



MOVE COMPETENCY-BASED LEARNING UNIT MODEL

MOVE. Mo V E

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Preamble

The "MOVE CLU MODEL" aims at presenting the general guidelines orienting the training model in the Project MOVE – "MOVement Valorize Europe project context. New Competence for trainers". It intends to contribute to the reaching of the project results, with special reference to the second intellectual output: O2 TRAINING MATERIALS, in the different countries.

The Competency-based Learning Units is a methodological guide conceived to make training and updating easier for different systems and companies' staff in the engagement of people who practice sport. In fact, sport - in particular, non-professional sport for all - puts into motion energies, time, professional competences as well as transversal and strategic competences, which often go beyond the "simple" educational level, beyond the capacity of improving the physical form or the sports techniques.

Strategic competences are the focus of these Learning Units: they are crucial and representative in the relational process, which is at the basis of the relationship between trainer and person. Therefore, it is important to give value and recognition to paths and experiences, in which this kind of competences find their nourishment.

These CLUs are the result of the European report "Competences for activation. The strategic role of the professional sport in the process of social inclusion" (IO1). The initial project's hypothesis is that sport and physical activities are essential part of millions of Europeans' lives. Sport is important because:

- it promotes physical and mental well-being,
- it has an educational function and fosters social values,
- it reconciles communities,
- it is an economic sector in rapid expansion,
- it contributes to growth and employment,
- it represents an instrument of integration, inclusion and physical and social rehabilitation.

On the bases of these considerations, the principal goal of these CLUs is the training on strategic competences for sport operators, as emerged from national case studies.

The main feature of this training model is the competency-based approach. The general paradigm of competence through which different skills are described (technical and professional skills, behavioral skills, basic skills, key skills for active life, skills for employability or for excellence) has been clarified, enriched and integrated in the course of the last few years. Skills have been gradually intended as a language capable to create a dialogue between the different systems (education and study titles; qualifications; professional figures and job roles; life paths and several individual experiences).

The theoretical model on competences nourishes the one on reflective professionalism and *vice versa*. Competence is seen as a conceptual construction and method that provides regulation in reflective professionals in general, and more, if the professional works in education and guidance fields.

The paradigmatic "*construction of competence*" can be defined as a mix of resources, specific for each individual, made of:

- a) knowledge (formal or informal, systematically and local);
- b) appropriate action according to this knowledge (how to apply knowledge in practice);
- c) personal characteristics and behaviors (to be able and to be willing to act in the appropriate way in different situations and contexts; but also to be able to become and re-invent oneself [Boutinet, 2004]).

A mix that is the basis of each effectively professional service.

As a method, the paradigm of competence introduces a new general point of view overall range of issues concerning training, guidance, management and development of human resources. It proposes a new point of view and an approach based on the significance of the subject; on the enhancement and reconstruction of the experience (of the ways, forms and meanings that it takes); on the logic of empowerment and development of the individual capacity to plan.

Competences, as a mix of resources called into action by an individual, contain by themselves an anticipative and predictive value of the individual's own success in his/her work. A value that is not contained by any of the single resources on their own, neither as a result of a simple addition of the resources (as a stock). The quantity and the quality of fundamental systematic knowledge and specific professional procedures that teachers master, on their own, are not guarantee for the person to be a good teacher. In other words, more than the project itself (that is always present at all levels in the competence approach), what matters is to develop a "conduct adapted to project" (Boutinet, 1999).

In this sense, we consider the competence as the "ability to apply learning outcomes in an appropriate manner in a determined context (education, work, personal and professional development)"¹. The competence is not limited to cognitive aspects (which involves the use

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¹ The terms "formal learning", "non-formal learning" and "informal learning" have been defined by the European Centre for the Development of Vocational Training in 2008 (Cedefop, 2008):

- formal learning: learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification (Cedefop, 2008, pag. 85);
- informal learning: learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. Informal learning outcomes do not usually lead to certification, but may be validated and certified in the framework of recognition of prior learning

of theories, concepts or tacit knowledges), but also includes functional aspects (technical competences), interpersonal qualities (e.g. social or organizational competences) and ethical values (Cedefop, 2004).

Generally, research results show that:

- there is still a widespread difficulty in acknowledging the merits attributed to sport functions, as indicated in the European documents, in terms of wellness, prevention, integration and inclusion;
- sport is usually considered to be driven not just by competitive motivation, but also by a range of increasing functions;
- the extension of these different functions related to sport involves a change in the expressed needs of users;
- the changing needs, expressed by the user, determine the emergence of a large number of strategic and transversal skills for sporttraining operators, who compare themselves with expectations and diversified demands from users, families and the context.

These CLUs will train sport operators to face these new challenges, in order to respond and manage at their best the new demands of society within the sport sector.

The document is articulated in two parts. The first one refers to the theoretical framework of CLUs, underlines the competences areas, the methodological approach, the target, the monitoring and evaluation model adopted. The second one refers to the Competence Learning Unit for training, based on the most important nucleus of emerging competence highlighted by the research activity.

Some annexes complete the document: the training model in the EQF; the training model in the ECVET; bibliography, glossary and training tools.

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schemes. Informal learning is also referred to as experiential or incidental/random learning (Cedefop, 2008, pag. 93);

- non-formal learning: learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view. Non-formal learning outcomes may be validated and lead to certification. Non-formal learning is sometimes described as semi-structured learning (Cedefop, 2008, pag. 133).

1. Learning Unit proposal

The project development process, through its various stages (400 people involved, 120 professionals, coaches, and sport operators, interviews, reports, transnational seminars, etc.), has allowed us to accurately delimit the scope of the research. Besides, it also has made possible the identification (for conventional agreement) of the areas of strategic competences of sport operators, which need, first and foremost, to be dealt with. Intervene as a priority through the development of appropriate Learning Unit think along the lines of reflective learning.

The below areas of competences emerge from the analysis of data collected through questionnaires realized in the four different countries partner to "Move" (Italy, Bulgaria, Greece and Poland), taking into consideration both the experiences and shared reflections between trainers and sports operators, and the indications emerged from people who attend, or not attend, non-professional sporting activities.

Although it may seem superfluous, it is important to briefly resume some premises that "legitimise" the proposal relating to the three identified strategic competences areas.

First, we assume the idea that sport is not only athletic performance or entertainment, but also a factor that promotes welfare and people's health (multidimensional concept of health that includes physical, functional, mental, emotional and relational dimensions); and also a factor of social cohesion, inclusion and socialization.

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The transformations and changes, occurred in recent decades, have deeply modified the sport demand, making it much more heterogeneous and difficult to explain, compared to a few decades ago: with the increase of sporting disciplines, with the purpose for which it is used and the types of users who practice or simply follow sport.

The difficulty to fully explain the modalities and types, with which today the sport demand shows itself, has effects also on the request of services and facilities for sport practice. It is therefore necessary to intercept and qualify the demand for sport practice by innovating the intervention models to make them more effective with respect to the local needs and, for new and particular users (senior citizen, young people in social hardship condition, disabled, migrants, etc.), as well as the reduced availability of economic resources.

If sport can be considered as a tool that contributes to health and to quality improvement of citizens' life; as an instrument at the service of educational policies, social and cultural rights; as a tool for social inclusion that can promote a sense of belonging and participation. This way of understanding the sport practice in its various expressions, requires trained operators to manage complexity and multi-disciplinary. They are also called to build relationships from a different cultural perspective. They have to succeed in the integration between different worlds and different disciplines in order to take an opportunity of mutual

enrichment, useful to promote the advancement of the reflection on how to make "receivable" the right to sport by the greatest possible number of people.

The identified areas of strategic and transversal competences are three:

- **The area of motivational and empowerment competences**

Motivational competences seem to be particularly significant. From different points of view (coach, people who practice sports and people who do not practice) and between different strategic competences, the competence to be able to motivate the individual seems to emerge: it refers to the competence of accompanying the individual up to the point of providing him/herself with objectives and building self-esteem. A competence capable to promote empowerment - development of the person, through the whole sport path.

- **The area of relational and inclusion competences**

In a big number of interviewees' opinion, interacting with different groups and being able to seek a different point of view do not seem to be so relevant, perhaps because this kind of competence is generally thought of as more relating to the educational and aid dimension professions. But generally, the ability to build harmony/empathy for the majority of people seems to be an important competence. Therefore, it seems that the outputs - a good climate, harmony among people - are perceived better and more clearly than the competences, which build the process by which these outputs are achieved. From here, the choice to propose this area of competences.

If empathy is the basis of several types of our entering into relationship with others, it assumes greater centrality precisely for sport operators, who must be able to feel each other, to modulate in a different manner the relationship between body, emotions, knowledge and inside desire in multicultural contexts and in deep changes, referring to the relationship of women and men with his own body, health and disease.

- **The area of organizational and planning competences**

Sport activities of organization and planning, with particular reference to the non-professional ones, play a crucial role in the provisioning of services, both in quantity terms and quality terms. However, it should be shared the concept of "organization". Among different paradigmatical models of organization, as the most appropriate for non-professional sport world, we propose the theoretical model developed by Weick (1988), which refers to school and training: the "Weak Bond Organization". This kind of organization is different from the business one, which is oriented to reach mainly economic goals, acting in accordance with prescribed objectives, based on a rigid division of roles and responsibilities, where the aim is the achievement of prefixed results, whose primary representation is the organizational chart, which is organized with a series of hierarchical structures and objectives and functions related responsibilities.

The "Weak Bond Organization" distinguishes itself by its being a "loose ties" structure, where people interact and collaborate on the construction in "making sense" of the

objectives and results, sought and substantiated by values of the legitimate authority, with values of sharing and solidarity. The "Weak Bond Organization" is based on a sense-making concept, intended as a continuous process that confers significances to individual and social (organizational) actions, as an entity emerging from a flow of actions.

The learning unit is designed to reply to these typical organizational model needs.

2. The methodological approach: design learning by competences

Attraining project design–Competency-based Learning Unit - is a learning opportunity that tends towards the integral training of the person: it is not limited to transmission of knowledge, but it aims at developing (technical/professional and transversal) competences using workshops and experiential activities.

Competence is a multidimensional concept, which must always consider the following three dimensions:

- knowledge: facts, ideas, principles, standards, concepts, words, theories, contexts, objects referring “to know something”;
- skills: procedures, rules, strategies, problem solving, work schemes referring “to be able/know how to do something” in a particular situation or context;
- relationship: to be able to work in team, to be able to form a team, to be able to lead a team, etc.

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In the context of EQF, competence is described in terms of *responsibility and autonomy*; skills are described as *cognitive* (involving the use of logical, intuitive and creative thinking), and *practical* (involving manual dexterity and the use of methods, materials, tools and instruments); knowledge is described as *theoretical and/or factual*.

The CLU puts the participant in the center of the learning activity, requiring his active participation, in an individual or group dimension. The practical implementation of a CLU requires a continuous focus on participants learning processes and a considerable flexibility to adapt the *in itinere* path on the basis on their replies and on deepening opportunities and/or extension that may occur.

The proposed didactic model includes 3 learning units; each of them is organized in 2 modules.

Each LU provides a 25 hour learning assignment, which corresponds to 1 Credit. Training hours can include lessons and seminars, exercises and role-playing, short stage activities, elearning actions.

The proposed learning model is very flexible: it must be adapted time to time to the specific implementation context (formal, non-formal or organizational) and specific learners.

The CLU proposed has an indicative duration, which can be modified for specific needs. The 3 CLUs are potentially autonomous, so they can be proposed in an independent manner (a group might need only a CLU and not others).

The assigned EQF level is 5 for the first two LUs, the 6 for the latter, as it provides for a higher level of responsibility and autonomy for expected learning outcomes.

