The European Frameworks and why you should use them in your proposals

- DigComp & DigCompEdu
- ECVET
- EQAVET
- Entrecomp

DigComp 2.1 and DigCompEdu
The Digital Competence Framework for Citizens and Educators

With eight proficiency levels and showcase of best practices

Francesco Ventura Castellini – EGInA

What is DigComp 2.1?

The European Digital Competence Framework 2.1 developed by the EU Joint Research Centre offers a tool to improve citizen's **digital competence**.

It helps with **self-evaluation**, setting **learning goals**, identifying **training opportunities**, and facilitating job search.

Four dimensions

Dimension 1: Competence areas identified to be part of digital competence

Dimension 2: Competence descriptors and titles that are pertinent to each area

Dimension 3: Proficiency level for each competence

~~Dimension 4: Knowledge, skills, and attitudes applicable to each competence~~

Dimension 5: Examples of use on their applicability

Five areas and 21 competences

Area	Competences
Information and data literacy	• Browsing, searching, filtering data and information • Evaluating data, information and digital content • Managing data, information and digital content
Problem solving	• Solving technical problems • Identifying needs and technological responses • Creatively using digital technologies • Identifying digital competence gaps

Five areas and 21 competences

Area	Competences
Digital content creation	• Developing digital content • Integrating and re-elaborating digital content • Copyright and licences • Programming
Safety	• Protecting devices • Protecting personal data and privacy • Protecting health and well-being • Protecting the environment

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Five areas and 21 competences

Area	Competences
Communication and collaboration	· Interacting through digital technologies · Sharing through digital technologies · Engaging in citizenship through digital technologies · Collaborating through digital technologies · Netiquette · Managing digital identity

What is DigCompEdu?

The European Digital Competence Framework for Educators is the equivalent of DigComp that aims to describe what it means for educators to be digitally competent.

It provides a general reference frame to support the development of educator-specific digital competence in Europe.

What is DigCompEdu?

DigCompEdu aims to capture and describe these educator-specific competences by proposing **22 elementary competences** in **six areas** and **six different stages**.
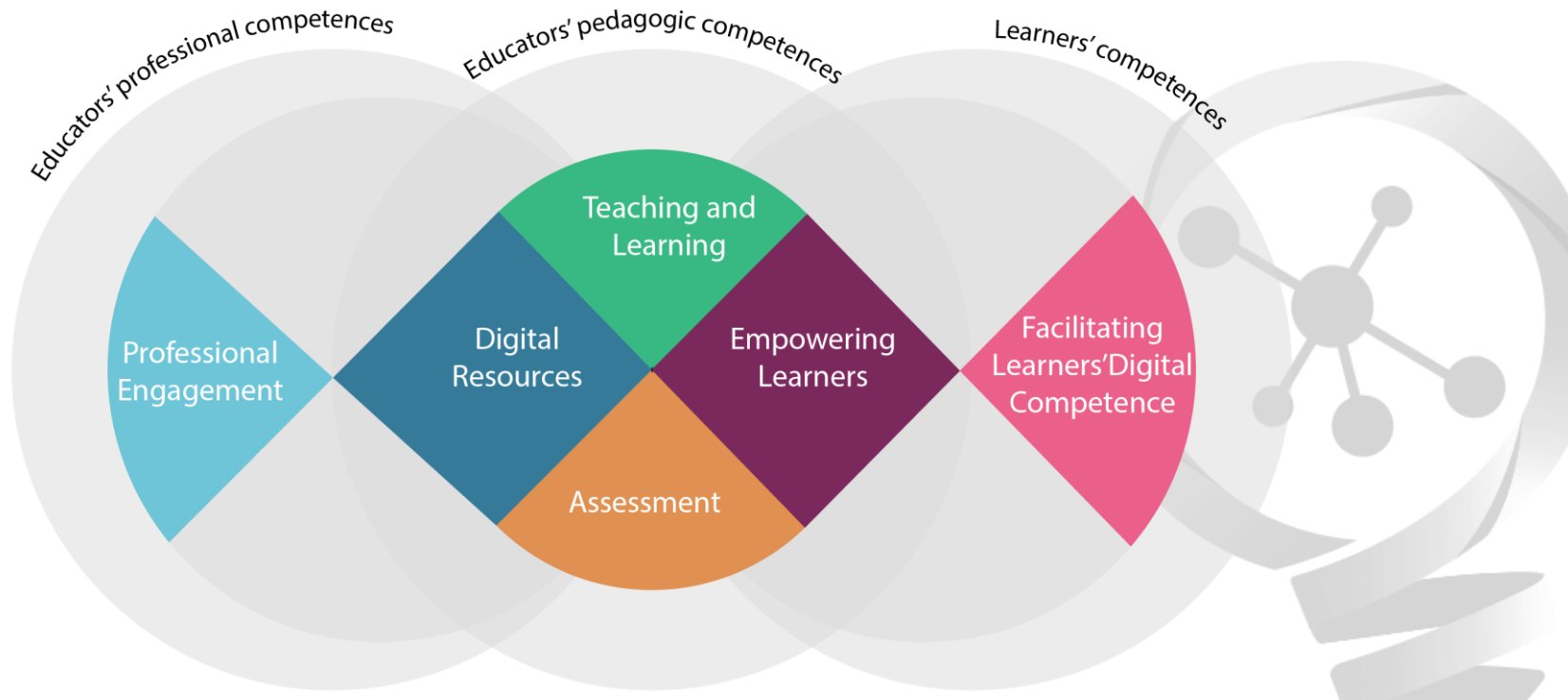
6

areas

6

stages

22

competences

What is DigCompEdu

Educators' professional competences

Educators' pedagogic competences

Learners' competences

Teaching and Learning

Professional Engagement

Digital Resources

Empowering Learners

Assessment

Facilitating Learners' Digital Competence

Co-funded by the
Erasmus+ Programme
of the European Union

SELFIE for teachers

SELFIE for teachers is an **online assessment tool** to help teachers and educators reflect on how they are using digital technologies in their professional practice. They can use the tool to learn more about the **digital skills** they have and identify areas where they can develop further.

