



## **Un système de capitalisation européen de transfert de crédit : une innovation dans les métiers du développement territorial – ECT2S**

Final Report

Public Part

## Project information

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## Executive Summary

Intended for trainers, certification bodies and professional of local development, this report describes the progress and the limits of project ECT2S. The European project - ECT2S - submitted under the sub-programme of multilateral projects to develop the innovation of the European programme Leonardo da Vinci, consisted in applying the European Credit Transfer System, based on experiences and learning outcomes, to territorial development professions. The ECT2S project fits into the framework of the joint recommendation of the European Parliament and of the Council of the European Union of 18 June 2009 establishing the European Credit System for Vocational Education and Training (ECVET): the ECVETs were adopted by the European institutions with similar goals as those pursued by the ECTS (European Credit Transfer System) used for initial and university courses.

The project involves partners - organisations for training, research and dissemination - from different States: France, Greece, Hungary, Italy, Luxembourg and Belgium, Romania, and stakeholders from these States. The project is based on a comparative study in different countries of the consortium about the implementation of ECTS and ECVETS, on the definition of territorial development and its professions, and on the prospects of bringing the two ECVETS and ECTS systems together. Then the project aimed to build a matrix for a rapprochement between the two systems, and then to establish a guide for the matrix. This matrix, together with the guide, should be tested on geographical and professional mobility paths (5 per partner country).

The comparative study showed a very heterogeneous situation of the topic in the various countries of the consortium : different situations with regard to the concept and contents of territorial development, and more importantly an almost non-existent system of ECVET in some countries implicated, and no real need of ECTS-ECVET cross-over systems for the time being. There are very heterogeneous situations among countries regarding the National Framework Qualification (at least 3 levels: 1) Training and ECVET and ECTS are developed, 2) Training and ECTS are developed, 3) Few training). But there is a common definition of the territorial development field and a real interest to share, transfer on job, curricula, blocks of competencies, credit system... for territorial development. The main hypothesis on existing situations of need for matching between ECVET and ECTS was not validated (only for France in specific situations : harmonisation of VAP, VAE process).

In the light of this comparative study, it was decided to stop the experimentation planned. Still, this work has to have a state of the art of situations and professions under ECVET and ECTS in territorial development. This work also raised awareness of many actors and stakeholders interested in engaging the construction of ECVET. Through the newsletter and mailing lists, 6250 individuals and institutions have been informed of the project.

The major outputs are available online on the website [www.ect2s.eu](http://www.ect2s.eu). The project website will remain functional after the project ends as a resource for interested practitioners and experts, and for organisations that might wish to develop similar projects. Full results of the Work Packages 1 and 2 have been published on the website in the publications section and are fully downloadable from the resources section. In addition, the main conclusions of the research have also been summarized into articles by topic of interest, so that people who do not wish to read the full reports can benefit from the main conclusions in a more synthetic and user-friendly manner.

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## 1. Project Objectives

The "ECT2S" in the field of territorial development and certification bodies has two objectives:

- The priorities identified by the European Parliament to bringing systems of certification in university education (ECTS - European Credit Transfer System) and professional training (ECVET - European Credit system for Vocational Education and Training) closer,
- Bringing together higher education and vocational training under the professional agents of territorial development.

The two certification systems "ECTS-ECVETS" share allocation points accumulated and transferred credits and learner-centered assessment. But they differ in their evaluation designs:

- ECVET focuses on the assessment of learning outcomes and integrates all elements of the acquisition (whatever the location, the context, the situation...),
- Allocation of ECTS is based on the workload required to achieve the expected completion of a formal training process.

The disjunction of the two systems creates negative interference in the educational path of individuals and their mobility:

- The lack of recognition from one country to another,
- Failure to take account of credits earned in a system that could be recognized in the other one.

The project aims in particular to facilitate mobility in the field of territorial development. On the one hand, the initial trainings are diverse. On the other hand, professionals may have qualifications from both higher education and vocational training and "atypical" course combining formal learning, non-formal and informal, acquired in diverse professional and geographical contexts. This "patchwork" may cause problems for the recognition of the expertise of these people, obstacles to the recognition of prior learning from their practice field, and obstacles to their mobility.

