



VITA

The VITA Survey

Needs Analysis

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1 Summary of the VITA needs analysis

In the stocktaking phase of the VITA-project a needs analysis investigating the demands of different learners' target groups and educational sectors with regard to validation of service-related learning outcomes was carried out. The study was based on both qualitative and quantitative methodology.

At the beginning a desk research was carried out to describe the state of play in regard to validation in European educational sectors and to outline the meaning of "service oriented competences". The partnership agreed to refer to the EUROPASS categories of social, personal and organisational competences (SPOC) that would comprise the competences necessary to cope with the challenges of the "service economy".

The VITA partnership developed a comprehensive online questionnaire that was filled by 165 experts from different educational sectors of the LLP from 20 European countries. Parallel 20 interviews were carried out with experts who are in charge of learning projects or activities dealing with service-oriented competences in the different sectors. Generally all respondents of the questionnaire consider SPOC as highly relevant for their learners, both for their career development and for life in general.

Asked which competences are considered most important for good performance in the service economy, communication is ranked first.

Indeed communication is a vehicle for interaction and forms the underlying competence to perform in any social context, for instance teamwork, leadership or negotiation. Furthermore, flexibility, self-confidence and self-reflection, problem solving, team competence and learning to learn are highly appreciated. At the same time these competences are also seen as most appreciated by learners and also conveyed in some form in the respondents' learning offers.

Results of the questionnaire indicate that evaluating social and personal competences is considered being increasingly important in many contexts.

Almost all respondents consider it important to offer evidence of SPOC development to their learners, however, only 40% of the respondents stated that they had evaluated competence development in structured ways before.

Most of them used instruments of formal education like test, exams and evaluations. ICT based tools to evaluate competence developments have so far only been used by one quarter of the respondents but the majority of respondents (84%) stated a high interest in using specific tools to assess SPOC.

According to the respondents such a tool should show meaningful results and should offer the opportunity to be customised to different contexts.

It should provide detailed competence descriptions and a connection to the learning content. Most often mentioned were the characteristics "easy to use, time effectiveness and at low costs".

Main purposes of evidencing SPOC development are seen in being able to improve one's own work (73,3%) and to validate the competence development in order to support the learners' career development (69,5%). Promoting self-awareness and self-reflection of the participants is also considered a relevant benefit by more than half of the respondents.

The findings of the online questionnaire were substantiated by expert interviews using additional qualitative parameters to the analysis.

Generally there are different views on social, personal and organisational competences. along two main lines of argumentation. One mainly focuses on aspects of employability, the other rather stressing the importance of SPOC for the development of personality and well being.

Working fields that closely relate to the world of labour rather focus on the importance of social, personal and organisational competences for the employability of learners (HE, VET). In adult education the benefit of SPOC for personality development is in the foreground. In the school sector they are also considered as supporting successful learning and as vehicle for peaceful cooperation in the classrooms.

In exceptional cases SPOC are already considered in formal education courses, e.g. in the German higher education sector for degrees in natural sciences.

However, in most sectors and countries SPOC are mainly conveyed informally or in non-formal ways, e.g. through extracurricular school projects, practical exercises in VET or in work- and study-placements.

In year two of the VITA project the findings described above were substantiated by a second online survey addressing employers from different branches in order to highlight on the demand-side of SPOC and their relevance for the service economy.

Representatives of employment agencies in 5 partner countries, as intermediate stakeholders, were interviewed to complete the picture.

A desk research on existing IT based approaches to assess and validate SPOC and two national reports from Turkey and Lithuania round up the stocktaking within VITA.

2 Groundworks on Validation of Learning Outcomes

The validation of non-formal or informal learning is a priority in the EU's actions to support education and training. However, countries around Europe are at different stages in supporting this validation. Some have started to establish systems, while others are only beginning to develop in this field. There is an increasing interest to take account of the full range of an individual's skills and competences – not only those acquired in formal education systems. Recognising all forms of learning is, therefore, a priority of EU action in education and training. Yet, different terms in the context of validation are being used in different contexts and with different purposes. Hence we would like to introduce a few definitions on which our development work has been based.

2.1 Definitions

A simple definition of *validation* is 'the process of identifying, assessing and recognising skills and competences acquired in formal, non-formal and informal settings'. The CEDEFOP 2009 guidelines state that validation is "the confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against pre-defined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification".

Important stakeholders and authors of the European Commission (e.g. Werquin 2010)¹ state there is some confusion around the term *validation* and rather concentrate on the expression *recognition of prior learning*, which seems meaningful. In sociology, recognition is the public acknowledgement of a person's status or merits (achievements, virtues, service, etc.).² In the context of validation, the term is used as similar to the concept of approval: 'to give recognition for achievements or status of performance'; 'to give credits for the achievements'.

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after the completion of a process of learning (ECTS - EU, 2004). For the last few years, learning outcomes have come into the focus, since no reliable data about the quality of teaching and learning were available and input indicators turned out to lack reliability and significance. Learning outcomes should provide comparable information about what learners have actually learned. They are a counter-concept of time-based systems such as ECTS (compare chapter 2.5.3).

2.2 EU-Policy Background

The European "Validation of Non-formal and Informal Learning" is recognised as an important tool in the pursuit of economic and social goals at European level.³ Its importance is underlined by the fact that a number of European stakeholders have been

¹ Werquin, P., during the "Observational Final Dissemination Conference". Brussels: 2010.

² Cf. [en.wikipedia.org/wiki/Recognition_\(sociology\)](http://en.wikipedia.org/wiki/Recognition_(sociology)).

³ CEDEFOP. "2010 Update of the European Inventory on Validation of Non-formal and Informal Learning - Final Report", 2010.

contributing to or further promoting development of validation. The following results illustrate the ongoing activities:

- Common European Principles for the Identification and Validation of Non-formal and Informal Learning (2004)
- Europass (2005) and Youthpass (2007) – sets of documents recognised across Europe that enable validation
- EQF (2008) – based on learning outcomes (see 3.2)
- Action Plan on Adult Learning (2007-2010) – Priority Action 4
- European Guidelines for Validating Non-formal and Informal Learning (2009) (2nd edition in preparation)
- ECVET – European Credit System for VET (2009)
- EQAVET– European Quality Assurance Reference Framework for VET (2009) – covers validation
- E&T 2020 (2009) – need for increased ‘recognition of learning outcomes’
- European Inventory on Validation of Non-formal and Informal Learning (2010)
- Renewed European Agenda for Adult Learning (2011), priority 1: “[p]utting in place fully functional systems for validating non-formal and informal learning and promoting their use by adults”
- Council Recommendation on Validation (expected soon).

2.3 Purpose and Benefits

The overall aim of validation is to make visible and value the full range of an individual’s qualifications and competences, irrespective of where these have been acquired (i.e. be it in a formal, non-formal or informal setting). The purpose of this validation may be formative as well as summative. By *formative* we mean the process of identifying learning outcomes without formal recognition (for personal and/or career development). Formative validation reveals individual strengths, weaknesses and particular learning needs and can be used as a basis for further training. It may provide the basis for formal recognition. By *summative* we mean validation resulting in formal recognition (for example through a certificate or diploma). The summative approach is applied at the end of a learning process and should take into consideration national standards and be linked to national qualification systems or frameworks (Common European Principles for Validation of Non-formal and Informal Learning, 2004).

The benefits of introducing validation in adult education and learning can be situated at:

- educational level: improved access and transfer in education, exemption of training or subjects, partial/full awards;
- economic level: makes human capital visible, addresses skills shortages, supports employment;
- social level: access to education/employment for the disadvantaged;
- personal level: self-esteem, confidence, motivation, possible greater access to employment/promotion, stimulating self-reflection on prior and further learning.

However, one can also put forward a number of challenges: variety of terminology and aims; need for a cultural shift; implementation and mainstreaming; variation in provision; quality and costs to individuals; quality assurance needed to ensure validity, reliability, objectivity, acceptance and trust; the Matthew effect; data collection and evidence gathering; the impact on non-formal learning etc.

2.4 Validating Personal and Social Competence Development

Service oriented learning outcomes cannot be “taught” along fixed curricula as other subject matters in formal education. Often they are an agglomeration of sub-competences and their relevance is predominantly dependent on context and purpose (cf. chapters 3 and 5 (expert interviews)).

The European Commission suggests to speed up the process of assessment of personal and social competences and have them validated and recognised in terms of learning outcomes⁴.

Competences should be understood as a complex combination of knowledge, skills and abilities/attitudes needed to carry out a specific activity, leading to results⁵.

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after a completion of a process of learning (ECTS - EU, 2004).

Cognitive outcomes refer to knowledge and to the development of intellectual abilities and skills (Posner, 1992).

Non-cognitive development is mainly seen as „a way of complementing the formal learning and refers to changes in beliefs, values or attitudes (Ewell, 2005).

However as far as the development of competences of professionals in VET and adult learners is concerned the non-cognitive, affective competences and competence developments are also of major importance for the professionals in the field.

A few attempts have been made to set up a taxonomy of non-cognitive learning outcomes and most of them focus on the psychosocial development, which includes self-development, relational development, interpersonal and intercultural skills, autonomy and maturity.

