazionale per gli Infortuni sul Lavoro - Arezzo, Azienda Sanitaria Locale 8 - Arezzo, Comitato Consultivo Provinciale INAIL di Arezzo* and *Direzione Provinciale del Lavoro di Arezzo*; in Belgium, *Formation PME Liège-Huy-Waremme*; in Germany, *BZB - Bildungszentren des Baugewerbes e. V.*; in Spain, *Fundación Laboral de la Construcción del Principado de Asturias*; in Poland, *Związek Zawodowy "Budowlani"*; in France *Centre de Ressources pour le Développement* and *Centre Régional pour le développement, la formation et l'insertion des jeunes*; in Switzerland *Fondazione ECAP*).

The experimentation, starting from the MoU definition and signature (ECVET 1st step) has begun the implementation of the whole ECVET process:

- Learning Agreements ECVET: definition and signature (by trainers on safety matter interested to recognition of professional qualification, by concerned VET providers and, when requested by national/regional rules on VET, by public institutions having competence on putting in transparency and recognition of learning outcomes and qualifications) of the individual Learning Agreements ECVET describing, in compliance with the MoU and national/regional rules on VET, the learning process in formal, informal and non formal contexts, and the related ECVET credits to be obtained to gain the qualification (ECVET 2nd step);
- ECVET Credits Awarding: at the end of putting in transparency and recognition of learning outcomes processes, awarding to involved trainers, by concerned VET providers (and, when requested by national/regional rules on VET, by public institutions having competence on putting in transparency and recognition of learning outcomes/qualifications), of ECVET credits related to verified learning outcomes, utilising Europass Certificate Supplement (ECVET 3rd step);
- Transfer, validation and accumulation of the awarded ECVET credits in the sectoral and territorial VET systems involved in the MoU, in compliance with national and regional rules on certification ways and procedures, formal, non-formal and informal learning validation, qualification bodies (ECVET 4th step).

These experimentation has involved 121 safety trainers, in all participating countries (30 in Italy, 15 in Germany, 15 in Belgium, 16 in Spain, 15 in France, 15 in Poland, 15 in Switzerland).

The pilot test process had two intermediate results, represented by the definition of a Learning Agreements ECVET European common model, and of an ECVET Credit Awarding European common model, based on Europass Certificate Supplement.

The whole ECVET pilot test on the enforcement at national/regional level of the MoU ECVET "VET Safety Trainer in Construction" realised within workpackage 6 of the CeSaTra project is described by this report: beyond a description of the above mentioned common models, this final release on the ECVET pilot test is articulated in several parts, each one specific for every participating country.

The common tools for the CeSaTra WP 6 pilot test activities

The common European model for Learning Agreements ECVET

The common European Model for Learning Agreements ECVET has been defined by the CeSaTra partners as a prototype to be concretely utilised during pilot test on MoU enforcement at territorial level at the aim of definition and signature of the individual agreements among the VET trainers on safety matter interested to the recognition of professional qualification, the concerned VET providers and, when requested by national/regional rules on VET, the public institutions having competence on putting in transparency and recognition of learning outcomes and qualifications, to describe and formalise, in compliance with the MoU and national/regional rules on transparency and recognition of learning outcomes and qualifications in force in territories concerned by pilot test, the learning process in formal, informal and non formal contexts, and the related ECVET credits to be obtained to gain the professional qualification.

The common European Model for Learning Agreements ECVET defined and applied by CeSaTra is composed by a common European part relating to MoU, and by different territorial integrating parts relating to legislation on professional qualification applicable in these territories (two specific versions was defined in Italy, for Tuscany region and for Umbria region, since the regional competence on VET established by Italian Constitution; one in Spain; one in Belgium; one in Switzerland; one in Poland. In Germany and in France, due to the legislation on professional qualification applicable in these territories - cfr., infra, the parts of this report specifically relating to the pilot test in these countries -, it was not still possible the territorial adaptation of the Learning Agreements model.

In effect, the characteristics of the processes of putting in transparency/recognition of learning outcomes, even if based on the same MoU, are different in each CeSaTra country (and in Italy, in each CeSaTra region, considering the regional competence on VET matter, which reproduce at national level the same VET fragmentation existing among the European countries), in compliance with national and/or regional laws in VET matter. Thus, the CeSaTra partners have worked on the common model for the Learning Agreement ECVET also considering the necessity of its adaptation to each territorial context (and rules), defining it with a "common part", strictly relating to the MoU and valid for every application territory, and wit a territorial part adapted to each specific national and/or regional legislation context, with significant differences. E.g, concerning the pilot test realised in Italy, the version of Learning Agreements ECVET model utilised in the Tuscany region is focused on the role of the *Provincia* public territorial body (to which the Tuscan law attribute specific competences on description and validation of learning outcomes) with a subsidiary role of the VET provider, instead the Umbrian version is focused on VET provider role, because the Umbrian law attribute to the training agencies, through the utilisation of a skilled "Credit Tutor", the whole competences required to support processes of putting in transparency and recognition of learning outcomes.

