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Intellectual Output 3

TOOLKIT FOR TRANSPARENCY AND RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING FOR VET PROVIDERS

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INTRODUCTION

To improve the delivery of VET mobility programmes, the toolkit aims at facilitating the process of recognition, validation and transparency of the competences acquired through non-formal learning and at encouraging cross-border labour mobility by removing legal obstacles and facilitating the recognition of professional qualifications and experiences with cultural competencies. The toolkit contains **guidelines and methods** to be able to **recognize and validate non-formal learning acquired through mobility**.

The toolkit is designed to be used by a range of **VET Staff Providers (VSP)** and head of companies:

- Organizations specifically set up to organize and facilitate intercultural VET experiences for different groups of learners;
- Employers and educational providers who provide training as a part of their activities and/or who are responsible for intercultural VET mobility programmes;
- Independent individuals who provide and facilitate training and professional development;
- Companies' managers in order to promote EU labour mobility and to facilitate the recognition of employees' skills and competences involved in a European context.

OCCUPATIONAL PROFILE: the Intercultural VET Staff Provider

The Intercultural VSP main activities and responsibilities include:

- Development of Mobility project ideas with specific focus on Intercultural learning
- International partnership development and management
- Fundraising and completion of development activities to gain funding for Mobility programmes
- Implementation and Management of Mobility programmes
- Development of Mobility programmes work plans and timetables
- Promotion and provision of initial briefings and workshops in connection to the Mobility programme
- Identification, selection and mentoring of Mobility programmes' participants
- Partnership-collaboration throughout implementation, management and delivery of Mobility programmes.
- Team Leader and Facilitation duties during activities
- Financial management, dissemination, quality assurance and evaluation of activities
- Final reporting and management of funder relationship.

The intercultural VSP in this project work with young people or adult learners on VET programmes from migrant backgrounds, ethnic communities, marginalized groups involved in VET mobility programs or who are about to participate in a Mobility Programme, workers/employees or volunteers involved in Mobility programmes or aspiring to be involved in (Mobility Programmes abroad can include training, studies, European Voluntary Service (EVS), internships and labour mobility).



A/ Impacts of non-formal learning through mobility

1. The cultural skills and competences learners develop, use, reinforce when experiencing a mobility

The practice of learning intercultural competence never ends. It is a lifelong pursuit, circular, evolving over time through the accumulation of experiences, training, and reflection. Thus it is important for individuals to reflect and assess the development of their own intercultural competences over time.

VET providers developing intercultural learning in their curricula and VET providers willing to engage themselves into developing the intercultural competence for their learners were interviewed on key skills and competences that are developed, used and reinforced when experiencing mobility¹.

The results show that the basis of everything regarding interculturality is **the readiness to learn**. Besides, the more positive the attitude, the more knowledge and skills can be developed and the more often intercultural situations are reflected or handled constructively, the more likely it is that a higher degree of intercultural competence is achieved.

Other key skills and competences that were identified:

- Communication in mother tongue and other languages
- Collaboration / Networking skills
- Coordination skills / Decision making skills
- Financial management / administrative and ICT skills
- Open mindedness & Cultural awareness
- Self-starter & entrepreneurship skills / creativity
- Autonomy / Self confidence
- Empathy / Understanding / Respect / Listening
- Self-control and stress resistance
- Conflict management / problem solving
- Positive guidance
- Leadership skills & team player
- Empowerment
- Critical thinking
- Flexibility & adaptability

¹ See the Intellectual Output1 Executive Summary or Transnational Chapter for more details, as well as the complete national report carried on in each country: <http://www.intercultural-mobility.eu/en/2017/09/28/the-intellectual-outputs-1-results-are-available/>



Building on these identified skills and competences resulting from the field research in the different partner countries, the consortium can identify a set of 7 key skills & competences interacting the ones with the others (understood as the minimal requirements to attain intercultural competences):

- Interpersonal skills
- Respect (valuing others)
- Cultural-awareness & seeing from other perspectives (understanding the lens through which we each view the world, understanding similarities and difference)
- Listening (engaging in authentic intercultural dialogue)
- Adaptation (being able to shift temporarily into another perspective)
- Relationship building: forging lasting cross-cultural relations
- Cultural humility: knowing one's own limits, one's lack and one's own inputs

2. Impacts on learners' professional careers and developments

According to the VET providers who participated in the interviews, the impacts of intercultural learning, and experience on learners are varied and numerous:

- They become more desirable on the job market.
- They get to know other working environments
- They have learnt and can transfer best practices.
- They gain motivation, dynamism, and will for developing their professional career
- They develop new resources, innovation and are more willing to take risks.
- They develop new networks, meet new potential partners
- They gain a new vision on their future and their employability (at international level)
- They learn to get out of their comfort zone and re-frame their cultural and societal codes.
- They develop organisation skills: entrepreneurship, initiative, innovation, responsibilities
- They develop the ability to turn ideas into actions
- They develop and gain personal competences: self-direction, the ability to set life goals

3. Impacts on VET Staff providers' professional careers and developments

Following the research and interviews, VSP are developing abilities and attitudes considered as the minimum requirement for an intercultural VET provider:

- Ability to inspire
- Ability to tolerate uncertainty and ambiguity
- Ability to avoid judgement
- Ability to empathize
- Ability to question oneself and one's routine
- Ability to change perspective and be open-minded

Becoming interculturally competent and able to effectively manage diversity doesn't mean just reading a study and attending training. It takes practice. All VSP who wish to become intercultural VET providers need practice in order develop, use, reinforce and transfer the skills and abilities acquired.



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Impacts on VSP developing intercultural mobility or training in their pedagogical programmes are also important on their working practices: being part of a transnational consortium required to be able to co-construct, to trust each other, to define common interests and values and break with individualist approaches that are still currently quite deep settled in both school institutions and companies. Thanks to European projects and programmes, VSP learn and experience the intercultural dimension and use peer learning in order to think together on the development of good practices over the long term and at a larger scale.



B/ Recognition and Validation Process

1. The European priorities and point of view²

European societies are facing numerous challenges such as rising unemployment and inequalities. If the correlation between education and employment and especially to quality employment as well as to poverty is well known, one's qualification does not always correspond to one's knowledge, skills and competences. The lack of strong validation systems that allow for individual's knowledge, skills and competences which have been acquired through non-formal and informal learning to be validated, only makes it more difficult to tackle unemployment and poverty in the EU. **The 2012 Council Recommendation on the validation of non-formal and informal learning** (VNIL – Council of the EU 2012) is a first step towards more satisfactory validation policy frameworks in the EU.

Lifelong learning is an essential tool for personal development: recognizing it enables the valorisation of people's achievements and their potential contributions to society. Yet traditional forms of education (formal education) keep the primacy on the recognition process. While non-formal and informal learning are being often overlooked and underestimated, the 2012 Council Recommendation on Validation of non-formal and informal Learning recognizes this contradiction and promotes a more systematic approach to validation, in order to increase the visibility and value of learning outside the formal education and training systems. The Bologna Process encouraged the creation of opportunities for validation of non-formal and informal learning.

One of the major objectives of the 2012 Recommendation is that EU Member States should co-operate on national modalities of validation by 2018, thus enabling the recognition of non-formal education and, if so desired, evaluation and certification. When moving to a new job or to further learning, whether within or across borders, learners and workers should see their skills and qualifications validated and recognised. This is essential to raise skill levels and increase employability. Validation of non-formal and informal learning is a way to recognise the full range of an individual's knowledge, skills and competences, regardless if acquired within or outside the formal education system and aims at empowering the individual and can be used to open opportunities for "second chance" to the disadvantaged. If validated (identified, documented, assessed, and certified) these learning experiences can be made more visible and usable for further studies or work. It is important to distinguish different forms of recognition, depending on who recognises learning and for what purpose. The forms of recognition are³:

² From « European inventory on validation of non-formal and informal learning – 2016 update » CEDEFOP

³ From « Symposium on Youth Policy Cooperation in South East Europe: focus on recognition of youth work & non-formal learning », Salto Youth, 2012



- **Formal recognition** means the validation of learning outcomes and the certification of learning outcomes by issuing certificates which formally recognise the achievements of an individual;
- **Political recognition** means the recognition of non-formal education in legislation and/or the inclusion of non-formal learning/education in political strategies, and the involvement of non-formal learning providers in these strategies;
- **Social recognition** means that social players acknowledge the value of competences acquired in non-formal settings and the work done within these activities, including the value of the organizations providing this work;
- **Self-recognition** means the assessment by the individual of learning outcomes and the ability to use these learning outcomes in other fields.