3. The learning methodology chosen

The competency-based learning is an approach to teaching and learning, which is more often used in learning concrete competences, than abstract learning. Rather than a course or a module, every individual competence/learning outcome, known as a competency, is one single unit. Learners work on one competency at a time, which is likely a small component of a larger learning goal. The learner is evaluated on the individual competency. A competency-based learning method focuses on competences and talents needed to be able to perform a particular task to a certain standard.

The competency-based learning provides active and interactive classroom methodologies and it is able to generate a keen learners participation and to promote a reflexive process in order to acquire a growing awareness of their own work.

These methods are based on a learner centered approach and for this reason they stimulate:

- participation;
- constant recursive control (feed-back) on learning and self-assessment;
- putting into the situation through the experiential dimension;
- the valorisation of the group.

Therefore, it becomes fundamental, recognize models, strategies, risks and good practices within own daily professional actions, in order to systematize its own working style and its own effective strategies.

Experiential Learning

Experiential Learning constitutes a model of experience-based learning (Kolb, 1984; AA.VV., 2012; Buccolo, 2006), whether it is cognitive, emotional or sensory. The learning process is realized through the action and experimentation of situations, tasks, roles in which the subject— as active protagonist —has to involve his resources and competences for the processing and/or the reorganization of theories and concepts, aimed at achieving a goal. Experiential learning allows the subject to face situations of uncertainty, developing adaptive behaviors and improving the ability to manage his own emotions, in the moments of greater

psychological stress. It allows one to develop skills in problem solving, also through a creative ability to acquire self-awareness by self-observation and hetero-observation, in order to redefine any inappropriate attitudes and enhance constructive behaviors. The gained experience becomes the subject's knowledge patrimony; it will be the new point of departure for further development. The relationship between trainer and subject in the learning process is influenced by several factors, including the climate, the space and the context of learning. The trainer must take care to create an environment of mutual trust between participants, so that there is the desire on behalf of all participants to share their experiences with others. Experiences that are the starting point for learning. Then, the trainer must give people confidence and encourage them in their learning path. At the same time, he/she must leave them free so that they can express themselves and their own experiences without burdening them with any judgment.

For all mentioned reasons, it is suggested to use techniques such as role playing, teamwork and classroom games; each technique foresees the use of different didactic tools (in Annex 4, some tools are produced).

Methods and tools

The common denominator that characterizes all these different tools is given by the common approach to valorization/empowerment of the subject in learning that is based on a relationship of equality and not asymmetric, between trainers and learners and through the techniques of Socrate's method, aimed at stimulating the critical reflection and meta-competence.

For these reasons, these methods are useful for the achievement of the following objectives for the expertise development:

- to allow operators to impersonate the role to understand the emotional and relational implications in order to develop communication competences;
- to understand the reasons of others;
- to learn to negotiate;
- to develop ability for listening and observation of behavior;
- to experience the constraints context and one's reactions;
- to improve understanding and self-perception.

In general, these activities are divided into three phases.

The *preparation*, which consists in the identification of the problem to be treated and in the preparation of all materials/media useful for the performance activity.

The *realization*, which consists in the introduction of the game and rules to participants; in the organization of the setting and of actors; in the organization of the auditorium and real execution activities.

The *final debrief* realized in order to verify perceptions, difficulties and sensations detected in the interpretation of the game. The *final debrief* is also useful to foster critical reflection on what happened and the identification of any constraints contextual elements of improvement and the best strategies for action.

In all these methods, the trainer plays a strategic role, because he must be able to create a climate of confidence, a welcoming and participatory one within the group, so as to make them feel, at their ease to share emotions and experiences without fear of being judged. He also must mediate relations, contain any disagreements, and manage in a constructive manner possible conflicts.

Role playing

The role-playing is a simulation technique model (Masci, 2009), which requires participants to play, for a limited time, the role of "actors", in order to represent certain roles in interaction among group participants. Some of the participants or all of them, on the basis of the total number and of the type of game or course, participate in the simulation as "actors" according to a precise task that was previously assigned to them. While the rest of the learners will observe the implemented dynamics, if they not directly participate. This is one of the pedagogical methods mostly used and the most effective in learning context for the participant's experience. At the same time, this method requires the trainer's preparation and management experience of the class. It is useful to recreate in the classroom real situations, which can be analyzed together.

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The role-playing can be used in different contexts: seminars, workshops, learning courses. The environment classroom (the setting), in which it is performed, does not require special characteristics. It should be spacious enough to allow movement on the basis of the type of simulation. It is very important to guarantee a cozy and flexible setting, which is protected from disruptions and to ensure, where appropriate, the work in groups.

The work by sub-group

The working group refers to a specific methodology, through which participants learn in small groups, helping each other and feeling co-responsible for the mutual path. The trainer assumes a role of facilitator and organiser of activities, structuring "learning environments" in which learners, favored by a positive relational climate, transform every learning activities in a "problem solving group" process, achieving objectives whose realisation requires the personal contribution of all (Di Nubila, 2008).

These objectives can be achieved if inside small learning groups; participants develop certain skills and social competences, understood as a collection of interpersonal and small group skills, essential to develop and to maintain a high-level cooperation quality.

The work in groups allows strong involvement of participants and the opportunity to learn through the comparison with the experience of other participants.

It is appropriate in this activity to provide the presence of two trainers to support both the sub-groups and the observation of dynamics, moving between the different groups. This activity will be very useful during the debrief.

Classroom games

The classroom games may have different functions: from icebreaker games, to ones which tend toward the construction of the group; activities which have the function of facilitating the learning process, or games that meet emotional dimension in order to improve the learning process.

4. Beneficiaries of the learning model

Final beneficiaries of the CLUs are sport educators, operators, coaches, managers.

While trainers are the target of this methodological document: they should find here a clear application support in relation to methods and examples of tools, and to competences to develop.

The beneficiaries of the model are adults workers for which favor the approach for competences explained in paragraph 3.

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5. The adopted model of monitoring and evaluation

The learning unit focuses on the transformation of knowledge and skills in competences, which learners must demonstrate in different contexts.

The evaluation relates to ratification of the achieved goals set by instruments as observation, measurement and detection.

For this reason, in the CLU is necessary to indicate procedures for verifying the objectives achievement in terms of learning objectives and learning outcomes.

Evaluation accompanies, in different forms, all the learning process.

Monitoring and evaluating process of training actions is often based on quantitative indicators that provide information on the "functioning" of training activities, but they say

very little about their quality and their real effectiveness. The importance ascribed to learning processes (to their quality from a cognitive point of view) implies a specific commitment to ongoing assessment, or assessment process, also because this is a condition for carrying out a more reliable, more convincing assessment of the validity of the achieved results.

The main stages in the training evaluation model are: the ex-ante evaluation, in itinere evaluation and final evaluation, below briefly illustrated.

Ex ante evaluation. The ex-ante evaluation concerns the initial choice of the learning units, contents and learning methods, which can be adopted. It corresponds to the needs analysis that must be used to identify the CLU, or the set of CLUs, that is useful and necessary to propose to operators in order to meet a specific requirement of competence that it needs to improve.

Monitoring. The monitoring activity is based on the observation and systematic recording that accompanies the entire CLU. Through a logbook, which can be more or less structured, the trainer will have to take note of:

- behaviors and processes, which can be considered most relevant in relation to the area of competence to be improved;
- fundamental turning points of the learning process and possible strategies to control them;
- considerations relating to the learning process and its outcomes in relation to single participants involved;
- contribution offered from participants in the activities, through stimulus questions, self-assessment and debriefing;
- appreciation questionnaire.

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The monitoring, together with the in itinere learning assessment, helps the trainer to calibrate and redesign the path in its becoming, adapting any correction to the didactic activity.

Intermediate evaluation. The intermediate evaluation aims at examining the concrete level of knowledge and skills acquiring, declared in the initials learning outcomes. The intermediate evaluation may be carried out by observations, tests, tutorials proposed during the workshops and during the final product analysis.

Final evaluation. The final assessment must be based on explicit parameters and criteria, which allow defining the levels of acceptability and excellence. For this purpose, evaluation headings can be useful: they clarify adopted indicators/standard, favoring in this way the identification of the reached mastery degree in the competences development.

Because of these considerations, the monitoring and the assessment of competences must always consider the concept double dimension: knowledge and skills.

Competences assessment tests can be different:

- of short duration = questions,
- of average duration = questions on matters related to paths/experiences,
- of long duration = projects, workshops.

An informal and dialogical approach in the adult learning assesement

An optimal assessment model - to be taken as a quality reference - can be a participatory and multi-actor model (developed within an integrated and distributed governance of training processes in a territory). It concerns the possibility of rethinking the assessment according to a processual and participatory logic.

In an adult learning context, assessment should have two main features:

- to have the most possible informal approach;
- to amount itself as a dialogical and individualized assessment (Lichtner, 2004).

Much can be understood of the progress of each learner, simply by observing what they do and by recording what they say:

- the type of interactions with others;
- the contribution they give to group work;
- expectations and intentions they express;
- questions to the trainer (requests for clarifications);
- contributions they propose (personal reflections);
- the profuse engagement in learning group activities.

It is specifically useful to observe how they conduct group exercises, how they participate to the group work, with requests for clarifications, suggestions, and to see how they "operate" in a situation of cognitive interaction.

Assessment can generally remain "implicit" while the trainer carries out a role of guide, support and accompaniment.

It should also be remembered that:

- assessment should always have a diagnostic-formative purpose-oriented goal (*looking forward*);
- it is necessary to highlight what learners know, more than they do not know;
- it is necessary to agree with learners about the assessment moments;
- for an in-depth assessment of a task or a performed work, questions and remarks may be postponed to a one-on-one relationship.

In the one-to-one relationship (individual interview), it is important:

- to begin by asking what the learner thinks of his own learning (as he proceeds, etc.), then by asking more direct questions to discover particular strengths and weaknesses (using a conversational approach);
- above all, "to confirm positive self-evaluations", "reinforce positive aspects", and to be very careful to express criticisms (though in intent, constructive criticisms);
- to maintain a balance between sincerity of judgment and appreciation (of realized progresses, or of potentialities);
- to focus on developments, to give suggestions on how to proceed.

However, recommendations on how to proceed should be agreed:

- it is not enough to tell the learner what to do, rather to discuss it with him;
- it is important to be specific in advices and suggestions;
- it is necessary to make sure that agreed upon expectations are attainable by the learner.

It is then necessary to build self-assessment skills by the learners:

- by offering a model, showing how to analyze a process (such as problem solving or editing a text), and to do it together, particularly in a one-to-one relationship;
- by creating opportunities to evaluate together group works or exercises results and by providing criteria and tools for a "better" and more careful evaluation.

For a self-assessment of the trainer

A learning activity, which requires support and accompaniment, motivational skills, individualized relationships, also requires considerable competences and a great deal of availability. Sometimes, despite the availability, trainers realize that results are not optimal. It may be useful to reflect from time to time on specific aspects of own work, to confirm what is a good practice and to modify those aspects that require some change (Lichtner, 2004).

An auto-evaluation form should be customized and should not be used as a checklist; it should lead to the identification of those two or three aspects on which, from time to time, one wishes to start a reflection.

The considered aspects may be:

- the ability to create an informal, welcoming atmosphere in the group;
- the availability to individuals, the time which is dedicated them;
- the clarify of the objectives which need to be achieved in individual sessions;
- the availability to negotiate, to consult with the group, about contents, on how to proceed;
- applied methods, the variety of proposed activities;
- the enhancement of personal contributions;
- the ability to understand and evaluate what learners do;
- the ability to understand individual difficulties and to intervene;

- the given opportunity to learners to express their opinions, and the ability to take them into account;
- the ability to understand what has actually been achieved at the end of each session.