However, for educators and educational staff, those non-cognitive learning outcomes, that are mainly acquired in informal learning settings and also at the workplace and their validation are becoming more and more important both for the educational organisations and the individual learners.

2.5 Existing Instruments to Assess and Evidence Learning Outcomes

In the following an overview will be given on the systems to validate learning outcomes that are currently being promoted at a European level. The systems are briefly presented in the following paragraphs and their assets and drawbacks in relation to their usability and practicability in regard to service related competences are highlighted.

2.5.1 EUROPASS

EUROPASS helps people to make their qualifications and skills understood and recognised throughout Europe, which increases their employment prospects. Its web por-

⁴ European Commission (2006a) Modernising education and training: a vital contribution to prosperity and social cohesion in Europe — 2006 Joint Interim Report of the Council and the Commission on progress under the Education & Training 2010 work programme (Brussels, European Commission). (Check)

⁵ Research for Beleid (2010): Key competences for adult learning professionals

tal includes interactive tools that, for example, allow users to create a CV in a common European format. The portal – run by the European Centre for the Development of Vocational Training (CEDEFOP) and available in 26 languages – provides an interactive tool to complete the EUROPASS CV and the EUROPASS Language Passport.

The EUROPASS CV highlights people's skills and abilities, including those acquired outside of formal education and training. Language skills are described with the help of the commonly used reference framework established by the Council of Europe. Users can download the CVs that they want to create in several formats, including XML, which makes direct uploading to online employment databases possible.

EUROPASS Mobility records learning experiences abroad – such as academic exchanges or work placements in companies – and, this way, makes them more visible for employers. Finally, the EUROPASS Certificate Supplement explains vocational training certificates in terms of skills and abilities, enabling employers to better appreciate what their holders can do.

Assets	Drawbacks
<ul style="list-style-type: none"> ■ ■ Added-value of European dimension ■ ■ Known to learners and some employers in certain EU countries and used for recognition purposes ■ ■ Opportunity to list the skills and competences acquired ■ ■ Part of portfolio of recognition documents 	<ul style="list-style-type: none"> ■ ■ Not yet well-known or fully used by learners or employers ■ ■ Further awareness raising needed (EU-wide) ■ ■ Not yet fully electronic ■ ■ Reporting tool/format, not an assessment tool ■ ■ No evidence of social, personal and organisational competences

2.5.2 European Qualification Framework (EQF)

The EQF aims to relate the national qualifications systems of different countries to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries, as well as their education and training systems. Since the agreement by the European institutions in 2008, the EQF is being put into practice across Europe. It encourages countries to relate their national qualifications systems to the EQF so that all new qualifications issued from 2012 onwards carry a reference to an appropriate EQF level.

A qualification framework is primarily an official document that clearly defines each and every qualification that is part of it. It may also provide a hierarchy of qualifications. In system view it is a meta-data model that is an all-encompassing framework to integrate into a common structure the qualifications issued by different educational and training providers or by academic bodies. It consists of a set of common reference points which refer to learning outcomes, supported by a range of tools and techniques, regardless of the system where a particular qualification was acquired.

Descriptors defining levels

	Knowledge⁶	Skills⁷	Competences⁸
LEVEL 1	basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
LEVEL 2	basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy
LEVEL 3	knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study >adapt own behaviour to circumstances in solving problems
LEVEL 4	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self management within the guidelines of work or study contexts that are usually predictable, but are subject to change >supervise the routine work of others, taking some responsibility for the evaluation and improvement of work/study activities
LEVEL 5	comprehensive, specialised,	a comprehensive range of cognitive and practical skills	exercise management and supervision in contexts of work

⁶ In the context of EQF, knowledge is described as theoretical and/or factual.

⁷ In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

⁸ In the context of EQF, competence is described in terms of responsibility and autonomy.

	Knowledge⁶	Skills⁷	Competences⁸
	factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	required to develop creative solutions to abstract problems	or study activities where there is unpredictable change >review and develop performance of self and others
LEVEL 6	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts >take responsibility for managing professional development of individuals and groups
LEVEL 7	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research >critical awareness of knowledge issues in a field and at the interface between different fields	specialised problem solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches >take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
LEVEL 8	knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	

Table 1: The different levels in the EQF

Each of the eight levels is defined by a set of descriptors. These indicate the learning outcomes relevant to qualifications at that level in any system of qualifications and are based on relevant knowledge, skills and competences. However, what the EQF does not provide is a set of core criteria upon which these eight levels of learning outcomes (knowledge, skills and competences) will be built. So, instead of seeing the EQF as a descriptive device for translating common qualifications in various countries (or within countries as well, which is a quasi political appreciation of learning outcomes among different national education systems), it would be much more efficient to interpret it as a way of delivering the described learning outcome at each level, based on criteria set by the providers of educational programmes themselves (a quasi holistic or 'gestalt' appreciation of learning outcomes).

Assets	Drawbacks
<ul style="list-style-type: none"> ■ Added-value of European dimension ■ Can be easily read across countries ■ Opportunity to link the skills obtained to national qualifications ■ Part of portfolio of recognition documents ■ Focusing on qualification (vocational related competences) 	<ul style="list-style-type: none"> ■ Not implemented in all countries ■ The definition of competence is not consistent. “Competence” is reduced to a construct that describes state of autonomy and responsibility. ■ The system is not appropriate to show competence development which is important to describe the learners potential. ■ No affective dimension included which is often crucial for performing in the service economy (reflecting the attitude of a person) ■ Missing flexibility: The level of a personal or social competence (flexibility, teamwork) cannot be formally related to any standardised EQF level.

2.5.3 European Credit Transfer and Accumulation System (ECTS)

The European Credit Transfer and Accumulation System (ECTS) provides a common basis to recognise higher education study periods abroad. ECTS makes teaching and learning in higher education more transparent across Europe and facilitates the recognition of all studies. The system allows for the transfer of learning experiences between different institutions, greater student mobility and more flexible routes to gain degrees. It also aids curriculum design and quality assurance.

Institutions which use ECTS publish their course catalogues on the web, including detailed descriptions of study programmes, units of learning, university regulations and student services. Course descriptions contain ‘learning outcomes’ (i.e. what students are expected to know, understand and be able to do) and workload (i.e. the time students typically need to achieve these outcomes). The results are certified in terms of credits, with a student workload ranging from 1.500 to 1.800 hours for an academic year, and one credit generally corresponding to 25 to 30 hours of work. A series of ECTS key documents help with credit transfer and accumulation – course catalogues, learning agreements, transcripts of records and Diploma Supplements (DS).

Although ECTS can positively influence the recognition of a student’s studies between different institutions and national education systems, higher education providers are autonomous institutions. The final decisions are the responsibility of the relevant authorities: professors involved in student exchanges, university admission officers, recognition advisory centres (ENIC-NARIC), ministry officials or employers. The European Commission has established a network of Recognition experts (ECTS/DS) and developed the ECTS and DS labels to recognise excellent application of either system. ECTS is closely related to other efforts to modernise higher education in Europe. In

particular, it has become a central tool in the Bologna Process which aims to make national systems converge.

Assets	Drawbacks
<ul style="list-style-type: none"> ■ Recognised in academic surroundings ■ Implemented through Bologna in all LLP countries and beyond ■ Can be easily read across countries ■ Focuses on input, but through grading also recognises level of achievement ■ Can be easily integrated into further education ■ Focusing on qualification (vocational related competences) ■ Linked to a fixed category in EUROPASS 	<ul style="list-style-type: none"> ■ Increases the level of formality ■ Requires assessment ■ Extra study time needed ■ Administrative burden ■ Not output based, no focus on learning outcomes ■ All disadvantages of EQF (affective dimension missing, competence definition) ■ No relation to the school sector

2.5.4 European Credit system for Vocational Education and Training (ECVET)

The European Credit system for Vocational Education and Training (ECVET) is being developed to help the transfer and recognition of learning experiences in Europe, including those outside formal training systems.

The European Credit system for Vocational Education and Training (ECVET) aims to give people greater control over their individual learning experiences and make it more attractive to move between different countries and different learning environments.

The system aims to facilitate the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different situations. It should ensure that these experiences contribute to vocational qualifications.

ECVET aims for better compatibility between the different vocational education and training (VET) systems in place across Europe and their qualifications.

By 2012, it should create a technical framework to describe qualifications in terms of units of learning outcomes, and it includes assessment, transfer, accumulation and recognition procedures.

Each of the units is associated with a certain number of ECVET points developed on the basis of common standards: 60 ECVET points are allocated to the learning outcomes achieved in a year of full-time VET.

In ECVET, an individual's learning outcomes are assessed and validated in order to transfer credits from one qualification system to another, or from one learning "pathway" to another.

According to this approach, learners can accumulate the required learning outcomes for a given qualification over time, in different countries or in different situations.

The system also allows the possibility to develop common references for VET qualifications and is fully compatible with the European Credit Transfer and Accumulation System (ECTS).