The implementation of validation systems requires a shift of approach towards **learning outcomes**. It helps learners exchange their non-formal or informal learning outcomes into future employment opportunities.

Validation follow three strategies:

- **Individual-oriented**: everyone should be able to access validation process. This implies having the necessary legal, administrative and financial frameworks accessible to all individuals;
- **Certificate-valued**: validation should not only aim at obtaining a certificate but certificates need to have the same value, recognition and acceptance as those delivered in the formal system;
- **Comprehensive-oriented**: validation arrangements should be developed in a comprehensive way: they have to be possible in all sectors, areas of activities, levels of education and training.

As a result of the 2012 Council Recommendation on the validation of non-formal and informal learning, the Member States were encouraged to increase cooperation and implement effective measures to validate learning outcomes, necessary to build bridges between formal, non-formal and informal learning. **Recognition of learning outcomes is now considered a driver for employability, mobility and social inclusion.** Opportunities are reaching the low-qualified and low-skilled jobseekers, but still more is needed to reach disadvantaged people: low-skilled individuals, early school leavers, jobseekers/unemployed, individuals at risk of unemployment, older workers, migrants/refugees and people with disabilities.

2. Recognition and validation: state of play in France

Validation strategies differ in each member country of this Interculturality Mobility project⁴. France can be considered as a leading country in terms of validation. VAE (*Validation des Acquis de*

⁴ According to CEDEFOP, Briefing note "The validation challenge: how close is Europe to recognising all learning?", Nov. 2014



l'Expérience) has now been in place for 15 years. The procedure, which means validation of informal learning leading to certification) can lead to the award of whole or parts of a qualification – with a vocational and professional orientation and purpose (*finalité professionnelle*) – based on the knowledge and skills acquired through prior experience and learning in a variety of contexts. Qualifications which can be obtained via the VAE procedure are registered in the national qualification directory (RNCP⁵) which covers levels 3 to 8 of the EQF. VAE has been a major breakthrough in the validation and certification system in France since 2002 because the procedure does not require the need to go through formal training.

Some updates have been implemented since 2014: VAE is strongly articulated to lifelong learning, training and employment policies and integrated in the Labour and Education code. **The qualifications awarded through VAE are exactly the same and have exactly same value as those awarded through participation in formal education and training.**

However, VAE raises a number of issues for training and certification actors: it remains marginal compared to the awarding of diplomas obtained through initial training. It remains a long procedure for candidates, especially for candidates with low skills and low levels of qualifications. Moreover, applications remain concentrated on a small number of qualifications, mostly in the health and social sector.

3. Recognition and validation: state of play in Italy

In Italy, formal education has a leading role in the educational system and non-formal education is not particularly widespread. However, in recent years, there have been efforts, both at national and local levels, to enhance the role of non-formal and informal education, in the professional sector.

Some relevant changes occurred after the EU council Recommendation of 2012, with the introduction of the law 92/2012, which delegated the Government to elaborate a framework concerning the validation of learning outcomes acquired through non-formal and informal techniques. The most relevant role has been taken up by regional and local authorities that have been particularly active in creating and realizing articulated systems of validation and certification of non-formal experiences of learning. At the national level, however, one of the most interesting initiatives has been the Libretto Formativo del Cittadino. Introduced through law 30/2003, it is a comprehensive document where competences acquired in non-formal and informal contexts can be registered and certified. Currently, the use of this document is being implemented in an experimental way in various regions, which are in charge of the operational handling of this document.

In general, the process of recognition of skills involves four steps:

⁵ RNCP covers all vocationally or professionally oriented qualifications, including higher education qualifications with a vocational and professional orientation purpose.



Activation and implementation of the process: people who think they have acquired skills through non-formal or informal paths present a request to the administration for the activation of the recognition process.

Reconstruction phase: The administration accompanies the applicant in the elaboration of the documentation able to demonstrate the experiences gained.

Validation phase: The examination is carried out by the administration.

Outcome of the process: on the basis of the examination of the documentation we proceed to the validation of the skills that will give the right to the recognition of a formative credit that can be spent in formal paths aimed at achieving the certification of competences.

Furthermore, Italy has implemented at national level the Atlante del Lavoro e delle Qualificazioni (The Atlas of Jobs and Competences), the final outcome of a research work carried out by Inapp since 2013. In order to gather in the same framework schools, universities, professional education, regional qualifications and other jobs of various levels and contexts.

As a national initiative, moreover, Italy has implemented the use of the EPAL platform, the European website dedicated entirely to the sector of adult education and coordinated by Indire, one of the Italian National Agencies for Erasmus+. Since 2014, the year of the official European start, EPAL had the purpose of deepening the national debate on educational tracks for adults, and unifying two areas often not communicating between them, such as professional training and adult education, both formal and informal or non-formal.

4. Recognition and validation: state of play in the UK

The United Kingdom labour market is relatively unregulated compared to very many labour markets in the European Union both in terms of employment legislation and in terms of the requirements for registration and licensing of occupations. However, concepts such as the Accreditation of Prior Learning (APL) and the Accreditation of Prior Achievement (APA), as well as the centrality of learning outcomes and the importance of recognising core skills and key skills, have been widely understood in the requirements for assessment in the UK VET system for the assessment of national vocational qualifications for more than 25 years.

Specifically, the use of learning outcomes, and to some extent the use of APA and APL and 'learner-centred' assessment approaches, are essential components of any move to recognise non-formal and informal learning. In this respect, the UK has been much more familiar, for much longer, than the vast majority of EU member states with these concepts. It would be interesting to test the hypothesis that there is a relation between weak labour market regulation and delayed possibilities for recognising non-formal and informal learning outcomes (OECD, 2010).



Moreover, there are slightly different approaches in each of the UK's constituent nations because funding arrangements are devolved to Scotland, Wales and Northern Ireland.⁶ However, it seems fair in general to say that pockets good practice exist despite the failure to draw on the successful French model. One recent report contains good practice examples from a range of sectors, but notes that: "In certain contexts where APL was accepted in theory, individual trainers and assessors appeared to be constrained and cautious about accepting prior experiential learning as valid. It was not clear whether their interpretation of what was valid was too narrow or if the processes for enabling learners to demonstrate what they have learnt were not sufficiently developed."⁷

A 2013 report⁸ from NIACE recommended government action on:

- Clarity of funding rules
- Removal of some restrictions on funding rules
- Broadening eligibility for funding
- Development of a good practice guide by the funding agency.

A very recent development in the VET sector is the requirement for 16-18 year olds, who failed the English and mathematic exams taken by all 16 year olds at school in England, to take the exam again through their VET provider. This measure appears at first sight to be very regressive and its introduction was strongly opposed by the sector. However, because the exam contains a speaking and listening element⁹, which is endorsed without being a formal part of the exam, this change has created opportunities for VET students to demonstrate non-formal learning that is strongly validated.

5. Recognition and validation: state of play in Cyprus

While most European countries have recognized Non-Formal Education, in Cyprus this has not been achieved yet. However, a lot of effort has been made for the verification of a framework that will enable the recognition of non-formal education. Cyprus is in touch with European news and policy for achieving this purpose.

6. Recognition and Validation : a step by step approach

The four steps of recognition and validation outlined in the 2012 Council Recommendation on the validation of non-formal and informal learning are interconnected: **Identification, Documentation,**

⁶ For Scotland see <http://scqf.org.uk/rpl-introduction/> and for Wales <https://www.ntfw.org/documents/cqfw/CQFW-Ebook-04-2012.pdf> (pages 11-12)

⁷ <http://ccea.org.uk/sites/default/files/docs/accreditation/european/Recognition%20of%20Prior%20Learning%20Report.pdf>

⁸ The Learning and Work Foundation (<http://www.learningandwork.org.uk/>) <https://www.learningandwork.org.uk/wp-content/uploads/2017/01/Using-the-Recognition-of-Prior-Learning-RPL-within-the-Qualifications-and-Credit-Framework-QCF.pdf>

⁹ <http://filestore.aqa.org.uk/resources/english/AQA-8700-SL-ENDORSEMENT.PDF>



Assessment and Certification, thus making visible and value the knowledge, skills and attitudes of the candidates.

a. Identification

- The identification within the pedagogical programme of the units that can be delivered through mobility.
- The identification of non-formal and informal **learning outcomes**, knowledge, skills, and attitudes of the individual that will be acquired through the mobility.