All the territorial versions defined and utilised within CeSaTra pilot test are downloadable in the public open area of the CeSaTra website (www.cesatra.eu).

The common tools for the CeSaTra WP 6 pilot test activities

The common European model for ECVET credits awarding

The common European Model for ECVET Credits Awarding has been defined by the CeSaTra partners as a prototype to be concretely utilised at the end of processes and procedures, started within the pilot test on Memorandum of Understanding - MoU ECVET "VET Safety Trainer in Construction" enforcement at territorial level, and aimed to put in transparency and recognise the learning outcomes achieved in formal, informal and non formal contexts by VET safety trainers in constructions interested to gain the ECVET credits and professional qualification established at European level by the MoU.

Like the common European Model for Learning Agreements ECVET (and for the same reasons), also the ECVET Credits Awarding model contains common European parts, relating to the description of the new European qualification "VET Safety Trainer in Construction" established by the MoU, and also different territorial integrating parts (2 for Italy, for Tuscany region and for Umbria region, since the regional competence on VET established by Italian Constitution; one for Germany; one for Spain; one for France; one for Belgium; one for Poland; one for Switzerland), for each territory engaged in the MoU enforcement, relating to the specific legislation on professional qualification applicable in these territories, to the related competent bodies awarding the certificate, and to national/regional authorities providing accreditation/recognition of the certificate.

The common European Model for ECVET Credits Awarding is articulated in a initial part, containing the models defined by the national/regional laws at the aim of training credits awarding, for each territory engaged in the MoU enforcement, and in a following common part, defined on the basis of the Europass Certificate Supplement structure, evidencing in English language, and in each language of concerned territories (IT, FR, DE, ES, PL), the title of the certificate, the profile of skills and competences, the range of occupations accessible to the holder of the certificate, the official basis of the certificate for each concerned territory, the officially recognised ways of acquiring the certificate.

The full version of common European Model for ECVET Credits Awarding defined within CeSaTra pilot test is downloadable in the public open area of the CeSaTra website (www.cesatra.eu).

The CeSaTra WP 6 pilot test in the participating countries : ITALY

In Italy, in which the pilot test was realised in the regions Toscana and Umbria (Italian regions have exclusive legislative competence on vocational education and training – VET, and are responsible for developing and setting VET curricula), the Italian consortium and associated partners have sustained:

- firstly, the adaptation of the professional figure defined and formalised by the MoU at the aim of its formal insertion within the regional qualification frameworks of the Toscana region (*Repertorio delle Figure Professionali della Regione Toscana*) and of the Umbria Region (*Repertorio dei Profili Professionali della Regione Umbria*), to allow the recognition of concerned learning outcomes, professional qualification and related ECVET credits, in compliance with regional enforceable rules on professional qualification (particularly, in Toscana Region, DGR 532/2009 also called “Competences Regulation” and its later modifications and integrations; in Umbria Region, DGR 1429/2007 also called “Credits Directive” and its later modifications and integrations). At the aim of the adaptation/insertion of the CeSaTra professional figure within the Tuscan and Umbrian regional qualification frameworks, the Italian consortium and associated partners have produced/presented/formalised many documents. In Tuscany, following the regional indications: an informal proposal from Scuola Edile di Arezzo to Toscana Region, in June 2012, for the integration of the competences characterising the professional figure of the “*Tecnico della programmazione, realizzazione e verifica dell'intervento formativo, della gestione d'aula e della valutazione degli apprendimenti*”, new figure which the region is defining for the generality of VET trainers (in particular, this CeSaTra proposal is focused on transversal competences of VET safety trainers in constructions, that is on training competences not related to safety and constructions); a formal proposal from Scuola Edile di Arezzo to Toscana Region, in July 2012, for the integration of the competences (namely the Competence Unit UC 109) characterising the professional figure of the “*Tecnico dell'elaborazione del piano di sicurezza aziendale, pianificazione dei programmi di adeguamento e manutenzione, formazione ed informazione sulla sicurezza in azienda*”, figure already existing in the Tuscan regional qualification framework (in particular, this CeSaTra proposal is focused on training competences on safety matter, not specifically related to constructions); a formal proposal from Scuola Edile di Arezzo to the provincial authority of Arezzo, in July 2012, consisting in a training project titled “*Tecnico dell'elaborazione del piano di sicurezza aziendale, pianificazione dei programmi di adeguamento e manutenzione, formazione ed informazione sulla sicurezza in azienda – Competenze per la formazione in materia di sicurezza nel settore delle costruzioni*”, defining the learning outcomes and training units to allow the recognition of training competences on safety in constructions. These documents and processes cover in Tuscany the whole learning outcomes units and ECVET credits formalised within the MoU Memorandum of Understanding - MoU ECVET “VET Safety Trainer in Construction”.