Assets	Drawbacks
<ul style="list-style-type: none"> ■ Recognised in vocational surroundings ■ Based on the concept of learning outcomes ■ Designed to promote transparency of qualifications between countries ■ Focuses on input, but through grading also recognises level of achievement ■ Focusing on qualification (vocational related competences) ■ Linked to a fixed category in EUROPASS 	<ul style="list-style-type: none"> ■ Increases the level of formality ■ Requires assessment ■ Still in a premature state ■ Requires high transnational input to standardise learning outcome descriptors ■ Only few examples of IT based systems ■ All disadvantages of EQF (affective dimension missing, competence definition) ■ No relation to the school sector

2.5.5 Certification in Schools

Depending on the school system, the educational traditions and the school form there are different certification systems in Europe.

The following list of secondary school leaving certificates in Europe reveals this diversity:

- 14–19 Diploma - England, Wales and Northern Ireland
- European Baccalaureate
- GCE A-level - England, Wales and Northern Ireland
- AQA Baccalaureate
- Access to HE Diploma
- Welsh Baccalaureate
- Scottish Higher/Advanced Higher - Scotland
- Cambridge Pre-U Diploma
- Leaving Certificate (Árdteistiméireacht) - the Republic of Ireland
- Abitur - Germany
- Baccalauréat - France
- Selectividad - Spain
- Maturità - Italy
- Matura - Austria, Switzerland, Poland and several other European countries
- Svjedodžba o maturi - Bosnia and Herzegovina and Croatia
- Maturitné vysvedčenie - Slovakia
- Bacalaureat – Romania

The “Abitur” for instance is a designation used in Germany, Finland and Estonia for final exams that pupils take at the end of their secondary education, usually after 12 or 13 years of schooling. The academic level of the Abitur is comparable to the International Baccalaureate and Advanced Placement tests — indeed, the study requirements for the International Baccalaureate differ little from the Finnish exam requirements. It is the only school-leaving certificate in all states of Germany that allows the graduate (or Abiturient) to move directly to university. Other school leaving certificates (related to

the Hauptschule (grade 9) or the Realschule (Grade 10)) do not allow their holders to matriculate at a university.

The final school-leaving certificate, issued after candidates have passed their final exams, is the document which contains their grades and formally enables them to attend university. This means it includes the functions of a school graduation certificate and a university entrance exam⁹

As a matter of fact any evidences on social and personal competences are missing in school certificates.

However, e.g. in German speaking countries in last centuries some evidences on behaviour and attitudes were included in so called “Kopfnoten” (=Headmarks). They were introduced on the heading of the certificate to describe the pupils’ level of cooperation, engagement, endeavour and relation to their fellow pupils.

In some European states (DE, AT, PL) they are still in practice to describe the “working behaviour” of the students. In most German states they were abolished in the 60s and 70s, in some they were modified, e.g. only related to “behaviour” and “cooperation”.

According to the political orientation of the stakeholders in power there were tendencies to reinvent those “headmarks” in some German states in 2006/2007 ((Bavaria/ Northrhine-Westfalia) but in the latter they were again abolished in 2010 after disputes between teachers and other educational stakeholders.

The teacher, as superior “assessor”, shall rate the pupil according to a rather vague catalogue of values which opens the door to subjective and unfair ratings. On the other side, since those formal certificates pretend objectivity, the practice of subjective descriptions and ratings of a persons’ behaviour in a formal learning situation may disqualify pupils for future jobs in a situation when especially low skilled students have to fight in a high competitive labour marked anyway. Hence the “evidencing” of social and personal skills in formal certificates in school is mostly regarded rather as threat than as opportunity.

In the last years there is a tendency to open schools for “new ways”¹⁰ of teaching and learning. These approaches are mainly based on learning projects and on specific domains (like entrepreneurship)

In some countries (e.g. SE, TR) also the performances in learning projects are included in the certificates. However, though competences like teamwork, communication and planning skills are acquired in these (partly extracurricular) activities there is hardly any evidencing.

Assets	Drawbacks
<ul style="list-style-type: none"> ■ Some (extracurricular) school projects on key competences exist, e.g. on entrepreneurship 	<ul style="list-style-type: none"> ■ Hardly no evidence for an evidencing system in school contexts ■ De-contextualised learning in the normal school, hence the learning environment for the acquisition of social and personal skills is missing ■ Threat to disadvantage pupils/ students if rated <p>No relation to the school sector</p>

⁹ <http://en.wikipedia.org/wiki/Abitur>, retrieved 2012

¹⁰ One has to state that these „new ways“ already existed as reform pedagogue approaches in the 70s of the last century.

2.5.6 Continuing Professional Development (CPD)

Continuing Professional Development is the process by which professionals maintain their knowledge and skills related to their professional lives. It includes the continuous acquisition of new knowledge, skills, and attitudes to enable competent practice. CPD can involve any relevant learning activity, whether formal and structured or informal and self-directed, and is common to most professions. Thus, it is a process of lifelong learning in practice. For some professions there are international systems which vary in detail but are characterised by many common features of content and process. These common features allow international mutual recognition of activities in professional development – which applies above all to the medical and legal sector. Most systems are based on an hours related credit system.

In regard to AE a number of countries have recently introduced regulations which define adult learning and what educational staff and adult learning practitioners should do for their professional development (including BE, DE, FR, UK).¹¹

Assets	Drawbacks
<ul style="list-style-type: none"> ■ Approach proven in other fields than in HE and VET ■ Specific criteria for Adult Education ■ Can be integrated into professional development but also into academic studies 	<ul style="list-style-type: none"> ■ Not developed (likely to take a long time) ■ Requires training of providers ■ Significant administrative burden ■ No relation to the school sector

2.5.7 LEVEL5

Apart from these Europe-wide promoted systems, various national approaches are applied in the EU member states. The European Inventory on Validation of Informal Learning published in 2010 by CEDEFOP¹² gives an overview of all these approaches. It is a unique record on how validation is already being used at national, regional and local level to address issues relating to lifelong learning, employment and social exclusion.

One of these approaches presented in the inventory is LEVEL5, a system developed and piloted in a series of LLP-projects by several partners of the VITA partnership since 2005. LEVEL5 offers an approach and instrument to assess, visualise and document competence development. It focuses especially on personal, social and organisational competences that form the backbone of the European framework on key competences.¹³

¹¹ European Commission. “Action Plan on Adult Learning: From Policy to Practice”, 2009.

¹² The entire study (previous publications released in 2005 and 2007) consists of more than 1000 pages in 34 reports and comprises 32 countries.

¹³ The “Key Competences for Lifelong Learning – A European Framework” is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning that was published in the Official Journal of the

The framework states that a “competence is the ability to apply a synthesis of

- knowledge,
- skills and
- attitudes

in a particular situation and with a particular quality”.¹⁴

In regard to the acquisition of learning outcomes relevant for the service economy, VITA suggests to refer to the definition used in the key competences framework of the EU. Based on this concept, the validation should take the three dimensions (i.e. knowledge, skills and attitudes) into account, too.

In contrast to the aforementioned approaches the LEVEL5 system approach is based on a model to assess, evidence and validate the cognitive, activity related and affective competence development of learners in informal and non-formal learning contexts. Individual or group competences are evaluated in a process-orientated way, visualised in a three-dimensional cube model and fully documented in a specific software system. The LEVEL5 evaluation procedure is standardised but, at the same time, enables grassroots projects to establish an individualised reference system for assessing and evidencing relevant competences of their beneficiaries in a process-orientated way. The LEVEL5 system allows users to evidence the impact of their work according to a standardised procedure while keeping up their individuality as informal learning projects in their specific contexts.

Here, learning outcomes would be both outputs and indicators for acquired competences or competence levels.

Basic functionalities of the system are being described in chapter 6.3.

Assets	Drawbacks
<ul style="list-style-type: none"> ■ Approach proven in many fields of informal learning ■ Suitable to evidence competence developments ■ Suitable to evaluate key competences ■ Specific criteria for Adult Education ■ Can be integrated into professional development but also into academic studies 	<ul style="list-style-type: none"> ■ Requires training of providers ■ Not suitable for summative assessment ■ Not yet linked to formal qualification

European Union on 30 December 2006/L394 (http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_394/l_39420061230en00100018.pdf).

14 If we connect this to the EQF and the concept of learning outcomes, it becomes obvious that different understandings of the term competence exist, since the combination of both definitions reveals a rather tautological relation: for the EQF, a competence is an element in itself and the qualifications can be described at the three levels of knowledge, skills and competences; when a competence is described as a combination of knowledge, skills and attitudes, however, the concepts become inconsistent.

2.6 Validation Scenarios

Though it is a top-priority one should bring the concept of validation of learning out-comes down to the practical level and answer the following questions:

- why do we validate?
- whom do we validate?
- what do we validate?
- and who could assess and give evidence of acquired competences (in a competent way)?

When implementing validation processes, other questions will follow, determined again by the context, the purpose etc. Hence, 'validation' is not a value in itself but, together with the connected instruments (e.g. EQF, ECVET, EUROPASS, LEVEL5), has to be seen in its specific context and in relation to the individual learner.

As a consequence, validation should not be considered as an isolated concept, but rather as something that is always connected with a purpose and a target group – in other words, as part of the learning process. Three basic scenarios have been created to figure out the position and function of validation in a learning or qualification process.

Scenario 1:

Validation as part of formal qualification

If one assumes that a person would strive for formal qualification – e.g. a certificate based on a standardised competence profile –, validation can help to reveal the *existing* competences and those which *should still be acquired* in order to pass an exam. This means that initial assessment and validation are used as a tool to recognise existing skills and competences and to reveal learning needs, so that an individual qualification plan can be established. At the end of the qualification, the learner is validated again. The second validation needs to take into consideration national standards, is linked to national qualification systems or frameworks and leads to a formal certificate or diploma.