SELFIE for teachers

SELFIE for teachers' questions and statements relate to uses of technology in the following areas

- **Professional** communication and collaboration
- **Personal learning and development**
- Finding and creating digital **resources**
- **Teaching and learning practice**
- Student **assessment**
- Facilitating student digital **competences**
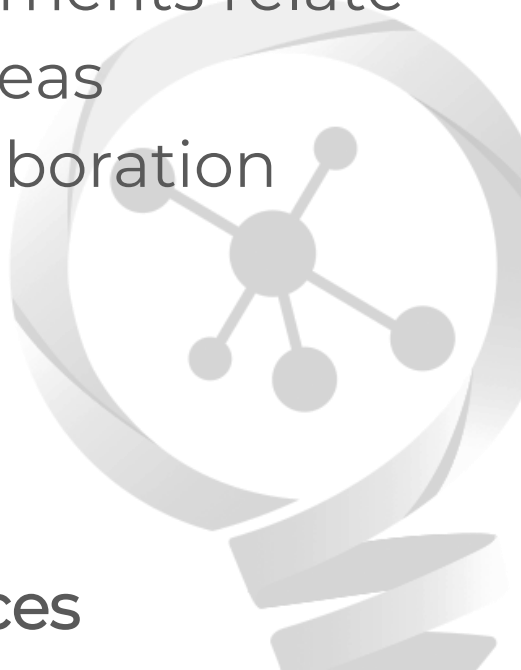
SELFIE for WBL

A feasibility study supported by the **European Commission**, the **European Centre for the Development of Vocational Training** and the **European Training Foundation** (ETF) showed the need for a new version of SELFIE specifically focusing on WBL arrangements.

The SELFIE for WBL tool will be launched in **2021**.

Best practices: The SEED Project

The SEED Project – Smart Entrepreneurial Education and training in Digital farming aimed at developing a new VET qualification profile for Advisor in Digital Agriculture built on modular units of learning outcomes mapped on both EntreComp and DigComp.

The curriculum has been mapped to EQF 5 level.

Best practices: The SEED Project

- **Professional** contents: **ISCO 08** – International Standard Classification of Occupations

- **Economic** position: **NACE CLIO** – General Industrial Classification of Economic Activities in the European Communities

- **DigComp 2.1** – Digital Competence Framework

- **EntreComp** – Entrepreneurship Competence Framework

What is ECVET

European Credit system for Vocational Education and Training

How to use ECVET in mobility in practice

1. Formulate learning outcomes together with your learner – what should your learners know, understand and apply after the mobility

| Knowledge	Skills	Competences
Know recipes for starters	Use appropriate cooking techniques	Identify the best ingredients for a starter

2. Summarise them to units of learning outcomes

Prepare hot and cold starters

How to use ECVET in mobility in practice

3. Check with your host partner if the expected learning outcomes are realisting to achieve

4. Think how to evaluate and assess the learning outcomes and agree on this with the host partner
   E.g. self reflection by the learner, observation by the trainer, questionnaire for learners and trainer, portfolion, interview, assessment / test

5. Agree on documentation and recognition of learning outcomes
   Europass Mobility, certificates
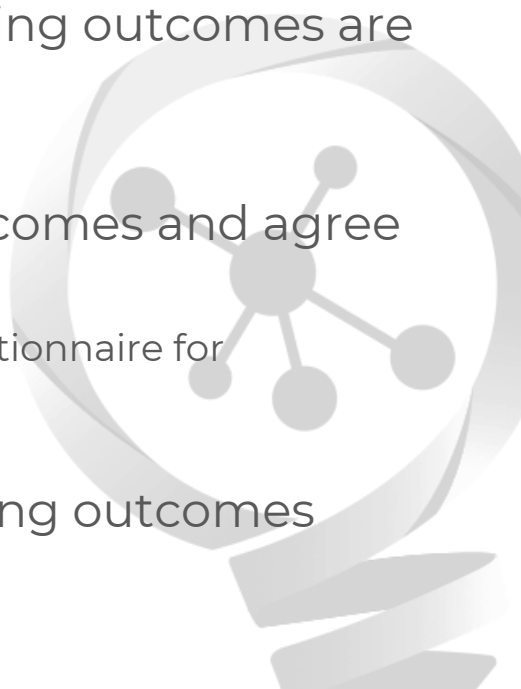
How to use ECVET in mobility in practice

5. Sign Learning Agreement

Learning Agreement

Lernvereinbarung ECVET

1. **Information about the participants** / Informationen über die Beteiligten
Contact details of the home organisation / Kontaktdaten der entsendenden Einrichtung

