

Implementation of the above process in mobility exchanges organised by Netinvet is a progressive development. For most training centres the above steps are new and it would not be realistic to expect that everything is fully implemented from the first mobility exchange. Therefore, the first stages of Netinvet concentrate on consolidating the network and starting to use the instruments available. More emphasis on the use of ECVET will be put in place in later stages of the network development.

### What are the results?

The network activities started even before the network was officially launched under the auspices of the Recomfor project. In 2010-2011 more than 150 mobility exchanges were organised. These lasted from three weeks to three months. The numbers show the strong interest training centres in the network have in developing mobility for future export-import professionals. Students are also enthusiasts as they see international experience as added value for their future career in this field<sup>5</sup>.

One could ask what difference does the network make to those training centres which were already engaged in running mobility exchanges before the network was created. As put by Gerard van den Akker from the Albeda College in the Netherlands:

*Netinvet enables me to send students on mobility to partner institutions while knowing that the quality of the learning experience will be ensured. The Netinvet tools make it possible for me to send students abroad without having to send an accompanying teacher with them which represents an important economy of resources.*

The success of the network can also be measured by the interest it raises among other sectors. Organisations from the transport sector have approached CGI to mutualise resources for coordination of the network and to open it to training centres from the transport sector.

## FOCUS

An article by Cecile Mathou, GHK

# Presentation of project outcomes of CAPE-SV to French social partners

On 26 May 2011, CAPE-SV held a progress meeting gathering European partners in Paris, to take stock of the work done in the past two years and present their work to French social partners in the performing arts sector. This meeting was also an opportunity to take stock of the added value of the project, as perceived by each individual partner.



CAPE-SV, unlike other ECVET pilot projects, did not aim at testing mobility on the ground, based on ECVET tools and principles. Its primary concern was to first create the conditions that would make mobility within the sector possible, by identifying common competences across occu-

<sup>5</sup> See for example the minutes from the Recomfor final conference that capture, among other things, inputs from students: [http://www.netinvet.eu/actualites-netinvet#news\\_27](http://www.netinvet.eu/actualites-netinvet#news_27)

pations in the sector, agree on common procedures for recognition, accumulation and transfer and formalise these procedures. Ultimately, the project aims at creating tools to facilitate geographical **and** professional mobility within the sector, given the importance of occupational mobility of professionals in the sector.

The starting point of the project's approach was therefore to develop tools to enable the project partners to describe the content of their qualifications in a transparent manner using

learning outcomes, focusing on technicians and administrative staff. The project team first identified the chronological phases related to work processes common to various occupations in the field. Learning outcomes were grouped according to stages of the production process in the performance arts industry: planning, designing, implementing, and evaluating.<sup>1</sup> More recently, the partners have been working on identifying results that could be assessed (assessable outcomes), for each learning outcome identified, as illustrated by the figure below.

**CAPE-SV comparison of assessable learning outcomes to identify commonalities – unit ‘production of transmission and information documents’**

**RESULTATS EVALUES / ASSESSED OUTCOMES : \_\_\_\_\_**

Unité de travail : « production de documents de transmission et d'information »

		RBC	CFPTS	STAFF	INSTITUT
<b>METHODES &amp; PROCEDURES / METHODS &amp; PROCEDURES</b>	utiliser les conventions graphiques lumière   <i>use lighting graphic conventions</i>	●	●	●	●
	décrire précisément le matériel nécessaire   <i>describe equipment needs</i>	●	●	●	●
	dessiner les éclairages   <i>draw the design</i>	●			
	définir les procédures de montage   <i>define fit up procedures</i>		●		●
	dessiner un storyboard   <i>draw a storyboard</i>	●			
	maintenir le cahier de régie à jour   <i>keep show report updated</i>				●
	déterminer les besoins en personnel et en temps   <i>define needs for staff &amp; scheduling</i>		●		●
	collecter les plans   <i>collect plans</i>			●	
etc ...					
<b>OUTILS &amp; MOYENS / TOOLS &amp; MEANS</b>	logiciel DAO 2D   <i>CAD 2D</i>	●	●		●
	logiciels de bureautique ( <i>Word, Excel</i> )	●	●	●	●
	logiciel bureautique ( <i>Open Office</i> )			●	
	logiciel <i>WYSIWYG</i>	●	●		●
	dessin   <i>drawing</i>	●	●	●	●
	maquettes   <i>model</i>	●			
etc ....					
<b>COMMUNICATION – RELATION / COMMUNICATION</b>	communiquer avec l'éclairagiste   <i>communicate with lighting designer</i>		●		●
	communiquer avec le régisseur   <i>communicate with lighting manager</i>	●			
	communiquer avec le régisseur général   <i>communicate with stage manager</i>		●		●
	communiquer avec les techniciens   <i>communicate with lighting technicians</i>	●			
	rendre compte au régisseur lumière   <i>report to lighting manager</i>			●	
etc ....					
<b>ENVIRONNEMENT – CONTEXTE / ENVIRONMENT</b>	lieu de spectacle dans les murs, hors les murs, en tournée   <i>performing space indoors &amp; outdoors, touring</i>	●	●	●	●

1 For a more detailed description of the CAPE-SV methodology see article on CAPE-SV in EVCET Magazine, Issue 1, June 2010.