The purpose in this case is to give somebody evidence of the competences needed to achieve a formal status. Since standards of social and personal competences are not defined in curricula this scenario is less relevant.

Scenario 2:

Validation of competence developments in continuing training or at the workplace

In this scenario, validation is a tool to validate those competences that are acquired in addition to the competences developed in a formal context. The purpose is to document and validate the competences acquired at work or in a further vocational training. There is no need to validate the entire competence profile of a person (again), since formal qualifications already exist. Here, validation only refers to additionally acquired competences. Nonetheless, formal recognition can be given by competent bodies.

This scenario could be an appropriate one both in the fields of further education and adult education. However, to make learning happen in these domains it would be important to plan the acquisition of SPOC in these environments.

Scenario 3:

Validation of competence developments in non-formal and informal learning contexts

In this scenario, what is validated is the development of specific competences in non-formal and informal settings. This implies assessment and validation of competences before and after a given learning activity. It involves, for instance, the acquisition of key competences in civic learning projects (the ACT-experience)¹⁵, informal learning in transnational projects (www.vip-eu.org) and learning in mobility actions (www.vilma-eu.org).

This scenario is also fitting in regard to the acquisition of generic competences such as teamwork, diversity management, intercultural communication etc. It also reflects real-life informal learning contexts – be it life-oriented or job-related – in which competences are acquired. The competence development is the ultimate output and impact of the (learning) activity. Hence, an assessment (whatever kind of it) at the beginning and at the end of the learning activity is essential to find out which competence development has taken place.

In the case of social and personal competences, it is the potential of a person that matters, and not a singular performance. Moreover, these competences are highly contextualised and individualised – communication skills have to be related to a specific situation, e.g. an internship or a mobility learning action in a foreign environment. The assessment setting and the entire validation procedure should reflect this idea too: a singular assessment of a performance in a standardised way is not suitable to cover all the different connotations and implications of ‘communication’.

Formal, curriculum based learning projects follow the first scenario (fully formal qualification); non-formal settings (continuing education and training etc.) are described in scenario 2 (professional further education)¹⁶; and, finally, rather informal learning settings, which, however, can be planned, designed and/or improved are displayed in scenario 3.

The acquisition of SPOC can be located somewhere between scenario 2 and 3. These settings are important for the acquisition of life related competences and for the continuing professional development (CPD) of adult educators. LEVEL5 can be used as a central tool in a holistic competence-based learning approach for CPD.

In order to set up an offer to learn and validate SPOC, we have to answer – for each course – the following questions:

- what is the purpose of the validation?
- who are the learners?
- what is their learning activity?
- which competences are being acquired and/or developed?

¹⁵ More information can be found on www.act-eu.org and www.act-net.org.

¹⁶ Learning on the job is, of course, an important informal learning modality that should be valued and recognised too.

2.7 Conclusion: Validating Competences for the Service Economy

When regarding learning outcomes that are relevant for service rendering one has to consider that a substantial amount of them are non-cognitive outcomes. However the non-cognitive outcomes are much more difficult and complicated to be assessed than the cognitive ones. Hence most assessments focus on cognitive learning outcomes, since they can be easily quantified and measured.

Looking on the three levels of the EQF concept the cognitive levels are split into a knowledge and skill component. The third dimension “competence” is described in terms of responsibility and autonomy which is still a rather behaviorist approach leaving apart the emotional strand of learning expressed in motivation, attitudes, empathy or self-control.

In this respect the LEVEL5 system is rather unique since it includes these affective components in the assessment and evidencing of learning outcomes.

As the ECOTEC 3rd sector study (2007) on validation of informal learning concludes, “there is a strong need for procedural and methodological approaches and frameworks in the field of validation.”

In the 2010 subsequent CEDEFOP study LEVEL5 has already been mentioned as unique system to assess evidence and visualise competence developments in informal learning settings (ref.: <http://libserver.cedefop.europa.eu/vetelib/2011/77651.pdf>, pp 15/16).

Mostly the evaluation of competences focuses on performances of an individual without regarding the learning PROCESS, whereas the LEVEL5 concept focuses on the observation of the learners’ developments (PROCEDURAL validation of learning outcomes).

This procedural view is essential when looking at personal and social competence developments because in these domains the “potential” of a learner is key for the employer (e.g. in regard to the competence “client orientation”).

What does all that mean in practice?

As reported in the previous chapters, on certification level the EU has been planning and promoting a transferable system based on the EUROPASS certificate system including standardised learning outputs based on

- The European Qualification Framework (EQF)
- ECVET (European Credit Transfer System for Vocational Education and Training)
- ECTS (European Credit Transfer System (Higher Education Sector))

These systems are rather focusing on formally acquired, cognitive learning outcomes and do not provide substantial evidence on “personal and social skills and competences”.

However, especially those transversal competences - among others for instance “customer orientation”, “learning to learn”, “intercultural understanding”, “teamwork” - are of increasing importance in a mobile society.

EQF based systems are having systematic obstacles in regard to the validation of these competences since they are somehow “hidden” in the third axis (competence expresses as level of autonomy and responsibility). Apart from that, they do not fit to the eight levels since they are not linked to professional development stages.

Hence it can be concluded that EQF based systems as well as the EUROPASS certification need additional input (in terms of approaches and instruments) when it comes to service related competences.

3 Service-oriented learning outcomes

3.1 Competences for the service-oriented economy

The shift of the recent decades on dramatic growth of service sector in the world economies has imposed a new challenge in shift and upgrade of human resource skills in Europe and other parts of the world. In some OECD countries manufacturing slipping to less than 20% of GDP and services getting to more than 70% services are seen as playing a principal role¹⁷. A service economy is related to a financial concept saying that service is becoming more and more important in product offerings. According to the glossary of Financial Times¹⁸, service economy is an economic system that depends on selling services such as banking, transport, tourism, etc., rather than on manufacturing, industry, farming etc.

The service sector is increasingly growing and taking over the recently production oriented spheres. Even the IT sector even though being related to some hardware production is increasingly being related to service sector as the service share in the IT world also keeps growing. While the service sector is expanding and taking over more and more industrial spheres in the global economy, a new science of service is emerging, one that is dedicated to encouraging service innovation by applying scientific understanding, engineering discipline, and management practice to designing, improving, and scaling service systems (Maglio et al 2010)¹⁹.

According to The Free Encyclopaedia²⁰ products today have a higher service component than in previous decades. In the management literature this is referred to as the servitization of products. Virtually every product today has a service component to it. Accordingly, the labour force is in increasing need for skills suitable for the service economy. Therefore, service orientation steps out in many spheres and many industries. Initially, service orientation is a programming design paradigm in computer science which means that computer software is built in the form of services for the user. We may further relate that service orientation in the service sector is where competences are trained in order to offer services for the user. Service orientation is also closely related to customer satisfaction. Having good customer service orientation is the ability to keep customers satisfied and happy. According to the readings in British Council educational website resources²¹ this includes: being responsive to the customer, treating them with respect, keeping customers informed, and responding to their requests promptly and efficiently, being able to deal with requests in an appropriate manner, asking lots of questions so you can understand customer needs in order to deliver the best service, remaining committed to helping, taking into account the customers needs rather than your own. The earlier proposed attitudes and behaviours suggest a collection of social competences and personal traits such as: empathy, respect, information management, adequacy, communication, commitment, care.

¹⁷ The Service Economy (2000). Business and Industry Policy Forum Series. OECD. www.oecd.org/dataoecd/10/33/2090561.pdf (as viewed 16-07-2012)

¹⁸ <http://lexicon.ft.com/Term?term=service-economy> (as viewed 13-07-12)

¹⁹ Maglio, P. P., Kieliszewski, C.A., Spohrer J. C. (2010) Handbook of Service Science (Service Science: Research and Innovations in the Service Economy). New York: Springer.

²⁰ http://en.wikipedia.org/wiki/Service_economy (as viewed 16-07-12)

²¹ Customer Service Orientation //British Council readings// Learn English Professionals <http://www.britishcouncil.org/professionals-work-customer-service-orientation-1.htm> (as viewed 13-07-12)

As service sector is mostly geared to provide services for people and by people (directly or indirectly), therefore, the competences that are related to service orientation are prevalingly social competencies. Different sources and different training programs outline different aspects of service skills: empathy, courtesy, availability, positive attitude as well as product knowledge, problem solving, effective listening, efficiency, verbal and non-verbal communication and friendliness. Some authors add anger and stress management, organisational skills, time management and organisational skills (Gibson-Odgers, 2011)²².

Many companies and businesses have customer service departments that work prevalingly to achieve their customer satisfaction. Other companies offer customer service desk who serve as front-line service providers (Knapp, 2010)²³. The service may be related to face-to-face, phone, Internet, and self-service customer relations (Evenson, 2010)²⁴, but their staff has to be well-trained to achieve this. Training may be offered on-site or has to be obtained elsewhere. The gaining of new service related skills as well as validation of the existing ones is an important challenge for the learning providers as well as employers and employees.

