



Education and Culture DG

Lifelong Learning Programme

Methodological Guidelines

recomfor





**Title**

Methodological Guidelines

Edition

RECOMFOR Project

Project Promoter

Hugues Pouzin, CGI, France

Sophie Salin, CGI, France

Project Coordination

Richard Maniak, French Ministry of Education, France

Authors

Sophie Salin, CGI, France

Cristina Dimas, CECOA, Portugal

Filipa Curto, CECOA, Portugal

Enrico Bressan, CPV, Italy

Rob van Wezel, KCH, The Netherlands

Andreea Craciun, NCTVET, Romania

Place of Edition

Paris, France

Date of Edition

May, 2011

© RECOMFOR Project

Copyright © RECOMFOR Project: All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of CGI (Project Promoter).

Building a mobility network

This methodological guideline focuses on how to build a mobility network at European level involving VET providers. It builds on the results of RECOMFOR project and aims at giving some hints for any project promoter who would like to structure a network in another context (other certifications, other countries...).

1. Clarify the aims of your network

Why do you need a network? What is the core concept?

2. Identify who should be in it

What type of partners: VET providers, companies, institutions, professional organizations? What could they bring to the network?

3. Collect the opinion of the future members

In order to be sure that your network meets the needs of its future members, a preliminary consultation step is highly recommended. A survey about their expectations can be a way to proceed.

4. Compare the possible existing legal structures

If your network involves partners from different countries, many legal structures referring to each country's law may be considered. Compare the strength and weaknesses of each option.

5. Make your choice according to the criteria which are important for you

Do you need a structure that is flexible, limited in duration, easy to create without capital, open to natural persons or legal entities...?

6. Write down a statute proposal and submit it to other members for validation

It will be the base on which the whole structure will be built and will become a reference document. Make it precise enough, but flexible enough to enable your structure to evolve over time.

7. Build a budget and imagine the first year of existence of your network to use it as a guideline

You network is now ready to be officially set-up and start its activities. A launch meeting with members or beneficiaries can be organized.

Good practices

- ★ Use already existing statutes to help you
- ★ Make sure everyone has the same view of the network and the same understanding of the documents
- ★ Early dialogue will make network's life easier for the future

For more information, visit
www.recomfor.eu

and in particular the
network methodological guide

Organizing mobility exchanges abroad for learners within training centres in a network

This methodological guideline focuses on how to develop mobility exchanges abroad for learners within training centres in a network. It builds on the results of RECOMFOR project and aims at giving some hints for any VET provider who would like to organize mobility exchange abroad in a network in another context (other qualifications, other countries...).

1. Build a training centres database

Think about what type of info you will need regarding the TCs themselves, their training organisation and training quality assurance systems, e.g., which info do I need from another TC to get in contact, to know what they do and how they manage training quality, to choose a particular TC.

2. Make the information available

Where - Website, collaborative platform - and for whom? Remember that depending on your targets, information have to be displayed differently, e.g. what a TC need to know, it's different from what a learner or a competent body look for.

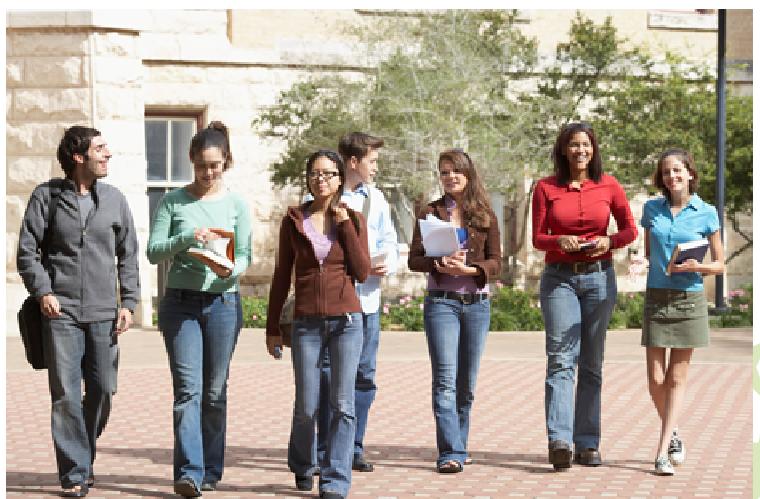
3. Build a relationship with one or several training centres

Get in contact; organise if possible a preparatory visit to meet the teaching team.