Here, some examples of questions to be asked regarding the evaluation of the learners progress are presented (Daines, 1998):

- "do I encourage learners to contribute with their experience, appreciating what they offer, and at the same time, intervening *sensitively* on mistakes or misunderstandings?";
- "do I clarify to learners the task to do, and then do I discreetly control what they do?";
- "am I able to diagnose and determine individual difficulties of the learners and, once I know what they are, can I help them in a sympathetic and constructive way?";
- "when I leave a person (after an interview), does he/she feel him/herself satisfied of our discussion ... and does he/she know what to do as next step ... and is he motivated to do so?"

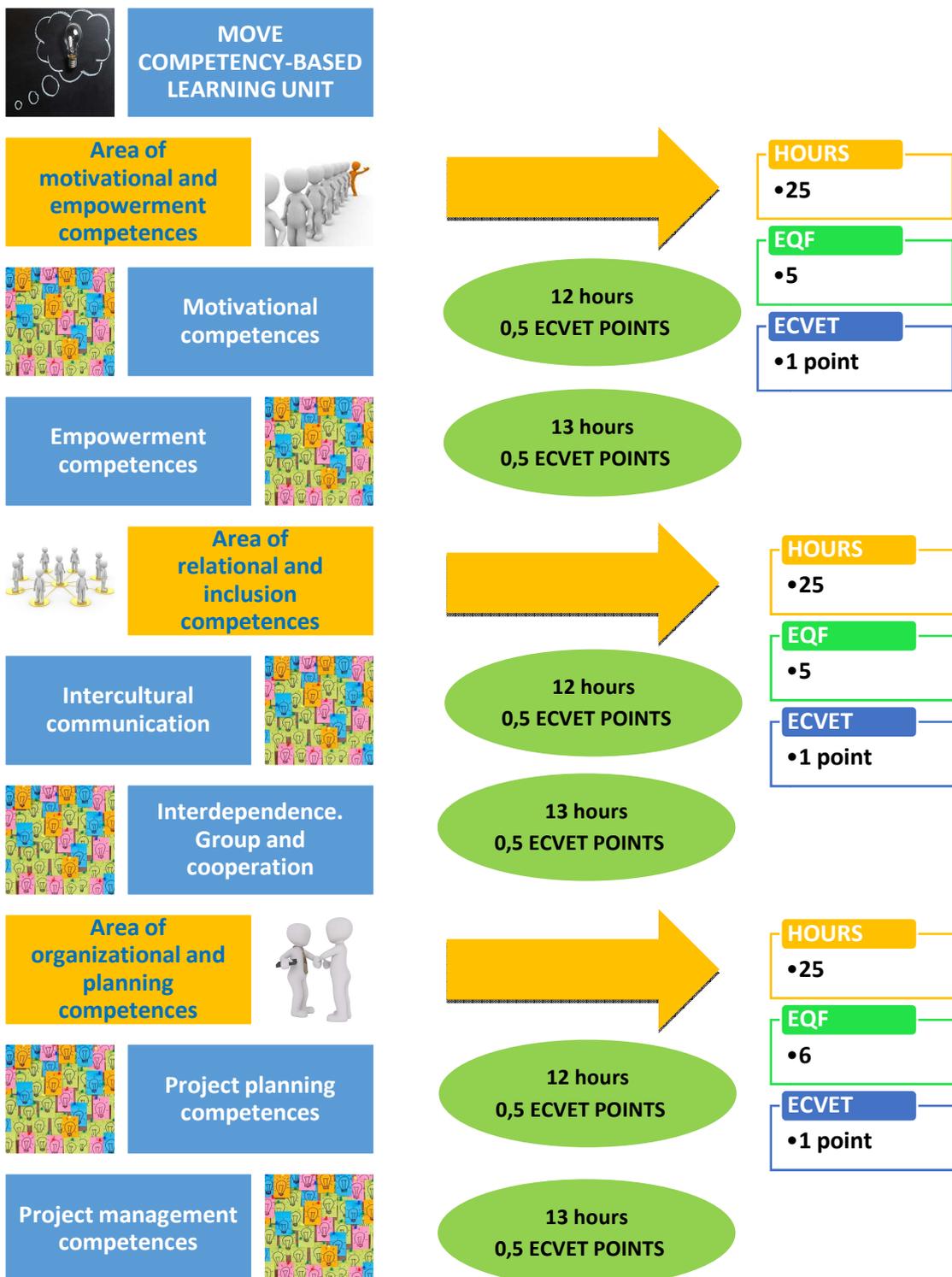
In the same logic, it is possible to think about a *peer evaluation experience*, inviting an external observer in a cooperative spirit. The experience, in the description made by Daines (1998), is presented in the following way.

The outsider is a colleague; he/she is usually invited to a single session, asking him/her to play the role of observer / evaluator. The directions on how to do are:

- to agree a procedure for this visit, and possibly a list of criteria;
- to identify possibly what aspects you would particularly like to have feedback and make sure that learners agree ("if the idea does not like them, their point of view must be respected");
- to decide what outsider will do if he/she will participate in the activities or will be a silent observer;
- to do possibly the same thing (the external outsider) in a course of the colleague, so that there is reciprocity (and it is possible also to get "new ideas" to use in own course);
- your colleague may be more or less experienced, and his/her comments may reflect his/her level of expertise, but the offered prospect is still to be appreciated;
- he/she can be of the same matter or another one;
- after the visit, to wait for a day or two days to have both time to reflect on what has happened, then to see yourself with the colleague to hear his comments and discuss them;
- to avoid to assume a defensive attitude in the face of any criticism (and when you do the outsider, do not forget to express appreciation for good practice and make constructive criticisms;

- to give feedback to the group, informing about what the visitor said, on the points discussed.

6. Learning Units



Area of motivational and empowerment competences

Module 1.1: Motivational competences

Module 1.1: Motivational competences

Hours: 12

EQF: 5

ECVET: 0,5 point

Learning objectives

To encourage the strengthening of knowledge, skills and competences of learners for motivational work, for the:

- achievement of better understanding of human psychology and factors which influence decision making processes;
- enhancing the knowledge, attitude and skills applied in the context of PE and sport work;
- improvement of methodological tools for motivational work in learners' professional practice;
- development of evaluation skills for self-assessment and assessment of others' motivation.

Learning outcomes

By the time the learners finish the module, they should be able to:

Knowledge

- to describe key elements of motivational factors;

Skills

- to consider alternative points of view, according to their own potential and social possibilities;
- to consider the impact of judgment on their own decisions, in order to exclude options or make the best choice;
- to take account of their own inclinations and try to have a better and concrete idea about the society and the effective context;
- to set targets considering the potential and the social reality;
- to identify strategies to enable and motivate others;

Competence

- to stimulate positive attitudes, curiosity and security and autonomy;
- to manage ones own emotions;
- to solicit the self-esteem development process in others.

Learning Unit contents

- Basics of motivation
- Motivational factors
- Discouraging factors
- Emotional intelligence
- Factors of self-development and loss self-esteem

Learning methods

- Team working
- Classroom games
- Simulations and reflexive tools

Available tools for trainers

Team working

- Group contract (Annex 4.13)

Motivation

- The blind man driving with a photograph (Annex 4.1)
- A step ahead (game on technical power of educational relationship) (Annex 4.2)
- Self-reflexive on motivation (Annex 4.3)
- The blanket (Annex 4.14)

Adolescence and young people

- The metaphor of our adolescence (Annex 4.4)

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Module 1.2: Empowerment competences

Module 1.2: Empowerment competences

Hours: 13

EQF: 5

ECVET: 0,5 point

Learning objectives

To encourage the strengthening of knowledge, skills and competences of learners for the retracement of own life history, with the objectives:

- to stimulate self-assessment of own potential and resources, enhancing experiences and competences, acquired in all the learning contexts (formal, non-formal and informal);
- to value diversity;
- to encourage autonomy.

Learning Outcomes

By the time the learners finish the module, they should be able to:

Knowledge

- to describe key elements of empowerment factors;

- to describe formal, non-formal and informal learning characteristics;
- to explain the main group dynamics elements;

Skills

- to enhance elements of the person, in his/her entirety, considering his/her acquired competences during learning, at work or leisure activities;
- to recognize personal inclinations and try to propose a concrete idea of the situation and context in which person lives (possibilities and constraints);
- to explain in a thoughtful way, an idea, a fact, a situation, or a period of life;
- to identify open issues and analyze them;
- to recognize links between different lives and try to find a common point;
- to identify customized procedures with respect to ones own interests;
- to define personalized strategies in order to be aware of: personal interests, strength and opportunities, weaknesses and threats, context in which they lives and acts;

Competence

- to stimulate self-evaluations on own potential and on competences that still needs to be improved;
- to encourage and drive autonomy processes.

Learning Unit Contents

- Basics of empowerment
- Empowerment factors
- Formal, non-formal and informal learning
- Work experience and not
- Group dynamics
- Functional autonomy and independence as a choice

Learning methods

- Team working

Available tools for trainers

- Talent Exchange Market (Annex 4.5)
- Resource walk (Annex 4.6)

Area of relational and inclusion competences

Module 2.1: Intercultural communication

Module 2.1: Intercultural communication		
Hours: 12	EQF: 5	ECVET: 0,5 point
Learning objectives		
<p>To encourage the strengthening of knowledge, skills and competences of learners for the:</p> <ul style="list-style-type: none"> development of critical thinking and of a reflexive approach in order to increase the competence to communicate in (and) efficient and effective way with persons of different cultures. 		
Learning outcomes		
By the time the learners finish the module, they should be able to:		
Knowledge		
<ul style="list-style-type: none"> to explain the main elements of an effective and intercultural communication; 		
Skills		
<ul style="list-style-type: none"> to exercise critical thinking: using a reflexive approach; to give opinions in order to find a solution; to demonstrate openness, working with different points of view, consider different points of view and approaches; to analyze problems and situations; to act in a flexible way and to be able to adapt him/herself to different situations; to use appropriate gestures and languages in different contexts and with different partners; 		
Competence		
<ul style="list-style-type: none"> to plan, implement and manage strategies in order to achieve a common goal; to encourage the critical thinking and a reflexive approach as work method in team. 		
Learning Unit contents		
<ul style="list-style-type: none"> Interculturality elements Elements of effective communication Active listening Elements of decentralisation and recognition of ones own and others "World Map" 		
Learning methods		
<ul style="list-style-type: none"> Team working 		

- Classroom games
- Metaphor use in a reflective vision perspective

Available tools for trainers

- Card on communicative business styles (Annex 4.7)
- Criticism and compliment Exercise (Annex 4.8)
- Brainstorming
- Verbal and non-verbal communication activity and expression

Module 2.2: Interdependence. Group and cooperation

Module 2.2: Interdependence. Group and cooperation

Hours: 13

EQF: 5

ECVET: 0,5 point

Learning objectives

To encourage the strengthening of knowledge, skills and competences of learners for the:

- development of an efficient and efficacy work and cooperation in team.

Learning outcomes

By the time the learners finish the module, they should be able to:

Knowledge

- to explain main elements of group dynamics;

Skills

- to share all the information on a situation and have a common start point;
- to work as part of a team;
 - developing active listening;
 - accepting and giving a constructive criticism;
 - sharing information, opinions, resources;
 - promoting social networks;
 - collaborating on activities;
- to negotiate: to influence, to convince, to discuss cases, to seek a consensus, to look for compromises and to propose options;
- to cooperate with the rest of the team;
- to be assertive and empathetic with others;

Competence

- to develop and implement methods and tools to encourage and manage work and cooperation in team.