3.2 Available Frameworks for Service related Competences

3.2.1 European Framework of Key Competences

A need for standardized framework of service related skills has come out. We may first relate to the European Key Competencies²⁵:

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression.

Obviously this framework is not so solely referring to professional competences but also those competences that are important for private life.

In this framework some relevant competences for the service economy are grouped under a certain heading – for instance social competences comprise all kinds of knowledge skills, and attitudes that are crucial in connection with interpersonal relations.

²² Gibson-Odgers, P. (2011) *The World of Customer Service*. South-Western Educational Pub.

²³ Knapp, D. (2010) *A Guide to Customer Service Skills for the Service Desk Professional*. Cengage Learning,

²⁴ Evenson, Renee (2010) *Customer Service Training 101: Quick and Easy Techniques That Get Great Results*. AMACOM.

²⁵ Key Competences for Lifelong Learning. European Reference framework (2007). European Communities. http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf (as viewed 16-07-2012)

3.2.2 Tuning Methodology

As second reference the “Tuning Methodology“ has to be mentioned. Following the 2000-2004 “Tuning” project, EU has adapted a standardized methodology called „The Tuning Methodology“ that proves a set of standard generic competences related to all fields of education that was formed after a survey of 7 areas & 101 university departments in 16 countries, 5183 graduates, 944 employers and 998 academics seeking to answer a question: What should a student know, understand and be able to do to be employable? As a result 3 types of competences were outlined: instrumental, interpersonal and systemic competences. Further each type of competences is specified:

Instrumental competences:

- • Capacity for analyses and synthesis
- • Capacity for organisation and planning
- • Basic general knowledge
- • Grounding in basic knowledge of the profession
- • Oral and written communication in your native language
- • Knowledge of a second language
- • Elementary computing skills
- • Information management skills (ability to retrieve and analyse information from different sources)
- • Problem solving
- • Decision-making

Interpersonal competences:

- • Critical and self-critical abilities
- • Ability to work in an interdisciplinary team
- • ability to communicate with experts in other fields
- • Appreciation of diversity and multiculturality
- • Ability to work in an international context
- • Ethical commitment and self-critical abilities
- • Teamwork

Systemic competences:

- • Capacity for applying knowledge in practice
- • Research skills
- • Capacity to learn
- • Capacity to adapt to new situations (flexibility)
- • Capacity for generating new ideas (creativity)
- • Leadership
- • Understanding of cultures and customs of other countries
- • Ability to work autonomously
- • Project design and management
- • Initiative and entrepreneur spirit
- • Concern for quality
- • Will to succeed

Finally one can look at those competences from the certificate level – in this case the EUROPASS system that, apart from the formally evidenced (job and formal education related), proven competences include the rather “soft” skills and competences and differentiates them in social, personal and organisational competences.

One should be aware that these differentiations do not mark discrete categories.

Some social competences may be, in other contexts, called organisational competences (such as diversity management).

The ordering of the competences in different categories may vary dependent on the background of the authors (e.g. psychological vs. pedagogical, different educational and occupational fields).

3.3 VITA-Inventory for Competences for the Service Economy

3.3.1 Conceptual remarks

Competences Acquired in Informal and Non-formal Learning Processes

VITA is focusing on those competences that are acquired outside the formal system. The project is aiming to make those competences and the potential of a learner in regard to this competence visible. Formally acquired skills and competences are already certified and out of the scope of this project.

Hence those “formal” and summatively assessed and certified competences shall be excluded from the European list of key competences and from the “Tuning Methodology”.

This refers to the following key competences

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence and basic competences in science and technology
- Digital competence

And the Tuning competences

- Basic general knowledge
- Grounding in basic knowledge of the profession
- Oral and written communication in your native language
- Knowledge of a second language
- Elementary computing skills

This does of course not at all mean that they are not relevant for the service economy. However, there are defined and standardised formal validation systems for these competences, hence at this stage there is no need for input from VITA.

3.3.2 VITA (LEVEL5) Inventory of Competences

Before presenting the clustered social, personal and organisational skills and competences it is important to state that in LEVEL5 competences can be adapted and “fine-tuned” to the specific context.

That means in turn that, for the sake of usability, the competences should, at the first stage, be named and described in a rather general way while in the validation process they can be / need to be described in sufficient detail.

This leads to an inclusion of certain competences under another heading, e.g. “ability to work in an interdisciplinary team” into “diversity management”.

“Ability to manage diversity” is the higher order and interdisciplinary teamwork is a higher differentiation level and can be specified in the validation process.

The “ability of a person to work in an interdisciplinary team” could also be both indicator and learning outcome of the competence “Ability to manage diversity”.

3.3.3 Social, personal and organisational competence clusters

Based on these statements and assumptions the following competence clusters have been derived.

Social

- Communication competence
- Intercultural competence
 - Ability to work in an international context²⁶
 - Understanding of cultures and customs of other countries
- Negotiation competence
- Customer orientation
- Team competence
- Conflict management competence
- Leadership competence

Personal (Self)

- Flexibility
 - Capacity to adapt to new situations (flexibility)
- Creativity
 - Capacity for generating new ideas (creativity)
- Autonomy
 - Problem solving
 - Decision-making
- Self-Reflection competence
 - Critical and self-critical abilities
 - Ethical commitment and self-critical abilities
- Entrepreneurship/sense of initiative
 - Capacity for applying knowledge in practice
 - Initiative and entrepreneur spirit
 - Decision making competence
 - Will to succeed
- Learning to learn
 - Capacity to learn
 - Information management skills

Organisational

- Leadership
- Problem solving competence
 - Capacity for applying knowledge in practice
- Decision making competence
- Planning/(Resource-)management competence
 - Capacity for analyses and synthesis
 - Capacity for organisation and planning
 - Project design and management
 - Concern for quality
- Diversity management competence
 - Ability to work in an interdisciplinary team
 - ability to communicate with experts in other fields

²⁶ The third level, italic competences are the corresponding "Tuning competences"

■ Networking

Connection to the concept of key competences:

The four remaining key competences can be seen as alternative clusters that reflect a more holistic picture of the human being (work and private (societal life)). All personal, social and organisational skills listed above can easily be grouped under these headings as well:

- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

Hence the categories and the clustering are dependent on the purpose. VITA aims at creating a usable inventory of competences relevant for the service economy.

As long term benefit a tool shall be created that facilitates the identification of personal, social and organisational competences and potentials in order to match those potentials of the (present or future) employees with the requirements of the service economy.

4 Results from the VITA Online Survey among European education providers

4.1 Demographics

The survey was online Oct. 10 - Nov. 19, 2012, and was answered by 165 respondents (not all filled in all fields) from 20 countries in Europe²⁷. Respondents came from Turkey (33), Belgium (24), France (22) and Lithuania (19) are the ones most represented in the results. 68% of the respondents were female, 32% were male.

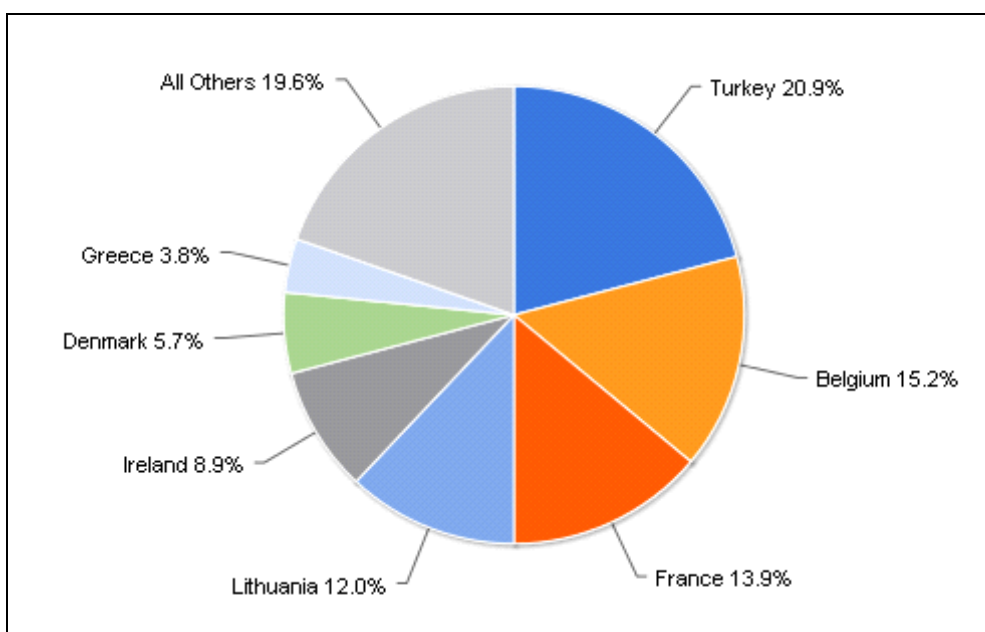


Chart 1: Respondents by country

The majority of persons that answered the questionnaire work in the public sector (49%), closely followed by private companies. Also some representatives of NGOs and funding bodies participated in the survey.

To this question it was possible to give more than one answer, which explains why results sum up to 102%. The most likely explanation for this is that public institutions might be funding bodies at the same time.