Steps to be taken by VET organisations and VET providers

- Expand current efforts to integrate intercultural competence into many disciplines ensuring the topic is developed by a core group of multicultural and varied VET providers;
- Provide guidance so that topics including intercultural competences receive some attention and can be synthesized: to identify and value **learning outcomes**
- Publish research findings and collect examples of cases in which the cultural context is a key element and reaches a wider public.

b. Documentation

- Documentation should consist in the pedagogical programme of a **description of the pedagogical inputs and learning outcomes**;
- Documents attesting equivalence: the content of the unit delivered in a VET programme that can also be acquired abroad;
- Documents attesting equivalence: in terms of “acquis” and European credits.

Steps to be taken by VET organisations and VET providers

- The learning programme should highlight the content, the duration, the objectives, the learning outcomes and the activities to demonstrate the informal and non-formal learning outcomes;
- A common application form for the collection of information
- A progressive shift from NQF to EQF

c. Assessment

The assessment of non-formal and informal learning outcomes has to fit into frameworks and specific standards either national (National Qualification Framework) or European (EQF). Evaluation is crucial for the global credibility of validating non-formal and informal learning. The evaluation tools must be designed to understand and assess the specific “acquis” of each person and the context in which the learning outcomes are acquired. Assessment must measure three levels of a competence:

- Skills



- Knowledge
- Attitude

The individual-oriented process of the learning outcomes validation requires more than one tool, such as a combination of written tests, practical exercises, simulations and evidence from past activities. There are a number of instruments that have been designed to measure intercultural competence or closely related concepts.

Steps to be taken by VET organisations and VET providers

- A selection of intercultural assessment tools (see next chapter, initiative and tools)

One must ask: what are the goals and objectives to be assessed? What evidence is needed to indicate success at achieving these objectives? What does the tool measure? How well does the tool align with the stated objectives? Who measures? With which instruments, tools, criteria? What are the limitations and cultural biases of the tool? Is the tool accurate and reliable? Is there a theoretical foundation for the tool? Does the tool measure human development relevant to intercultural competence? How will the data be used to provide feedback to learners on their own intercultural competence development?

d. Certification

- The acquisition of a **certificate**, officially attesting a qualification which also validates and recognises the learning outcomes corresponding to a specified standard;
- Before the certification (at national / European level), VET providers must validate first the learning outcomes acquired through mobility into their pedagogical programme. Thus, validation implies **transparency and transferability** of the learning process, content and outcomes. This validation is a key component in the recognition of the mobility (intercultural learning experience) as a *sine qua non* to succeed and obtain the certificate.

Steps to be taken by VET organisations and VET providers

- The creation of **Transcript of Records**¹⁰ attesting for each intercultural topic, the learning objectives and the learning outcomes

The transcript is a document produced along with the diploma / certificate and stipulates the learner's progress in the course undertaken. A transcript of records may have at least 8 main categories. See annex 1 to see the topics and Learning outcomes covered by the INTERCULTURAL MOBILITY programme.

¹⁰ The ECTS Transcript of Records, created as part of the Bologna Process, includes, along with the local grades, the ECTS grades of the student. It is used for mobile students at two separate moments. First, it must be issued and sent to the host institution by the home institution for all outgoing students before their departure in order to provide information about the course units/modules that they already have completed and the results obtained. Secondly it must be issued and sent by the host institution to the home institution for all incoming students at the end of their period of study



The transcript is a vital document to record progress and facilitates the recognition of learning outcomes achievements. Most VET structures produce their own Transcript of Records from their educational databases.

7. Initiatives and tools for recognition and validation at European level

The 2012 Council of Recommendation on the validation of non-formal and informal learning has had a major impact on developing **learning outcomes oriented policies** and putting in place national validation systems. Today, the EU Member States are in the process of securing a successful implementation of Validation of non-formal and informal Learning (VNIL) across Europe.

A variety of initiatives have been launched with a view to simplifying the transparency and recognition of skills and qualifications across Europe. These include:

- The European Qualification Framework (EQF) which helps in comparing national qualifications system and their levels to make qualifications more readable and understandable across different countries and systems in Europe. The EQF in conjunction with national qualifications frameworks (NQF) gave the start for the development of validation policy frameworks in the EU.
- The European guidelines on validation of non-formal and informal learning identify the main challenges for policy makers and present possible answers and advice. The goal of the guidelines is to clarify the condition for implementing validation and recognition process. The content of the guidelines enables individuals to increase their visibility in the working sectors and to increase their value of competences acquired outside the formal education sphere.
- A European inventory, providing a series of valuable insights into national policies and practices implemented in the Member States, is updated on a regular basis;
- A European database on validation to connect the guidelines with the inventory.

The European Union has developed several instruments to support recognition of competences and to make it easier to study and work anywhere in Europe. The Consortium of partners involved in this project has also been involved in the development and implementation of several transnational tools:

- **Credit systems:** **ECTS**¹¹ for higher education and designed to facilitate students' mobility between different countries. **ECVET**¹² for vocational and educational training in order to facilitate recognition, validation, mobility, transferability of professional skills and knowledge as well as on a long term a better professional integration.

¹¹ http://ec.europa.eu/education/resources/european-credit-transfer-accumulation-system_en

¹² https://ec.europa.eu/education/policy/vocational-policy/ecvet_en



- **Europass**¹³: a set of five standardised documents and a skills passport available in EU languages to enable candidates to present their skills, qualifications and experiences across Europe.
- **Youthpass**¹⁴: the recognition tool for non-formal and informal learning in youth and volunteering projects. This instrument helps document the learning experience and outcomes of a non-formal learning. It aims at fostering the recognition of non-formal learning outcomes acquired during an intercultural and / or volunteering experience.
- **ENIC NARIC Network**¹⁵ (the European Network of Information Center and the National Center for Information on Academic Recognition) is a joint creation of the Council of Europe and UNESCO to facilitate the exchange of information in education and in recognition or evaluation of training provided abroad between institutions and citizens of signatory states to the Convention on the Recognition of Qualifications in Higher Education in the European Region. The main mission is to put in place procedures and tools to facilitate mobility through a better reading of foreign diplomas and to put in place common recognition policies and practices in all Member States. The Network provides also general information and guidelines for Higher education, Students willing to study abroad, people willing to work abroad and employers. Although mainly academic and higher education oriented the Network is more and more involved into multicultural aspects of people and the mobility (free movement) of everyone. The network is currently working on the recognition of diplomas of refugees: a potential development of an adapted and flexible device that could facilitate the recognition of the diploma and thus facilitate their integration into the host countries.
- the **Multicultural Personality Questionnaire (MPQ)**¹⁶ which measures five dimensions: open mindedness, emotional stability, cultural empathy, social initiative, and flexibility; all of which have been found to be directly related to intercultural competence (relevant for people working in international and multicultural environments).
- Currently a European Consortium is running a project called **VINCE** (Validation for Inclusion of New Citizens in Europe¹⁷) in which 13 partners work together on the situation in each EU country, guidelines and policy recommendations to better implement the 2012 Council Recommendation.
- REVEAL, the Research and Evaluation Group for Validating, Evaluating and Assessing Informal and Non-formal Learning represented in 20 European member states. REVEAL