Instead, in Umbria region, considering that the regional qualification framework not includes professional profiles relating to VET and safety, it was more simply defined and presented to the Umbria Region, in June 2012, through the CeSaTra associated partner Scuola Edile di Perugia and Provincia di Perugia, the new professional profile of the "*Formatore nei Sistemi di Formazione Professionale per la Sicurezza nelle Costruzioni*", which articulates, following the regional standards, all the learning outcomes defined by the MoU ECVET "VET Safety Trainer in Construction"; furthermore, it's also to remark that the associated partners Scuola Edile di Perugia has formally presented in July 2012, within a territorial ESF call, a training project titled "*Formatore per la Sicurezza nelle Costruzioni*" (Safety trainer in Constructions), articulated with the same learning outcomes units of the profile presented to Umbria Region, with corresponding training units, which foresees also the possibility for the trainees to individualise the training, through the choice of the training units not corresponding to the already acquired and verified learning outcomes;

- secondly, in parallel, the mobilisation at territorial level of public institutions and VET providers having competence, in compliance with regional rules on professional qualification, to activate and sustain the learning outcomes and qualification recognition processes (in Toscana region, the Provincia di Arezzo and the Scuola Edile di Arezzo; in Umbria region, the Scuola Edile di Perugia) for the interested VET professionals operating as safety trainer in construction;
- finally and especially, the concrete activation, for 20 Tuscan and 10 Umbrian safety trainers, of the processes and formal procedures (in particular, starting from the signature of the Learning Agreements ECVET, activities aimed to put in transparency and recognise the already acquired learning outcomes and to attribute training credits for expressly designed flexible VET programmes to get the qualification) in compliance with the MoU contents and the territorial enforceable rules on professional qualification.

All the above mentioned documents, different for the Tuscan and Umbrian regional application contexts, emerging from the activation within CeSaTra pilot test of these processes and formal procedures for transparency and recognition of learning outcomes, are downloadable in the public open area of the CeSaTra website, www.cesatra.eu ¹.

¹ The informal proposal for the competences integration of the Tuscan "*Tecnico della programmazione, realizzazione e verifica dell'intervento formativo, della gestione d'aula e della valutazione degli apprendimenti*" professional figure, is the downloadable file titled "InformalProposalTuscanFigure". The formal proposal for the competences integration of the Tuscan "*Tecnico dell'elaborazione del piano di sicurezza aziendale, pianificazione dei programmi di adeguamento e manutenzione, formazione ed informazione sulla sicurezza in azienda*" professional figure, is the downloadable file titled "FormalProposalTuscanFigure". It's also dowloadable a related "Explaining note", in EN and IT.

The Tuscan training project "*Tecnico dell'elaborazione del piano di sicurezza aziendale, pianificazione dei programmi di adeguamento e manutenzione, formazione ed informazione sulla sicurezza in azienda - Competenze per la formazione in materia di sicurezza nel settore delle costruzioni*", is the downloadable file titled "TrainingProjectTuscany".

The proposal of the new Umbrian professional profile "*Formatore nei Sistemi di Formazione Professionale per la Sicurezza nelle Costruzioni*", is the downloadable file titled "ProfileAdaptUmbrianStandard".

The Umbrian training project "*Formatore per la Sicurezza nelle Costruzioni*" is the downloadable file titled "TrainingProjectUmbria".

Learning Agreements signed in Tuscany and in Umbria and related evidence documents are showed within the documentation on Learning Agreement ECVET. Due to the rules on privacy matter, name and surname of directly involved safety trainers has been substituted by a code: e.g., Umbria-01. Instead, the name and surname of these persons will be specified in the confidential part of final report on the CeSaTra project, addressed to EACEA.

The CeSaTra WP 6 pilot test in the participating countries : GERMANY

Specific note on operating the Memorandum of Understanding - MoU within the BZB and in the external context of the BZB Krefeld

Contextual situation in Germany in brief

In Germany mainly the Chambers of Crafts (and Trade) are the legally authorized bodies to certify knowledge, skills and competences for people with formal professional certifications gained abroad. Centres for Vocational Education and Training (VET-centre) like BZB are regularly not allowed to do that with a legally binding character. Nevertheless VET-centres might be authorized by chambers to operate the process of assessment of knowledge, skills and competences formally gained abroad by professionals. With a clear formal tool like the current MoU, VET-centres could assess and eventually recommend acknowledgement of knowledge, skills and competences or not, in the latter case, when there are not sufficient of them for the purpose they have been assessed for.

How has the current MoU been evaluated so far?

BZB Krefeld – as German partner in CeSaTra – assessed the knowledge, skills and competences of 15 craftsmen. All of them had been formally and vocationally educated in construction crafts of a wide range of professions. All of them might be indicated at levels 5 of the EQF scale. Due to data protection we operated an anonymous survey. All of them dealt with the same standardized questionnaire to get out reliable and comparable results.