An important part of the skills required for these occupations are acquired in a work situation and not in initial training. Some gains come under ECTS, other from ECVET: waterproof qualities between the two systems hinder recognition. It is necessary to consider the possibility of recognising these achievements in informal and non-formal situations.

Many use the expression "local development" to underline the local actors' implication that is needed to succeed in territorial development. And by taking into account these local actors belonging to civil society, the territorial dynamics analyses must integrate the different kinds of skills that these actors have acquired in informal situations. In other words, to manage territorial development, you need to be able to apply the approach by actors' competencies. That is why it is so important for academics involved in research and teaching of territorial development to be aware of the mechanisms of competences acquirement and evaluation, and therefore, they should pay special attention to the ECVET system and not only to the ECTS one.

It was therefore necessary to develop and test an approach, a methodology and assessment tools to facilitate the articulation of the two credit systems (ECVET / ECTS) within the professions of territorial development. The aim is to facilitate compatibility,

comparability and complementarity between ECVET / ECTS certification systems in the various national frameworks of the consortium, related to the targeted skills of professions in territorial development. The design of a device for consistency between the two ECVET / ECTS systems should facilitate the validation of learning via gateways between the two systems.

First, the project aimed to contribute to the harmonisation of certification systems (ECTS / ECVET) implemented in education and training, while experimenting with the same evaluation process focused on learning outcomes. Whatever the situation, the moment or the way they have been identified and evaluated, these learning and knowledge would become transferred and accumulated. This would promote coherence between formal and informal training as well as the construction of training paths more suited to the variation and complexity of territorial issues.

Secondly, this experiment was a good opportunity to bring the different understandings and practices of territorial development existing in Europe closer, combining thereby its local and European stakes. Such an experiment allows enhancing cooperation between practitioners and researchers of territorial development field across Europe, and enables the promoting of a local development that integrates a European perspective.

## 2. Project Approach

### Methodology

The objective was to facilitate a common evaluation with the following products:

- Creation of a common interpretation of the strengths and weaknesses of national qualifications frameworks in relation to the consistency of ECVETS / ECTS systems , from the collection and analysis of data for each State of the consortium and a comparative synthesis,
- Development of a matrix (a frame, a method of evaluation and assessment tools, as well as a system for calculating credit points) with the elements of a harmonised system of ECVET / ECTS certification,
- Writing a user guide of the matrix,
- Testing the matrix, from tests of mobility experience (*5 per partner country*),
- Dissemination and exploitation of results.

A new grid has to establish the conceptual approach, qualitative and quantitative benchmarks for a common assessment. This grid will be based on a common competency framework developed by the consortium members and made from the analysis of learning outcomes. This framework should identify the prerequisites for the harmonisation of ECVET and ECTS in each national context in the States of the consortium.

Most of the work focused on the comparative study and matrix equivalence between ECVETS and ECTS. The effective work was limited from December 2012 - corresponding to the date of signature of the amendment allowing the project to actually start - to July 2013 –corresponding to the letter of formal notice sent by the Agency. The first "draft" of the comparative study (WP1) was reviewed by the partners at the Seminar held in Hungary on 12, 13 and 14 June 2013.

### Change in the project

The first evaluation of the project changed the very basis of the project. In spring 2013, we expressed our concern about how to continue the project after the initial feedback and observations of the realities studied in the field.

We observed a very heterogeneous situation of the topic in the various countries of the consortium: different situations with regard to the concept and contents of territorial development, and more importantly an almost non-existent system of ECVET in some countries implicated, and no real need of ECTS-ECVET cross-over systems for the time being. There are very heterogeneous situations among countries regarding the National Framework Qualification (at least 3 levels: 1) Training and ECVET and ECTS are developed, 2) Training and ECTS are developed, 3) Few training). But there is a common definition of the territorial development field and a real interest to share, transfer on job, curricula, blocks of competencies, credit system... for territorial development. The main hypothesis on existing situations needing to match ECVET and ECTS was not validated (only for France in specific situations: harmonisation of VAP, VAE process).