Name of organisation Name der Einrichtung	
Address Adresse	
Telephone/fax Telefon/Fax	
E-mail	
Website	
Contact person Kontaktperson	

1. Information about the participants
2. Duration of the learning period abroad
3. The qualification being taken by the learner - including information on the learner's progress
4. Description of the learning outcomes to be achieved during mobility
   Assessment and documentation
5. Validation and recognition

To be signed by home and host organisation & learner

Example question 4

Titel of the Unit:	< Titel of work task/ work process> **Prepare hot and cold starters**		
Reference tot he qualification:	< Titel of qualification> **Cook**	EQF-Level: **3**	
		NQF-Level:	

Description of the Unit: < brief description/overview of the steps and learning outcomes, required to fullfil the task, if applicable add information about the task area or context of work process > **Prepare the main hot and cold appetizers identifying the ingredients, preparation techniques and cooking methods to use**
Learning outcomes
He/she is able to: • < describe knowledge that refers to skills and competencies with active vocabulary like describe, explain etc.> • < describe skills/part of the work process with active vocabulary and result, if necessary use adverbial determinations> • < describe social and personal competence considering responsibility, quality of self-organization etc.> • understand the basic recipes for the preparation of hot and cold appetizers. • understand the ingredients for the preparation of hot and cold appetizers. • use different preparation techniques, cooking methods and their quality indicators for the preparation of hot and cold appetizers. • prepare starters based on the recipes. • choose spices and ingredients that fit

How to use ECVET in mobility in practice

6. Sign Memorandum of Understanding

Memorandum of Understanding

Draft version

'File code' of the Memorandum of Understanding (optional)

text here

1. **Objectives of the Memorandum of Understanding**

The Memorandum of Understanding[1] (MoU) forms the framework for cooperation between the competent institutions. It aims to establish mutual trust between the partners. In this Memorandum of Understanding partner organisations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit.

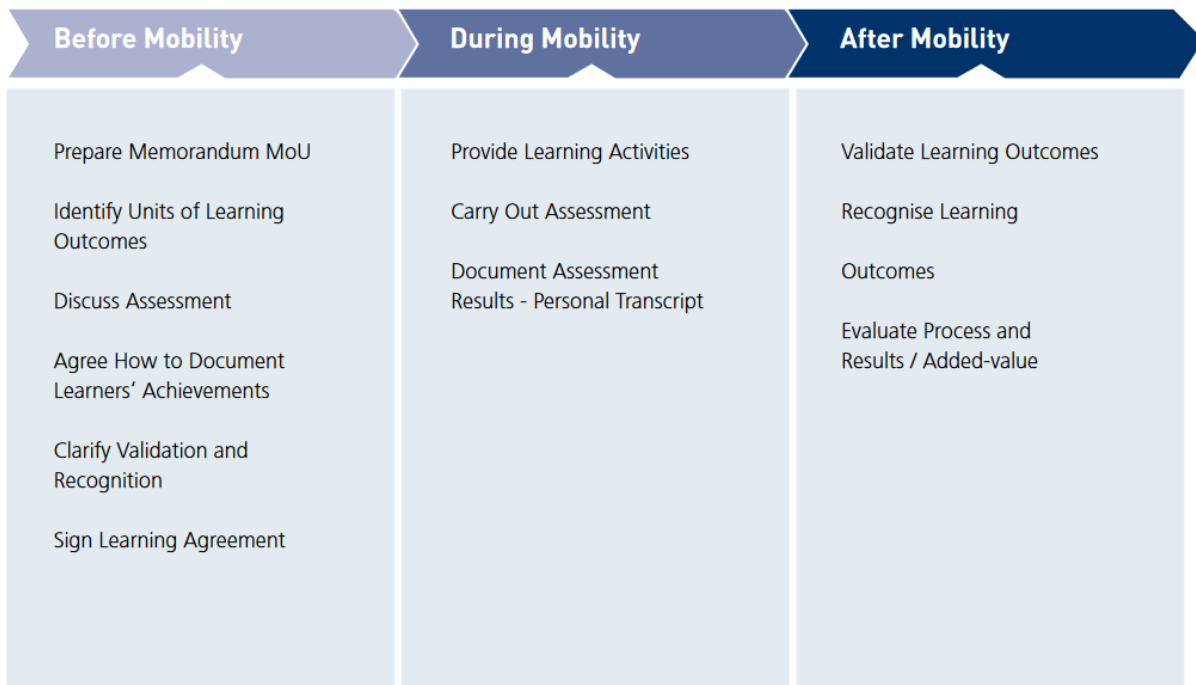| Are other objectives agreed on? Please tick as appropriate | ☐ No |
| | ☐ Yes – these are: please specify here |