How has the current MoU been communicated so far between the Düsseldorf Chamber of Crafts and the BZB?

BZB informed the Düsseldorf Chamber of Crafts² occasionally about the project and the ongoing processes and developments in CeSaTra. As BZB is in frequent, intense and mutual dialogue concerning different topics with the Düsseldorf Chamber of Crafts, the interim and final results related to processes and products of CeSaTra will further on be communicated and agreed with the responsible staff of this Chamber.

What can be achieved until the end of the project?

Until finishing the CeSaTra project BZB will have realised an evaluation of the MoU appropriate to the German context with 15 professionals. The results from this process evaluation will then have been offered to the Düsseldorf Chamber of Crafts as an assessed recommendation of how to initiate a process of acknowledgement and certification of skills gained abroad respectively. Also the professional figure of a *Certified Safety Trainer* in construction will be communicated in detail in this context by BZB. The documentation of these pilot test activities in Germany is downloadable in the open area of CeSaTra website (www.cesatra.eu)³.

² Düsseldorf Chamber of Crafts is the one which is legally supervising BZB Krefeld. All VET-centres dealing with crafts' professions – similar to BZB - in the regional district of Düsseldorf are being legally supervised by this Chamber.

³ Namely, the individual evaluations of the 15 involved professionals, are the downloadable files titled "120820_fb_Eval_BZB_01", "120820_fb_Eval_BZB_02", "120820_fb_Eval_BZB_03", and so on.

The CeSaTra WP 6 pilot test in the participating countries : BELGIUM

Context of the pilot project

With its wealth of experience gained over numerous years in the construction sector and especially in the field of vocational education and training (VET), teaching the skills necessary for working in the construction field, "Formation PME" (the IFAPME department responsible for SME training in Liège) has decided to exploit the experience, skills and knowledge of its training staff in the field of safety.

As a member of the IFAPME network - a network providing VET courses throughout Wallonia -, "Formation PME" is subject to various regulations governing the hiring of training staff and making optimal use of their profiles and experience within its organisation. With its pro-active approach and its focus on the topic of safety developed over the last few years, the Liège Huy Waremme Training Centre pays great attention to the quality of its staff.

The pilot experience gained in the context of the CeSaTra project has enabled it to highlight the competence its training staff has in the field of safety in the construction sector, while at the same time recognising the growing convergence between European recommendations in this field, the aims of the CeSaTra project and the strategies already introduced by "Formation PME" in the field.

Technical Competences= legal experience in construction sector (IFAPME's legislation) IFAPME regulations stipulate minimum requirements for on-the-job experience before someone can take up a teaching position within its network. These requirements vary dependent on training levels, and above all on the potential instructor's educational background.

The CeSaTra project targets training staff providing vocational education at master craftsman / head of company level (i.e. the levels 4 & 5 targeted in the pilot project)

At level 4, IFAPME regulations require that an instructor must have at least one year's on-the-job experience when he has a university qualification, two years when he has successfully completed master craftsman training, and three years when he has successfully completed secondary education (the Belgian "CESS" qualification).

At level 5, IFAPME regulations stipulate that the instructor must have at least one year's on-the-job experience when he has a university qualification, three years when he has successfully completed master craftsman training, and four years when he has successfully completed secondary education

This on-the-job experience is verified on the basis of an applicant's CV, registration in the Belgian Official Gazette as a self-employed person / a person having his own company, or by an attestation issued by the applicant's employer. An approved IFAPME instructor thus meets the requirements listed above, with his technical skills and competences at the same time being officially recognised.

Pedagogical Competences= pedagogical training, pedagogical certification or pedagogical test

In Belgium there are a number of different teaching qualifications, all of which can be acquired in different ways. These range from short-type higher education study programmes, via evening VET courses, to courses specific to certain education / training networks, and enable participants to gain various qualifications recognising

their teaching / training competences. The IFAPME network in general and "Formation PME" in particular recognise these different qualifications, while at the same time having at their disposal two additional instruments in this field. The teacher training provided within the network consists of different modules. These modules go into the different aspects of the work of an instructor in an informal atmosphere. Ranging from conflict management to teaching aids, these modules - each lasting a few hours - will provide you with tools helping you to perfect your teaching skills. Once teacher training has finished, i.e. once all modules have been taken, the instructor gives a "test lesson" in front of the panel. When accepted by the panel, he is awarded an IFAPME teaching qualification. A more pragmatic way involves one of the Training Centre's or network's teaching advisors (with a teaching degree) coming into a classroom and observing the work of the instructor. In this way the instructor's teaching competence can be validated, and where necessary advice given on ways of improving teaching.