¹³ <https://europass.cedefop.europa.eu/>

¹⁴ <https://www.youthpass.eu/>

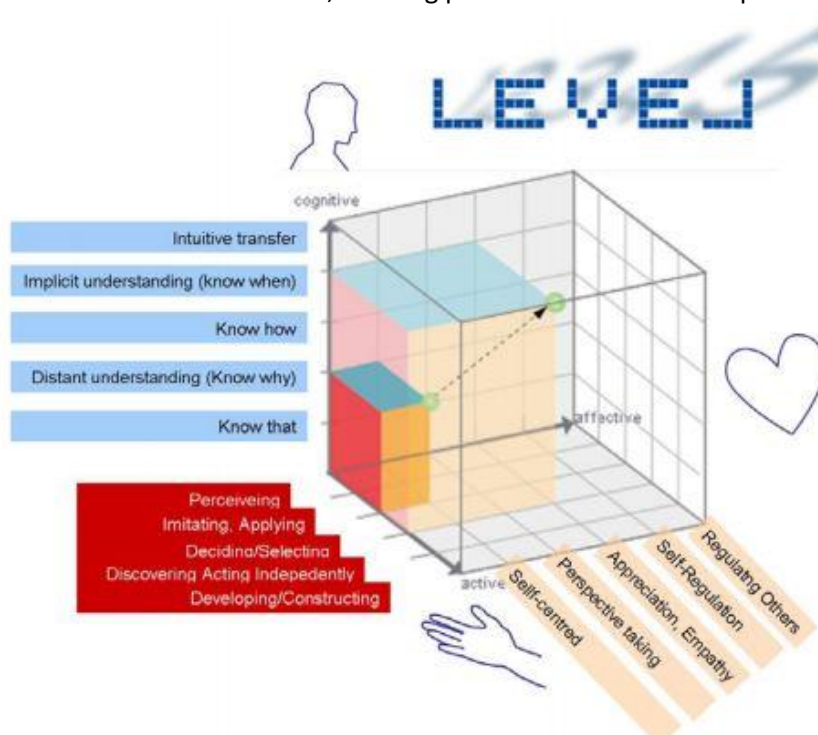
¹⁵ <http://www.enic-naric.net/>

¹⁶ Van Oudenhoven & Van der Zee, 2002

¹⁷ <http://vince.eucen.eu/>



owns **LEVEL5 validation system**. LEVEL5¹⁸ is a validation approach and software which has been developed by a consortium of experts from 22 countries since 2007. It is specifically designed to validate personal, social and organisational competence developments in non-formal and informal learning settings. It is based on a 3-dimensional approach to validate cognitive, activity related and affective learning outcomes. LEVEL5 is a holistic learning process that benefits the learner, learning providers and host entrepreneurs.



- The REVEAL consortium developed also the **PROVIDE**¹⁹ project “ Promoting the Validation of Informal and non-formal learning and the Development of key competences for professionals in vocational Education”. PROVIDE gives an overview of 24 identified key competences for VET professionals²⁰. These competences are clustered into 5 competence areas: planning competences, competences related to the delivery of training, competences related to evaluation and validation and generic competences. For each of these

¹⁸ LEVEL5 has been developed by the network REVEAL aimed to promote, visualise and validate informal and non-formal learning. REAVEAL is a community of evaluators specialised in informal and non-formal learning : www.reveal-eu.org

¹⁹ www.provide-eu.org

²⁰ The 24 key competences identified within PROVIDE project are downloadable here: http://provide-eu.org/wp-content/uploads/2014/11/30_procedural-descriptions.pdf



competences descriptions and reference systems are available to be used and contextualised in various fields of VET and other educational sectors.

- The Reveal consortium developed **VALLEY** “Validation System in Lifelong Learning Experiences of Youth Volunteering”²¹. 15 competences are assessed at different phases (start, middle and end of the non-formal learning): Intercultural communication, communication, teamworking, flexibility, self-reflection, problem solving, critical thinking, learning to learn, autonomy, taking responsibility, leadership, conflict management, managing diversity, creativity and networking. VALLEY targets volunteering activities where people of all ages, education, cultural and social backgrounds, have the opportunity to experience different challenging situations, putting into practice their own skills and getting wide experience and new competences. Most of this new knowledge can represent an asset for volunteers in other areas of their life, as, for example, in a professional career. VALLEY is considered an intercultural assessment tool as nowadays a lot of volunteering activities are carried abroad thanks to European programmes such as ERASMUS+.
- The **ProfilPass**²² is a very famous and fashionable tool which assists people in finding out what their strengths and competences are. With the help of an advisor they discover their hidden competences and set goals to reach. Therefore it prevents people from dropping out education. Learners are asked to document and prove their activities, to review their competences and to set new achievements for their future.
- A French entrepreneur has developed the “**SkillPass**”²³, a serious game to reveal and identify competences. This videogame-based workshop is mainly in use in Youth centres to help young people identify cross-curricular skills. There are six main skills: getting organized, solving a problem, coaching, communicating, working in a team and processing information which are subdivided into other sub-competences.
- **Talent Matching Europe**²⁴ is focused on the development of the skills for a new role in Europe – the ‘vocational mentor’ who works with companies, employers and work commissioners from the cultural sector on the one side; and young talented people who would like to access work or careers in the sector on the other. Many of these young people have been alienated by, or excluded from, traditional educational pathways (school, college, university) yet have thrived in non-formal learning environments where their creative talents have been encouraged and nurtured. The specific approach is based on the experience of a UK programme ‘Talent Match’ aimed at developing employability skills in young unemployed people aged 18-25 through good youth work practice. Talent Matching Europe, operating from 2015 to late 2018, also sees the incorporation of European

²¹ <http://valley-eu.org/>

²² <http://www.profilpass-international.eu/>

²³ <http://www.skillpass-game.com/>

²⁴ <http://talentmatchingeurope.com>



recognition instruments such as EQF and ECVET in order to facilitate future EU mobilities and ensure that initial VET organisations that are using non-formal learning can innovate, offering provision that is truly inclusive, holistic, and learner-centred.

- **Il Libretto Formativo del Cittadino**²⁵ - *the Citizen training booklet* – is in terms of transparency and traceability of the experiences and skills acquired by the worker, the instrument already established by Legislative Decree 276/2003. The training booklet is issued by the Region, or by a person specifically delegated by it. It can be paper or electronic. It consists of four sections: Personal information; Education and training qualifications; Training experiences; Skills acquired in contracts with training content (apprenticeships and insertion), in specialist training, in courses on safety at work, in continuing education or acquired in a non-formal way. In detail, the skills acquired by each worker are recorded as a result of the training activities, in order to allow the employer to plan training. Its function is to ensure traceability over time of the skills, acquired, described, certified according to regional procedures, implementing, inter alia, the concept of "portability" of training, given the current trend of the market of work in terms of flexibility with frequent changes of employer. The booklet has not yet found its rightful space, but with a new coming Consolidated Law on labour security it could play a decisive role.
- Portfolio and journal and learning logs widely used in UK universities (and other countries): different current tools that are used to identify and assess one's knowledge, skills and attitudes acquired through different phases of one's life.
Electronic documents which record the evidence of learning and achievements for an individual can contain text, images, video clips, hyperlinks, social media posts, blog entries etc. They promote critical thinking skills; they allow the documentation of prior learning as well as current and lifelong learning and are not over-reliant on extended writing skills
- **Le Livret de Compétences**²⁶ – *the Skills portfolio* – developed through a European consortium of organisations which are partners of the organisations developing this intercultural mobility project. The portfolio gives access to the tool and all its functionalities in terms of skills identification and recognition before, during and after mobility. The Skills Portfolio provides a reference framework for self-assessment, career planning and preparation for job interviews. It supports young people in their international mobility projects and allows them to record the skills acquired during their stay. This is a personal record that describes background and must authentically reflect abilities, skills and achievements. This booklet brings four main benefits: Awareness of one's skills / Relevance and adaptability / Written traces of acquired skills / Help with job interviews.

²⁵ <http://librettocompetenze.isfol.it/libretto-formativo.html>

²⁶ <http://adice.asso.fr/wp-content/uploads/2016/11/Skills-portfolio-UK.pdf> The portfolio is downloadable on the platform « Valorize your mobility » <http://yourcompetences.com/>



C/ Transferability and Transparency of the intercultural VET modular programme

1. Transferability

The gradual shift to a learning outcomes approach, as it is currently taking place in Europe, is enhancing general transparency and transferability by developing **a common model for the expression of knowledge and skills that can overpass economic sectors boundaries, countries' boundaries and the qualifications acquired through formal education and training.**

While diplomas and qualifications received in formal education serve as transfer documents, certificates on the non-formal field are lacking credit. Even instruments for assessing and validating competences acquired in non-formal learning that have been developed in recent times at European level are rarely recognised by formal education or the employment sector. That is why it is important the intercultural VET programme should be transferable in a wider context and that all VET organisations and providers can discover it, test it and implement it through the support of the **"TRAINERS' MANUAL"**. The manual gives total autonomy to trainers to implement the programme following the guidelines which have been adjusted after the pilot-testing.