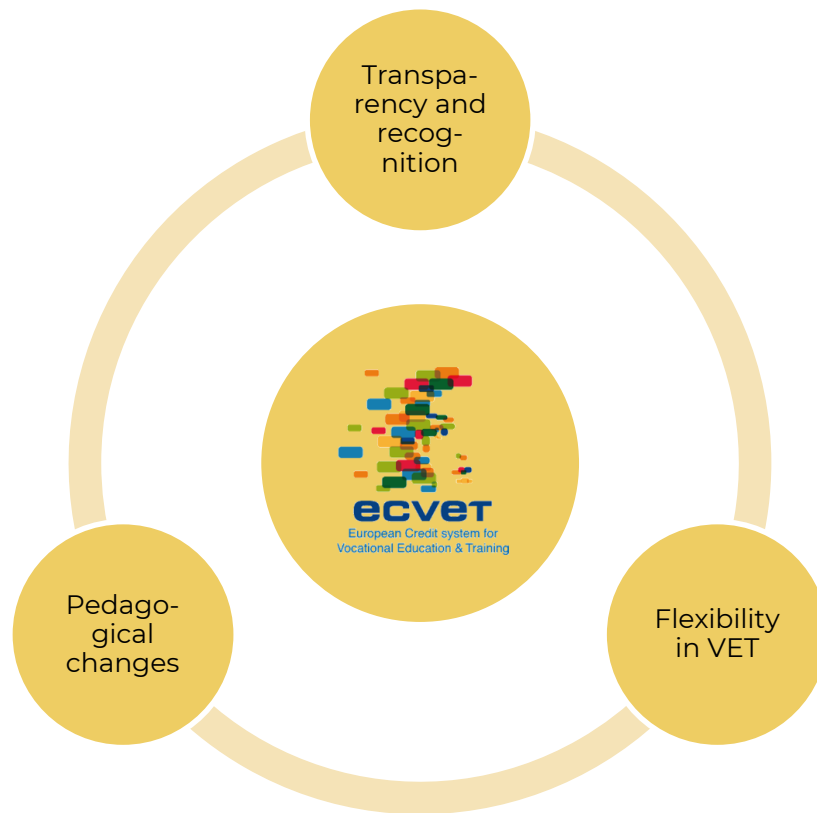**Framework for cooperation between partner organisations, from two or more countries**

- Information about the partner organisations
- Qualifications covered, e.g. *Cook*
- Units of learning outcomes relevant for the mobility process, e.g. *Production of meals, composition and planning of menus, ...*
- Assessment, documentation, validation and recognition, e.g. *evidence collection, skills demonstration, evaluation discussion, observing, self-evaluation...* documented and confirmed in *Europass Mobility...*

Tasks before, during and after mobility

Before Mobility	During Mobility	After Mobility
Prepare Memorandum MoU	Provide Learning Activities	Validate Learning Outcomes
Identify Units of Learning Outcomes	Carry Out Assessment	Recognise Learning
Discuss Assessment	Document Assessment Results - Personal Transcript	Outcomes
Agree How to Document Learners' Achievements		Evaluate Process and Results / Added-value
Clarify Validation and Recognition		
Sign Learning Agreement		

Source: www.ecvet-toolkit.eu

At a glance

Further information

- European Knowledge Center for Mobility: First information and explanatory videos: http://eu-mobility.eu/ecvet_overwiew/

- ECVET Roadmap: https://www.na-bibb.de/fileadmin/user_upload/na-bibb.de/Dokumente/06_Metanavigation/02_Service/Publikationen_Warenkorb/Broschueren/ECVET_Roadmap_EN_web.pdf

- Description of the EQF levels: https://europa.eu/europass/en/description-eight-eqf-levels
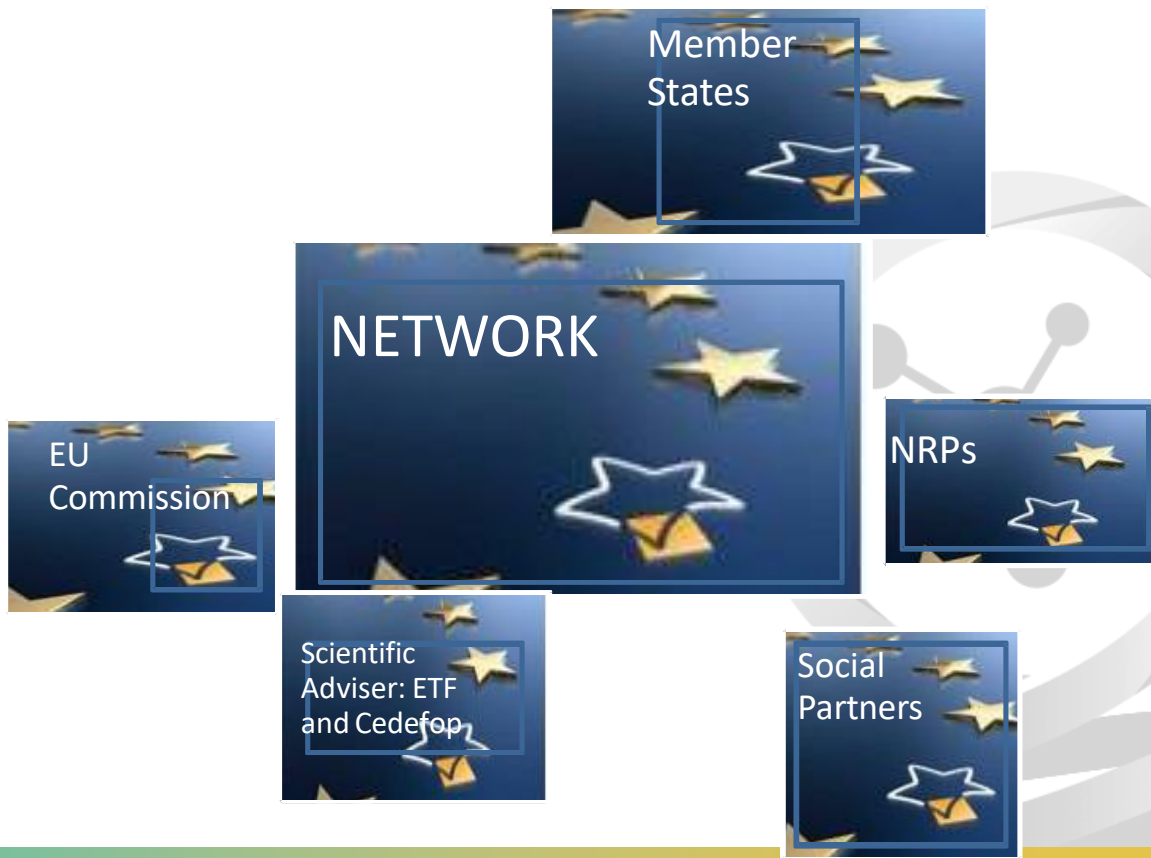
- Good practices: http://www.ecvet-projects.eu/toolbox/GoodPractices.aspx