Training Competences in Safety= VCA or VCA "cadre opérationnel"

The VCA (Veiligheidschecklist Aannemers / Certification Sécurité Contractants / Safety checklist for subcontractors) has appeared in the Netherlands in petrochemical industry. Companies operating in this sector require their subcontractors to adhere to certain safety criteria when working on their sites. The VCA has been extended to cover further sectors and has now appeared in Belgium. Similarly, with regard to its content, the VCA has been extended to cover health and environmental issues. VCA integrates a number of aspects stipulated in European directives and not in national legislation, meaning that it can be easily applied in different countries. VCA is based on management, assessment and risk management systems, with one of its basic tenets being the involvement of the whole company in health & safety and environmental issues.

There are two sorts of training for each certification level:

The Basic VCA Safety training targets workers and foremen and lasts 12 hours (1.5 days). It ends with a written exam.

The Advanced VCA Safety training for first-line management (VOL-VCA) targets plant managers, supervisors and foremen, and last 20 hours (spread out over 3 days or 6 half-days). It similarly ends with a written exam.

IFAPME in general and Formation PME in particular recognise the different qualifications referred to above, while at the same time organising intensive training courses for their own instructors, enabling the latter to gain recognised qualifications in the field of safety. It should also be noted that any instructor giving a course containing material relating to safety is obliged to have a Basic VCA Safety qualification. Moreover, when himself giving Basic VCA Safety training courses, he is required to have an Advanced VCA Safety Training qualification.

The pilot test has taken place with the foreseen 15 trainers from the building sector in the VET Centre of Liege-Huy-Waremme. We have chosen to promote the trainer's existing skills as well in the pedagogical field than in the technical field. Thanks to the CESATRA project, we've created a consistent connection between all the aspects of the trainer's role in the security and health sector. This was an internal experiment.

Our VET Centre is not legally authorized to apply the use of the "Learning agreement" to other VET Centre but we planned to inform the other VET center network IFAPME member. The discussion is still in progress.

The documentation of the pilot test activities in Belgium is downloadable in the open area of CeSaTra website (www.cesatra.eu)⁴

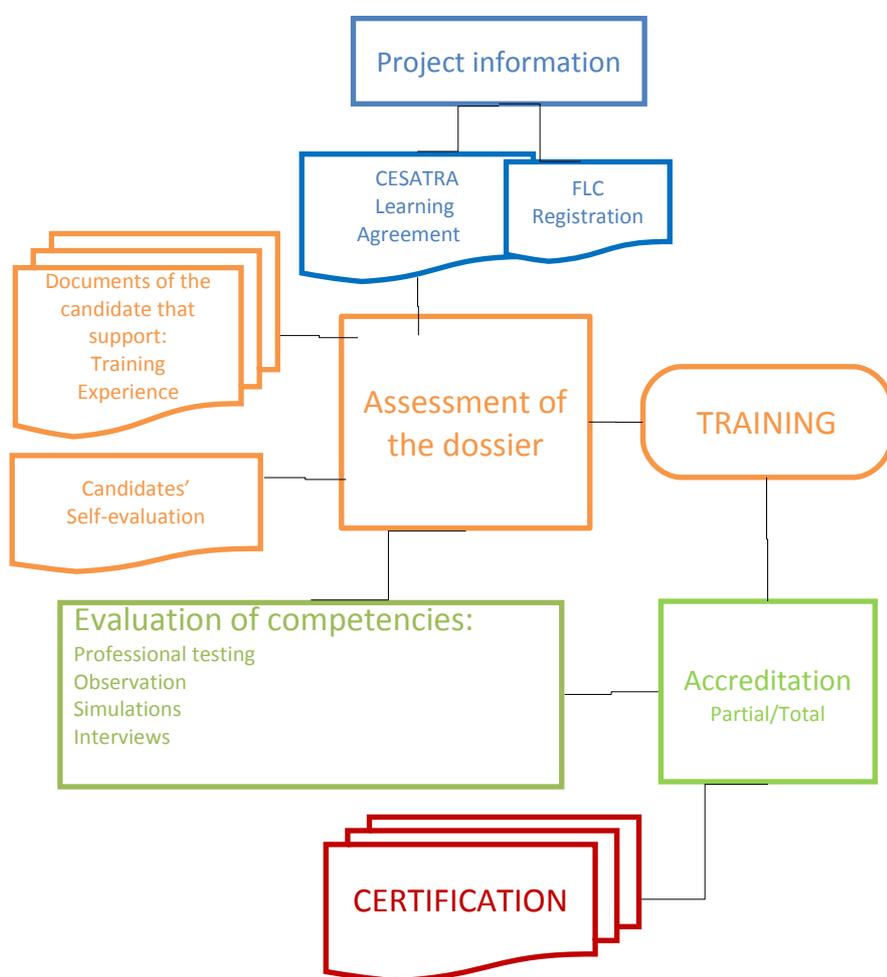
⁴ Namely: the "Formation PME" template report for classroom observation of the 15 involved professionals (file titled "Observation Report"), the description of the Belgian CeSaTra MoU pilot test (file titled "Synthesis MoU Pilot Test Belgium"), and the certifications of ECVET credits for the 15 Belgian involved professionals (file titled "Belgian attestations").

