

PROVIDE

PROVIDE – PROMoting the Validation of Informal and non-formal learning and the Development of key competences for professionals in vocational Education

Objectives

PROVIDE aims at developing and piloting a learning approach for educational professionals in vocational education and training (VET) to promote and validate the development of their professional key competences. This shall be achieved by merging and further developing two approaches: the validation approach [LEVEL5](#) to validate learning outcomes in non-formal and informal learning contexts, on the one hand, and the Competency Framework for Adult Educators developed in the study “Key competences for adult learning professionals” ([KCAE](#)), on the hand. The emerging approach shall be transferred to the professional practice of educational staff in vocational learning (teachers, trainers, tutors and school/institution managers etc.)

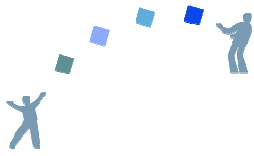
More precisely, a competence based learning system for educational professionals will be developed so that the emerging PROVIDE system allows for acquiring and validating key competences in different learning contexts such as continuing vocational training for educational professionals or learning at the work place.

Pilot course on competence oriented learning and validation



In February 2015, the PROVIDE team carried out a European course to pilot the PROVIDE system with 30 participants from different educational fields in Europe. During the two-day course the focus was on the concept of competence based learning and validation of competences, on the one hand, and on preparing a professional learning project that participants would carry out back home in their professional context, on the other hand.

In the follow-up phase the participants will meet virtually in order to exchange and discuss on their learning projects. The first meeting will take place in early April. At the end of the learning project the learning outcomes of the learning experience will be validated by means of the validation system LEVEL5.



The learning projects



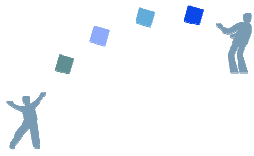
The envisaged learning projects are as diverse as the European course participants themselves. We have participants that envisage carrying out learning projects at their working place involving a few colleagues in the learning process, and we have participants that have set up a self-learning project. The competences that shall be enhanced vary to a large extent: learning to learn, creative thinking, and problem solving etc.

Here are some concrete examples of the learning projects:

1. Development of assessment instruments: This project aims to improve the quality of performance interviews in a VET school. The LEVEL5 reference systems that the PROVIDE project team has set up will be used to specify content in regard to distinct competences. During the learning project the involved teachers will apply it for three competences on themselves and then get together to exchange about it.
2. Training on competence oriented learning: The project owner wants to develop and deliver training for independent consultants on competence based learning and how the competence oriented approach can be implemented in coaching of leaders/managers. LEVEL5 shall be introduced as a tool for promoting reflection on own and on staff performance.
3. Learning to learn competence for students going on Erasmus Mobility: This project focuses on the development of the competence to plan and organise the own learning process as sub competence of the learning to learn key competence. Students have already received a lecture on it and are now in the practice phase. Yet a reference system needs to be developed on which the assessment of the competence development will be based.
4. IT-based learning for mobility students: The learning project focuses on the development of an it based learning environment for mobility students with an inbuilt function to assess and validate competence developments. The project team consisting of trainer and technicians uses this project to develop new competences, especially in regard to planning, assessment, facilitating IT based learning and validation. The tool shall be tested in a mobility course.
5. Promoting learning and validation among volunteers: The learning project shall enhance competences of actors in the volunteering sector to better steer learning among volunteers and to validate their competence developments acquired in the volunteering activities.

The PROVIDE team has accompanied all learning projects and will meet some representatives in Heerlen, the Netherlands, in June 2015 for an exchange on their experiences with their competence oriented learning projects.

Find more information on:
www.provide-eu.org



Project Partners



Coordination
BUPNET GmbH,
Göttingen, Germany
www.bupnet.de



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