ENNE Blended Course on Erasmus+ KA2 project proposal writing

EQAVET / Strengthening the culture of quality assurance in VET
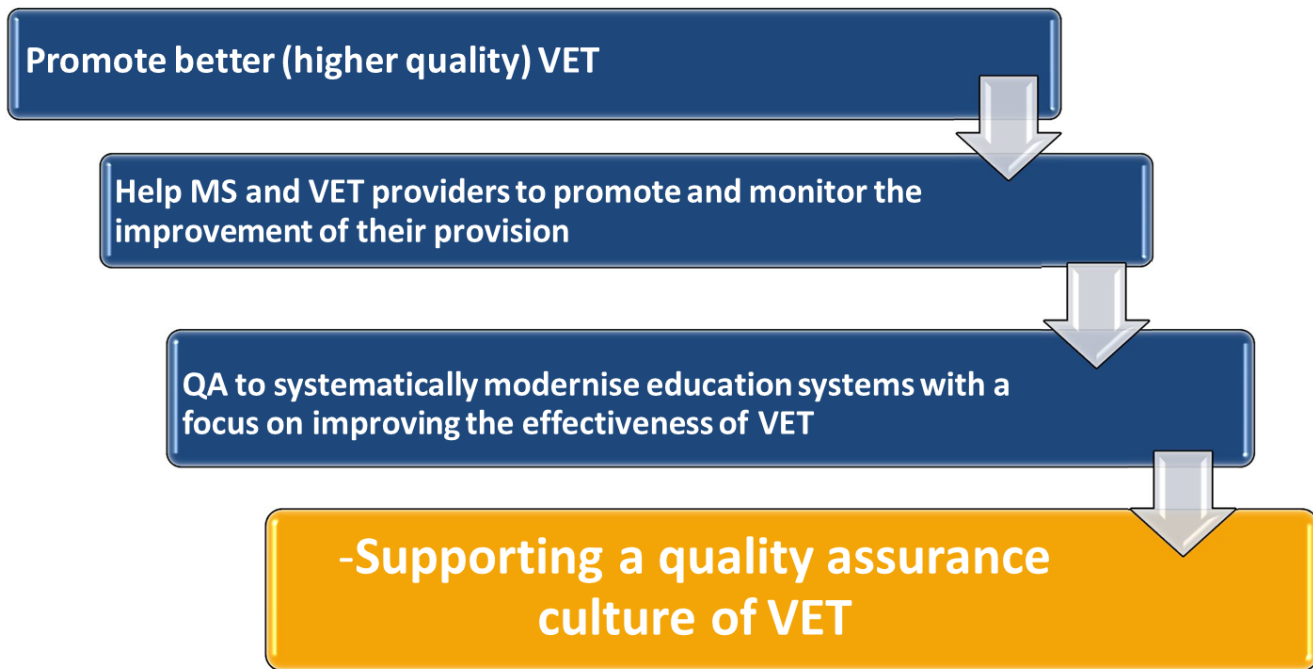
WHY EQAVET

EQAVET is a community of practice bringing together the EU Member States, the Social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework. (June 2009)

Member States

NETWORK

EU Commission

NRPs

Scientific Adviser: ETF and Cedefop

Social Partners

Supporting the development of a culture of quality assurance

Promote better (higher quality) VET

Help MS and VET providers to promote and monitor the improvement of their provision

QA to systematically modernise education systems with a focus on improving the effectiveness of VET

-Supporting a quality assurance culture of VET

EUROPEAN QUALITY ASSURANCE REFERENCE FRAMEWORK (EQARF)

- includes the need for regular monitoring (involving internal and external evaluation mechanisms) and reporting on progress;
- uses common quality criteria and indicative descriptors to underpin the monitoring and reporting arrangements;
- stresses the importance of common indicators to support the evaluation, monitoring and quality assurance of VET systems and providers;

THE QUALITY CYCLE

of the European Quality Assurance Reference Framework for Vocational Education and Training

1. Purpose and Plan

Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources.