The CeSaTra WP 6 pilot test in the participating countries : SPAIN

In the framework of the CESATRA project, on behalf of the “Fundación Laboral del Principado de Asturias”, as the Spanish representative in the Project, the certification procedure to be followed in the experimentation phase is established. The model presented as well as the documentation used, is inspired on the Spanish regulation for the process of the Recognition of Professional Competences acquired through work experience. Even though we know that it is an experimental project, and thus unofficial, of accreditation, we have tried to maintain a functional scheme that is as close as possible to a real case.

The documentation on pilot test activities in Spain is downloadable in the open area of CeSaTra website (www.cesatra.eu), within the documents related to Learning Agreement ECVET and ECVET Credit Awarding.

The procedure can be summarized in four stages represented in the following graph.



Phase 1: INFORMATION

Information about the project, as well as the certification process is given to the participants. The candidate signs the LEARNING AGREEMENT.

Phase 2: ADVICE

The documentation provided to assess to what extent the candidate meets the competencies required by the professional profile is checked. It can be done either through validation with official titles or assessing the training and experience based on the candidate's own self-assessment and the EVIDENCE GUIDE.

This phase determines whether the candidate should continue his/her evaluation or if he/she should be advised on those skills that are not appreciated.

Phase 3: EVALUATION

Those skills that have not been supported by official accreditations must be evaluated through different tests based on the assessor's professional judgement and the EVIDENCE GUIDE.

The results of the evaluation determine if the candidate proves to possess these skills and therefore will be able to certify them. If the candidate cannot demonstrate them, he/she could be orientated toward the appropriate training to obtain them.

Phase 4: CERTIFICATION

If it has been demonstrated that the candidate has all the skills of the professional profile either through training or through experience, he/she can be certified.

PHASE 1 : Information of the project

Objectives:

Recruitment of the candidates according to the professional profiles foreseen. General information of the project's objectives, of the details of the experimentation phase and of the certification process in order to arouse an interest in the participation in the pilot test.

Selection of the adequate candidates, signing of the participation agreement in the experimental project of accreditation and the initial recompiling of data for the design of the assessment process.

Tools:

- Information sheet
- Participation agreement
- Initial questionnaire

Participants:

Experimentation foreseen for 15 candidates that provide training in the prevention of labour risks in the construction sector from different perspectives (the construction company field, the training centres or the companies specialized in the prevention of labour risks).

Dates foreseen: From 1st June to 31st July 2012

Results obtained:

16 candidates, according to the established professional profiles, have accepted to participate in the project. All of them have signed the Official Participation Agreement and have filled in the initial questionnaire supplied by FLC. The participating candidates are professional trainers in the prevention of labour risks in the construction field,

- 4 training technicians of vocational training centres who provide training in the different specialities related to prevention in construction.
- 2 technicians of labour risks prevention in the construction companies that frequently assume tasks related to the training of their employees.
- 10 technicians that provide training in external prevention services and that assume tasks related to training in prevention at all levels in the companies, preferably in construction.

PHASE 2 : Guidance of the candidates

Objectives:

All the documents that allow the candidates to prove the training and work experience accredited in the competences to be assessed are required, both in the field of training as well as in labour risks prevention in general and in construction in particular.

The assessor/evaluator checks via the documentation presented to what extent the candidate gathers the competences required by the professional profile. This can be done either through validation with official titles or assessing the training or experience based on the candidate's own self-assessment and the EVIDENCES GUIDE. Depending on the evidence obtained and in agreement with the candidate, it will be determined if it is convenient to continue with the evaluation process or if he/she should be advised to undertake training in those competences which are not detected.

Tools:

- Official accredited studies
- Self-assessment questionnaires
- CV, work life history, professional certificates, etc.

Participants:

The 16 candidates admitted in the process.

Dates foreseen: From the 1st of August to the 30th of September 2012

Results obtained:

The validation or evaluation of the following 3 competences are proposed for each candidate

COMPETENCE	Accredit validation of official studies	Self-Assessment is undertaken	Evaluated
Trainer	7	9	9
Trainer in Labour Risk Prevention	16	0	0
Trainer in Labour Risk Prevention in Construction	3 partial accreditations	16	16 (3 partials)

PHASE 3 : Assessment of competences

Objectives:

Those competences that have not been backed or supported by official training studies, should be evaluated through different tests based on the assessor's professional judgement and the EVIDENCES GUIDE.

Different methods can be used in order to obtain the evidences that the candidate possesses a competence: the interview, through observation at work, the undertaking of theoretical or practical professional tests, etc. In this case, and according to the nature of the competences to be evaluated, 3 types of tests will be proposed:

- Theoretical Assessment tests. These evaluate the candidate's knowledge on a specific subject (know). These will be used for Competence B and for the evaluation of the theoretical knowledge related to Competence C.
- Tests of practical case studies. These assess the practical application of theoretical knowledge in a simulated context (know-how). These will be used for the evaluation of Competence A.
- Practical manipulation test. As well as the knowledge involved, the skills for the manipulation of the technical elements of security will also be evaluated. These will be used in the practical evaluation of competence C.

