

# VaLOGReg

## Value Learning Outcomes in the Grande Region



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## Foreword

Like many other countries, France is involved in different experimental projects related to the European ECVET system.

The Ministry of Education (Ministère de l'éducation nationale) follows these projects with great interest, in particular those which have an impact on its professional diplomas, such as the VaLOGReg project; indeed, they permit the creation as well as the testing of different methods in real situations of mobility for different levels and specialities in different professional sectors. The results of these projects need to be examined closely from a systemic perspective in order to identify transferable elements. The Ministry of Education issues approximately 600 professional diplomas for levels 3 and 4 of the European framework of certifications.

As a result, the Ministry of Education participated in a European study project dealing with the ECVET system: the project revolves around one of the most important diplomas of secondary professional education, the professional bachelor.

One of the goals of the project is to improve the regulatory and organisational dispositions currently in use in France based on certain domains of the professional bachelor and to study the conditions of the implementation of the European ECVET system.

The chosen domains are quite diverse: reception & customer service, administration, electronics, health care, and construction technician.

Some of the tasks of the project are:

- the analysis of the general structure and the study content of the diplomas to ensure their compatibility with the characteristics of the ECVET system
- the collection and analysis of data obtained in previous ECVET experiments that concern our diplomas, such as the VaLOGReg project
- the identification of methods which can be applied to the entirety of our diplomas and which permit the evaluation and recognition of learning outcomes obtained during a mobility phase.

The project has to allow the participants to make recommendations for the issuing of certificates, the weighing of marks as well as the organisational and operational structures that allow the learning outcomes obtained during the mobility phase to be taken into account for the professional diplomas. The aim of the project is to assure the highest possible degree of compatibility between the ECVET system and the professional bachelor.

**Martine Paty**

**Policy Officer**

**Ministère de l'éducation nationale, de la jeunesse et de la vie associative**

**Directorate of education**

**Sub directorate of secondary school and lifelong vocational training**

## Accord cadre

### A framework to value mobility in all its forms in the heart of the Grande Region

The Grande Region (Lorraine, Luxembourg, Saarland, Rhineland-Palatinate, Wallonia) is a territory characterised not only by its cultural and linguistic diversity, but also by a pronounced socio-economic interdependency. These factors make the Grande Region a mobility space unrivalled throughout Europe.

The qualification of the workers and learners plays an important part in this. The preservation of the prosperity and of the economic growth in the Grande Region depends largely on the high level of qualification of its workers, and said qualification also serves as a guarantee against social exclusion. This very circumstance requires an awareness of the learning aspect at the heart of a vocational training and qualification space that would be the same across the Grande Region. However, the creation of such a space can only become reality once a mutual trust between the qualification systems of the different regions or even countries has been established.

A number of frameworks on a national level that value cross-border experiences are already in place. However, the ECVET (European Credit System for Vocational Education and Training) framework represents the preferred tool to render these qualifications transparent, to build that mutual trust and to permit mobility. The comparison of the targeted learning outcomes of the various qualification systems shows that the VaLOGReg project successfully manages to uncover areas of compatibility of significant importance without ever attempting to unify the different systems. These areas allow the educational and the vocational training systems to implement the transfer as well as the recognition of learning outcomes that originate abroad.

It is therefore no exaggeration to claim that this procedure that was initially based on only two career paths can be applied to the certification systems of other professional domains as well. This in turn allows us to propose to those in charge the creation of a cooperative framework in the Grande Region that would be essential for the development of mobility.

Such a framework represents the foundation of the mutual trust that is necessary to guarantee the mobility inside a common vocational training space, insofar as it is a declaration made by each signatory to accept the principles of the transfer and the accumulation of learning outcomes.

The signatories thus dedicate themselves to:

- applying the tools that favour any type of mobility in the Grande Region, be it for the learners or for the workers
- making the certification procedure more transparent for the other systems by focusing on learning outcomes without trying to intervene in the certification systems of their partners
- applying the ECVET system as a tool that allows the learners to value their learning outcomes
- creating an administrative committee and allocating the project the financial resources that are required for its implementation.



## The VaLOGReg project, from the perspective of one of its partners

### Professional qualification in a European Grande Région

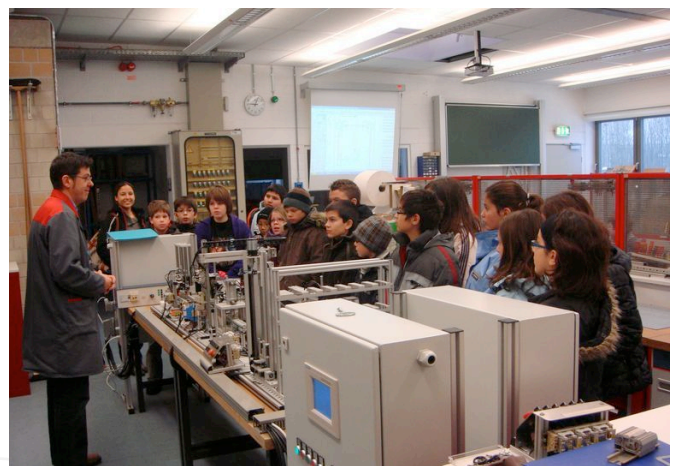
#### Preface

The European project "Programme for Lifelong Learning", originating from the Grande Region (France, Belgium, Luxembourg as well as the German states Saarland and Rhineland-Palatinate), asks the question to what extent the professional curricula and qualification structures allow for comparability as well as a certification of learning outcomes. If we assume that these goals are possible, a cross-border acquisition of skills via mobility programmes can become reality, with a positive impact on the degree of qualification of both learners and employers throughout the Grande Region, especially in terms of social and economic developments.