4. Compare the qualifications and the training curriculums

Think about what type of info you will need regarding the qualification(s) concerned by the network, the training organisation and the training curriculum of each TC and insure that each TC make these info available

- E.g., which info regarding a qualification(s) do I need to know to decide if it's ECVET friendly, compatible with mine and able to organise recognised mobility within?
- E.g., which info regarding each TC organisation and training curriculum do I need to know to decide if it's ECVET and mobility friendly?



5. Determine practical details (accommodation, financing...) and also pedagogical expectations (which training unit/module, learning outcomes..)

6. Define the role of each training centre (hosting and sending)

Think about designing and using quality charters that stipulate general quality assurance criteria that both training centres must meet; then, before a specific mobility exchange abroad clarify each TC role in a learning agreement.

7. Prepare the learner(s)

Remember that the learner(s) preparation should be made before the mobility exchange and should involve not only the learner(s) moving but also the welcoming learners. Welcoming learners also have a role to play in the successful integration of a foreign learner.

8. Use mobility tools

Think about designing and using mobility tools that, from an ECVET point of view, promote mutual trust, facilitate mobility and the transfer and recognition of learning outcomes achieved during mobility exchanges abroad. E.g. learning agreement, personal transcript of learning outcomes, EUROPASS mobility instruments.

→ Do:

- ★ Agree on vocabulary to facilitate mutual understanding
- ★ Before you build your database, define the format to be used depending on how it will be made available and used. It must be easy to update and contain information that is relevant for everybody (excel file better than word...)
- ★ Start with a small numbers of TCs and learners
- ★ Be flexible, avoid preconceptions, be open to discussion. Remember cultural differences are Europe biggest richness!

→ Don't:

- ★ Hurry to gather info, think first about what's really useful
- ★ Be discouraged by apparent difficulties. There is always a solution!

For more information, visit www.recomfor.eu
And in particular the
Training organization comparative guide



★ Guideline 3

Develop on-the-job training abroad



This methodological guideline focuses on how to develop mobility operations abroad for learners in a context of work placement within a network of training centers. It builds on the results of RECOMFOR project and aims at giving some hints for any project promoter who would like to organize on-the-job training abroad in a network in another context (other certifications, other countries...).

1. Use the network to work in link with a training centre located in the hosting country and identify a contact person

The training centre abroad will have a role to play in order to ensure the quality of work placement. This is part of the added value of the network.

2. Ask the contact person (teacher, work placement coordinator...) to provide contacts with their partner companies to ensure the quality of the work placement

The contact person has a better knowledge of the pool of companies in his/her area and can already know partner companies ready to welcome foreign students.

3. Identify the content and duration of the work placement

What are the expected learning outcomes? What tasks should the mission focus on? Is this mission relevant considering the certification prepared by the trainee? Which knowledge, skills and competences are required?

4. Make sure that the company agrees with the quality charter for companies proposed by the network

This quality charter defines the minimum standards to fulfill by the company to receive and coach learners for a high quality work placement as expected by the network.

5. Define the roles of hosting / sending training centres

As a member of your network, the training centre in the hosting country has a role to play. Check who does what: defining the learning outcomes to be achieved, welcome the trainee, facilitate his/her integration, ensure regular contact with the tutor, discuss assessment methods...

6. Make sure the tutor in company has understood its role

Check that the objectives of work placement, tasks and assessment methods are clear.
Hand over the *tutor guide* to the tutor.

7. Sign a contract between training center / company / trainee

This step is compulsory, particularly for liability and insurance purposes. It may also define the objectives and tasks of the work placement.