²⁷ The full answers to the online questionnaire can be retrieved under following link:
<https://appv3.sgizmo.com/reportsview/?key=56958-1620723-42b30b28f057df9bbce1cc2996be4b>

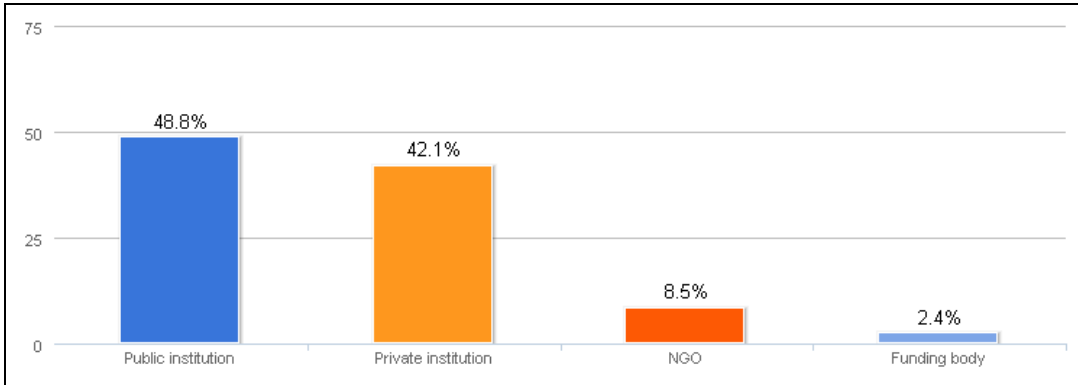


Chart 2: Institutions respondents work for

4.2 Sectoral Distribution

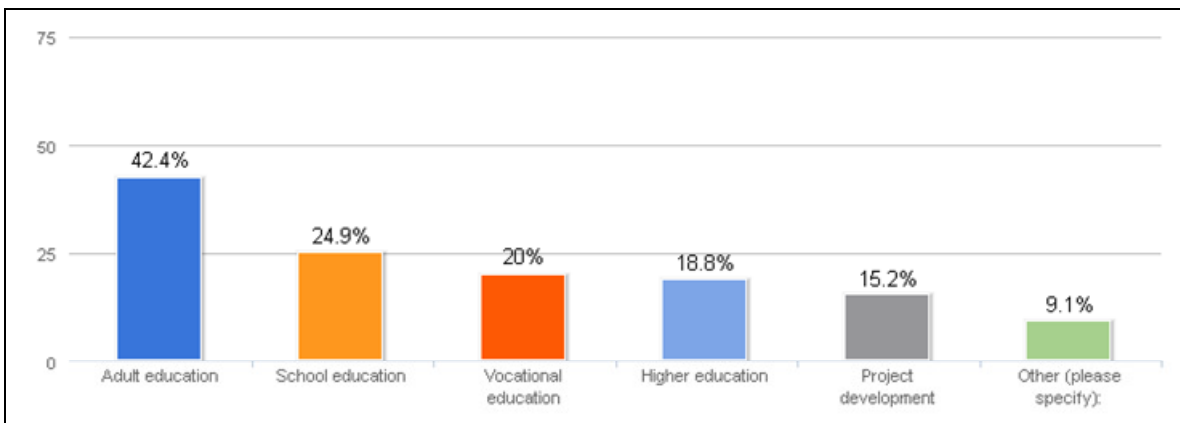


Chart 3: respondents' field of work

Most respondents work in adult education, followed by schools. The sector of vocational education and training and higher education are represented each by about 20%. 15% indicated they work in the field of project development. The 15 respondents who chose "other" specified their field of work as following: Administration, Community Education (Adults), Culture, Language Learning, Prison education, Public library, Socio cultural centre, Unemployed persons, art, coaching (job, retraining...), community education, management, manager of section in the shop, public library - informal learning, teaching conversational English for adults. 8 of these specifications (marked in italic) can be clearly identified to belong into the sector of adult education, which raises the proportion of respondents from adult education from 42,4% to 47, 3%. This group makes up about half of the respondents, which is kept in mind for the further interpretation of results.

This corresponds well with the answers to the next question on the target groups respondents work with displayed in Chart 4.

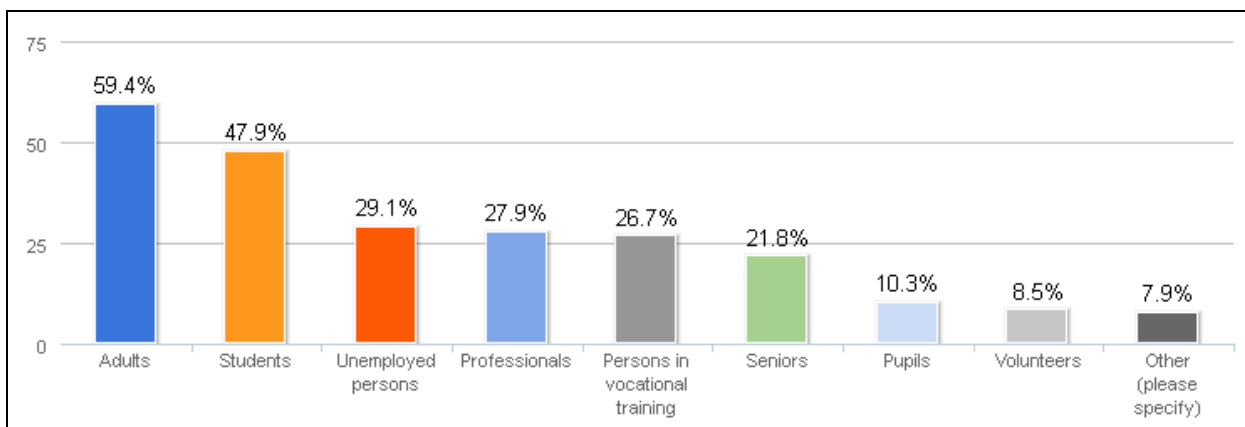


Chart 4: Main target groups respondents work with

The results shows that all target groups of the lifelong learning programme are covered. Specifications to the answer “others” further mention adults with limited formal education, handicapped people, inmates, young adults (16-25), people experiencing multiple forms of disadvantage, teenagers, children, disabled people, local citizens, newcomers, prisoners and young people 16+.

To get a clearer picture of the respondents’ relationship to their target groups they were also asked for their concrete occupation and function within their institution. Without naming the responses in detail in summary a big number of teachers (46) and school principals answered the questionnaire. Other functions/positions that appear in higher numbers are academic staff, project managers and coordinators, people working in administration and adult education trainers. The full list of positions of the respondents is found in annex 1 of this report or on the website indicated above which displays the survey results. Clearly a majority of respondents are working in direct contact to their target groups, thus are practitioners of learning and also executives of any kinds of performance evaluation.

4.3 Evaluation of Competences

The first part of the survey intends to clarify the respondents’ background to become aware of how they relate to the question of SPOC assessment.

The respondents were asked if they ever evaluated individual competence development of learners in their work (in a structured way). About 42% answered yes to this question, 58% no. If yes, it was asked to specify how.

Some answers were not very precise, but prevailing methods are tests and exams, portfolios, questionnaires and interviews and observation of work performance. Four respondents indicated they already applied the LEVEL5 method to assess and evaluate the learner’s progress in regard to SPOC.

Furthermore it was to be explored which relevance respondents ascribe to personal, social and organisational competences in regard to their learners’ future perspectives and to rate the relevance between 1 to 5. Both, for life in general and for the future career the majority considered SPOC of highest and of very high relevance (5 and 4). Only for one respondent they are not relevant at all. All together respondents see

higher importance for career matters in contrast to benefits for life in general. The average rating for life in general

Relevance of SPOC...	1 - not relevant at all	2	3	4	5 - highly relevant	average
... in life in general	0.6%	5.0%	16.4%	28.3%	49.7%	4,2
	1	8	26	45	79	
... for their career	0.6%	2.6%	16.7%	26.9%	53.2%	4,3
	1	4	26	42	83	

Table 1: Which relevance do you see for personal, social and organisational competences in regard to your learners' future perspectives/benefits?

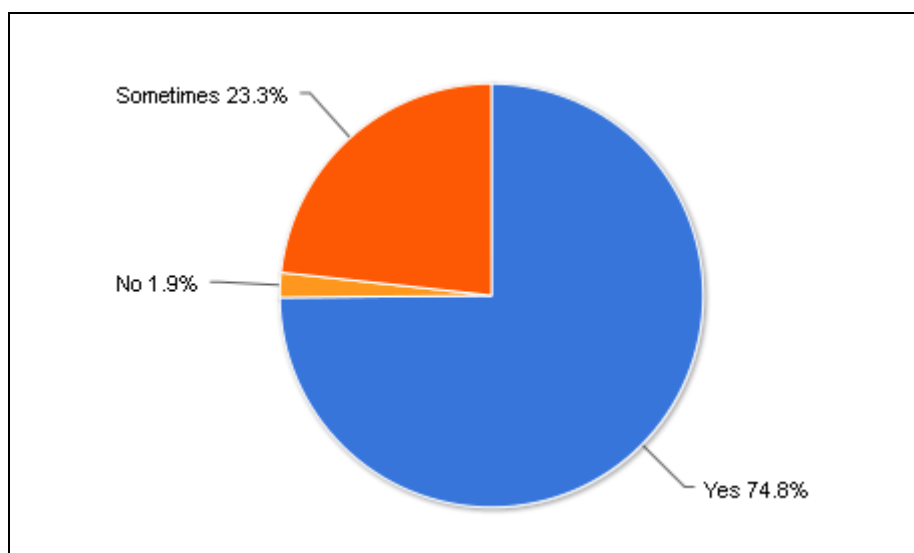


Chart 5: Do you consider it important to evidence the development of personal, social and organisational competences of learners?