The results of the evaluation will determine if the candidate proves to possess these competences and therefore, will be able to certify them. On the other hand, if the candidate is not able to demonstrate these competences, he/she could be advised to undertake the adequate training to obtain them. The details of these conclusions are included in the Evaluation Report which will help the candidate to request the corresponding certification or the necessary training to complete his/her qualification.

Tools:

- Assessment tests of Competences A, B and C
- Evaluation report

Participants:

9 candidates still have to be assessed with regard to Competence A

None of the candidates have to be assessed with regard to Competence B

13 candidates still have to be assessed with regard to Competence C (3 of them only have to be evaluated with regard to the practical part)

Dates foreseen: From the 1st to the 31st of October 2012

Results obtained:

Still to be undertaken

PHASE 4 : Certification

Objectives:

Depending on the results obtained in the evaluation phase and in accordance with the evaluation report which summarizes all the evidence accumulated during the entire process, each one of the candidates can request the certification of the professional profile as Trainer in Labour Risks Prevention in Construction, or if he/she has not completed all the competences required, he/she can request the partial certification of those obtained.

Even though FLC is not an authorized organism for the official certification of competences in Spain, it does propose to give the candidates, in an unofficial way, its own certification recognising the competences demonstrated in this process in the framework of the CESATRA project, counting with the backing of the entities which have participated.

Tools:

- Global Certificates
- Partial Certificates

Participants:

All those candidates that totally or partially pass the evaluation tests of each competence and request its certification.

Dates foreseen: From the 1st to the 30th of November 2012

Results obtained:

Still to be undertaken

The CeSaTra WP 6 pilot test in the participating countries : FRANCE

The adaptation of the Learning Agreement linked to the MoU and to be signed in each country figures a major step of the implementation of the project.

As mentioned by several partners the signature of a learning agreement is not easy to obtain at the present stage in France as well. The major obstacle is the current organization of the training and certification of the French trainers/teachers acting in the frame of the vocational education and training supervised by the French ministry of education.

Most of the teachers and trainers in the construction sector field have achieved studies and certificates in which safety related matters are a compulsory part of them. The main reason is that safety is also part of the French curricula in the construction sector. Thus they are de facto "safety certified trainers/teachers".

However some teachers/trainers are recruited for immediate needs among young graduates or among professionals, both without specific safety certificate even if aware of these issues. We used these cases for the simulation work related to the application of the MoU in the CeSaTra project.

Furthermore since the French law enables since 2002 the validation (recognition/certification) of the acquired experience through the VAE process (Validation des Acquis de l'Expérience), we used the opportunity to give an added value to the simulation work, at least for the professionals/craftsmen of the construction sector looking for a formal recognition of their additional skills in pedagogy and safety.

The French law enables as well the recognition/certification of skills gained abroad (EU and worldwide); this is under the authority of the French ministry of education, represented at a regional level (Academie) by the Head (Recteur) of each of the 30 French Academies.



In this context the most effective way for the application of the MoU appeared clearly as the result of the focus groups which have been organized by the CREDIJ with the Academie of Paris for different levels of stakeholders. The following process has been defined:

- Signature of a transnational cooperation agreement between schools/training centres. Based on the MoU and on the CeSaTra profile designed together with the partners of the project about "safety trainers in the construction sector", we proposed to the vocational high schools and to the GRETA Training centres to sign a cooperation agreement with partner schools abroad. Bilateral partnerships that can be supported by the E.U. seem to show the right way for a wider implementation of the MoU in the future.
- Design of the training according to the common European profile defined by the project partners and to the requirements of the countries having signed the cooperation agreement.

- Organization of training sessions for the safety trainers, partly in France and partly in one partner country. The training should be based on theoretical contents and on practice. The practical part of the training will be organized according to the French vocational education and training curricula, at school/training centre and in the companies.
- Evaluation of the knowledge, skills and competences acquired and delivery of a certificate based on the Europass model.

The experimentation of these principles is planned to be effective for 15 voluntary teachers/trainers during the 2012-2013 school year. Some issues related to this experimentation project are not solved yet:

- the financing of the mobility period, that could be covered by Leonardo projects, by funds of the regional Council or by big companies dealing in the construction sector or in the safety equipments sector;
- the place of the future certificate and its effective valorisation in the landscape of the regulations at the different local/national levels regards the already existing qualification and salary grids negotiated with the social partners (trade unions and professional bodies);
- the links to be organized and recognized between this new profile, training and certificate and the ECVET in the EQF.