8. Use existing mobility tools

The *Learning agreement* proposed by the network helps to clarify practical details and duties of each person involved in the work placement process.
Europass documents will help you make your skills and qualifications clearly and easily understood in Europe: www.europass.cedefop.europa.eu/

9. Make sure there is a follow-up of the training period, especially for long-term work placements

It is recommended to have regular updates done by a representative of the training center, both with the tutor and the trainee. It might be necessary to adjust the tasks, or the trainee might have difficulties he needs to discuss about to find a way to overcome them. Good communication will contribute to a successful work placement!

10. Think about evaluation

How will the assessment of learning outcomes acquired during the work placement will be done? According to which criteria? What is the feedback of the trainee and the tutor on this experience? What does this teach us for the future
Template evaluation forms are proposed by RECOMFOR.

Good practices

- ★ Refer to existing mobility tools and quality charters
- ★ Make sure the tutor plays its part as foreseen
- ★ Report to the network if it appears the company is not appropriate for work placement
- ★ If it is a successful experience, build a long term relationship with the company and keep in contact



For more information, visit
www.recomfor.eu

First steps to enable recognition and transfer of learning outcomes within a mobility network

This methodological guideline focuses on how to facilitate recognition and transfer of learning outcomes acquired during mobility experiences abroad, in the context of a European network.

It builds on the results of RECOMFOR project and aims at giving some hints for any VET provider who would like to give this opportunity to its learners and start getting prepared for ECVET implementation.

1. Identify common or comparable units of learning outcomes

Between the qualifications in different VET systems concerned. To set-up mobility leading to recognition of learning outcomes aimed at, there must be correspondences between qualifications – partly or fully. Learning outcomes will be the basis of your “common language”. Qualifications which are not unit-based will make the recognition and transfer process more difficult...

→ *Building together a reference shared by all participating countries to the network (or using an existing one) is the best start.*

2. Establish transparency regarding assessment process in each VET system

The key to mutual trust and transparency is to know each other and to know how others proceed. Getting to **know and understand assessment procedures and methods in the various VET systems** is a preliminary and compulsory step.

Which stake holder is responsible for designing, assessing or awarding qualifications? How is assessment organized along the learning process? Which are the standards?...

→ *A questionnaire can be a good way to proceed in order to collect information on VET systems*

3. Identify the requirements of each so that there is recognition by the country of origin

4. Involve competent institutions and define transfer mechanisms

“Competent institution” means an institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of Learning outcomes, under the rules and practices of participating countries. Depending on VET systems, it can be Ministries, Regions, Training centers...

→ *It is necessary to make sure competent institutions are involved since the very start. Without their support, recognition and transfer will not be possible.*

5. Build or use the appropriate tools

- A **Membership agreement** or **Memorandum of Understanding** signed by training centers or competent bodies to set the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of members involved and establishes procedures for cooperation.
- A **Learning Agreement** signed by sending and hosting training centers and trainee which sets out the conditions for a specific mobility period
- A **Personal transcript of records** containing information on learners' assessed Learning outcomes, units and ECVET points awarded.

Remember that building such a process takes TIME!

Time to involve partners

Time for partners to know each other, understand their VET systems
and build mutual trust

Time to set-up appropriate mechanisms

More information on ECVET

- ★ www.ecvet-team.eu for support, events, contacts, workshops...
- ★ www.ecvet-projects.eu for information about projects, good practices and much more → Get to know ECVET better and download "ECVET questions and answers"
- ★ http://ec.europa.eu/education/index_en.htm for official reference documents : lifelong learning programme, ECVET recommendations, European Qualification Framework...



For more information, visit
www.recomfor.eu
and in particular
ECVET guide on recognition and transfer



★ Guideline 5

Insure the quality of the network and build mutual trust



This methodological guideline focuses on how to insure the quality of the network and building mutual trust. Mutual trust depends on the transparency of the training and assessment process, but also on setting explicit quality standards that serve as reference points and which all the partners (companies that take in trainees and training centres) pledge to follow.

This guideline builds on the results of RECOMFOR project and aims at giving some hints for any project promoter who would like to organize mobility operations abroad in a network in another context (other certifications, other countries...).

1. Identify the key principles you wish to promote through the network

Discussions with partners about their expectations and priorities are necessary. Partners must share a common understanding of the network. It will help you define the **quality criteria**, basis for mutual trust.