Solutions were proposed to solve these problems at the seminar in Hungary in June 2013 and the decision was taken to extend on generic skills applicable to a larger range of professions and not exclusive to territorial development: not only should the experiment conducted in the ECT2S project focus on the domain of regional development or on a

specific job related to this field, but it must also deal with the recognition (in terms of ECTS-ECVET) of general skills implemented in territorial development activities.

In order to operationalise the experimentation quickly, it was proposed to use a repertory of general competencies and skills already practiced in training (see attached document 15 : "WP2 Framework: Design of the matrix and alignment of ECTS / ECVET systems. Tools to describe the experimental situations to test the matrix"). Two macro-skills were chosen:

- A macro-competence specific to the field of territorial development: support / strengthen community capacity.
- A macro-competence also used outside the field: project management.

However, following the letter of formal notice sent by the Agency, the partners being aware of the challenges and difficulties faced very different situations, decided to stop the project.

#### The added value of the project:

Although the field of territorial development is characterized by a wide variety of professions/jobs/activities/ methods and tools, the members of the consortium were able to come up with a common definition of territorial development and its jobs, and to draw up an inventory of the implementation of ECVET and ECTS in the different countries of the consortium. But it seems to be more challenging to create an ECVET grid in territorial development (or social sciences) than in very technical training courses as experienced in prior Leonardo projects, potentially due to the heterogeneous definitions and learning needs.

Indeed, if we analyse the current situation, we feel that:

- the project of a bridge project between ECVET and ECTS was very challenging,
- the differences in the state of implementation of the ECVET system enhance these challenges (ECVET does not exist in some countries, we failed to find situations of specific need for an ECTS-ECVET matching grid in territorial development in most countries...)
- the mobility experience was not supported by a budget and therefore difficult to put in place,
- the different institutions show less interest for a specific experimentation under such conditions.

Important subjects addressed by the project were brought to a wider public agenda not only involving the partners but also silent partners, practitioners, experts and representatives of institutions in the partner countries who participated in the national working groups and in various stages of the project. Such important topics include:

- the need to harmonise ECTS and ECVET,
- the need to improve competency frameworks and assessment systems for professions in territorial development,
- and, last but not least, the importance of introducing and popularising ECVET in some of the partner countries.

## Dissemination

Since it was launched, the project website ([www.ect2s.eu](http://www.ect2s.eu)) was populated with information and articles about the project, its methodology, about the partners of the consortium and the main activities to follow. Following the decision to end the project, a few changes were made to the contents of the website so that it no longer presents a project in progress, but one that ended and is now presenting its results.

The project website will remain functional after the project ends as a resource for practitioners and experts interested in it, and for organisations that might wish to develop similar projects. It will continue to offer all the resources that have been produced during the ECT2S project to practitioners in the field of education, academic and vocational training, as well as to professionals working in fields related to territorial development.

The full results have been published on the site in the publications section and are fully downloadable from the resources section. In addition, the main conclusions of the research have also been summarised into articles by topic of interest, so that people who do not wish to read the full reports can benefit from the main conclusions in a more synthetic and user-friendly manner.

Although the initial plan concerning the newsletter was to send it via an emailing application to a database of contacts from the partners, eventually a decision was made to develop it in PDF format so that it can be disseminated in multiple ways:

- by uploading it into the website so that it can be easily downloaded,
- by sending it in individual emails to contacts,
- by inserting links to the newsletter in multiple other communication instruments (e.g. partners' own websites, partners' own newsletters, social media etc.).

Each of the articles in the newsletter was designed as an introduction to a larger article published on the website, and the PDF newsletter has active links incorporated that lead to the articles in the website. In this way, every reader who receives the newsletter in his email will also be automatically directed to several pages on the website (thus the newsletter engages its readers not only with its own content, but with all the contents of the website).

