



  Istruzione e cultura  
**Leonardo da Vinci**



**The Leonardo da Vinci project –  
Go.C.E.T.**

*“The relevance of social partners and  
public authorities in the management  
of the VET system”*



## **OBJECTIVES OF THE PROJECT:**

- **To improve the quality of continuous vocational training** by identifying means to assess the skills acquired outside the formal training system, recognizing and validating skills that contribute to increasing the adaptability to organizational and technological changes.
- **To identify best practices** in continuous training, explicitly referring to the **implementation of a system for acquiring, enhancing and transferring** the contents of non-formal and informal learning.
- **To promote social dialogue** as an additional instrument necessary to increase social investments in human resources, fight the risk of social exclusion and favour **a knowledge-based society**.

## **PARTNERS OF THE PROJECT:**

- France
- Germany
- Great Britain
- Italy
- Czech Republic
- Hungary
- Switzerland (as silent partner)

## **ACTIVITIES OF THE PROJECT (1):**

- Activities have been grouped into five phases:
  - *First phase*: work planning and division
  - *Second phase*: analysis of national cases
  - *Third phase*: comparison of experiences
  - *Fourth phase*: preparation of outputs
  - *Fifth phase*: dissemination of results

## **ACTIVITIES OF THE PROJECT (2):**

- The work carried out during each phase was complemented by the following:
  - Accomplishment of a website ([www.leonardo-gocet.info](http://www.leonardo-gocet.info)).
  - Drawing up and application of a quality plan.

## OUTPUTS OF THE PROJECT (1):

- The work carried out during the different stages led to the drawing up of five reports:
  - **Report 1:** analysis of the national systems of continuing educational and training systems in each country participating in the project.
  - **Report 2:** definition of the terms used in each participating country in relation to the characteristics of the system of continuing vocational training, the role of the institutions and social partners, the funding system, the monitoring and assessment of educational and training activities.
  - **Report 3:** analysis of three national cases in each country participating in this project in relation to on-the-job-learning and the role of institutions and social partners in acknowledging and validating skills obtained in non-formal and informal way.

## OUTPUTS OF THE PROJECT (2):

- **Report 4:** preparation of a catalogue of good practices after identifying the main features derived from the empirical analysis of the national cases and relating to the formulation of hypotheses of best practices according to the definition hereof previously decided upon.
- **Report 5:** drawing up of a guide for decision-makers. The guide is based on the analysis of the national systems and of the empirical case studies and is meant to provide indications and recommendations in the area of on-the-job learning and recognition and validation of skills.

## **MAIN RESULTS OF THE RESEARCH WORK (1):**

- **General assumptions about the systems - *Preliminary indications:***
  - **Focus on individuals**, with their specific requirements in terms of education and training, use and recognition of skills acquired during their lives and in different ways.
  - **Focus on competence**, identifying and sharing instruments which can recognize and certify it, also looking at the workplace and daily life experiences as an opportunity to improve one's occupational skills.
  - **Focus on the need to have high quality training**, with more homogeneous opportunities in terms of supply. To this end it is necessary to identify competency standards, making reference to training units, so as to have the right level of flexibility and adaptability to specific conditions. Credits should be attributed based on each single training unit where the individual participated to increase and improve his/her own occupational know-how.

## **MAIN RESULTS OF THE RESEARCH WORK (2):**

- **General Assumptions concerning Good Practices:**
  - In a vocational training system based on skill recognition workplace learning processes are of the utmost importance.
  - Recognition brings together methodologies, instruments and actors who seek to help individuals present their knowledge in a reflective manner. This widespread in the different contexts, but may or may not be linked to a training process.
  - Validation is a fundamental aspect linking recognition and certification. In the countries taking part in the study, different skill assessment procedures are being introduced.
  - The role social partners and institutions play, which are called upon to determine the paths from the recognition to the validation and certification, is of the utmost importance.

### **MAIN RESULTS OF THE RESEARCH WORK (3):**

- **Indications and Recommendations (1):**

1. One must identify instruments and procedures allowing the individual to consolidate, as transferable heritage of the worker, the basic elements of his occupational know-how, setting down rules which are shared by the different actors.
2. To this end it is important to define clear, realistic and usable validation procedures suitable to the institutional and cultural conditions of the different contexts and capable of being easily “represented” by the subjects which may be interested in the validations.
3. Methods and devices allowing the objectives set down in recent European documents concerning the validation of informal and non-formal learning to be met should be adopted.

### **MAIN RESULTS OF THE RESEARCH WORK (4):**

- **Indications and Recommendations (2):**

4. It is important to set down a system envisaging support activities to the procedure which puts training and not only validation at the centre allowing the candidates to consolidate the results of the learning which they carried out at an informal and non-formal level.
5. If such system is to be a real occupational development opportunity for the worker, the validation must have a legal value allowing the worker to use their qualification on the labour market and offer their the possibility to move to another company.
6. Concerning certification, the institutions, that decide on the legal value and the educational importance of a occupational experience, and the social partners, who are working on the recognition of workers’ skills in the contract of employment, must be aware of the need of a common path oriented towards shared goals.