2. Implementation

Establish procedures to ensure the achievement of goals and objectives (e.g. development of partnerships, involvement of stakeholders, allocation of resources, and organisational or operational procedures).
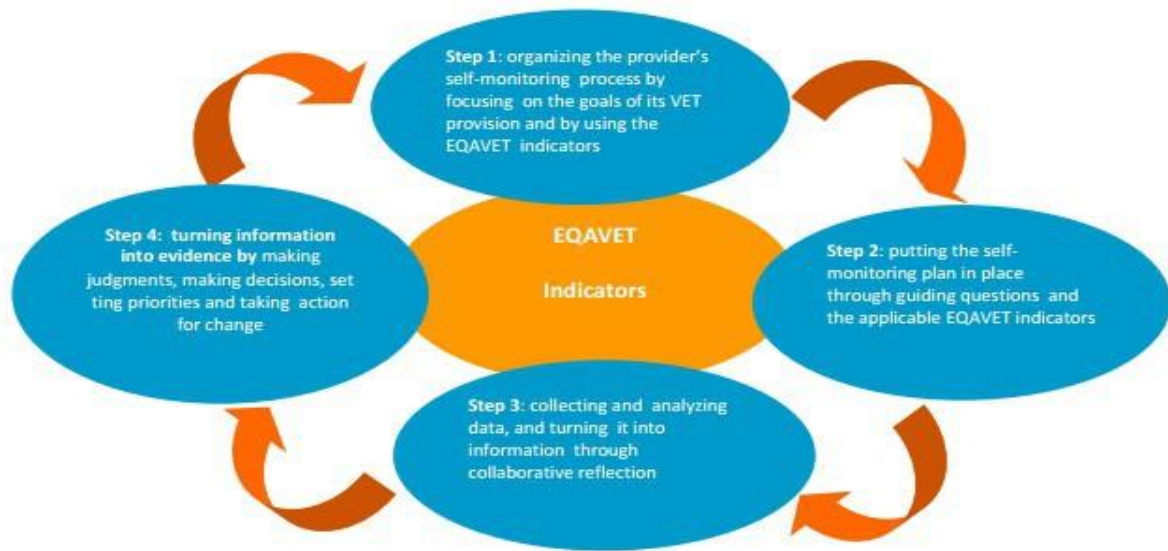
Planning

Implementation

Review

Evaluation

4. Review

Develop procedures in order to achieve the targeted outcomes and/or new objectives: after processing feedback, key stakeholders conduct discussion and analysis in order to devise procedures for change.

3. Assessment and Evaluation

Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment.

Self-monitoring cycle

Step 1: organizing the provider's self-monitoring process by focusing on the goals of its VET provision and by using the EQAVET indicators

EQAVET Indicators

Step 2: putting the self-monitoring plan in place through guiding questions and the applicable EQAVET indicators

Step 3: collecting and analyzing data, and turning it into information through collaborative reflection

Step 4: turning information into evidence by making judgments, making decisions, setting priorities and taking action for change

INDICATORS

The Framework is accompanied by a set of 10 indicators which may be used as a "tool box" by countries as they work on adapting and developing their VET systems. The indicators are not designed for benchmarking but rather to support a culture of quality assurance in VET.

- Relevance of quality assurance systems for VET providers
- Investment in training of teachers and trainers
- Participation rate in VET programmes
- Completion rate in VET programmes
- Placement rate in VET programmes
- Utilisation of acquired skills at the workplace
- Unemployment rate
- Prevalence of vulnerable group
- Mechanisms to identify training needs in the labour market
- Schemes used to promote better access to VET

Projects implementing EQAVET

Good practices and Success stories

- Evaluation of WBL learning outocomes in EQAVET framework (LOWE)

  - The General objective of the L.O.W.E. project was the improvement of the quality assurance system, in the evaluation and review phases of the QA cycle, specifically facing the dimensions related to the validation and recognition processes of learning outcomes (LOs) in WBL.

  - https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-IT01-KA202-006258

  - Toolkit, Guidelines and Digital Toolkit (temporarly unaivalable)

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Good practices and Success stories

- Quality standards for evidence-based vocational education: indicator 5 and 6 of EQAVET

  - The overall objective of QSE-VET is to develop a set of guidelines and indicators that help VET authorities and providers assess the relevance of the skills provided through their VET programmes against the requirements of employers.

  - https://qse-vet.eu/

  - Guidelines for educational authorities
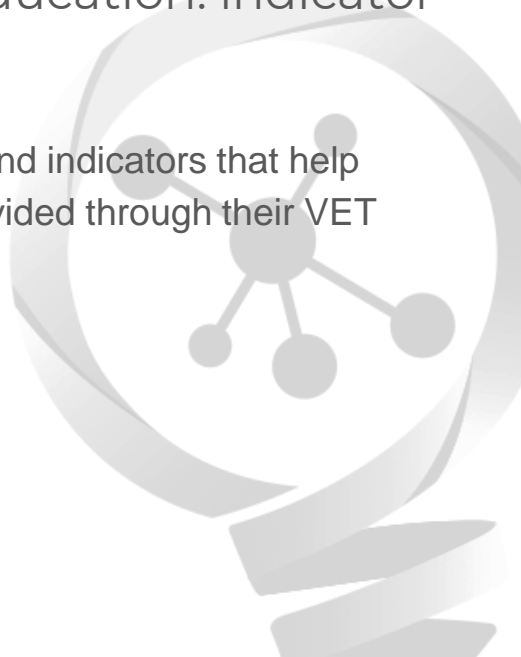
Good practices and Success stories

- Imprinting quality to entrepreneurship education – IN-QUAL

  - Steering the offer of entrepreneurship education towards higher quality standards inspired by the EQAVET Framework

  - https://in-qual.com/

  - Common Reference Framework, Guidelines and Training programme

Bantani Education

Transforming learning. Developing mindsets.