2. Transparency : a step by step approach to ECVET²⁷

There is a need to promote the validation of learning outcomes gained in non-formal learning across Europe, in a vocabulary that is understandable to employers. The purpose of validation is to establish proof of a learning path, which may subsequently be exchanged for learning and / or work. A link to the European Qualifications Framework is needed in order to give certificates the transparency necessary to facilitate the recruitment process of the candidate no matter the country. The intercultural mobility programme is aiming at reaching EQF level 5.

The process of certification at national level and thus with an equivalency into European level has to be managed by an **Authority or a competent Body** in each partner country. In addition, certificates must be linked or integrated into the national certification framework and now even better, into the European Qualification Framework (EQF).

a. Subscription and registration of the VET programme to the National Qualification Framework

Both public and private VET structures can fill in an application form to submit the VET training to the competent Body that will allow and validate it in the National Qualification Framework (NQF).

²⁷ Click here to download the check list: http://www.ecvet-toolkit.eu/sites/default/files/Checklist%20with%20Key%20Actions%20-%20Preparing%20ECVET_Nov2013.pdf



The VET structure must develop the training into:

- Topic of the training and aims
- place of the training into the **National training plan/curriculum**: highlight of the relevance of the training at national level and how it fits the labour market demands and its challenges that are faced in the upcoming years,
- Competences to be acquired in terms of Skills / Knowledge / Attitudes
- Learning outcomes and how they answer the current labour market demands and challenges.

b. Assignment of credits and the shift from NQF to EQF

Certifications registered in NQF have all the equivalency in the EQF. Since 2012, there is the obligation to be transparent with the number of credits and the level according to the EQF in order to facilitate and promote mobility for educational goals.

The level gives a number of credits, either ECTS or ECVET (see footnote 10 and 11).

Credits represent the workload and defined learning outcomes: "what the individual knows understands and is able to do" of a given course or programme. Credits are intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification.

c. ECVET: step by step

Mobility requires transparency. Transparency in turn promotes mobility. ECVET aims at helping to create more transparency and therefore enable more mobility.

ECVET is characterised by three central elements which form the three pillars of ECVET. These are:

- Units of **learning outcomes** for the structured description of qualifications,
- ECVET points**, which describe the qualifications in detail in numerical form
- Various **documents** and procedural steps which are important in the transfer process of mobility partnerships.



In simple terms, ECVET is a system which translates learning experiences in VET into units of learning outcomes that build up to a qualification based on ECVET points. This system enhances permeability between education strands as it may be put in parallel to its counterpart ECTS system in Higher Education. The whole process is coordinated by tools and a methodological technical framework which should present a systematic way of establishing a common understanding, as well as a user-friendly language for transparency during the transfer and recognition of learning outcomes of study units.



The 3 main **objectives** of ECVET

- support student and ultimately employee mobility for European citizens through the recognition of units of learning outcomes across Europe
- encourage and facilitate lifelong learning through the flexibility of programmes and pathways to achieve qualifications
- encourage more attractiveness to VET.

ECVET Points

As reported in the 2012 Council Recommendation, ECVET points provide additional information about units and qualifications in a numerical form. The ECVET points are a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification. The number of ECVET points allocated to a qualification, together with other specifications such as descriptions of study units in learning outcomes, and information about the level of qualifications, can indicate the scope of the qualification. From the total number of ECVET points allocated to a qualification, each unit has a relative weight within that qualification. This is thus reflected in the number of ECVET points which are allocated to each unit in order to contribute towards achieving the qualification. When one satisfies the criteria for a unit or a qualification, meaning that one has achieved the expected learning outcomes and these are assessed and validated, one is awarded the corresponding ECVET points. These are recorded together with the learning outcomes of each study unit in the person's personal transcript.

Credit Transfer and Accumulation

Credit is not to be confused with ECVET points. Credit does not exist on its own without someone having achieved it. In other words, while credit is related to a person and one personal achievement, ECVET points are linked to the qualification structure and description independent of whether someone has achieved the qualification or not. ECVET points provide information about the qualification and the units. In simpler terms, when a person proves to have achieved the set of learning outcomes expected for a particular study unit, the person would have gained the ECVET points allocated to that study unit, and hence would have obtained credits.

ECVET	
Transparency	Mobility

ECVET and informal and non-formal learning

ECVET facilitates the development of flexible and individualised pathways and also the recognition of those learning outcomes which are acquired through informal and non-formal learning. In order to

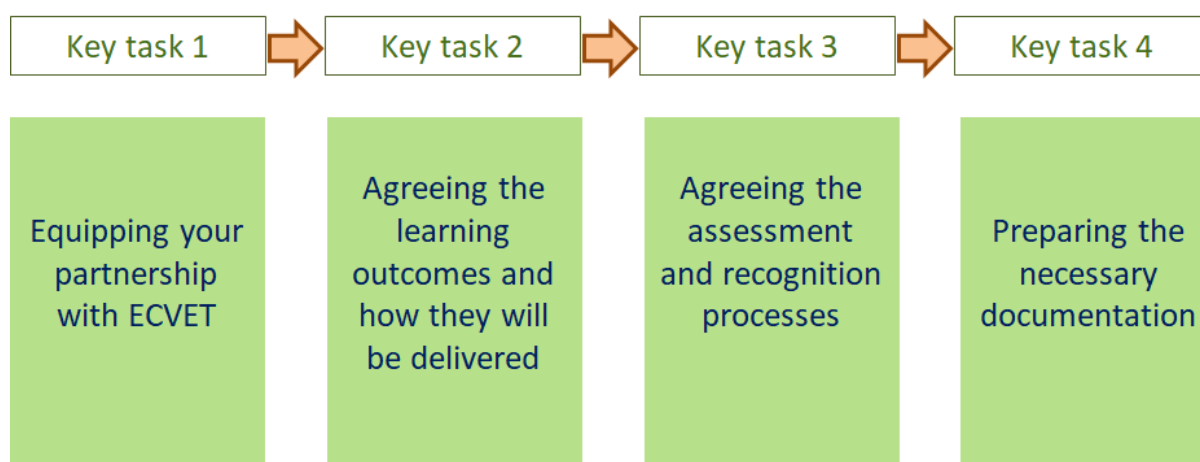


apply ECVET to learning outcomes achieved in an informal and non-formal learning context or outside the framework of a Memorandum of Understanding²⁸, the competent institution which is empowered to award units/qualifications or to give credit should establish procedures and mechanisms for the identification, validation, and recognition of these learning outcomes through the award of the corresponding units and the associated ECVET points. ECVET facilitates the validation of informal and non-formal learning because it describes the knowledge, skills, and competences required for a qualification and the associated units. Moreover, it can also be used to enable learners to achieve some units through validation of informal and non-formal learning and others through formal learning, as well as facilitating the documentation of learning outcomes achieved through the use of tools such as personal transcripts.

According to the 2012 Council Recommendation on the validation of non-formal and informal learning (2012/C 398/01) **“Any qualification acquired through non-formal or informal learning for which a formal learning pathway reference and the corresponding units can be identified, carries the same ECVET points as the reference, since the same learning outcomes are being achieved”.**

ECVET KEY TASKS

There are four main steps in order to set up an ECVET process for a VET programme.