2. Create quality charters for companies and training centres

On the basis of the quality criteria you have identified. Which are the minimum standards that should be respected? What are the commitments of both training centres and companies? Quality charters can cover practical aspects, such as commitments in terms of hosting, accommodation; but also aspects related to training e.g. assessment methods, guidance, cooperation between tutor and trainer...

3. Set-up a quality process taking evaluation into account

How can a company or training center enter/stay in the network? How can the process be improved? Evaluation will help you maintain the quality of the network. For example, a short but systematic evaluation can be done at the end of each mobility period by the teacher, learner and tutor.

4. Appoint a competent body in charge of the regulation of the process

Who will decide if a member can go in or out of the network? Who will take into account the feedback collected through evaluation to improve the system? It is important to identify a competent body for these tasks. It can be a steering committee composed of representatives from training centres, companies or VET systems, or the governing board of your network. In any case, make sure that these people are considered as having legitimacy to give their point of view.

5. Formalize membership to the network and compliance with quality requirements

You can for example deliver a seal of approval. This label would be awarded by the steering committee to members, after they have proven their ability to conduct mobility operations in accordance with the network's quality process.

For more information, visit
www.recomfor.eu

The process must be
realistic and achievable.
Don't make it too
complicated!



© Recomfor

This project has been funded with support from the European Commission
This publication reflects the views only of the author
and the Commission cannot be held responsible for any use
which may be made of the information contained herein.



Partnership



Promoter:

CGI - French Confederation for the Wholesale and International Trade (France)
Website: <http://www.cgi-cf.com/>

Coordinator:

MEN – French Education Ministry (France)
Website: <http://www.education.gouv.fr>

CIEP - Centre International d'Études Pédagogiques (France)
Website: <http://www.ciep.fr>

Strategic Partners:

Belgium

EVTA - European Vocational Training Association
Website: <http://www.evta.net>

Portugal

IEFP - Employment and Vocational Training Institute
Website: <http://www.iefp.pt>

France

CNCCEF - National Comity of French Foreign Trade Advisors
Website: <http://www.cncccef.org>

Switzerland

IUFFP - Swiss Federal Institute for Vocational Education and Training
Website: <http://www.iuffp-svizzera.ch>

SAK/CES - Swiss International Trade Association
Website: <http://www.sak-ces.ch>

The Netherlands

BTG Handel/ MBO raad - Dutch Organisation for Vocational Training Centres
Website: <http://www.mboraad.nl>

Operative Partners:

Belgium

CEF - Education and Training Council in Wallonia
Website: <http://www.cef.cfwb.be>

Czech Republic

NUOV - National Institution of Technical and Vocational Education
Website: <http://www.nuov.cz/>

France

AGEFA PME
Website: <http://www.agefa.org>

Greece

OEEK - Organisation for Vocational Education and Training
Website: <http://www.oEEK.gr>

Italy

USR Venezia – Ufficio Scolastico Provinciale di Venezia
Webiste: <http://www.istruzioneveneto.it>

CPV - Veneto Productivity Centre

Website: <http://www.cpv.vi.it>

Portugal

CECOA – Vocational Training Centre for the Trade
Website: <http://www.cecoa.pt>

CCP - Portuguese Commerce and Services Confederation
Website: <http://www ccp.pt>

Romania

NCTVET - National Centre for Technical and VET Development
Website: <http://www.tvet.ro>

CCIB - Chamber of Commerce and Industry

Website: <http://www.ccib.ro>

Slovenia

CPI - National Institute for Vocational Education and Training
Website: <http://www.cpi.si>

CPU - Chamber of Commerce and Industry of Slovenia
Institute for Business Education

Website: <http://www.cpu.si>

Spain

Generalitat de Catalunya - Ministry of Education of the Government of Catalonia
Website: <http://www.gen.cat.cat>

The Netherlands

Kenniscentrum Handel
Website: <http://www.kchandel.nl>

Albeda College - Vocational Education and Training Centre

Website: <http://www.albeda.nl>

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Lifelong Learning Programme