Candice Astorino

Research Coordinator

Policy &

European National Networks
for the Enhancement of VET

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of the European Union

The use of EntreComp

What?	Why?	How?
Competences	Goals	Inspiring practices
• Framework	• 5 goals	• TE.EN. FARM
• Flower	• Using EntreComp in VET	• Future Classroom Lab
• Aeras of competences	• EntreComp Europe	• Tools

Purpose of EntreComp

- ✓ To bridge the world of education & work

- ✓ Entrepreneurship as a key competence

- ✓ Identify competences

- ✓ Create a common understanding

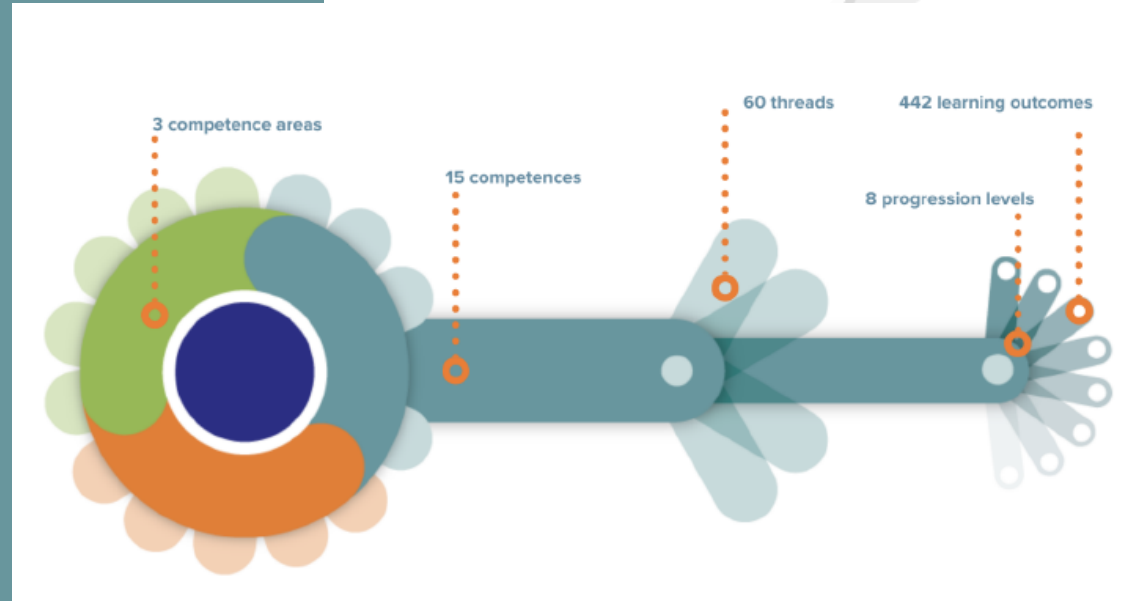- ✓ Support value creation (Social, Financial, Cultural)
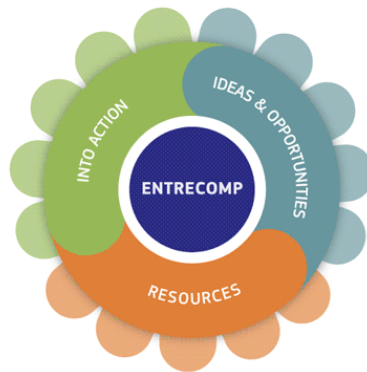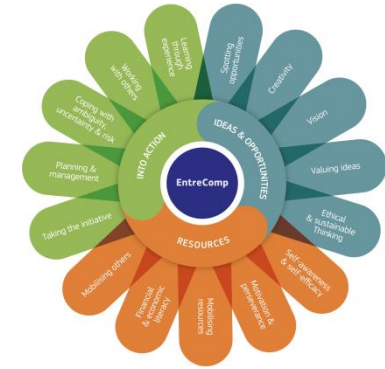
THE 3 AREAS AND 15 COMPETENCES

European Entrepreneurship Competence Framework,

3 areas:

- Ideas & Opportunities
- Resources
- Into Action

5 competences per area

442 learning outcomes

3 competence areas

15 competences

60 threads

442 learning outcomes

8 progression levels

constitute endorsement of the contents which reflects the views
hich may be made of the information contained therein.

Spotting opportunities
Creativity
Vision
Valuing ideas
Ethical and sustainable thinking

Self-awareness and self-efficacy
Motivation and perseverance
Mobilising resources
Financial and economic literacy
Mobilising others

Taking the initiative
Planning and management
Coping with uncertainty, ambiguity and risk
Working with others
Learning through experience

EntreComp & VET: Why is it relevant?

