CO.L.O.R.

COmpetency and Learnig Outcomes Recognition
FOR migrants

Assessment of LOs

ECVET Pilot Projects 2010-2013
2nd Seminar
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COLOR Project : Key features

COLOR pursues a two-fold objective:

• **Setting up a sustainable network of Regional Authorities, stakeholders and practitioners;**
• **Pilot testing ECVET procedures for the evaluation, recognition and transfer of Learning Outcomes (LOs).**

Two target sectors: Healthcare and Construction

11 Qs at EQF level 3 **(EQF level to be confirmed):**
"local" Qs and National standard-based Qs

Partners:

ARLAS – Regional Agency for Employment and (Campania Region)
ISFOL - public research institute on VET

Regional Authorities: Campania, Lazio, Toscana, Piemonte
Basilicata and Calabria as associated partners

Transnational partners (advisory role): National Centre for TVET Development (Romania), Scottish Credit and Qualifications Framework, Malta Qualifications Council

General context

• **Striking differences among regional qualification sub-systems**
Highly regulated sub-systems with repertories of LO-based Qs and transparent assessment systems *vs.* scarcely regulated systems;

• **National context of VET moving towards greater convergence** of the regional vocational qualification sub-systems, also thanks to the EQF-ECVET processes.

Evidence: a National Repertory of 22 LO-based qualifications (EQF level 3) was approved (27.07.11 State-Regions Agreement).
Some Regional authorities are adapting their "local" qualifications; other Regions are developing systems coherent with the new repertory.

Assessment topic: **why** it is important

Within COLOR context, assessment has being an important step to enable validation and recognition of LOs as:

• A transparent and shared assessment system associated with LO descriptions is proving an **effective means to build mutual trust and agreements among Regional authorities;**

• "Lagging" Regional authorities need to build capacity in the field of transparency and standardisation of qualification descriptions and assessment, in order to **narrow the gaps between local systems**
(= greater systemic coherence)

• Assessment - via its systematic set of procedures and criteria - is a key vehicle to **reduce the gaps between the value of formal and non-formal** learning value and perception thereof.

Assessment: **how** it has being handled

- **Starting from what has been already shared at the national level**
  (Standards, description of LOs, assessment shared key concepts, etc.)

With regard to the Construction Sector we are concentrating - as a pilot Q - on the Q of Construction Worker (*Operatore Edile*) included in the National Repertory as a stable qualification on which develop a transferable working process. The "local" qualifications have being referenced to the pilot qualification.

- **Identifying and exchanging regional good practices**

The Piedmont Region has an advanced assessment system (recognised as such by the participating Regions). A regulated system is also used in the Tuscany Region. We are facilitating an exchange of practices, thus assisting the scarcely regulated sub-systems (also a MoU for formal exchanges).

- **Learning from transnational partners**

The Scottish partner has provided our partnership with a contribution on the assessment strategy and practices used for recognition of non-formal learning. During a recent on-line meeting we reviewed this strategy and identified the key sustainable elements for the national context.

Operationally

Managing two sectoral WGs with national and regional sectorial experts (led by two Regions)

Sharing basic conceptual elements (in line with EQF-ECVET definitions and technical specifications and national-regional level provisions)

Exchanging assessment methodologies and tools starting with a good practice in Piedmont (in the field of formal learning) and in Scotland (in the field of non formal l.)

Selecting a national standard based Q (Construction worker) as a pilot Q to test a shared methodology to describe ECVET units, including assessment aspects

Defining a shared methodology to reference the "local" Qs to the national pilot Q (matrix)

Selecting the assessment elements applicable both in a non-formal and formal contexts

Development process

April – October 2011

We analysed the different regional contexts and qualifications awarded requesting a self-analysis (based on ECVET technical specifications) of the qualifications

→ **Pilot Sector and Background Analysis Report (survey tool: questionnaire)**
→ **Descriptive Report on Qualifications (survey tool: Q Grid)**

November 2011- June 2012: focus on Assessment

We analysed the:

- **assessment processes (criteria and procedures) associated with the qualifications**
- **useful elements connected to the weight of the units**

→ **Analysis Report on relevant assessment processes on the basis of the Q Grid results (to be completed)**

We exchanged experiences on assessment
(via two face-to-face meetings and one on-line meeting)
• **Good practice by Scottish partner**
• **Review of the Piedmont Region system as the best placed to improve the level of transparency and comparability of the systems**

We are implementing a pilot proposal on Construction Sector led by Campania and Piemonte (via sectoral working groups)

Actors involved and success factors

Actors involved

- Representatives of economic and social partners
- Members of the tripartite Regional Commission for Education, Training and Employment policies (social dialogue regional body)
- Technical Group, composed by institutional and social partners and experts in the field of social and health services, entrusted with the task of reviewing social and health services occupational standards
- Regional training centres
- Formedil (the National VET provider in the field of construction)

Success factors

- Genuinely participative meetings and exchange (Metaplan and GOPP methods)
- Ownership of the processes by Regional authorities (leading the WGs)

Challenges and lessons learnt

Challenges:

• Promoting an ECVET-oriented "culture" and introducing practices in Regions with sub-optimal systems (little awareness of concepts of transparency, flexibility, etc.);

• Introducing ECVET innovative practices in systems "reluctact" to change

• Interfacing with Regional officials since technical know how is typically outsourced

Lessons learnt:

• The key to making progress seems working on minimum standards: realistic, achievable and rewarding for each participating competent authority (= no system left behind)

• More transparent assessment practices in the formal context are proving to be a effective starting point to promote shared agreements for the assessment and recognition of non-formal pathways (= promoting innovation by improving existing practices)

Thanks for your attention

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