²⁸ See annex 1



Equipping your partnership for ECVET ⇓	Agreeing the learning outcomes and how they will be delivered ⇓	Agreeing the assessment, validation and recognition processes ⇓	Preparing the necessary documentation ⇓
Good channels of communication with your partners	Clarity and agreement of the learning outcomes	Discuss and plan the assessment process	Draw up a Memorandum of Understanding
Procedures for dealing with anything that is missed by a learner under the learning agreement	Agree the timing of the mobility period such that the learning outcomes can be achieved	Agree the right evidence to be collected	Draft the Learning Agreement as discussed
Ensuring your curriculum, pedagogy and assessment meet the needs of learners you are receiving	Decide the priority to be given to informal learning, such as intercultural competences	Ensuring the learner understands the assessment process	Prepare the necessary tools to complete the agreed assessment and collection of evidence



D/ Strategies and tools for employers to recognise intercultural experience

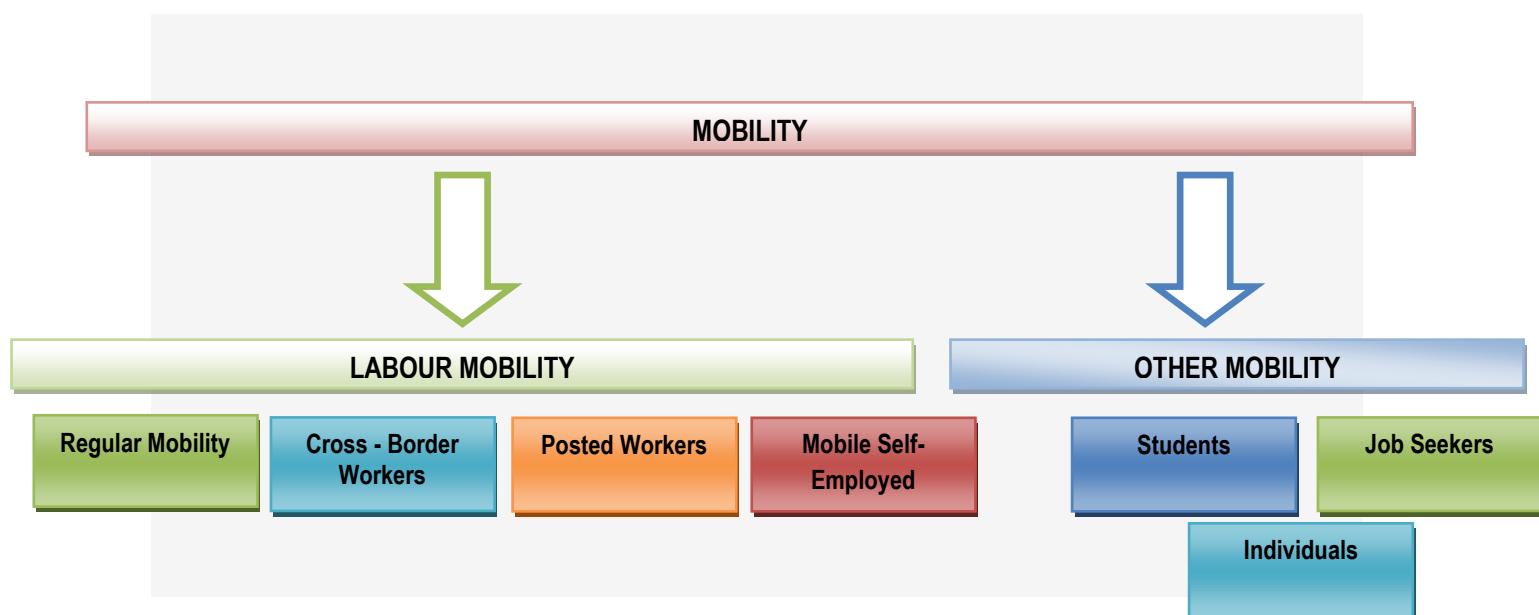
The final part is addressing employers helping them identify appropriate competences in the field and support their employees/workers involved in EU labour mobility actions, removing legal obstacles and facilitating the recognition of professional qualifications and experience.

1. Mobility : an outlook

The free movement of workers is one of the four fundamental freedoms of the EU. In 2018 the EU celebrates the 50th anniversary of the regulation that established it. Free movement of workers implies the abolition, in all Member States, of any discrimination based on nationality with regard to employment, remuneration and other working conditions. In 2015, 11.3 million mobile workers of working age EU-28 were living in an EU Member State other than the country of their citizenship. This corresponds to 3.7% of the total working age population throughout the EU.

The phenomenon of mobility remains an important moment for the life of both a worker and a student who, with good reason, wants to see recognized the skills and abilities acquired outside the country of origin.

This part of the chapter will be drawing the attention mainly on labour mobility actions. The terms 'EU mobility' and 'labour mobility' are often confused, by policy makers and individual citizens alike. The Intercultural Mobility Project has explored this in relation to young people in the VET context. The rest of this chapter will focus on the notion of 'labour mobility'. (see Figure below).





We should distinguish between 'labour mobility' and non-work-related mobility. The second group can encompass individuals (like pensioners; family members), students, and job-seekers. None in this latter group should be referred to as "labour" mobility. Of course these two forms of mobility are often closely linked:

- Family members accompanying the mobile worker
- Students become mobile workers after graduation
- Pensioners retiring (post mobile work)
- Job-seekers becoming mobile workers

2. Mobility: a challenge

A long-term perspective of further European integration and convergence, which entails moving closer to a single labour market and a deepening of the internal market in services, must be able to accommodate a greater amount of mobility especially labour mobility. In fact, labour mobility can in some instances be a driver of convergence. It is not, however, without its many challenges. A distinction can be made between **challenges²⁹ at the individual-actor level** (workers and employers), challenges relating to the **middle level** (social partners and collective agreements) and at **member-state level**, i.e. challenges related to social security policies and EU integration. These challenges affect various groups of mobile workers in different ways. While different levels of actors are also facing different challenges, they all originate from the fact that labour and social policy is not only the competence of member states, but also that labour market institutions and social policy have historically evolved in different ways in each member state. Further complicating the issue is the sentiment, at least in some EU member states, that the EU is best kept out of the arena of social policy.

3. Tools to recognize Intercultural experiences

It is widely recognized that the workplace is an environment where skills and abilities are developed favoring ease of learning and that this will benefit the whole company.

To all this is added the fact that there is a strong need to validate and evaluate work processes in order to certify to each individual the skills and skills learned throughout their lives not only in their country but also as a result of a mobility experience.

In some cases, companies certify the skills of their employees as this can create a qualitative process of the company to:

- increase employee motivation and interest in work
- reduce the time taken to acquire a certification of skills as some of these skills are already validated by the company
- generate new ideas as a process of reflection on one's own activity

²⁹ Labour Mobility in the EU Addressing challenges and ensuring 'fair mobility'; Mikkel Barslund and Matthias Busse (No. 139 / July 2016)



-improve relations with its employees by reducing costs of training.

It should be pointed out that not all European countries can evaluate skills and abilities acquired in other countries in the same way as this also depends very much on traditions, culture, politics and the importance given to the company organization and to the professions; and this is why it is not so simple to create tools that are recognized at European level as valid for certifying or validating informal or non-formal skills acquired in work situations that are not their country of origin.

After determining the basics of learning it is possible to define the various potentially useful evaluation tools starting from the assumption that the instruments must have certain characteristics:

Validity: the instrument must measure what is to be measured

Reliability: the extent to which identical results would be obtained by evaluating a candidate in different countries but under the same conditions;

Fairness: the extent to which an evaluation decision is free from the assessor's prejudices (culture, country of origin, etc.)

Cognitive range: the tool allows evaluation of the extent and depth of learning of the candidate.

The tools can be classified as follow:

Debate: the candidate demonstrates, through communication skills, the level of knowledge and skills of their work

Declarative methods: a self-certification of one's own competences, normally signed by a third party, to verify the self-assessment

Interviews: can be used to clarify the issues raised in the documentary evidence presented or to better understand the depth of learning.

Observation: professional technical tests carried out by an individual during his working activity.

Presentation: it can be formal or informal and can be used to verify the ability to present information

Professional technical simulation and tests: individuals have placed themselves in a situation that satisfies all the criteria of the real-life scenario by evaluating their skills.

Tests and exams; formalize skills acquired in informal and non-formal using a formal system methodology.

At this point it is possible to state that the methodologies for assessing knowledge, skills and behaviours vary. To make the assessment methods as homogeneous as possible it is very important to start with agree the use of a **portfolio** that is an organized collection of materials and documentation that represents the experience of the individual.



Glossary

Accreditation

The process of formal recognition of a course by the national regulator or state or territory course accrediting body in line with the relevant regulatory standards.

Assessment

The process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a training package or by the learning outcomes of an accredited course.

Credits systems (ECTS & ECVET)

The European Credit Transfer System for higher education and designed to facilitate students mobility between different countries; and the European Credit system for Vocational Education and Training for vocational and educational training. Both systems aims at facilitating recognition, validation, mobility and transferability of professional skills and knowledge as well as on a long term a better professional integration.

