

I CARE project

Mounir BAATI

Bergamo, 21 March 2013



Structure of the presentation

- brief presentation of the European Training Foundation (ETF)
- Observations about ICARE project:
 - the project logframe
 - Accumulation
 - Mobility
 - features



WHAT IS THE ETF?

- Agency of the European Union
- **Vision**
To make vocational education and training in the partner countries a driver for lifelong learning and sustainable development, with a special focus on competitiveness and social cohesion.
- **Mission**
To help transition and developing countries to harness the potential of their human capital through the reform of education, training and labour market systems in the context of the EU's external relations policy.



SOME FACTS AND FIGURES

Established	1990 (Council Reg. 1360)
Operational from	1994
Based in	Turin, Italy
Director	Madlen Serban
Staff	+/-120
Budget	€m20 (2012)
Partner countries	31

Potential candidate countries:
Albania, Bosnia and Herzegovina, Kosovo (UNSCR 1244/1999), Serbia

Candidate countries:
Croatia, former Yugoslav Republic of Macedonia, Iceland, Montenegro, Turkey

Other countries from Central Asia:
Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan

European Neighbourhood and Partnership Instrument countries
ENP South:

Algeria, Egypt, Jordan, Lebanon, Libya, Morocco, occupied Palestinian Territory, Syria, Tunisia and Israel

ENP East:

Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine and Russia





MAIN PARTNERS

- Ministries of education and labour
- National vocational organisations
- National service providers specialised in vocational education and training and the labour market
- Other donors



EXPERTISE

- In-depth know-how and experience in labour markets, vocational training and lifelong learning
- Knowledge of partner country political, social and economic factors which are fundamental to the development of their training systems
- Experience of EU external relations programmes

Observations about the project logframe

- Which problems are addressed by the project :
 - 90% of care workers in Italy are foreigners (66% from Eastern Europe)
 - Holding heterogeneous qualification(s) and qualification levels
 - Increasing request of personal care services

Target group of the project : migrant workers in order to validate their competences to better perform their tasks



Project Objectives .. As stated in the documents

- Adaptation of vocational qualifications and their description in terms of units of learning outcomes in order to make them comply with the ECVET technical specifications
- **Development and application of a suitable methodology** for assigning and applying ECVET points to the selected vocational qualifications in the Lombardy Vocational Qualification Sub-System relating to personal care and social work qualifications
- Adoption and development of a suitable **common methodology** for evaluating learning outcomes (including Validation of Prior Learning acquired in non-formal and informal contexts)
- Adoption, development and testing of a **learning outcome transfer process** among partner countries including evaluation, validation, accumulation and recognition of learning outcomes for the purpose of awarding qualifications, whatever the learning context (formal, non-formal and informal),
- Establishment of a **stable consortium** among partner institutions in Italy, Germany, Romania, and Poland, and definition of a joint work programme for the application of the learning outcomes transfer model.

Questions about the objectives

- Most of objectives stated by the project are about developing tools ... but tools as such have to serve something else
- Who are the main beneficiaries:
 - Institution(s) in need for new tools?
 - Regione Lombardia? .. what do the other partners get out from this project?
 - better qualified workers, more mobile workers, more relevant qualifications for learners?
 - Customers, better services.
- Missing indicators to measure the achievement:
number/relevance of tools developed, number of workers, quality of services ..

Brief reminder of ECVET:

- ECVET for valorising **mobility**: *ECVET contributes to making recognised mobility an integrated part of individuals' learning pathways. It makes it easier for employers to understand qualifications achieved abroad. It also improves the credibility of international education and training experience by identifying and documenting what the learner has achieved.*
- ECVET for lifelong learning (**accumulation**): *ECVET supports flexibility of programmes and pathways to achieve qualifications, enhancing the opportunities for lifelong learning. It makes it easier to recognise the learning achievements that young people or adults have gained in other contexts - be it countries, institutions or systems (for example initial or continuous training) but also formal, non-formal, or informal ways of learning.*

ECVET is based on:

- Learning outcomes, which are statements of knowledge, skills and competence that can be achieved in a variety of learning contexts.
- Units of learning outcomes that are components of qualifications. Units can be assessed, validated and recognised.
- ECVET points, which provide additional information about units and qualifications in a numerical form.
- Credit that is given for assessed and documented learning outcomes of a learner. Credit can be transferred to other contexts and accumulated to achieve a qualification on the basis of the qualifications standards and regulations existing in the participating countries.
- Mutual trust and partnership among participating organisations (MOU and Learning Agreements).

- If ECVET is about accumulation and mobility of learners, do what extent ICARE is supporting flexibility of programmes and pathways to achieve qualifications and enhancing the opportunities for lifelong learning ... for migrant workers?
- ECVET addresses learners (at home and abroad) while ICARE addresses migrant workers ... learners too?
- For ECVET accumulation takes place in the home country: a learner is targeting a national qualification, unit by unit through different means ... which is NOT the case of ICARE ...
- but YES if the assessment of migrant skills would lead to the identification of missing units to get a full qualification

ICARE and mobility

- For ECVET, the knowledge, skills and competences acquired abroad are taken into account and recognised while back home. For ICARE it seems that the KSC acquired in home countries for migrants are NOT recognised in Italy as they have to go through an assessment process.
- Is testing the only way to validate knowledge, skills and competences?
- What about qualification/units gained by migrants in Italy, would they be recognised while back at home ... with or without **assessment**
- For ECVET such issues are normally agreed upon in the MoU

Specific features for ICARE

- Descriptors: in the ICARE matrices, the profiles are described in terms of **Learning outcomes, Knowledge and skills**
 - ...therefore learning outcomes becomes a descriptor while it is “statement of knowledge, skills and competence that can be achieved in a variety of learning contexts”
 - ... and the third descriptor of qualifications which is “competences” (autonomy and responsibility” disappears
 - Using common descriptor brings legibility and offers possibility of comparison.
- 2 Levels have been used for “units”: basic and more complex. Does this mean that there are only 2 levels on complexity? And what is complexity in this case? How to ensure a shared understanding of complexity between the project partners? Why about EQF levels?



Mounir BAATI
mba@etf.europa.eu
www.etf.europa.eu