With three thirds of all answers there is clear proof that evidencing SPOC development of learners is considered important, the other answers, apart from two persons who don't think evidencing is necessary, answered with sometimes. This corresponds with results from the expert interviews (chapter 5), that for certain target groups the assessment of personal and social competences is a sensitive matter, e.g. when dealing with older long-term unemployed persons and that not all learning contexts allow assessing SPOC competences in a reliable way.

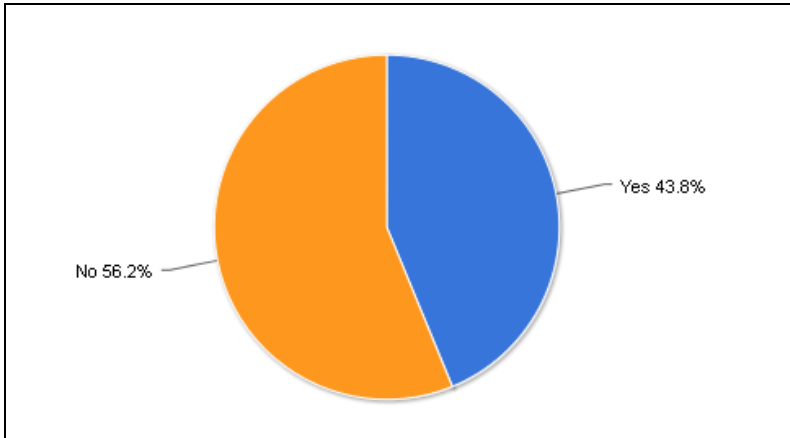


Chart 6: Do you offer any kind of proof/evidence of the development of personal, social and organisational competences of your learners?

Almost half of the respondents indicated they do offer a proof or evidence for the acquired competences. A specification on which kinds of evidence are offered highlights that the term proof is widely interpreted. Detailed answers range from formal certificates in relation to the curriculum, over proof through fulfilling practical assignments to self-assessment methods, evaluation forms to dialogues in order to raise awareness and self-reflection..

The full list of specified answers is to be found in the data set of the survey (annex 1).

The next question intended to explore the answers to the previous question in depth. "Have you come across any ICT-based or standardized tool to evaluate personal, social and organisational competences?" was answered with a no by 72,2%, only one quarter already uses ICT based or standardised tools. A selection of indicated tools applied names CEMES, EUROPASS, TCC tool (tutoring and capitalization of knowledge, a tool to evaluate professional attitudes, adaptation in company and transverse skills), LEVEL5, Soul record, ECDL, E-portfolio, psychological tests, capability frameworks and situational analysis. Some respondents mention they work with tools they developed themselves.

The full list of specified answers is to be found in the data set of the survey (annex1)

4.4 Competences Relevant for the Service Sector

The next part of the survey aimed to clarify which competences are considered most important in regard to the service sector.

Competence	average rating of importance
Communication competence	9,2
Intercultural competence	8,0
Flexibility	8,5
Autonomy	8,1
Self-confidence	8,5
Problem solving competence	8,5
Decision making competence	8,2
Negotiation competence	7,7
Customer orientation	7,6
Team competence	8,5
Self-reflection competence	8,3
Entrepreneurship/sense of initiative	7,7
Leadership competence	7,3
Resource-management competence	7,4
Conflict management competence	8,0
Diversity management competence	7,4
Learning to learn	8,5
Networking	7,9

Chart 7: How important do you consider the below listed competences in order to be successful in the service economy in general (scale: 1=not important at all – 10=very important)?

With an average approval of 9,2 the competence to communicate leads the ranking. Indeed communication is a vehicle for interaction and forms the underlying compe-

tence to perform in any social context, for instance teamwork, leadership or negotiation.

The second most important competences with an average approval of 8,5 are flexibility, self-confidence, problem solving, team competence and learning to learn. With 8,3, of average approval self-reflection competence is on rank 3.

Overall it can be stated that all of the listed competences are considered being important for the service economy as the lowest general approval is above 7.

It was possible to add other competences that were not part of the pre-selection. 30 persons made use of this option and added aspects like politeness, critical thinking, cultural awareness issues, IT literacy, prioritising and time management, analysing information and awareness of sustainability. The full list of other competences suggested by the respondents is to be found in the annex1.

The next question related to the acquisition of competences:.

Competence	times selected
Communication competence	92
Learning to learn	81
Problem solving competence	65
Team competence	64
Self-confidence	47
Intercultural competence	45
Autonomy	36
Self-reflection competence	33

Chart 8: Please select five of the competences listed above that are most likely to be acquired/developed/learned/ improved in your learning offers

129 persons responded to this question and here again communication competence is the most often chosen answer, followed by learning to learn.

Almost the same results appeared when asked which of these competences are of highest value from the view of the participants.

Competence	times selected
Communication competence	83
Learning to learn	65
Self-confidence	60
Problem solving competence	51
Team competence	46
Intercultural competence	42
Autonomy	40
Networking	37

Chart 9: Which of the competences in the list are appreciated most by your learners?

4.5 Preconditions for the Evaluation of SPOC Competence Development

This part of the questionnaire aimed at assessing the potentials for the application of the LEVEL5 method. The results clearly display that there is a high demand for standardised tools for SPOC assessment

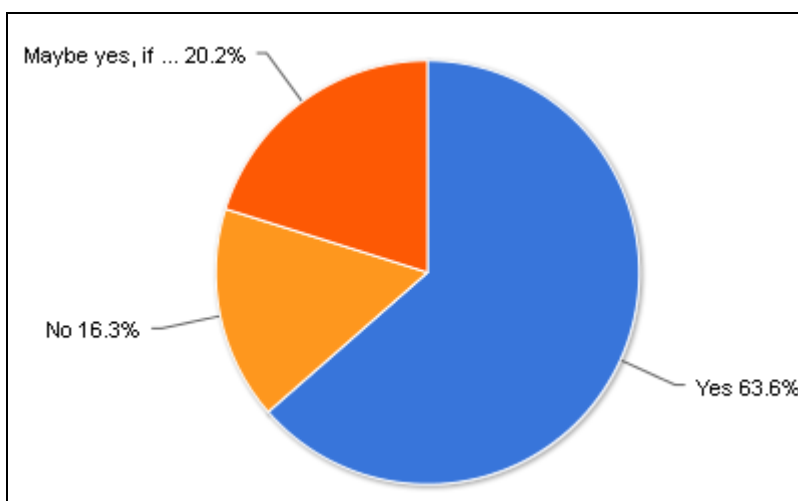


Chart 10: Would you be interested in using a standardised tool for assessing social, personal and organisational competence development in your learning offers?

Those answering “maybe” were asked to explain the conditions under which they would agree.

The respondents stated the following conditions:

- it needs to be meaningful
- it should be customised to the context
- it is simple and easy to use
- it is time effective
- it fits to other tools already in use or that learners demand so.

Furthermore, it was asked for which purpose respondents would intend to use a standardised assessment tool. More than one answer was possible. The results are displayed in the following chart.

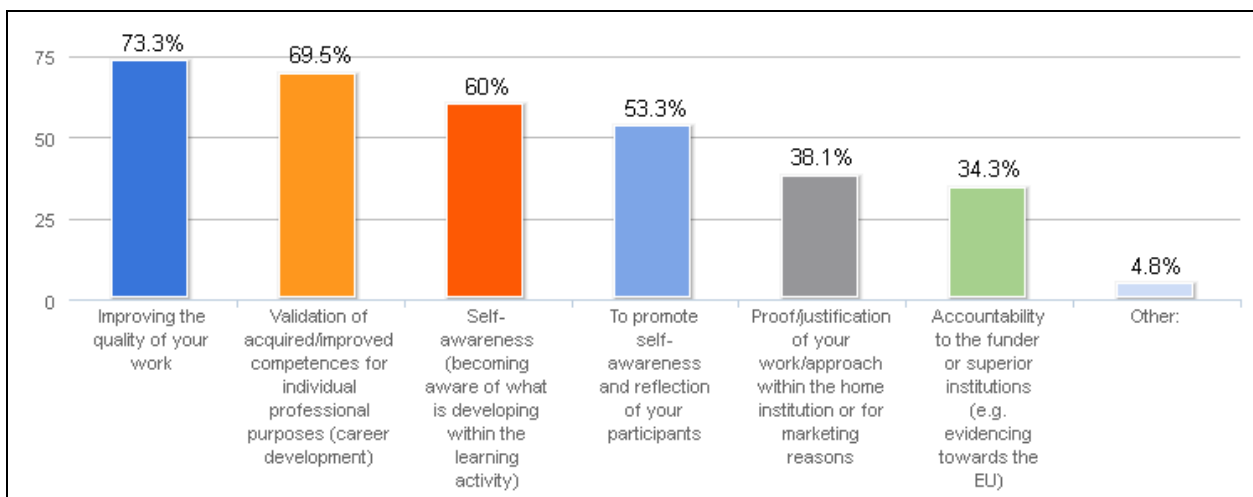


Chart 11: Would you be interested in using a standardised tool for assessing social, personal and organisational competence development in your learning offers? If yes, please specify for what purpose

The two main purposes of an assessments of SPOC would be the improvement the own work (73,3%) and the validation of the competence development to support the learners career development (69,5%).