### **3. Project Outcomes & Results**

The comparative study (WP1) provides evidence regarding the situation of ECVET and ECTS in the partner countries of the project, the field of territorial development and a description of training situations (existing or potential) in that field. Whereas the first part of the report provides the state of the art of academic and vocational education in the consortium countries as well as an overview of the field of territorial development, the second part will focus on operational examples in the area of bridging ECVET-ECTS as well as on practical aspects on how to implement the experimentation in the partner countries.

Whereas the ECTS system for university education is well implemented in all the member countries with some slight differences in terms of length of study and requirements for the individual university courses, the ECVET system is not yet implemented in all the participating countries.

#### Implementation of ECVET in the partner countries – an overview

Two countries, France and Greece, have implemented the system of ECVET in their qualification framework in general. In practice, France has only participated in experimental projects with regards to the use of ECVET while there are still a number of professions to be formalised under the ECVET system in Greece.

Belgium has implemented a system similar to ECVET for the French speaking community called “CPU” (certification per units) which should allow learners to move freely within the French speaking community during their apprenticeship. This system of accreditation is still in an experimental phase and limited to a small number of professions. The “CPU” should be translated into the European framework ECVET, to enhance mobility outside of Belgium.

Romania is in the process of implementing the ECVET system and a formalised approach is foreseen for 2013/2014.

The remaining three countries Hungary, Italy and Luxembourg, have not yet implemented the ECVET. There are discussions in all countries concerning a national and/or European qualification framework leading to more mobility for learners.

All six partner countries have participated or are participating in other European projects in the context of ECVET.

#### Territorial development professions in the context of ECVET and ECTS

Whereas all countries provide some form of academic training in the area of territorial development delivering ECTS, there is no formal vocational training course in any partner country which would correspond to a full cycle of ECVET. Most often, the field of territorial development is included in broader subjects such as Geography, Urban Planning, Sociology, etc, at Bachelor’s level and is only specified at Master’s level. It is interesting to note that Luxembourg offers a Master’s degree in the wider area of territorial development but has no formal profession in the area.

France, Romania as well as Belgium offer non-formal training courses of varying length with a certificate for employees working in the sector of territorial development or people wanting to work in this area; these are not (yet) translated into ECVET.

## Schematic overview of the ECTS/ECVET implementation and the profession of TD

Country	Best term : local or territorial	Formal profession in the area of TD	ECVET and/or ECTS have been implemented	ECVET/ECTS in the profession of TD	Situations /needs for ECVET/ECTS
Belgium	local	yes	ECTS yes / ECVET in an experimental phase	yes ECTS only	yes
France	territorial	yes	ECVET and ECTS yes	yes ECTS only	yes
Greece	regional	yes	ECVET and ECTS yes	yes ECTS only	no
Hungary	spatial / rural / territorial	yes	ECTS only	yes ECTS only	no
Italy	local	yes	ECTS only	yes ECTS only	no
Luxembourg	territorial	no	ECTS only	yes ECTS only	no
Romania	territorial	yes	ECVET in progress and ECTS yes	yes ECTS only	yes

### Interest of the partner countries in implementing formal training in the area of territorial development and/or enhancing mobility of learners

Luxembourg is interested in collaborating in the area of mobility of learners. As there is neither formal profession nor non-academic training in the area of territorial development, looking at other professions in the social sciences area might be interesting. Luxembourg has participated in other ECVET exchange projects.

Belgium shows a similar scenario as the qualification in the area of territorial development is either at academic level and awards ECTS or at non-formal level in a life-long-learning format. Whereas there is an interest in ECVET, the field of territorial development may not be the most suitable one due to the lack of formal vocational training.

No specific training or vocational training in the field of territorial development in Hungary could provide ECVET if the system were adopted in the future. Following interviews with Hungarian Local Action Groups (GAL LEADER), there is a demand for a professionalisation of the actors in the field, and ECTS/ECVET may be a solution to recognise the experience acquired on the job.