European Qualification Framework (EQF)

The EQF describes a set of knowledge, skills and competences an individual has acquired after the completion of learning process instead of describing the number of hours the student has spent in a classroom.

Formal learning

Typically provided by education or training institutions, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective.

Informal learning

It results from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time and/or learning support). Typically, it does not lead to certification. Informal learning may be intentional but in most cases, it is non-intentional (or incidental/random).

Intercultural competence

The ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions

Learning objective

Learning objectives describe the desired outcomes in terms of knowledge, skills, and attitudes that individuals are to acquire at the end of the learning process. The learning objectives are also related to the performance of the individual within the learning opportunity. Most of the times, the learning objectives are defined so that they can be measured, and the measurement being different within learning processes based on different educational approaches (exams in the formal systems, different evaluation methodologies in the non-formal settings).



Learning outcome

Learning outcomes are statements that describe the knowledge or skills students have acquired at the end of a particular learning process. This may include assignments, classes, courses or programmes. Learning outcomes are the things that a student learns. They relate to the learning objectives which are the things a teacher wants them to learn. There may be a gap (large or small) between the objectives and the outcomes. The issue for evaluating informal learning is to be able to assess if/how well the outcome match up to a perceived standard, or content, or set of skills: the learning objective.

Non-formal learning

It is not provided by an education or training institution and typically it does not lead to certification. However, it is structured, in terms of learning objectives, learning time or learning support. Non-formal learning is intentional from the learner's point of view.

Recognition of prior learning (RPL)

An assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards, for entry to and/or partial or total completion of, a qualification.

Skills Recognition

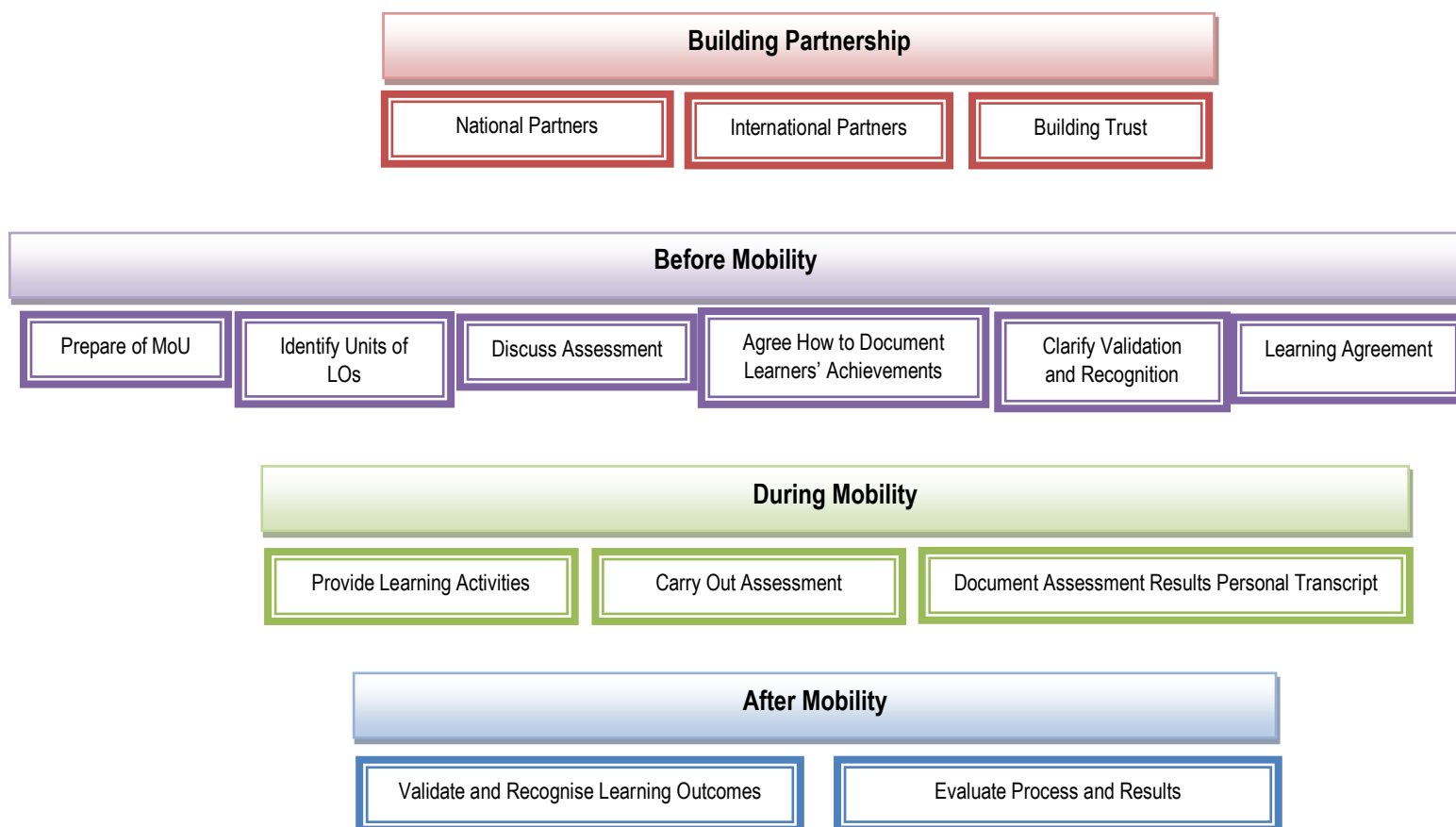
Skills Recognition is recognition of competencies currently held, regardless of how, when or where the learning occurred. Assessed through evidence such as certification, references from past employers, recognition of prior learning, work and/or life experience.

Annex: the European Credit System for Vocational and Educational Training

ECVET : Useful documentation package

The essential actions that can make the ECVET credit transfer process happen include the **Development of Learning Outcomes** (which are the backbone of the whole system), **Assessment** (which should be done using the proper tools and methods for assessment which are quality assured), **Recognition** (which should be lined with a framework), **Transparency** (where all actions and processes should be transparent), **Transferability** (which is vital if it is to allow mobility and accumulation of credits), and **Mobility** (which is after all one of the aims of this project). We are presenting some of the tools to be used and that should ensure the achievement of the above phases during a (learning) mobility experience¹.

Fig. The quality assurance framework for ECVET Mobility experience development



¹ For more information and guidance on the establishment of ECVET criteria and tools for mobility experience, please see: <http://www.ecvet-toolkit.eu/ecvet-toolkit/ecvet-toolkit>. It is noted that the tools presented in this section along with their description have been adapted from the ECVET projects <http://www.ecvet-projects.eu/ToolBox/ToolBoxList.aspx?id=16&type=1>

A. Memorandum of Understanding (MoU)

A MoU is an agreement between competent institutions which sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved. It also establishes the partnership's procedures for cooperation. MoU are conducted by competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation. By setting up a MoU, competent institutions should acknowledge their partners' approaches to design units, assessment, validation, and recognition as well as quality assurance. Therefore, a MoU contains statements through which the parties concerned accept each other's status as competent institutions; accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer. The MoU also expresses the agreement on the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU, as well as the agreement on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF. It also identifies other actors and competent institutions that may be involved in the process concerned, together with their functions.

Template (draft)

Objectives of the Memorandum of Understanding

The Memorandum of Understanding (MoU) forms the framework for cooperation between the competent institutions. It aims to establish mutual trust between the partners. In this Memorandum of Understanding partner organisations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit.