Learning Unit Contents

- Methods of sharing information

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- Proactive attitudes and interdependence
- Foundations of the group
- Managing conflicts in the working group

Learning Methods

- Working group

Available tools for trainers

- Teamwork (Annex 4.9)
- The Thief (Annex 4.10)
- Brainstorming

Area of organizational and planning competences

Module 3.1: Project planning competences

Module 3.1: Project planning competences		
Hours: 12	EQF: 6	ECVET: 0,5 point
Learning objectives		
<p>To encourage the strengthening of knowledge and skills of learners for the:</p> <ul style="list-style-type: none"> increase of the planning and monitoring competences for the development of a project, carrying out adequate behaviors for managing the communication process, inside and outside the organization. 		
Learning outcomes		
By the time the learners finish the module, they should be able to:		
Knowledge		
<ul style="list-style-type: none"> to describe the main elements of organization theory, with particular reference to planning; 		
Skills		
<ul style="list-style-type: none"> to work closely with the project manager; to maintain contacts with responsible figures for the activities/project implementation in order to resolve different problems; to estimate costs; to trace the costs actually incurred during the execution of the works in relation to those planned; to define project plan and timetable; to verify the development of project activities in relation with the planned timetable; to mark the level of use of resources involved in the project; to produce reports on working progress; 		
Competence		
<ul style="list-style-type: none"> to coordinate a work; to coordinate a group; to manage internal and external communication. 		
Learning Unit contents		
<ul style="list-style-type: none"> Elements of organization theory Planning elements 		

- Reporting elements
- Elements of ethic
- Elements and characteristics of communication process

Learning methods

- Team working
- Role playing
- Simulations
- Methodology of self-case

Available tools for trainers

- Availability of school cases
- Availability of real cases

Modulo 3.2: Project management competences

Module 3.2: Project management competences

Hours: 13

EQF: 6

ECVET: 0,5 point

Learning objectives

To encourage the strengthening of knowledge and skills of learners for the:

- increase of the managing and monitoring competences for the development of a project, carrying out adequate behaviors for managing the communication process, inside and outside the organization.

Learning outcomes

Learners will be able:

Knowledge

- to describe the main elements of methods and tools to manage competences for the development of a project;

Skills

- to work closely with the project planner;
- to take responsibility for achieved results;
- to take responsibility for the project/activities (time, cost, quality, risks, resources, communication strategies);
- to take responsibility for carrying out the work on the basis of the project plan;
- to monitor and control the work progress;
- to manage and resolve conflicts.

Competence

- to drive the team toward the achievement of the assigned objectives;

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- to manage the relationship with stakeholders.

Learning Unit contents

- Design/planning elements
- Monitoring elements
- Fund raising
- Personal competences (self-knowledge, self-mastery, motivation)
- Social competences (empathy, social competences: effective persuasion, lead groups, build bonds, work with others toward common objectives)
- The ethic of Sport
- Management and administrative ethics
- Proactivity and interdependence in the job

Learning Methods

- Brief introductory moments of lectures
- Team working
- Role playing
- Simulations
- Self-cases methodology

Available tools for trainers

- Availability of school-cases
- Availability of real cases
- If my Team was (Annex 4.11)
- Establishing Rules (Annex 4.12)

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ANNEX 1. The training model in the EQF framework

The European Qualifications Framework for Lifelong Learning (EQF)

The EQF – European Qualifications Framework is a common European reference framework, which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe.

It has two principal aims:

- to promote citizens' mobility between countries;
- and to facilitate lifelong learning.

The Recommendation (to introduce it) formally entered into force in April 2008². It sets 2010 as the recommended target date for countries to relate their national qualifications systems to the EQF and 2012 for countries to ensure that individual qualification certificates bear a reference to the appropriate EQF level.

The EQF relates different countries' national qualifications systems and frameworks together around a common European reference: its eight reference levels. The levels span the full scale of qualifications, from basic (Level 1, for example school leaving certificates) to advanced (Level 8, for example Doctorates) levels. As an instrument for the promotion of lifelong learning, the EQF encompasses all levels of qualifications acquired in general, vocational as well as academic education and training. Additionally, the framework addresses qualifications acquired in initial and continuing education and training.

The eight reference levels are described in terms of learning outcomes. The EQF recognises that Europe's education and training systems are so diverse that a shift to learning outcomes is necessary to make comparison and cooperation between countries and institutions possible.

In the EQF a learning outcome is defined as a statement of what a learner knows, understands and is able to do on completion of a learning process. The EQF therefore emphasises the results of learning rather than focusing on inputs such as length of study.

Learning outcomes are specified in three categories: as knowledge, skills and competence. This signals that qualifications – in different combinations – capture a broad scope of learning outcomes, including theoretical knowledge, practical and technical skills, and social competences where the ability to work with others is crucial.

The success of the EQF as a tool for transparency and mobility depends on the ways countries reference their national qualifications systems to the EQF level descriptors.

² RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning

Countries develop national qualifications frameworks (NQF) to implement the EQF. High levels of trust in the EQF and realistic understandings of qualifications systems come from open and rigorous referencing processes that truly reflect the position of national stakeholders as well as the position of national qualifications systems. Trust and good understanding also depend on good communication of the outcome of the referencing process inside and outside the country. Referencing processes that are hard to understand or disguise problematic areas or are based on weak engagement of stakeholders destroy trust in the EQF as a translation device. **The referencing process is therefore critically important.**

Referencing is a process that results in the establishment of a relationship between the levels of the European meta-framework (EQF) and the national qualifications framework (NQF) or system. Through this process, national authorities responsible for qualifications systems, in cooperation with stakeholders responsible for developing and using qualifications, define the correspondence between the national qualifications system and the eight levels of EQF.

Mutual trust is an expression that is often underlined as the objective of the referencing process. It is sometimes assumed to originate from the technical reliability of standards and procedures. However, it can also be assumed to arise from a consensus amongst stakeholders and the way in which that consensus is rooted in custom and practice.

The EQF has been the catalyst for development of comprehensive national qualification frameworks based on learning outcomes. All countries committed to the EQF consider such national frameworks necessary to make their qualifications comparable across sectors and countries³.

By July 2015, 25 countries had linked ("referenced") their national qualifications levels to the EQF: Austria, Belgium (Flemish and French communities), Bulgaria, Croatia, the Czech Republic, Denmark, Estonia, France, Germany, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Montenegro, the Netherlands, Norway, Poland, Portugal, Slovenia, Switzerland and the UK. The remaining countries are expected to follow in 2015-16.

By December 2016, the following countries had linked their national qualifications frameworks to the EQF: Austria, Belgium (Flanders and Wallonia), Bulgaria, Croatia, the Czech Republic, Denmark, Estonia, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lichtenstein, Lithuania, Luxembourg, Malta, Montenegro, the Netherlands, Norway, Poland, Portugal, Slovenia, Sweden, Switzerland and the United Kingdom (England, Scotland and Wales). Three additional countries (Cyprus, Slovakia and Romania) are currently

³ European Commission, Explaining the European Qualifications Framework for Lifelong Learning, 2008

discussing their referencing reports with the EQF advisory group. The remaining countries are expected to follow in 2017-18, which means that the first stage of EQF referencing is nearly finished. Completion of this first stage will be followed by regular updates in the event of major changes by the countries, which shows that EQF implementation is a continuing process. Estonia and Malta presented updates in 2015, starting this phase: for Malta, this was the fourth update since 2009⁴.

Using Learning Outcomes

The “learning outcomes” approach shifts the emphasis from the duration of learning and the institution where it takes place to the actual learning and the knowledge, skills and competences that have been or should be acquired through the learning process. Despite the fact that it is considered to be relatively new; the “learning outcomes” approach has been applied in various countries, in various sectors and for various purposes⁵.

From a qualifications perspective, using learning outcomes to recognise learning contributes to:

- better matching of qualifications with labour market expectations;
- greater openness of education and training systems to recognise learning achievement independent of where it was acquired;
- enhanced flexibility and accountability of education and training systems which are expected to deliver the defined outcomes whilst enabling greater autonomy in defining the routes to those outcomes.

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Learning outcomes need to be written so that they are fit for purpose, for setting occupational and educational standards, for describing single qualifications and curricula, for outlining assessment criteria and for orienting learning and teaching processes.

The use of learning outcomes is well supported by arguments from policy and practice. It is arguably one of the strong and common policy trends across Europe. However, it is just one method for defining the expectations of learning. The necessary efforts of education and training professionals to deliver high quality learning programmes are another way of looking at these expectations. These teachers and trainers take it as their task to use their knowledge and experience to interpret standards and broad aims to create the right environment for the development of competent people. It can be argued that learning outcomes alone cannot fully capture the qualities of the learner and of the learning process delivered through programmes.

⁴ CEDEFOP (2016), Briefing note. Qualifications frameworks in Europe. Developments 2016, December 2016, European Centre for the Development of Vocational Training (Cedefop)

⁵ CEDEFOP, Using learning outcomes. European Qualifications Framework Series: Note 4, 2011

While the strength of using learning outcomes to describe a qualification is that they specify a standard for what should (as a minimum) be achieved as a result of learning, the weakness may be that this approach is not geared towards the development of explorative and experimental teaching and training programmes that attempt to produce very diverse learning according to the diversity of learners.

Learning outcomes are shaped by authorities on the basis of their understanding of the purposes of a qualification. For example, if employers are strongly involved in the formulation of learning outcomes, the qualification descriptors will tend to emphasise tangible skills, whereas learning outcomes formulated by parties with a strong connection with universities will probably tend to emphasise the role of reflective practice.

The use of learning outcomes responds to the needs or interests of some stakeholders, such as the labour market stakeholders for example, because they describe competences in a way that is relevant for the workplace. However, other stakeholders, or the broader society, may have interest in the more tacit and non-codifiable aspects of learning which are difficult to capture in the rather functional approach to education and training that are described only in terms of learning outcome statements.

Therefore, it is important to note that the two approaches (outcomes and inputs) can be combined, for example:

- programme and teaching specifications can be supplemented with outcome information (as in the bologna process);
- competence based qualifications can be structured around inputs (such as the duration of apprenticeship training);
- assessment/evaluation methods can use both inputs (completion of programmers) and outcomes (objective/external assessments);
- recruitment and selection practices can use both input and outcome information.

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Added value of National Qualifications Frameworks in implementing the EQF

National qualifications frameworks (NQFs) help to make qualifications easier to understand and compare. They can also encourage countries to rethink and reform national policy and practice on education, training and lifelong learning. They classify qualifications by level, based on learning outcomes. This classification reflects the content and profile of qualifications - that is, what the holder of a certificate or diploma is expected to know, understand, and be able to do. The learning outcomes approach also ensures that education

and training sub-systems are open to one another. Thus, it allows people to move more easily between education and training institutions and sectors⁶.

One of the aim of MOVE project is therefore to design a curriculum, based on a learning outcomes approach (elaborated in terms of knowledge, skills, competences), which is recognizable and comparable in several European regional contexts.

The main catalyst for the development of comprehensive national qualification frameworks in Europe has been the EQF. All countries committed to the EQF are developing or implementing national frameworks mostly covering all levels and types of qualifications: the 28 Member States, Iceland, Liechtenstein, Norway, Switzerland, Albania, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Montenegro, Serbia, and Turkey. The development of national qualifications frameworks in Europe also reflects the Bologna process and the agreement to implement qualifications frameworks in the European higher education area (QF-EHEA). All countries implementing the EQF are participating in this process.

Development of national qualification frameworks is a global phenomenon, leading to stronger cooperation between countries and regions.