Greece offers a range of academic courses in the broader field of territorial development but no formal education at a vocational training level is currently available, mostly because vocational training is in the process of being formalised and not all professional areas have been covered. Greece is highly interested in participating in the formalisation of training and experience with a focus on the management aspects of territorial development.

Italy provides different forms of training in the area of territorial development, at academic level in the forms of bachelor's and master's degrees but also in the form of vocational training outside of the formal education system. Italy is highly interested in professionalising vocational training in the area of territorial development and also desires to participate in mobility projects. Although ECVET are not yet implemented and in spite of a certain reluctance in Italy to translate experience and non-formal learning in some form of credit which could be accepted at university level, there is a clear interest in assessing bridging possibilities.

Similarly, Romania provides academic courses at undergraduate and postgraduate levels which lead to the professions of the territorial development area. This is complemented by training courses at non-formal level which lead to a certification at level two and three of the EQF (European Qualifications Framework) but is currently not accredited. With the implementation of the NQF (National Qualifications Framework) in Romania and the formalisation of the professions in territorial development, the accreditation of some of the courses should follow. Romania is highly interested in experimenting mobility in the area of territorial development.

France has implemented formal training at vocational and academic level with a bridge between one vocational training partner and a university in the area of territorial development and is clearly interested in pursuing this process and experimenting mobility with other institutions.

#### Overall SWOT (Strengths / Weaknesses / Opportunities / Threats)

A SWOT analysis shows the following main points:

##### Strengths:

- Territorial development is a professional area with a varied range of training opportunities at different levels

##### Weaknesses:

- A large offer of training opportunities at different levels with a lack of clear certification in the area of vocational training
- ECVET not introduced in all countries and in the area of territorial development

##### Opportunities:

- Enhancement of mobility
- Experimentation in a wide professional area

##### Threats:

- Non-implementation of ECVET in most countries does not allow the bridging between ECVET and ECTS in the field of territorial development
- National decision makers do not focus on the implementation of ECVET
- A too large offer of training opportunities which can lead to a lack of quality control

- ⇒ To read more about the implementation of ECTS and ECVET in the six countries, the field of territorial development, the SWOT analysis and a description of training situations, download the full WP1 report on : <http://www.ect2s.eu> .

### Design the matrix and ECTS/ECVETS alignment systems

The report of the WP2 (see the report on: <http://www.ect2s.eu>, or document 16) re-establishes the collected elements in order to produce the matrix, common denominator for the alignment of ECVET and ECTS systems. Data collection for WP2 was scheduled from July 2013 until the end of September 2013. The analysis of data collection was planned to be presented during the meeting in Bordeaux on 22<sup>nd</sup> and 23<sup>rd</sup> October 2013. The majority of the partners of the consortium were still in the process of data collection (identifying training courses and organising meetings for potential partnerships) when the decision of the official stop of the project arrived, during the academic holidays.

Therefore, three main mobility situations already engaged are presented:

- 9 months work placement in France or abroad in the framework of Leonardo Mobility Programme, proposed by IFAID – France
- Practical training for consultants in education in local communities, proposed by AEE – Greece
- Partnership between ENGIM and CIEDEL for the project implemented by Engim "Mfte: Mobility for training and experience" in the framework of a local call for proposal promoted by Regione Piemonte.

## 4. Partnerships

The partnership is diversified by including the following organizations of European countries at different economic and social development and at heterogeneous implementation of ECVET and ECTS :