The comparative grid will support the drafting of learning agreements related to mobility programmes, taking into account individuals' needs, their profiles and backgrounds.

The correspondence between learning outcomes assessed abroad and at home will be possible through the identification of common and specific elements.

Whilst common elements can be clearly validated, recognised and integrated into the qualification at home, the specific elements that are not common to the partners represent the added value of mobility. They could be recorded using Europass mobility.

The method is still to be tested concretely, to determine whether certain elements cannot be recognised at all.

### Added value and impacts at the national level

Following the presentation of progress made, the different partners had the opportunity to discuss the added value of the participation in CAPE-SV and their perceptions about the application of the project's results in their country.

For the UK partner for instance, this work has led to a clear understanding of technical training in Europe in this area, and constitutes a body of knowledge that should be of real value in the future. For VET actors in the UK, understanding apprenticeship schemes in other countries is very important, in a context where important changes are taking place in VET systems. Encouraging VET students to move across Europe is also an important issue in the UK. ECVET can certainly support this.

In Spain, taking part in the project is an opportunity to introduce ECVET principles and the tools developed by CAPE-SV to the national and regional authorities in charge of reforming VET systems. In the past five years the Spanish VET system has introduced modifications increasing its flexibility and relevance to the needs of labour market. ECVET also opens new doors in terms of recognition and validation of prior experience (VNFIL), particularly in the performing arts sector.

In the Czech Republic, a national qualification framework is being set up, a law on VNFIL has just been adopted and the VET system is undergoing important developments. In this context, CAPE-SV is ideally placed to feed into the new system being set up. From the point of view of learners, mobility in the field of performing arts has real added value. In particular, students can learn something that is not taught in Czech Republic, such as 'administration du spectacle', or other technical aspects that are not part of the Czech curriculum.



As highlighted by the French partner, it is still too early to comment on the concrete impact of ECVET on mobility in this sector in particular, given that no real life mobility has been tested by the project. What is important, at this stage, is to start setting up solid partnerships that will be the basis for exchanges when mobility will be tested on the ground. Projects such as CAPE-SV can therefore play a key role in stimulating a dynamic of networking and partnership, for future mobility.

On the other hand, the impact of ECVET on national qualification systems is already being felt in France, where accreditations for VET qualifications must be renewed every five years. The French Commission nationale de la certification professionnelle (CNCP – national committee for professional certification) checks the coherence, complementarity and renewal of diplomas and qualification documents, together with their adaptation to evolution in qualifications and work organisation. The lead partner CFPTS, (Centre de Formation Professionnelle aux Techniques du Spectacle, Vocational Training Centre for Performing Arts Techniques) has started to use part of the project results when renewing two of its qualifications: 'Show manager' and 'general manager' with the CNCP. This was an opportunity to formulate training and occupational standards differently, in a way that is more ECVET friendly. More generally, as the provision of training in the sector is being reviewed, training programmes are becoming increasingly modularised. This is an illustration of the added value of the bottom-up strategy at the core of CAPE-SV.

Overall, the project outcomes are seen as the first preliminary steps toward the implementation of actual mobility on the ground. In the long term, one could imagine building modules that could be delivered in different countries in Europe, fully recognised in a national diploma or recorded in Europass.

### Next steps

As part of their ambition to create the conditions favourable to mobility (professional and geographical) in the sector, the partners agreed on a general framework for the memorandum of understanding (MoU). Two templates of MoU have been elaborated and completed by the project partners, focusing on learning outcomes corresponding to occupations in the sector, such as 'scheduling time and planning work process'. The ultimate goal is to produce a clear, common framework that can be adapted to the variety of situations and occupations in the performing arts sector. It was decided for instance, that in order to find a common language, descriptions of work tools or processes will be as generic as possible (for example, it will not mention trademarks of specific software, but use generic names instead).

In the short term the next step is the testing of some of the project results during two juries in September and October organised by the CFPTS for its candidates. The results of these juries will be discussed with all the project partners to assess the applicability of the system to a programme of geographical mobility.

The signature of a MoU on the mobility of technical and administrative staff in performing arts in Europe is envisaged to take place in December 2011. This agreement would formalise the principles of a mobility programme elaborated in October.

### FOCUS

An article by Anette Curth, GHK

# ECVET system for European hospitality

## No borders in tourism hospitality

### European Training and Work (N.E.T.WORK)

The tourism sector is an international field of work which requires a mobile and multilingual work force. International experience during the training phase is an important prerequisite to equip students with the necessary skills, knowledge and competences and to broaden their perspectives. To promote mobility among students in the tourism sector, the N.E.T.WORK project looked out for a way to utilise the ECVET system for better cross-border comparability of learning outcomes, competences and qualifications.

The common project work started with an analysis and comparison of four different national qualifications relating to working at the reception of a hotel. Common macro-competences were defined and - based on these results



- units of learning outcomes were developed. It was then compared how far these units are in concordance with the national, or in the case of Italy, regional, qualifications; in other words, how far the students acquired the defined skills, knowledge and competence in their respective training pathway. The partners then experimented with the assessment of these units – respectively the connected