✓ Supporting policy and practice

✓ Turn ideas into actions in the real-world

✓ Assessing entrepreneurial skills

✓ Supporting training of educators, trainers and teachers to deliver entrepreneurial skills

✓ To design programmes and learning opportunities

✓ To recognise and certify skills
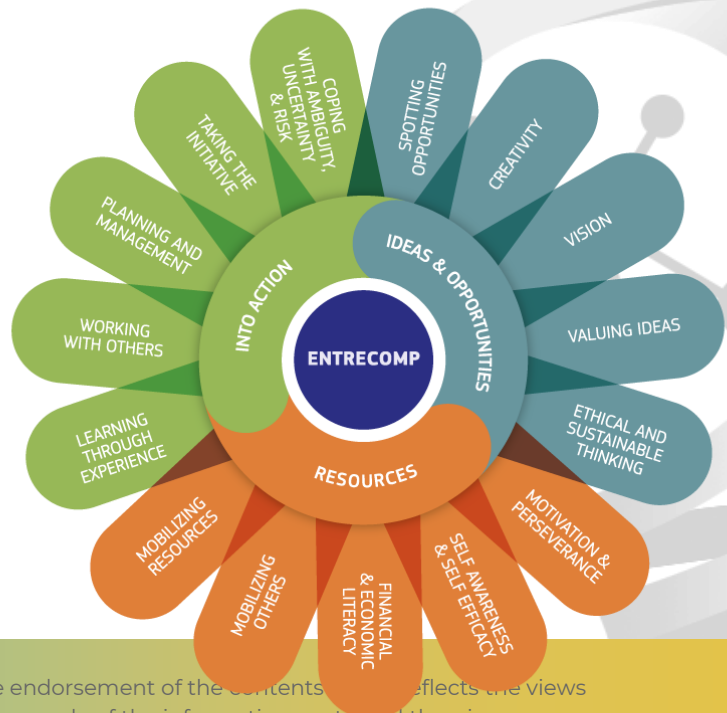
Using EntreComp to…
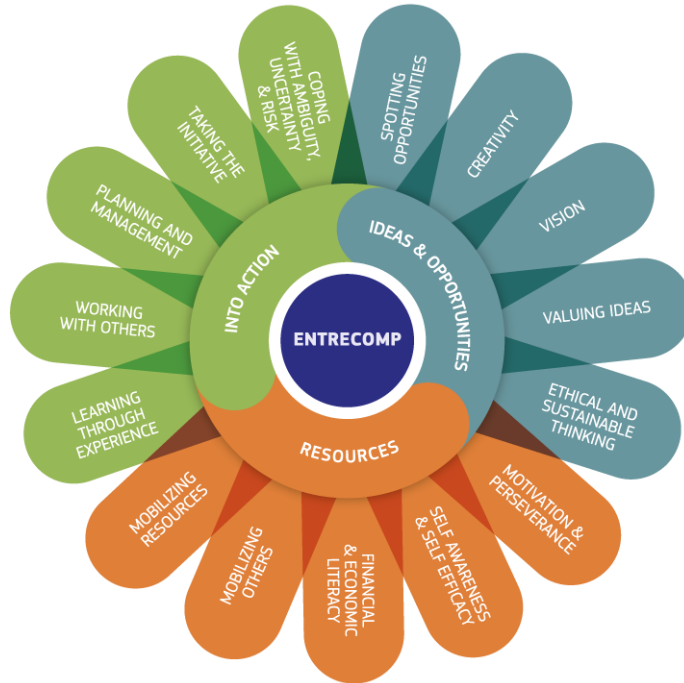
- **MOBILISE** interest in entrepreneurship and inspire action
- **CREATE VALUE** by adapting EntreComp to new situations
- **APPRAISE AND ASSESS** levels of entrepreneurship competences
- **IMPLEMENT** entrepreneurial projects and ideas
- **RECOGNISE** entrepreneurial skills and mindset

Actions supporting EntreComp

Creating communities

Supporting educators and formal education

Supporting youth work and non-formal learning

Targets:

- National Stakeholders
- Youth workers
- Educators and teachers
- Employment support organisations
- Enterprise support organisations
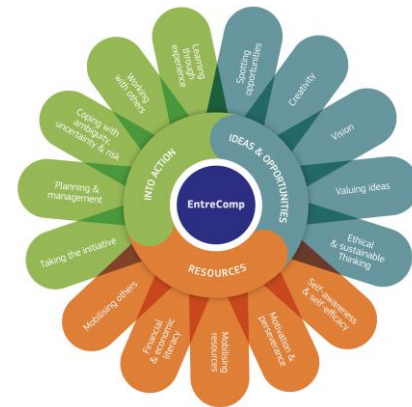- Employers

The EntreComp Community platform

Learn more about the framework and how to use it by visiting www.entrecomp.com and register on The EntreComp Community, an online learning platform around entrepreneurship

More on EntreComp...

Tools:

➤ **EntreAssess**: Reflection tool for educators and teachers ➔ https://entrecomp.thinqi.com/go/qkdalw

➤ **The EntreComp Evaluation Tool**: a tool based on the framework and was designed by Sandra Mangas

Business & Finance Vocational Education and Training Teacher and EntreCompEdu Teacher Pioneer.
EN: drive.google.com/drive/folders/1W_-3_2AsgMZE7MmhAKI-PT3rr-lAJROm
Spanish: drive.google.com/drive/folders/14DEsKL3c25GZ0l5khR8cB_jTxS1cARU0

➤ The EntreComp Flower multilingual (7 languages) available on the platform:

https://entrecomp.thinqi.com/repository/resource/cefcb97b-8f32-4e70-8581-77b712c3fa86/en

➤ Apply EntreComp to real-world scenarios with this bite-size learning activity:

https://entrecomp.thinqi.com/go/xyiqnk

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Благодаря

Obrigado!

Dank u!

Thank you!

Danke!

Grazie!

Merci!