Cedefop and ETF collaborate with Unesco to monitor global NQF developments. In 2013, the three agencies jointly published the first global inventory of national qualifications frameworks (thematic chapters and national case studies), covering over 140 frameworks developed and introduced over the past decade.

The 2015 edition of the Global Inventory of Regional and National Qualifications Frameworks (thematic chapters and national and regional) was presented at the 5th Asia-Europe Education Ministers' Meeting (ASEM ME5) in Riga, Latvia, in April 2015⁷.

NQFs are important at two main levels.

They are increasingly influencing national reforms of education, training and qualifications systems, in particular in terms of addressing the challenges of lifelong and lifewide learning.

They support the implementation of the European Qualifications Framework.

In their most basic sense NQFs can be understood as classifiers specifying the relationship – horizontally and vertically - between different qualifications.

What is new about the modern national qualification framework is the interest of governments in developing comprehensive frameworks that incorporate qualifications from different education and training sectors (general, vocational and academic).

In general terms and in most national settings, it is probably reasonable to expect benefits in some or all of the following ten areas:

⁶ CEDEFOP, Added value of national qualifications frameworks in implementing the EQF. European Qualifications Framework Series: Note 2, 2010

⁷ Source: <http://www.cedefop.europa.eu/en/events-and-projects/projects/national-qualifications-frameworks>

- increased consistency of qualifications,
- better transparency for individuals and employers,
- increased currency of single qualifications,
- a broader range of learning forms are recognized,
- a national/external reference point for qualifications standards,
- clarification of learning pathways and progression,
- increased portability of qualifications,
- acting as a platform for stakeholders for strengthening cooperation and commitment,
- greater coherence of national reform policies,
- a stronger basis for international co-operation, understanding and comparison.

The process of defining and implementing an NQF can be seen as going through a series of more or less distinctive stages. A better understanding of these stages can help national stakeholders to organise the process and to meet the relevant policy objectives.

Focusing on these stages also clarifies that NQFs are dynamic and developing instruments, which needs to be revisited from time to time. ILO⁸ distinguishes between three main stages:

Purpose and scope: Decisions on what goals will the NQF help to achieve and on which education or occupational sectors are to be included.

Strategy: Decisions on how unified or centrally controlled should the NQF be, on what additional policy measures might be necessary and on what must be done to establish an NQF?

Design and implementation: Decisions on how the NQF will be designed and implemented and on how it will be governed and managed.

Key messages as regards developing NQFs:

- while the final goal may be to build a comprehensive NQF, this doesn't need to be a one stage process;
- use a model that allows for sector differences within the single framework in ways which suit the national circumstances;
- the key to a successful NQF implementation is to develop a broad strategy that takes account of all factors influencing success. Above all – develop communities of trust;
- develop a basic framework quickly – and then take a pragmatic approach to implementation based on national priorities;

⁸ The International Labour Organisation has commissioned such a study. ILO, Allais, S., The impact and implementation of NQFs: Report of a study in 16 countries, Geneva, 2007
http://www.ilo.org/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/meetingdocument/wcms_126589.pdf

- each country should work out a solution that suits its size, traditions and existing structures. NQF quality assurance should focus on the essentials –sometimes “less is more”;
- outcomes are helpful – if implemented flexibly;
- the challenge is to deal with the perception of stakeholders and generating confidence in and acceptance of the new system⁹.

In the 39 countries currently cooperating on the European qualifications framework, 43 national qualifications frameworks (NQFs) have been established. Many are becoming integrated features of national education, training and qualification systems, and their influence on policies and practices is gradually being felt. While all national frameworks seek to increase the transparency of qualifications, notably by using learning outcomes, some have evolved further: they directly support reform, for example by helping document people’s lifelong learning experiences and strengthening the links between education and the labour market.

At the end of 2016 the situation was as follows¹⁰:

- 6 countries are still working on the design and formal adoption of their NQFs. Of the countries that joined the EQF cooperation in 2008, Spain, Italy and Finland have yet to finalise developments and/or adoption. Finland is expected to adopt its framework in early 2017. Italy has established a national repertoire of qualifications, including a national framework of regional qualifications. Spain is finalising its framework for lifelong learning. Countries that joined the EQF cooperation in the past two years (such as Albania, Bosnia and Herzegovina and Serbia) are still working on the design and (partly) the formal adoption or revision of their NQFs;
- 32 countries have formally adopted frameworks. Political and legal adoption was most recently completed in Austria (March 2016), Poland (January 2016), Slovenia (December 2015) and Sweden (October 2015);
- formal adoption has allowed countries to move on to the operational stage where frameworks are put into practice. Quite a few countries, for example Austria, Croatia, Cyprus, Greece, the former Yugoslav Republic of Macedonia, Hungary, Iceland, Kosovo, Luxembourg, Montenegro, Sweden, Poland and Turkey, are still at an early operational stage. These countries need to strengthen the capacity of the institutions involved, finalise particular tools for instance databases and quality assurance arrangements or adopt by-laws and/or complete the mapping of qualifications to the framework. Belgium (Wallonia) and Bulgaria have formally adopted their frame-

⁹ Source: ILO, 2007

¹⁰ CEDEFOP (2016), Briefing note. Qualifications frameworks in Europe. Developments 2016, December 2016, European Centre for the Development of Vocational Training (Cedefop)

works but implementation is still at an early stage. Many other countries, such as Belgium (Flanders), Denmark, Estonia, France, Germany, Ireland, Malta, the Netherlands, Norway, Portugal, Slovenia, Switzerland and the UK, have reached a more mature operational stage. Their frameworks have become quite visible and are by now well integrated into their national qualification systems, providing a comprehensive learning-outcomes-based map of national qualifications and acting as a reference point for qualification developments and review;

- 35 countries are working towards comprehensive NQFs covering all types and levels of qualification (similar with 2015);
- 28 countries presented referencing reports showing how national frameworks relate to the European qualifications frameworks (26 in 2015);
- 26 countries linked to the qualifications framework for the European higher education area (QF-EHEA), 17 jointly with the EQF referencing (24 and 15 respectively in 2015).

In a survey carried out by Cedefop in November 2015¹¹, countries were asked to respond to two key questions on the current and the emerging roles of NQFs in national education, training and employment policies:

- how sustainable are the NQFs? To what extent have qualifications frameworks become permanent features of national qualifications system and to what extent are they having an impact on policies and practices?
- how visible have the NQFs become? Are learners, parents and employers aware of the frameworks and are they benefitting from them when pursuing learning or employment?

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The survey provides interesting insights on the political and practical sustainability of national qualifications frameworks.

Today, for most countries, qualifications frameworks have become a permanent feature of the national qualifications systems. Many claim that the creation of a solid legal basis with clear political objectives is essential to ensure and clarify the future role of the cadres. The active involvement and participation of stakeholders from within and outside the system of education and training is seen as a prerequisite and guarantee for the sustainability of national qualifications frameworks.

About one third of the countries consider the national qualifications framework like a tool for reform, with which to reorganize, strengthen and / or statutory their national qualifications systems.

Although initially it is emphasized that national qualifications frameworks should be used to describe and do not modify the qualifications systems, today many have discovered the

¹¹ All 39 countries taking part in the EQF cooperation were invited to respond to the survey.

potential for reform and show interest in conjugating both functions. This trend is linked to the shift to learning outcomes and to its impact on the standards of qualifications, on the curricula, on the assessment, teaching and training methods.

The continuity and sustainability of the frameworks is proportional to financial and human resources that the European countries will invest. The Cedefop's survey shows that the resources allocated to national qualifications frameworks are modest, but not negligible. In some Countries, especially those with more mature frameworks, the implementation of the framework is considered an integrated function of the Ministries or agencies that deal with the award of qualifications and / or quality assurance. Most Countries report the need for additional financial and human resources to achieve a fully operation frameworks.

Up today, the majority of national qualifications frameworks have not been presented to the wider public. Although it is easy to explain the reasons (the initial development took time), the situation has to change. Visibility can be promoted in several ways, such as through national databases and information campaigns. What can make the difference is the inclusion of the levels of the national framework (and EQF) in qualifications (certificates and degrees). In this way, frameworks will be accessible as well as learners, even to employers.

The survey of Cedefop shows that the countries are moving more and more towards the inclusion of the levels of national frameworks in certificates and degrees. While 15 countries have already done so, another 10 have indicated they intend to do so in the near future. The heterogeneity in the implementation partly reflects the need to adapt the current legal requirements.

The survey of 2015 reveals some problems that national qualifications frameworks will face in Europe:

- it is necessary that national qualifications frameworks better integrate the provisions on the validation of non-formal and informal learning. This is especially essential if we want the frameworks make a difference in the context of lifelong learning and will prove an added value for professional growth;
- it is necessary that national qualifications frameworks promote the use of learning outcomes in order to develop and review the standards of qualifications, curricula and assessment;
- it requires that countries take greater public visibility to a national qualifications framework and extend the involvement of stakeholders, whether they come from education / training or from the labor market;
- to take full advantage of their potential, it is necessary that countries better integrate national qualifications frameworks in their education policies, training and employment;
- it is necessary that national qualifications frameworks are synergistically linked to the policies and quality practices.

The national qualifications frameworks are now part of our reality. They have grown and changed; many have reached maturity. Now it is time to demonstrate their impact and explore further possibilities to activate their potential. National and regional qualification frameworks are becoming common globally: Global inventory of national and regional qualifications frameworks in the updated version published jointly by Cedefop, UNESCO and the European Training Foundation in 2014/15, shows that in 2014 the countries and territories committed to developing and implementing the qualification frameworks were more than 150.

International cooperation on the use of national qualifications frameworks through transnational frameworks and the support at the acknowledgment has intensified. The same goes for regional qualification frameworks: the national executives refers to these specific qualifications. Taking as a reference point the progress achieved in the development of national and regional qualifications frameworks, UNESCO is testing the technical feasibility and conceptual world of reference levels for qualifications, and the conditions necessary for fostering cooperation among regional frameworks.

ANNEX2. The training model in the ECVET and ECTS framework

ECVET - European Credit system for Vocational Education and Training and ECTS - European Credit Transfer and Accumulation System

ECVET¹² is a common methodological framework that facilitates the accumulation and transfer of credits for learning outcomes from one qualifications system to another.

It aims to promote transnational mobility and access to lifelong learning.

It is not intended to replace national qualification systems, but to achieve better comparability and compatibility among them.

ECVET applies to all outcomes obtained by an individual from various education and training pathways that are then transferred, recognised and accumulated in view of achieving a qualification. This initiative makes it easier for European Union (EU) citizens to gain recognition of their training, skills and knowledge in another EU country than their own.

The European Commission defines the European Credit system for Vocational Education and Training (ECVET) as a methodological framework that can be used to describe qualifications in terms of units of learning outcomes with associated points.

ECVET is a system for the accumulation and transfer of units of learning outcomes in vocational education and training in Europe. It allows attestation and recording of learning outcomes acquired in various contexts, both in other countries and through formal, informal or non-formal learning. Learning outcomes can be transferred to a person's 'home' system to be counted towards the obtainment of a qualification.

The diversity of national systems that define the levels and content of qualifications is not conducive to transnational mobility of learners. ECVET remedies this situation by facilitating mobility among learners throughout Europe.

EU countries were free to adopt this recommendation and implement the system. They were asked to gradually introduce measures voluntarily, with a view to using ECVET from 2012.

ECVET is implemented through partnerships and networks based on learning agreements (Memoranda of Understanding), which provide an appropriate framework for credit transfers. With a view to transferring credits, the principles and technical specifications for describing qualifications in terms of units of learning outcomes with associated points are set out in Annex II of the Recommendation of the European Parliament and of the Council of 18 June 2009.