Are other objectives agreed on?
Please tick as appropriate

☐ No

☐ Yes – these are:

Organisations signing the Memorandum of Understanding

• N.1

Country

Name of organisation

Address

Telephone/fax

E-mail

Website

Name:

Contact person

Position:

Telephone/fax *text here*

E-mail *text here*

• N.2

Country *text here*

Name of organisation *text here*

Address *text here*

Telephone/fax *text here*

E-mail *text here*

Website *text here*

Contact person Name: *text here*

Position: *text here*

Telephone/fax *text here*

E-mail *text here*

• N.3

(remove or add if not necessary)

Country *text here*

Name of organisation *text here*

Address *text here*

Telephone/fax *text here*

E-mail *text here*

Website *text here*

Contact person Name: *text here*

Position: *text here*

Telephone/fax *text here*

E-mail *text here*

The qualification(s) covered by this Memorandum of Understanding

Qualification 1

Country

Title of qualification

EQF level (if appropriate)

NQF level (if appropriate)

Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)

Enclosures in annex - please tick as appropriate

- ☐ Europass Certificate Supplement
- ☐ The learning outcomes associated with the qualification
- ☐ Description of the unit(s) of learning outcomes for the mobility
- ☐ Other:

Qualification 2

(remove or add if not necessary)

Country

Title of qualification

EQF level (if appropriate)

NQF level (if appropriate)

Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)

Enclosures in annex - please tick as appropriate

- ☐ Europass Certificate Supplement
- ☐ The learning outcomes associated with the qualification
- ☐ Description of the unit(s) of learning outcomes for the mobility
- ☐ Other:

Assessment, documentation, validation and recognition

By signing this Memorandum of Understanding we confirm that we have discussed the procedures for assessment, documentation, validation and recognition and agree on how it is done.

Validity of this Memorandum of Understanding

This Memorandum of Understanding is valid until: [text here](#)

Evaluation and review process

The work of the partnership will be evaluated and reviewed by: [dd/mm/yyyy, person\(s\)/organisation\(s\)](#)

Signatures

Organisation / country	Organisation / country
Name, role	Name, role
Place, date	Place, date

B. Learning Agreement

A Learning Agreement is an individualised document which sets out the conditions for a specific mobility period. It specifies, for a particular learner, which learning outcomes and units should be achieved together with the associated ECVET points. The learning agreement also lays down that, if the learner achieves the expected learning outcomes and these are positively assessed by the “hosting” institution, the “home” institution will validate and recognise them as part of the requirements for a qualification. Therefore, the learning agreement constitutes a commitment to the learner that his/her achievement, if in line with the expectations, will be recognised upon return. This is done without additional assessment or examination of the learning covered during the mobility period. The learning agreement is signed by the following three parties: the home institution which will validate and recognise learning outcomes achieved by the learner; the hosting institution that delivers training for the learning outcomes concerned and assesses the achieved learning outcomes; and the learner to be aware of the forthcoming learning process and to commit oneself to the agreement. The learning agreement should then contain information on the identity of the learner, the duration of the mobility period, information on the learning outcomes to be achieved by the learner and the associated ECVET points corresponding to the relative weight of the unit in the home system. A Learning Agreement should not be mistaken for a MoU. A MoU is a framework document that defines the conditions under which credit achieved in partner systems can be recognised. It can concern a group or even a large number of qualifications. The Learning Agreement is a more specific document. It is written for a particular case of mobility and describes the learning outcomes concerned as well as how these will be assessed.

Template (draft)

Information about the participants

- Contact details of the home organisation**

Country *text here*

Name of organisation *text here*

Address *text here*

Telephone/fax *text here*

E-mail *text here*

Website *text here*

Name: *text here*

Contact person

Position: *text here*

Telephone/fax *text here*

E-mail *text here*

- Contact details of the host organisation**

Country *text here*

Name of organisation	text here
Address	text here
Telephone/fax	text here
E-mail	text here
Website	text here
Contact person	Name: text here
	Position: text here
Telephone/fax	text here
E-mail	text here
<ul style="list-style-type: none"> Contact details of the learner 	
Name / Surname	text here
Address	text here
Telephone	text here
E-mail	text here
Date of birth	dd/mm/yyyy
Please tick	Male: <input type="checkbox"/>
	Female: <input type="checkbox"/>
<ul style="list-style-type: none"> Contact details of family member or legal guardian of the learner (if applicable) 	
Name / Surname	text here
Address	text here
Telephone	text here
E-mail	text here
<ul style="list-style-type: none"> If an intermediary organization is involved, please provide contact details 	

Country *text here*

Name of organisation *text here*

Address *text here*

Telephone/fax *text here*

E-mail *text here*

Website *text here*

Contact person Name: *text here*

Position: *text here*

Telephone/fax *text here*

E-mail *text here*

Duration of the learning period abroad

Start date of the training abroad *(dd/mm/yyyy)*

End date of the training abroad *(dd/mm/yyyy)*

Length of time abroad *(number of weeks)*

The qualification being taken by the learner - including information on the learner's progress (knowledge, skills and competence already acquired)

Title of the qualification being taken by the learner (please also provide the title in the language of the partnership, if appropriate) *(text here)*

EQF level (if appropriate) *(text here)*

NQF level (if appropriate) *(text here)*

Information on the learner's progress in *(text here)*

relation to the learning pathway (Information to indicate acquired knowledge, skills, competence could be included in an annex)

Enclosures in annex - please tick as appropriate

- ☐ Europass Certificate Supplement
- ☐ Europass CV
- ☐ Europass Mobility
- ☐ Europass Language Passport
- ☐ European Skills Passport
- ☐ (Unit[s] of) learning outcomes already acquired by the learner
- ☐ Other: (please specify here)

Description of the learning outcomes to be achieved during mobility

Title of unit(s)/groups of learning outcomes/parts of units to be acquired	(text here)
Number of ECVET points to be acquired while abroad	(text here)
Learning outcomes to be achieved	(text here)
Description of the learning activities (e.g. information on location(s) of learning, tasks to be completed and/or courses to be attended)	(text here)
Enclosures in annex - please tick as appropriate	<input type="checkbox"/> Description of unit(s)/groups of learning outcomes which are the focus of the mobility <input type="checkbox"/> Description of the learning activities <input type="checkbox"/> Individual's development plan when abroad <input type="checkbox"/> Other: (please specify here)

Assessment and documentation

Person(s) responsible for assessing the learner's performance	Name: <input type="text" value="(text here)"/>
	Organisation, role: <input type="text" value="(text here)"/>
Assessment of learning outcomes	Date of assessment: <input type="text" value="(dd/mm/yyyy)"/>
	Method: <input type="text" value="(text here)"/>
How and when will the assessment be recorded?	<input type="text" value="(text here)"/>
Please include	<input type="checkbox"/> Detailed information about the assessment procedure (e.g. methods, criteria, assessment grid) <input type="checkbox"/> Template for documenting the acquired learning outcomes (such as the learner's transcript of record or Europass Mobility) <input type="checkbox"/> Individual's development plan when abroad <input type="checkbox"/> Other: <input type="text" value="(please specify here)"/>

Validation and recognition

Person (s) responsible for validating the learning outcomes achieved abroad	Name: <input type="text" value="(text here)"/>
	Organisation, role: <input type="text" value="(text here)"/>
How will the validation process be carried out?	<input type="text" value="(text here)"/>
Recording of validated achievements	Date: <input type="text" value="(dd/mm/yyyy)"/>
	Method: <input type="text" value="(text here)"/>
Person(s) responsible for recognising the learning outcomes achieved abroad	Name: <input type="text" value="(text here)"/>
	Organisation, role: <input type="text" value="(text here)"/>
How will the recognition be conducted?	<input type="text" value="(text here)"/>

Signatures

Home organisation/country	Host organisation/country	Learner
<i>Name, role</i>	<i>Name, role</i>	<i>Name</i>
<i>Place, date</i>	<i>Place, date</i>	<i>Place, date</i>

Additional information

(text here)

C. Personal Transcript

A Personal Transcript is a document that belongs to the learner. While the learning agreement describes what the learner is expected to achieve, the personal transcript documents what s/he has achieved. It is a record of learning achievements that contains information on learner's assessed learning outcomes, units, and ECVET points awarded. It also specifies the identity of the learner and the competent institution/s that assessed, validated and recognised the learner's credit.

Template (draft)

Information about the participant

- Contact details of the learner**

Name / Surname *text here*

Address *text here*

Telephone *text here*

E-mail *text here*

Date of birth *dd/mm/yyyy*

Please tick

Male: ☐

Female: ☐

Learning Achievement

Training Unit (Title)	Assessment Result	ECVET Points
Unit 1.....	<i>text here</i>	<i>text here</i>
Unit 2.....	<i>text here</i>	<i>text here</i>
Unit 3.....	<i>text here</i>	<i>text here</i>

Signature

Organisation / country

Organisation / country



Erasmus+

<i>Name, role</i>	<i>Name, role</i>
<i>Place, date</i>	<i>Place, date</i>