The focus groups have been organized in 2012 as following:

- January 30th – Participants: managers for vocational education (young people) at the Academie level
- February 6th – Participants: teachers for vocational education in the construction sector
- March 12th – Participants: managers for vocational training (adults – GRETA Network)
- April 2nd – Participants: trainers for vocational training in the construction sector

Despite of the high attention paid to this component it was difficult to achieve the parity among the participants to the focus groups (specifically teachers and trainers in the construction sector) and to the application of the MoU.

The signed attendance sheets concerning the Focus groups organization remain at disposal of the pilot.



This report includes the following documents:

- Annex 1 – PowerPoint used for project presentation in the Focus groups meetings
- Annex 2 – 1 page information sheet about the project distributed to the participants of the Focus groups and in all relevant contexts

This documentation on pilot test activities in France is downloadable in the open area of CeSaTra website (www.cesatra.eu)⁵.

⁵ Namely, the downloadable file titled "Annexes to French Report".

The CeSaTra WP 6 pilot test in the participating countries : SWITZERLAND

On 25 June 2012 in ECAP Foundation Switzerland have been done the experimentation of the Cesatra tools for the certification of safety trainers in the building sector.

The meeting has been attended from 15 people, more the project coordinator for ECAP Switzerland Filippo Bignami and the ECAP Foundation's President Mr. Furio Bednarz (see signature sheet attached). The 15 persons were building sector trainers, VET centre coordinators and building sector's safety courses coordinators.

As first step Filippo Bignami has explained and disseminated the project and its aims, using a presentation (see file .ppt with slides) and detailing to all participants the state of art of the project and the potentiality of the set-up tools. Then have been explained and tested in practice the tools, in particular the:

- VET Safety Trainer in Construction MoU ECVET (Memorandum of Understanding ECVET)
- Learning Agreement ECVET, common European model
- ECVET Credits Awarding, common European Model

The MoU has been introduced as a strategic frame at "policy" level, to allow the recognition of certification and mobility of learning outcomes. Then the other 2 tools have been experimented in the practice using two persons as "case study" to make clear to all the added value and the implications of the use of such tools.

Regarding the Learning agreement has been tested a case where a trainer with his own training background was supposed to be issued with a Learning agreement from ECAP and from the public Swiss local authority for VET of Cantone Ticino, showing the details of responsibilities also from the Swiss legal point of view.

On the ECVET Credits awarding tool has been done a test where another trainer (in this case also a safety trainer in the building sector) was supposed to be the trainee asking for credits. In this case has been filled the *curriculum*, seen the experiences, the certifications already obtained, the inventory of activities and experiences (to comply with the Swiss rules), the credit request, the transparency matrix and, finally, the Swiss and European official basis and legal obligations for the certificate.

The results of the experimentation has been successful and positive, and the group of coordinators and trainers showed their interest and understanding of the usefulness for the trainees, both adult in continuous learning and young trainees.

The documents and the MoU are planned to be showed and illustrated also in official occasions involving the sectoral key persons, the public administration for the VET policy and the representative of the federal body of insurance and control for the Safety matters (SUVA).

The documentation on pilot test activities in Swiss is downloadable in the open area of CeSaTra website (www.cesatra.eu)⁶.

⁶ Downloadable files titled "CeSaTra Pres Sheet 250612" and "CeSaTra Presentation".

The CeSaTra WP 6 pilot test in the participating countries : POLAND

The pilot test has been realised in Poland mainly in collaboration between Budowlani and OSPSBHP, which is the biggest Polish national association of OHS services specialists, with 5 training centres in Poland.

On the basis of signature of OSPSBHP President under the text of MoU and of the learning agreement between Budowlani and OSPSBHP concerning organisation of CeSaTra pilots, we agreed that OSPSBHP training centres will organise pilots and courses/assessment of prior learning/certification of at least 15 trainers according the rules of CeSaTra MoU. It is agreed that Budowlani will provide OSPSBHP all necessary documents with training agreement.

But there is the core obstacle to organise pilots and certification according CeSaTra model now. It is impossible to allocate ECVET points under the EQF level 5, since there are not specific rules approved. We have only solutions for academic level (ECTS). We are on the final stage of the NQF creation in Poland.

So, we consult the model elaborated within CeSaTra with the Polish national Institute of Educational Research - the NQF preparation operator. This Institute approved our recommendation for the points allocation for OSH trainer (level 4/5) as the whole allocation (not in details - learning outcomes units: but it will be possible in December 2012/January 2013 the earliest only).

Now the CeSaTra pilots may have only 'virtual' importance. The certificate can not be valid for the trainer. But we hope it will change soon. The agreement with OSPSBHP is very important for us. It creates the platform for co-operation and the basement for establishment of still structure of training with CeSaTra component.

The documentation on pilot test activities in Poland is downloadable in the open area of CeSaTra website (www.cesatra.eu), within the documents related to Learning Agreement ECVET and ECVET Credit Awarding.