¹² Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit system for Vocational Education and Training (ECVET) (OJ C 155, 8.7.2009, pp. 11-18)

A future step for the development and implementation of the MOVE training model in different countries could be to carry out training activities in different states putting together networks, which also involve universities participation, conclude a Memoranda of Understanding and, finally, can therefore recognize credits.

A European ECVET network of relevant stakeholders and competent institutions promotes ECVET and allow EU countries to exchange information and experience. From this network, the Commission has established an ECVET users' group, which contributes to the ECVET users' guide and the implementation of ECVET.

ECVET is one of many European initiatives that encourage learner mobility within the European Union (EU), such as Europass and the European Quality Charter for Mobility.

ECVET also complements the European Credit Transfer and Accumulation System (ECTS) by linking vocational education and training with higher education.

The ECTS was set up in 1989, and has encouraged transparency and the recognition of periods of study spent in other countries.

The aim of ECVET is to facilitate the transfer of credits for learning outcomes from one qualifications system to another. It is different from the European Qualifications Framework (EQF), which is a common reference framework. Rather than harmonising these systems, ECVET is designed to make them compatible by providing an interface between existing national provisions on the accumulation, recognition and transfer of credits.

ECVET is not concerned with mutual recognition of vocational qualifications, with respect to which the relevant directive imposes binding obligations on EU countries.

A reference tool to encourage EU countries to exchange best practices in the field of vocational education and training policies was presented together with ECVET: The European Quality Assurance Reference Framework for VET. It is designed to improve quality management practices at national level within this field by means of a set of common criteria and indicators.

ECVET¹³ is applicable for all learning outcomes, which should in principle be achievable through a variety of education and learning paths at all levels of the European Qualifications Framework for lifelong learning (EQF), and then be transferred and recognised.

The Recommendation of 2009 therefore contributes to the wider objectives of promoting lifelong learning and increasing the employability, openness to mobility and social inclusion of workers and learners. It particularly facilitates the development of flexible and

¹³Key terms in the framework of ECVET are: **qualification**: a formal outcome of an assessment and validation process that is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards; **unit of learning outcomes**: a component of a qualification, consisting of a coherent set of knowledge, skills and competence, which can be assessed and validated; **credit points or ECVET points**: 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.

individualised pathways and also the recognition of those learning outcomes which are acquired through non-formal and informal learning.

The Recommendation complements the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning which recommends that Member States promote close links between the EQF and existing or future European systems for credit transfer and accumulation in higher education and VET. While the main objective of the EQF is to increase the transparency, comparability and portability of acquired qualifications, ECVET is aimed at facilitating the transfer, recognition and accumulation of learning outcomes of individuals on their way to achieving a qualification.

The European Parliament and the Council recommends that member states:

- promote the European Credit system for Vocational Education and Training (ECVET) as set out in Annexes I and II at all levels of the EQF with reference to VET qualifications, in order to facilitate transnational mobility and the recognition of learning outcomes in VET and borderless lifelong learning;
- create the necessary conditions and adopt measures, as appropriate, so that as from 2012 – in accordance with national legislation and practice, and on the basis of trials and testing – it is possible for ECVET to be gradually applied to VET qualifications at all levels of the EQF, and used for the purpose of the transfer, recognition and accumulation of individuals' learning outcomes achieved in formal and, where appropriate, non-formal and informal contexts.

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The II° Annex outlines the principles and the technical specifications of the device.

Among them, are highlighted those who made up the crucial points of reference for the elaboration of MOVE training model.

1. Units of learning outcomes

A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated with a number of associated ECVET points. A qualification comprises in principle several units and is made up of the whole set of units. Thus, a learner can achieve a qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes.

The specifications for a unit should include:

- the generic title of the unit,
- the generic title of the qualification (or qualifications) to which the unit relates, where applicable,

- the reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework (NQF) level, with the ECVET credit points associated with the qualification,
- the learning outcomes contained in the unit,
- the procedures and criteria for assessment of these learning outcomes,
- the ECVET points associated with the unit,
- the validity in time of the unit, where relevant.

2. Transfer and Accumulation of learning outcomes. ECVET partnerships

In ECVET, units of learning outcomes achieved in one setting are assessed and then, after successful assessment, transferred to another setting. In this second context, they are validated and recognised by the competent institution as part of the requirements for the qualification that the person is aiming to achieve. Units of learning outcomes can then be accumulated towards this qualification, in accordance with national or regional rules. Procedures and guidelines for the assessment, validation, accumulation and recognition of units of learning outcomes are designed by the relevant competent institutions and partners involved in the training process.

Credit transfer based on ECVET and applied to learning outcomes achieved in formal learning contexts should be facilitated by establishing partnerships and networks involving 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.

The establishment of partnerships aims to:

- provide a general framework of cooperation and networking between the partners, set out in Memoranda of Understanding (MoU) through which a climate of mutual trust is established,
- assist the partners in the design of specific arrangements for credit transfer for learners.
- The MoU should confirm that the partners:
 - 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,
 - agree the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU,
 - agree on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF,
 - identify other actors and competent institutions that may be involved in the process concerned and their functions.

For applying ECVET to learning outcomes achieved in a non-formal and informal learning context or outside the framework of an MoU, the competent institution, which is empowered to award qualifications or units 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 points

ECVET points provide complementary information about qualifications and units in numerical form. They have no value independent of the acquired learning outcomes for the particular qualification to which they refer and they reflect the achievement and accumulation of units. **To enable a common approach for the use of ECVET points, a convention is used according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET.**

In ECVET the allocation of points usually has two phases:

ECVET points are allocated first to a qualification as a whole and then to its units. For a given qualification, one formal learning context is taken as a reference and, on the basis of the convention the total number of points is assigned for that qualification.

From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification.

For qualifications which do not have a formal learning pathway reference, ECVET credit points can be allocated through estimation by comparison with another qualification, which has a formal reference context. **To establish the comparability of the qualifications, the competent institution should refer to the equivalent EQF level or, possibly, NQF level, or to the similarity of the learning outcomes in a closely related professional field.**

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The relationship with "Europass"

Europass introduced a portfolio of documents to be used by individuals to describe their qualifications and competences. Europass does not, however, compare levels of qualifications. In the future, all relevant Europass documents, in particular the Europass diploma supplement and the Europass certificate supplement, should contain a clear reference to the appropriate EQF level.

ANNEX 3. Glossary

Source: ANNEX I - Definitions of the RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning

qualification	means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
national qualifications system	means all aspects of a Member State's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework
national qualifications framework	means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society
sector	means a grouping of professional activities on the basis of their main economic function, product, service or technology
international sectoral organisation	means an association of national organisations, including, for example, employers and professional bodies, which represents the interests of national sectors
learning outcomes	means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence
knowledge	means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual
skills	means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)
competence	means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy

Source: ANNEX I – Definitions of the RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET)

qualification	means a formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards
learning outcomes	means statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence
unit of learning outcomes (unit)	means a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated
credit for learning outcomes (credit)	means a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications
competent institution	means an institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries
assessment of learning outcomes	means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence
validation of learning outcomes	means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification
recognition of learning outcomes	means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications
ECVET points	means 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

ANNEX 4. Training tools

Annex 4.1 - The blind driving with photograph

AIMS OF THE ACTIVITY

The goal through the classic game of driving a person with closed eyes is to experience our way of helping/care relationship and our difficulties, both when we have to take care of some one end when we have to entrust someone. You can check by observing the game how driving style (hand on his shoulder, holding hands, girded to west ... the speed, rhythm and so on) responds to the needs of our idea of helping/care relationship.

DESCRIPTION / METHODOLOGY

The game should be done in an open space. It asks participants to choose to form pairs, the premise is that no one is obliged to participate in the game (for some people to be guided with closed eyes is very difficult). It is explained that for three minutes a person will drive the other with their closed eyes (possibly not blindfolded but closed in order not to put in place a form too directive) and when the facilitator give the signal the roles will reverse for another 3 minutes. It also asks to do the exercise without talking to favour a more intimate situation in the pair. To the traditional blind guide you can add the photography, it's means that we agree on one point of the body, such as the back, where there is a button that when is pushed, is the signal for the person with the eyes closed to open and close the eyes quickly, creating a sort of Camera effect. So that the guide will give to his/her partner some images of the other person, or also allows the partner to touch something or let him/her feel the scents or sounds. In this way we enrich the time of driving with the subjectively chosen gifts for the person and we make more complete the metaphor of the helping/care relationship.

In the debriefing you can explore the emotions experienced, ask which of the two roles experienced, people have felt most in need and why. Finally, you will be able to reflect, even throughout external observation of the facilitator, on driving styles, on what the couple has reproduced the course of conduct between the first and the second time, the adequacy of the style of rhythms and autonomy in relation to the other's needs and so on.

SUGGESTED TIMING

30 minutes - debriefing included

MATERIAL AND RESOURCES NEEDED

COMPETENCES DEVELOPED

The construction of the relationship of trust

The styles of the helping/care relationship

The construction of the relation on the need of the other

Annex 4.2- A step ahead (game on technical power of the educational relationship)

AIMS OF THE ACTIVITY

Allow participants to get the strong distance in the educational relationship that can be achieved between the operator and the beneficiary, whether it is due to the asymmetry of power inherent in the relationship itself, and for the effect of stereotypes, prejudices and overall personal representations of their own condition.

DESCRIPTION / METHODOLOGY

The facilitator distributed to each participant a different sheet, which is described in a few lines his/her character. Each has 5 minutes to "characterize", answering questions alongside the description, to help to fall into character. You can also add other characters, depending on the context. In this case, these are peoples who are in the social services (as beneficiary or operator).

All participants then go in the centre of the room, behind an imaginary line.

At this point the facilitator describes what is expected from the participants: each of them are a different character, with equal rights, duties, dignity and freedom (Constitution, Declaration of Human Rights, etc.) and, depending on how he/she respond, he/she will do a step forward, one step back, or stand still.

The facilitator will read, in the indicated sequence, one by one the sentences. For each sentence, the participant will be able to answer YES, NO or DO NOT KNOW, depending if he/she think that his/her character would agree or not.

If he/she answered YES, he/she goes a step further. If NO, step back. If I DO NOT KNOW, he/she stand still.

In the debriefing is possible to use the incentive-questions listed after, to help participant to be aware of what are the dynamics that are activated in a group of people who, theoretically, are all the same but, in everyday practice, are different. The difference, at the end of the game, it will be real and visible (typically, formed a group of people across the room, one at the other side and finally some are scattered in between).

SUGGESTED TIMING

50 minutes - debriefing included

MATERIAL AND RESOURCES NEEDED

COMPETENCES DEVELOPED

The technical power in the educational relationship
 Group dynamics

Sentences

1. Your opinion are asked on all matters that concern you
2. There are people who turn to you for advice
3. Your culture is recognized and appreciated by others
4. You can decide how to decorate the house where you live
5. You can get your friends whenever you want and organize parties
6. You can change your own schedule (e.g. Lunch, alarm clock, ...) when you want and as you like
7. Do you feel valued and accepted in society?
8. Do you plan your future based on your interests and desires
9. The only "shifts" are those connect to the work or school
10. You can have stable loving relationships freely
11. You decide how and what to commit your days
12. You can freely decide how to dress
13. You can plan a holiday in autonomy, even if economic
14. The people around you believe you when you say something
15. You can decide your work or training future
16. You can have free sexual relationships
17. You chose the people you spend most of the day
18. You decide freely how to spend your money
19. You can get in touch with family, friends by phone, mail or other whenever you want
20. You have your own space where you just stand alone if you desired
21. You can have free access to all areas of the place where you live
22. Do you feel that your rights are respected?