#### The VaLOGReg project in the political context of vocational training

One of the main goals of ECVET, the European Credit System for Vocational Education and Training, is to certify the performance of the qualifying systems in other countries and to promote mobility, based on mutual trust.

This in turn raises the question of how to put ECVET into practice in the context of professional qualification. This question is of considerable importance for the economic development, the pool of qualified workers as well as the cross-border operations, especially those of small- to medium-sized enterprises.







The demographic evolution represents another challenge. We need to ask ourselves how, where and with which means the qualifying resources can be made available in order to satisfy the need for qualified workers and to meet the ever-changing qualification demands. All this has to be done not only to maintain the current level of economic prosperity, but, ideally, to expand it, too.

From an educational and economic perspective that takes into account learning locations, another question is raised, that of the creation of qualifying structures which reflect economic and social developments. On an operational level, structures need to be created which allow for a meaningful learning experience as far as learning groups are concerned. Some aspects to consider in that regard are the organisation of classes, the accommodation in boarding schools, the infrastructure of the schools and the professional and personal qualifications of the teaching staff.

In other words, one important future goal is a global management which goes beyond the borders of the individual countries and which considers the entire Grande Region as a training and qualification environment.



### **The VaLOGReg project – The implementation, step by step**

The first laborious step was the determination of the comparability of the learning goals of the individual countries in terms of the curricula. The analysis showed that these goals were nearly identical in all of the countries that participated in the project. However, the organisational structures of the vocational training differed to various degrees; whereas "dual qualification forms" are predominant in Luxembourg and Germany, France generally makes use of full-time training for the qualification. This implies a different duration of the vocational training, a different course structure and different learning locations.

In the context of the project, this realisation quickly raised the question of the comparability of the required skills, their validation and, consequently, their certification. Both questions were answered affirmatively in the course of the project. The analysis has shown that for any given profession, the same skills are taught, albeit with some variations, and that these skills are in perfect compliance with the requirements of the home country, as shown in the evaluation of the learning outcomes during two periods of exchange. Despite the differences in the qualification systems (full-time and dual), a comparability of skills is obvious, which in turn influences the learning and teaching process in the different countries as well as the skill set of the teachers.

The user guide, the Memorandum of Understanding (MoU) and different document templates provide the users with detailed guidelines that allow them to initiate and plan a mobility phase.

### **VaLOGReg, from the perspective of its participants**

The evaluation of the project was partly carried out in interviews with the participants. These interviews have clearly shown that, via the common learning outcomes reached by the youngsters in their host country, the participants managed to acquire skills that went beyond the professional skill framework. The learners experienced the social and cultural particularities of the host country, they were able to evaluate the advantages and disadvantages of the vocational training and were confronted with the learning and teaching culture of the country in question.

The participants generally pointed out that this experience of crossing borders, of leaving familiar territory, has been valuable, especially in the context of a united Europe. The learners agreed that the particularities of each country could be evaluated much more easily after the mobility period.

### **Desirable developments**

The exchange in the context of VaLOGReg was, in the eyes of the responsible ministry, a first attempt at determining to what extent the acquisition of professional skills can be compared, validated and certified. This fact has indeed been verified, based on the testimony by all the people involved in this exchange, learners, teachers, the school leaderships as well as the responsible ministry. If we consider the current demographic evolution, the need for qualified workers and the fact that the cross-border movement of qualified workers is



an everyday reality, the experiences made through VaLOGReg should ideally serve as a lasting inspiration to the collaboration and communication between the learning places by ensuring that they are implemented in the everyday life.

Another goal could be the synchronisation of both course structure and study content among the various vocational schools so as to enable an exchange over a longer period of time.

One additional goal should be the coordination of study contents, their schedule as well as the certification of the resulting learning outcomes. Indeed, this would considerably attenuate the problem highlighted by both learners and teachers, i.e. the fact that certain accomplishments have to be repeated in the home country or that the learners are required to catch up on study content that they missed out on while they were abroad.

This coordination of content and organisation is a task whose completion could lastingly reinforce the mobility and thus greatly contribute to the development of qualified workers and the need for skills in the Grande Region.

In relation to ECVET, VaLOGReg has proved that there is a high degree of compatibility for the skills and the collaboration between the training locations. On a limited scale, it has also shown that the learning objectives can be validated and that skills acquired in different qualification systems can be based on a valid structure of practical learning and teaching arrangements.





In the context of a European learning space and the European credit transfer system for vocational training, projects like VaLOGReg are a prerequisite for the solidification of the European spirit not only in terms of skills and content, but also in the minds of the citizens in order to promote their social and economic development.

Mainz, January 2012

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## partners

Lycée technique d'Esch-sur-Alzette, Luxembourg. [www.lte.lu](http://www.lte.lu)

Ministère de l'Education nationale et de la Formation professionnelle, Luxembourg

Ministerium für Bildung, Wissenschaft, Jugend und Kultur, Rheinland Pfalz

Ministerium für Bildung, Saarland

Goupement d'intérêt public Formation Tout au Long de la Vie, France

Institut wallon de formation en alternance et des indépendants et petites et moyennes entreprises, Belgique

Ministère de la Communauté française



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DU GRAND-DUCHÉ DE LUXEMBOURG  
Ministère de l'Éducation nationale  
et de la Formation professionnelle