- AAE (Hellenic Association for Adult Education, Greece) activities specifically concerning adult education,
- CEREQ (Centre d'Etudes et de Recherches sur les Qualifications, France): a public institution of the Ministry of National Education and the Ministry of Labour, Employment and Vocational Training and Social Dialogue,
- The CIEDEL (Centre International d'Etudes du Développement Local, France), training organisation affiliated with the Catholic University of Lyon whose principal activities are academic and professional training for professional development and international cooperation,
- ENGIM (Ente Nazionale del Giuseppini Murialdo, Italy - Turin), a non-profit organisation of Vocational Training,
- The PACT Foundation, a non -governmental organization in the activities of local development programs and which specializes in the areas of community development and the social economy,
- IFAID Aquitaine (France), an association whose main objective is to support and train local development actors in France, in Europe and in the South,
- The INDL (Institut National du Développement Local, France), a public interest group composed of universities and communities, responsible for the interface between the world of research and the environment of local actors,
- The IUIL (Institut Universitaire International Luxembourg), under the Ministry of Higher Education and Research, interface between economic and academic worlds and with the primary mission of training,
- SIUG (Szent Istvan University), founded in 2000 by the union of several independent universities that train in various fields of life sciences, engineering, humanities as well as social sciences.

Each partner was responsible for a work package of which he assured the management, coordination of actions, communication of information and called information from other partners.

The INDL ensured:

- The thread of the project through the project management and overall coordination,
- The continuity of exchanges and consistency of the work.

To take into account the different target audiences, the partnership also involved, in each state of the consortium, various training organisations and associations of local authorities, elected officials and community development professionals.

Partnership continues through bilateral cooperation between partners, especially between CIEDEL (France) and ENGIM (Italy) for the project "Mfte: Mobility for training and experience" in the framework of a local call for proposal promoted by Regione Piemonte.

## 5. Plans for the Future

A project like ECT2S, which considers the experimentation of vertical and horizontal articulation of learning between two different systems, would require the existence of training programmes in both systems in the specific field of experimentation. In most countries, educational paths for territorial development were not clearly defined at academic level and often not defined at all at vocational level. This information was highlighted during work package 1 (comparative study). All partners agreed that the area of territorial development is a very challenging one due to the heterogeneous approaches of the topic and the variety of educational paths available.

Furthermore, the findings of work package 1 (comparative study) showed that one of the key systems for the project, ECVET, was not implemented in the partner countries at the same level as ECTS, if implemented at all. In fact, no country had fully implemented ECVET and only a few partner countries were at an experimental state.

The discussions with stakeholders in the partner countries showed that there is a general interest in the topic of ECVET, in particular with reference to initial vocational training. But the professionalisation of further vocational education and training, the conversion of such training courses into a credit system, is not yet an educational policy priority.

On the basis of a contribution to the final report (see document 17), the partners of the project have untap potential alternative approaches to the bridging of ECVET and ECTS, and examined the role of quality control and assessment in further education.

### Potential alternative approaches to the bridging of ECVET and ECTS :

All partners agree that adapting the scope of the project slightly by turning towards an individual experimentation approach could have facilitated the bridging experimentation. Rather than aiming for a systemic bridge between ECVET and ECTS, a collaboration between one academic institution and one VET institution per partner country could have shown more results. These potential partners should have been identified and integrated at the start of the project thus allowing the project to start on a more operational level.

Some countries such as Romania, Italy and France had already identified actors in the area of territorial development from both sides whereas other countries would have had the possibility to focus on two partners only rather than allowing for a systemic approach including five mobility partnerships.

The role of the validation of previous experience (VAE/VAP) would have potentially been a crucial one as a significant part of the knowledge required in territorial development is acquired “on the job”. The assessment of previous learning and experience would have required a framework based on learning outcomes for the training courses, hence leading the participating institutions towards an ECVET method of evaluation. Again the partner countries presented a heterogeneous picture of implementation and use of the validation of previous experience. Whereas this process is formalised in France and Luxembourg for a range of professions, it is still in an initial phase in the other partner countries. In addition an underlying resistance of employers and training institutions (academic and vocational) towards the validation of previous experience due to the lack of formalisation has been identified.

The role of quality control and assessment in further education :

The question whether there might be a need for a different quality control in VET trainings was answered from different perspectives. There seems to be less need for quality control in terms of exams or academic requirements than need to enhance the profile of VET trainings in the societies, particularly with reference to the potential employers. Academic certification is standardised and recognised in all countries, providing employers with a framework of references. VET training, which may be closer to the actual labour market, is not (yet) placed within a clear framework that would define the competencies acquired and therefore employers may hesitate to turn towards VET certification when having the choice between both systems.