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Questions to activate the comparison during the debriefing

- How do you feel in your places comparing them to those of others?
- How did you feel taking a step forward? Step back? Standing fixed?
- How did you feel realizing that other were in front of you?
- You have felt that at some point your rights were infringed? Which?
- What tells you this experience on services?
- On the technical power?
- On the role of citizens and beneficiary of services?
- Who do you think have done steps forward? Who left behind?
- Would you change that? In what? Because?
- What could be done (services) to change your situation?
- What you could do yourself (character) to change the situation?

<p>Your character:</p> <p>You are a 43 years old woman with disabilities (Down syndrome). You live in a foster home with 5 other guests and two operators, which in shift are with you.</p>	<p>Imagine your story ...</p> <p>How was your childhood?</p> <p>How is your family? Who are your friends?</p> <p>How you spend your time? Works?</p>
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<p>Your character:</p> <p>You are a 21-year-old mother of two children aged 1 and 3 years. You have no contact with your family. Since 1 year, you living in a foster house for women.</p>	<p>Imagine your story ...</p> <p>How was your childhood?</p> <p>How is your family? Who are your friends?</p> <p>How you spend your time? Works?</p>
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<p>Your character:</p> <p>You are a 75-year-old man not entirely self-sufficient living alone in a suburban neighbourhood; now in retirement and is hard to make ends meet. Three days a week the health visitor from a cooperative comes to your house</p>	<p>Imagine your story ...</p> <p>How was your childhood?</p> <p>How is your family? Who are your friends?</p> <p>How you spend your time? Works?</p>
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<p>Your character:</p> <p>You are a exchange student of veterinary that has 'recently moved, you do not know many people in this new city'.</p>	<p>Imagine your story ...</p> <p>How was your childhood?</p> <p>How is your family? Who are your friends?</p> <p>How you spend your time? Works?</p>
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<p>Your character:</p> <p>Are you a young Afghan asylum seeker living in a Shelter for refugees waiting for an answer and find a different placement. you may not work and you do black work</p>	<p>Imagine your story ...</p> <p>How was your childhood?</p> <p>How is your family? Who are your friends?</p> <p>How you spend your time? Works?</p>
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<p>Your character:</p> <p>You are a Roma child of 10 years, live in a camp, go to school occasionally with the van of the education services</p>	<p>Imagine your story ...</p> <p>How was your childhood? How is your family? Who are your friends? How you spend your time? Works?</p>
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<p>Your character:</p> <p>You are 10-year coordinator within a social cooperative that deals with homeless people.</p>	<p>Imagine your story ...</p> <p>How was your childhood? How is your family? Who are your friends? How you spend your time? Works?</p>
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<p>Your character:</p> <p>You are a homeless person. Frequently during the day centre but at night you are on the street.</p>	<p>Imagine your story ...</p> <p>How was your childhood? How is your family? Who are your friends? How you spend your time? Works?</p>
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<p>Your character:</p> <p>You are a teenager of 16 years live in the foster home because they were many family conflicts with the companion of your mother; you do not go to school and do not work.</p>	<p>Imagine your story ...</p> <p>How was your childhood? How is your family? Who are your friends? How you spend your time? Works?</p>
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<p>Your character:</p> <p>You are a separate woman with three children, your family is in charge of social services because in the past there have been incidents of violence with your ex-husband. Three times a week educators from the social service dealing in particular of the youngest that has had too many problems at school.</p>	<p>Imagine your story ...</p> <p>How was your childhood? How is your family? Who are your friends? How you spend your time? Works?</p>
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<p>Your character:</p> <p>You are a 12 years child, they have given you the support for "conduct disorder", do not love the school and make it hard to sit a long time, the afternoons you frequent a youth center.</p>	<p>Imagine your story ...</p> <p>How was your childhood? How is your family? Who are your friends? How you spend your time? Works?</p>
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<p>Your character:</p> <p>You are a social worker works in assisting the elderly for 10 years. Love your job and you're looking for more ideas.</p>	<p>Imagine your story ...</p> <p>How was your childhood? How is your family? Who are your friends? How you spend your time? Works?</p>
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<p>Your character:</p> <p>You are a city councillor for social policies. Before you were a hairdresser and had a shop owned by you.</p>	<p>Imagine your story ...</p> <p>How was your childhood? How is your family? Who are your friends? How you spend your time? Works?</p>
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<p>Your character:</p> <p>You are a woman with three children. Works as a tram driver for 10 years. You have a passion for travel.</p>	<p>Imagine your story ...</p> <p>How was your childhood? How is your family? Who are your friends? How you spend your time? Works?</p>
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<p>Your character:</p> <p>You are a high school teacher. In your free time he works as a teacher of L2 (Italian) in a homeless center/refuge for immigrants</p>	<p>Imagine your story ...</p> <p>How was your childhood? How is your family? Who are your friends? How you spend your time? Works?</p>
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<p>Your character:</p>	<p>Imagine your story ...</p>
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<p>You are a prisoner in semi-liberty in charge of social services, during the day you work for a social cooperative of type B as a Gardener</p>	<p>How was your childhood? How is your family? Who are your friends? How you spend your time? Works?</p>
<p>Your character: you Are a person with psychiatric problems, live alone in a occupied-house, you are followed by the Mental Health Department of the ASL, you have a work grant from the municipality and frequent a day centre twice a week</p>	<p>Imagine your story ... How was your childhood? How is your family? Who are your friends? How you spend your time? Works?</p>
<p>Your character: You are a 16 year old guy living at home with your family , frequent the grammar school with good results, you have passion for music and would like to attend a music and art university in the future to work in an artistic field.</p>	<p>Imagine your story ... How was your childhood? How is your family? Who are your friends? How you spend your time? Works?</p>

Annex 4.3 - Self-reflexive sheet on motivation / Excellence – Criticality

AIMS OF THE ACTIVITY

This card, used with a reflexive methodology, may allow the emergence on and recognition by the participants through a process of self-evaluation of the components within the different work situations which represent moments of excellence or criticality, the card helps the person to identify the various elements which constitute and/or allow you to define a situation through the excellent or critical real experiences. Once these elements are defined, they may be analysed and used to define new strategies or to change attitudes and behaviour, which are deemed critical and/or dysfunctional.

DESCRIPTION / METHODOLOGY

The conductor after introducing to the group the elements of reflexive methodology, the card and its use, lets the participants fill out the card individually. At the end of the work he/she asks participants to share it (i.e. illustrating and explaining the information to his/her neighbour, who later will follow suit), through this sharing and dialogue strengths and weaknesses of their actions on the work environment may be compared and highlighted, and new strategies for action and behaviour may be developed. The couple will then be required to work on the second attached card (see next game).

SUGGESTED TIMING

45 minutes by debriefing

MATERIAL AND RESOURCES NEEDED

COMPETENCES DEVELOPED

Reflectivity on work experience
Work on motivational systems
Development of innovative strategies

MY EXCELLENCES

Identify three incidents / situations in your career where everything worked out really well ... and you were satisfied with your work

What characterises the three episodes in terms of:

- My capacities

- Emotions / feelings experienced
-

- Work environment around me etc.
-

- Attitude of the people around me
-

- Other
-

MY CRITICALITY

Identify three incidents / situations in your career where everything turned out really badly

...

What unites the three episodes in terms of:

- My problems / limits
-

- Emotions / feelings I experienced
-

- Work environment around me etc.
-

- Attitude of the people around me
-

- Other
-

Annex 4.4 - The metaphor of our adolescence

AIMS OF THE ACTIVITY

The goal to use metaphors of adolescence is to accompany the participants to reflect on what has been adolescence, on what was his/her own experience.

DESCRIPTION / METHODOLOGY

The game can be played in the classroom. The facilitator will give each participant a sheet "my adolescence was a bit 'as ...". It will invite the participants to review the proposed metaphors and will be asked to choose one. The chosen metaphor will be the one through which every participant will have had the opportunity to reflect on their adolescence and their own experiences as a teenager.

In the debriefing, you can turn on the discussion and comparison on the presented metaphors. Participants will observe their actions with young people after focused and have rediscovered the photograph of his/her adolescence.

SUGGESTED TIMING

50 minutes debriefing included

MATERIAL AND RESOURCES NEEDED

COMPETENCES DEVELOPED

The perception of one's adolescence
 Reflection on the strategies work with adolescents

MY ADOLESCENCE WAS A BIT LIKE

- A walk on the beach
- An offshore shipwreck
- A game played in defence
- An adventurous journey
- The crossing of the desert without water
- A boring summer afternoon
- A performance of an acrobat without a net
- A carefree ride
- Being alone on a desert island
- A ride on the carousel
- Find a buried treasure
- Going to work in the mines
- A cone without ice cream
- An exaggerated eaten

- A wild dance
- A picnic on Sunday
- A train ride with no place booked
- Being accidentally in the Funhouse
- A recitation without having your script
- Win the pools

Annex 4.5 - Talent exchange market

AIMS OF THE ACTIVITY

To support to recognise their own skills and strengths and talk about them.
To train the communication, self-knowledge and self-confidence competences

DESCRIPTION / METHODOLOGY

Facilitator asks to participants: "If there was no money and you could buy everything you need and pay only by donating work, which work would you offer to others?"
Write offers are written on scraps of paper, and "exchange your talents" with the others, that means talk about your offers or proposals.

SUGGESTED TIMING

40 minutes: 20 min writing down the offers (proposals), 20 min discussion about the offers and the possibilities of using these

MATERIAL AND RESOURCES NEEDED

Papers, pen and blackboard.

COMPETENCES DEVELOPED

Self-knowledge
Self-confidence
Responsibility
Negotiation and conflict management

Annex 4.6 - Resource Walk

AIMS OF THE ACTIVITY

To support to recognise their own skills and strengths and talk about them.
To train the communication, self-knowledge and self-confidence competences.

DESCRIPTION / METHODOLOGY

Facilitator asks to go for an hour-long walk and find three symbols for things giving you strength in your PROFESSIONALITIES. Then OPERATORS should introduce them and talk about them in the group.

SUGGESTED TIMING

2-3 hours (1 hour walk around, group discussion of appr. 30-60 min, depending on the size of the group)

MATERIAL AND RESOURCES NEEDED

COMPETENCES DEVELOPED

Self-knowledge
Self-confidence
Sense of initiative and entrepreneurship attitude
Responsibility
Grabbing opportunities

Annex 4.7 - Card on the communicative styles of work

AIMS OF THE ACTIVITY

The objective of the card is to make to emerge in reflexive way the bond that is among his/her own communicative styles to forehead of people you contest different and to be able to reflect on the emotions that we feel the results and the effectiveness of our styles.

DESCRIPTION / METHODOLOGY

This is the card to use and after having administered he/she wonders her/it to each of his/her own choice and he/she wonders if he/she wants to deduce her/it particularly trying to make to emerge the bond that is among strategies you contest and chosen personal seeing if they exist then of the recurrences and of the personal scripts and automatisms or if and how much we choose in liberty our strategies.

Handout

SUGGESTED TIMING

From 45 to the 60 minutes in base to the number of the participants included debriefing

MATERIAL AND RESOURCES NEEDED

COMPETENCES DEVELOPED

Styles of communication, assertive communication

Bonds among contest strategies and communicative attitudes

GUIDELINES FOR ASSESSMENT

Handout

That time that in the job I have had a **passive** attitude...

Which is it the emotion and the feeling that I have tried?

What led me to this behaviour? What was my strategy, what I wanted to avoid or achieve?

In which context of group, in presence of which people you/he/she has happened this episode?

Which has the result of this attitude been?

That time that in the job I have had an **aggressive** attitude...

Which is it the emotion and the feeling that I have tried?

What led me to this behaviour? What was my strategy, what I wanted to avoid or achieve?

In which context of group, in presence of which people you/he/she has happened this episode?

Which has been the result of this attitude?

That time that in the job I have had an **assertive** attitude...

Which is it the emotion and the feeling that I have tried?

What led me to this behaviour? What was my strategy, what I wanted to avoid or achieve?

In which context of group, in presence of which people you/he/she has happened this episode?

Which has been the result of this attitude?

Annex 4.8 - Criticism and compliment

AIMS OF THE ACTIVITY

Try to go through and work out in a proper feedback management providing to be critical about the content and trying to avoid any ethical judgment on the person and to bring out the ability to offer positive feedback. In the listening phase try to understand the difference between a judgment and a critic.

DESCRIPTION / METHODOLOGY

In a 3 or 4 people groups asked everyone to find a good reason (real one, not built) to show one criticism and one compliment to each of the different members of the group. Going rounds asking the person (who cannot discuss the feedback but only receive it) how he felt emotionally by these feedback and felt them as judgmental or constructive.

SUGGESTED TIMING

30 minutes (including debriefing)

MATERIAL AND RESOURCES NEEDED

COMPETENCES DEVELOPED

Feedback and criticism management in the working group
Assertive communication
The management of conflict

Annex 4.9 - Teamwork

AIMS OF THE ACTIVITY

Improve team working

DESCRIPTION / METHODOLOGY

Think about two words that start with the same letters. E.g.: Storage/ Stormy

Write down these two words on different pieces of paper, if you work with participants who are not native speakers of the language you are using.

Step 1: Divide the participants in two groups: cats and dogs. Tell them you have a secret and you will organize a secret meeting with each group. The secret is one of the two words. Tell each group a different word in such a way that the other group cannot hear you (e.g.: Dogs - storage, Cats - Stormy) and ask them to keep the secret and wait for further explanations.

Step 2: Mix the groups and form pairs: cat-dog. Each pair receives a piece of paper and a pen. Ask them to grab the pen, but they have to hold it together, both of them should have a hand on the pen. Now, ask them to be silent, they cannot speak to each other anymore. Tell them to share their secret - write down their word.

Where? This is an indoor activity and it is easier to be done in a room where you have some desks. It can be done during teambuilding sessions, when you encounter cooperation difficulties or when you are dealing with conflicts.

SUGGESTED TIMING

MATERIAL AND RESOURCES NEEDED

Papers and pens

COMPETENCES DEVELOPED

Ability to work in a team and a network

Ability to cooperate

Communication

Annex 4.10 - The thief

AIMS OF THE ACTIVITY

To propose an experience of interdependence of objectives, resources and information. The exercise can be accomplished only through the cooperation of all members, because each has only part of the necessary resources (information) necessary to the common goal ... these resources are in "interdependence" each other.

DESCRIPTION / METHODOLOGY

Coordinator (usually trainee) has to:

- Distribute sheets with clues randomly, but in equal numbers to each participant.
- Enforcing work times and rules.
- Observe the working method albeit undefined:
 - If there is someone who prevails over the other
 - If there is someone who pulls out

Where it seems that there are more difficulties.

- Do not give any advice them, nor feedback about the work.
- In plenary the focus of comparison will be the dynamics experienced and observed (eg. difficulty to think in group, considering its own information, who speaks more, how to choose tracks to follow, ...)

Group has to find: WHO IS THE THIEF, WHAT IS STEALED AND WHY

- Delivery of tickets covered to each one, individual reading and memorizing of information (ticket stocks of 5-6 each, so everyone has a portion of the story) (5 min.)
- Cover the tickets (no one can look at, nor can be seen)
- Implementation of the task (20 min.)

SUGGESTED TIMING

45 minutes, debriefing included

MATERIAL AND RESOURCES NEEDED

Rules (to read to all the participants, ensuring that everyone understood)

- Everyone will receive sheets with important information for the solution of the task.
- You have 5 min. available for storing
- Coordinator will give subsequent times
- Everyone must read and store only his information
- In the work of storage no one can take notes
- The work of each is important for that of the group
- You have 20 min. to solve the task.

Solution:

Thief is Mr. COOL, kleptomaniac. He stole the painting, hour was between 21:45 and

22:00, when it was seen for last time and then it was not in its place.

COMPETENCES DEVELOPED

Positive interdependence

Team work

Work method

THE THIEF	Mr. Some needs money to not fail
Mr. Some is well known for his sensibility for artworks	Mr. and Mrs. Gentle organized a great party to celebrate the Summer beginning
Miss Beauty left the party with Mr. Cunningness	Someone listened Mr. Niggard say to spare no expense for a painting of great value
Mr. Niggard is known by all to be very rich	Mr. and Mrs. Some left together the party
Mrs. Some is very used to lose things	Mr and Mrs. Near founded four dogs in their courtyard after the party

Miss Welloff left party almost the same hour of Mr. Some	Mr. Cool left party 20 minutes after than Mrs. Some
Miss Welloff took the dog at the party	Every painting of Artisimisso are very small
Mr. Spot showed to be very interested to diamond ring of Mrs. Some	Mr. and Mrs. Gentle were owners of an Artisimisso painting
Mr. Keenness left party at 10 o'clock	Mr. Spot danced all the night with Mrs. Beauty
Mrs. Some was for a large part of the night in a dark corner with Mr. Cool	Miss. Welloff didn't find what she had during the party

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Mr. Cool is a kleptomaniac	Miss Welloff and Mr. Niggard left the party together
Italian paintings of 16 th century have an high value	Artisimisso is an Italian artist of 16 th century
Miss Keenness, as she was about to leave the party, saw something shine in a corner of the hall	Mrs. Some left party at 21:30
Miss Beauty watched the painting when went away at 21:45	Miss Keenness for a long time admired Artisimisso's painting

Mrs. Some watched for a long time Artisimisso' s painting when left the party	Mrs. Some didn't find her diamond ring at the end of the party
Mr. Some carries always a briefcase with him	Mr. and Mrs. Near own three dogs
Mr. Cunningness is a jewellery thief	Miss Keenness noticed that Artisimisso' s painting, which she long admired, wasn't at its place when left the party

Annex 4.11 - If my team was

AIMS OF THE ACTIVITY

The tool is a self-reflexive and facilitation like supervision, cooperative assessment and training. The goal is to create awareness and to bring out the perceived role within their work team. If applied in the presence of all team members it will emerge even the composition of the perceived roles and therefore redundant or missing items (for example, if there is no direction or the technical aspects etc.). If realized in the context of team you can also ask participants about how they see the other team members putting then compares the expected role and the perceived role.

DESCRIPTION / METHODOLOGY

Here follows the form to be used. After given the form it may be everyone asked about the choice and if they wish to arguments for.

If your team was a theatre company or a movie set, who are you?

- Director
- The lighting technician
- The manufacturer
- Lead actor
- The shoulder of the protagonist
- The antagonist (the "evil" of the story)
- An appearance
- The production secretary (that takes care of all organizational and logistical aspects)
- Screenwriter (the one who invented the story)
- Cameraman
- The voice actor
- The Hunchback (the one that suggests the lines to the actors)
- The sound engineer
- The public
- Production designer (draws the scenes)
- Man or lady (the one ripping ticket at the entrance)

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SUGGESTED TIMING

From 30 to 60 minutes (it depends from the number of participants)

MATERIAL AND RESOURCES NEEDED

COMPETENCES DEVELOPED

Bring out the own role perception (if working in the own equipe)

Bring out the missing roles (if working in an entire team)

Bring out expectations and styles of presence in the group

Annex 4.12 - Establishing rules

AIMS OF THE ACTIVITY

To define and establish (by the group) the behaviour standards and the working order to promote reaching individual goals and respecting the group partners.

To obtain the individual compromise (by signing a contract) of the accomplishment of the rules set by the group.

DESCRIPTION / METHODOLOGY

The facilitator explains participants the importance of the group activities in the workshop and, thus, that it is necessary to agree on and commit to some rules and working order.

In order to create such rules, the whole group has to agree on them; hence, participants themselves should establish these rules.

1. The rules of the group

Participants are divided in small groups and are asked to do a 10 minutes brainstorming to reflect on what rules they think are necessary. Next, the facilitator asks the groups to explain their ideas to the whole group and writes them down on the blackboard.

The aim of this activity is to create a table of shared rules. The facilitator should make sure that aspects such as punctuality, attendance, respect and tolerance of other peoples' opinions, involvement and cooperation come out.

2. The compromise contract

When the table of rules is set and participants have agreed on it, it is relevant to stress on the individual compromise and agreement. The aim of making participants sign this symbolic contract is to raise their awareness about their commitment before the facilitator and the rest of participants.

Contracts (whose format and contents should be decided by the facilitator) are handed out, with a copy of the agreed rules on the back of the sheet. Participants will read them and will be given 5 minutes to ensure that they fully agree to sign it.

Once the contracts are signed, each participant receives a copy and the facilitator keeps the original.

SUGGESTED TIMING

2 hours

MATERIAL AND RESOURCES NEEDED

Blackboard, pens and paper.

COMPETENCES DEVELOPED

Personal competences

- Self-confidence
- Adaptability

-
- Sense of initiative and entrepreneurship attitude
 - Capacity to analyse and synthesise information
 - Responsibility
 - Organisation and management

Social competences

- Establishment of useful relationships
- Negotiation
- Teamwork and cooperation

Meta competences

- Interpretation and situation in context
 - Intercultural competence: assuming new roles and defending positions
 - Ability to project
-

Annex4.13 - Group contract

AIMS OF THE ACTIVITY

Establishing the rules of the workshop

DESCRIPTION / METHODOLOGY

At the beginning the facilitator should make a contract with the participants.

The facilitator asks the participants for suggestions on the rules that should be followed during the class and writes each one on the blackboard. The instructor also proposes some rules. Then there is a short discussion about them.

The contract should say that exercises are not compulsory, and one can always say "stop" if they don't want to participate in the specific activity (the stop rule). The other thing is to arrange that no one should judge others opinion (non judge rule) or that we should respect each other (respect rule) and that things that we say during this activity should stay inside of the group that took part in it (discretion rule). The facilitator can also ask participants if they want to speak to each other using the first name

SUGGESTED TIMING

5-10 minutes

MATERIAL AND RESOURCES NEEDED

Board / flipchart, marker pen, tape to attach the card to the wall

COMPETENCES DEVELOPED

A card with rules written in a visible place throughout the workshop

Annex4.14 - The blanket

AIMS OF THE ACTIVITY

The goal of the game is to break the ice and get to know each other better. Participants must demonstrate creativity, convince others of their ideas, and motivate them to act when they do not want to work or believe that the idea presented will solve the problem.

DESCRIPTION / METHODOLOGY

The game should be done in an open space.

No one is obliged to participate in the game (for some people making such close physical contact may be very difficult).

It is explained that people should stand together on a blanket, brought by a facilitator. The aim is to turn the blanket over to the other side, but no one can get out of the blanket. If someone's foot touches the floor outside of the blanket, the group have to start from the beginning.

In the debriefing you can explore the emotions experienced, ask what roles the participants took (eg. leader, helper, doer). Finally you can ask about the motivational skills one used to convince others.

SUGGESTED TIMING

30-35 minutes debriefing included

MATERIAL AND RESOURCES NEEDED

Blanket big enough to fit all the participants.

COMPETENCES DEVELOPED

Icebreaking

Motivational skills

Group working

Group dynamics



Movement
Valorize
Europe

M **O** **V** **E**

New
Competence
for trainers