A paradigm change with regards to the role and the importance of VET trainings seems to be needed in all countries. In addition, a closer alignment of the academic training to the needs of the economic environment, hence a bridge in terms of content between VET and the academic world seems to be of pivotal importance for the actors in the field of territorial development.

All partners agreed that the project has highlighted the challenges of the duality of VET and academic training and the needs for a closer alignment of the two. All partner countries currently show a gap between the two systems, which seems to be difficult to bridge. Historically academic and VET training have had two different learning outcomes, one focused on an intellectual and theoretical approach and the other one focused on practical and operational tasks. Socially, these differences are profoundly anchored. The need for a closer alignment of the academic and the economic worlds emerged only recently.

Concerning the field of territorial development, the project clearly demonstrated the diverse approaches in the partner countries and helped to find a common understanding of the field. This knowledge enhances the positioning of the actors in territorial development about the definition of job profiles, competency requirements and further education activities in that field.

The project, even if stopped, has reinforced existing partnerships which will last beyond the scope of this project and has given rise to new partnerships which will continue into other collaboration projects (especially partnership between CIEDEL and ENGIM).

Good knowledge of the state of the art of ECVET and professions of territorial development are an asset for the cooperation and mobility of actors.

## 6. Contribution to EU policies

Mobility is encouraged by various European programmes through exchanges and cooperation between states. It is therefore difficult to recognise skills while territorial configurations are different: institutional contexts, economic and social, demographic, etc ... Within the European area, the requirements must be able to harmonise certification to facilitate the mobility of people. Whether they are constructed in formal, informal or non-formal way, learning outcomes must be recognised by certification.

ECVET are defined by the European authorities on the same principle as the ECTS used for initial training. But the two ECTS and ECVET European certification systems use different methods and tools to allocate loans and securities related thereto. These different approaches make it difficult to transfer and accumulate credits when they were acquired in each system.

The project ECT2S is built as a response to European priorities:

- Strategic Priorities 2011-2013 of the "Programme for education and training throughout life" quote: "the development of concepts for linking ECVET and ECTS to improve their compatibility using an approach based on learning outcomes "
- Recommendation No. 10 of Parliament and of the Council of 18 June 2009 (establishing the European Credit System for Vocational Education and Training (ECVET) aims to "facilitate compatibility, comparability and complementarity between credit systems used in VET and the European Credit Transfer and accumulation of credits (ECTS) used in the field of higher education, and contribute to greater permeability between levels of education and training ".

It is so responsive to the priorities defined by the European Parliament to approximate certification systems of university education (ECTS) and professional training (ECVET) for 2014.

The focus on the professions of territorial development project aims also to contribute to the success of a cohesion policy and of the different Structural Funds provided for regional and local development.

The benefits and positive points of the project are:

- Awareness of the challenges of implementing a common framework in VET.
- A good understanding of the heterogeneity of the countries with regard to the implementation of ECVET. The results with regard to the stage of the implementation of ECVET in different countries can be useful mainly as a tool to assess the impact of the ECVET system, by comparing between the countries that have implemented ECVET and those that are behind in terms of their results in evaluating and recognising vocational training.
- A clearer picture and common definitions and approaches of the very vast field and educational profile of territorial development. The partner institutions involved in the project have developed a common understanding of the field of territorial development in their own country, and good practices developed in other countries to understand how professions in territorial development are organized.

It gave the consortium the chance to communicate about different experiments and practices among participating countries and to identify common similarities and differences.

Within our studies, we documented relevant training projects in specific regional dimensions, main actors who are experts in each country, the state of implementation in each country and proposals to experiment concretely ECVET-ECTS matching in our field.

From this point of view, the project can be seen, although incompletely, even within a limited timeframe, as having contributed to a first step on the “state of the art” in our particular subject of ECTS-ECVET cross-over in territorial development qualified training and higher education.