Promoting self-awareness and self-reflection of the participants is also considered highly relevant by 60% of the respondents. Accountability towards founders and justification within the own institution were relevant for 34-38% of the respondents.

Next it was asked which features such a standardised assessment tool should have. A selection of the answers highlights e.g. the desire for detailed competence descriptions, a connection to the learning content, objective results, to be reliable and provide feedback in simple terms. Most often mentioned were the characteristics “easy to use, time effectiveness and at low costs”.

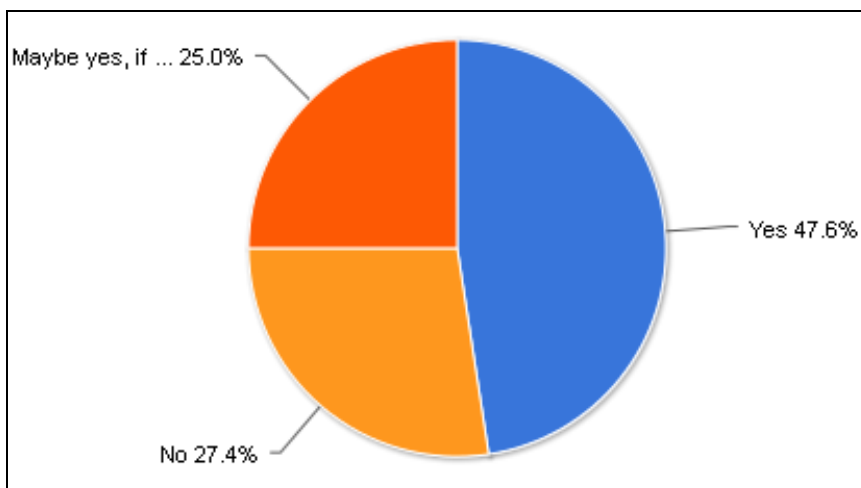


Chart 12: Would you be ready to assign a specific part of evaluation resources available in your working context to assess and evidence the development of individual competences with a practical, standardized tool?

Half of the respondents would assign a part of their evaluation resources to individual competence development. The ones answering no, were asked to further explain their position. The answers are displayed in the following chart.

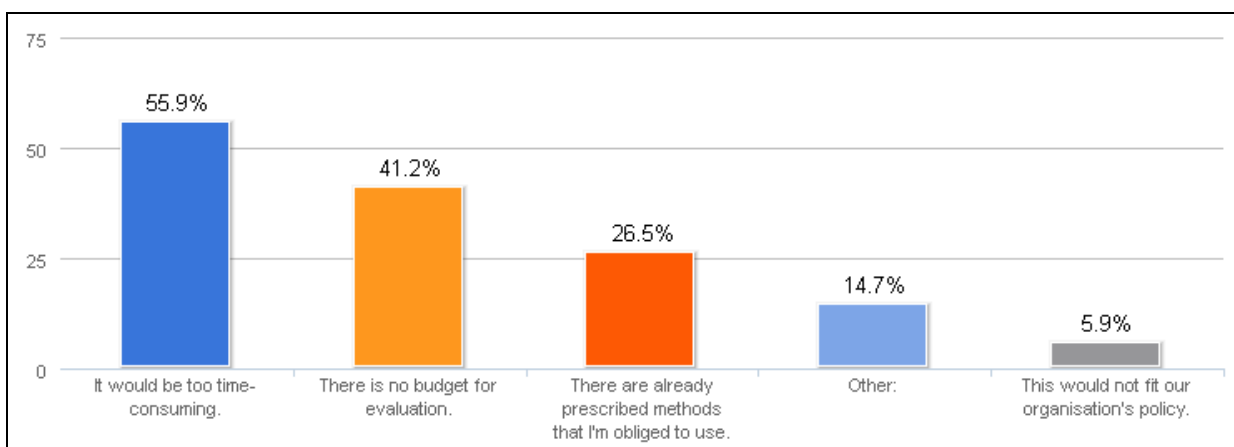


Chart 13: If no, please specify why not?

The main obstacle mentioned is the time effort and a lack of resources. Also the conflict with already prescribes assessments is mentioned. Other respondents were not authorised to decide about institutions resources or again a concurrence to own methods already applied.

Asked for the amount of evaluation resources available the majority would be ready to assign less than 5% to up to 10% of the evaluation budget and up to 20% of the available time to assess and evidence the development of SPOC.

	in terms of budget available for	in terms of work time available for
less than 5%	23	18
5-10%	18	25
10-20%	11	25
20-30%	7	15
30-40%	6	6
40-50%	3	7
more than 50%	4	7

Chart 14: If yes, please estimate how much of the evaluation resources you would allocate to this within the overall evaluation

Asked for feasible procedures of assessment three approaches scored nearly equally 44-45% combination of staff and self-assessment, combination of external and self-assessment and self-assessment alone while external and staff conducted assessment received significantly lower scores.

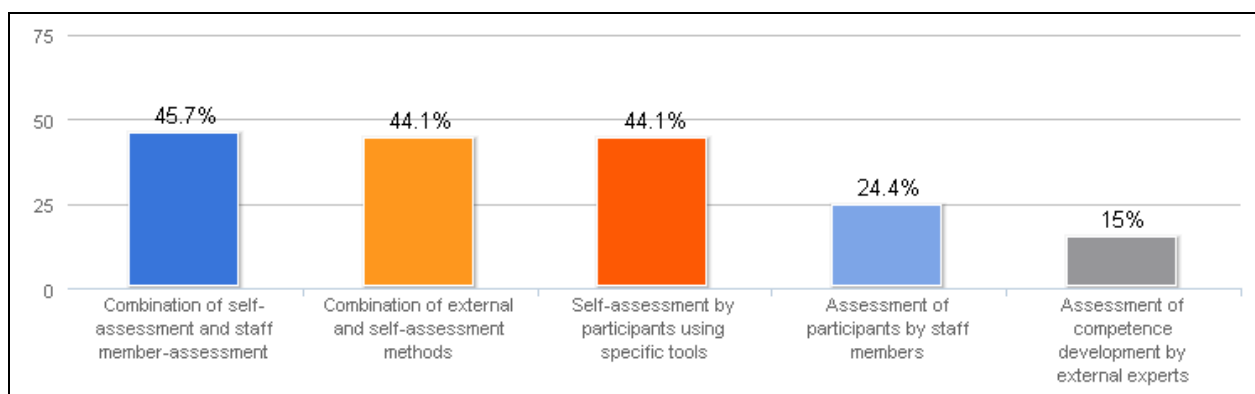


Chart 15: Which approach to assess the competence development within your learning activity do you consider most suitable in regard to your working context?

The results displayed in this chart are in so far interesting as one could have expected that self assessment would have been connected with a low “quality” (as far as objectivity is concerned). Obviously this does not seem to play an important role for the respondents. It seems that a low level of formality and rather formative assessments are expected when evaluating SPOC.

4.6 Interest in the VITA Project

The last question of the survey dealt with the interest in VITA and the connection of the respondents to the project.

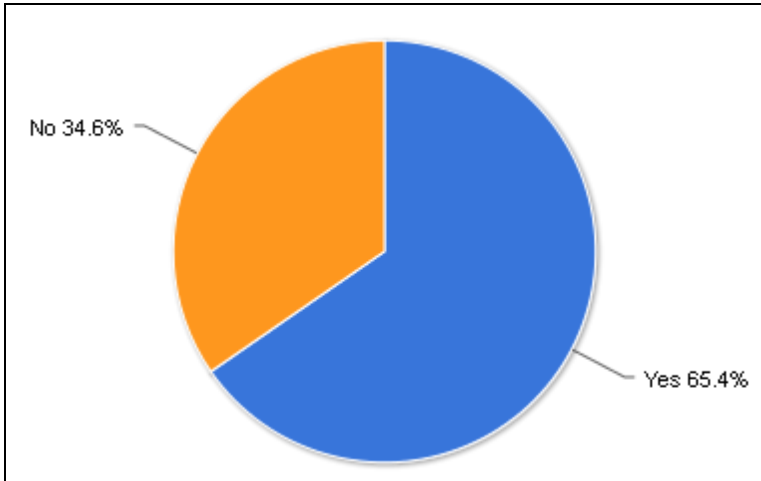


Chart 16: Are you interested to learn more about the LEVEL5 evaluation method and receive further news about the VITA project (the VITA newsletter)?

For 65% of the respondents the participation in the online survey resulted in further interest for the VITA project and its results in regard to the assessment and evidencing of SPOC. One third further agrees to be available for interviews to deepen the findings of the survey.

4.7 Summary of Results and Conclusion

Previous to the launch of the online survey the VITA partnership thoroughly discussed which competences are most relevant for the service sector in order to set up the inventory of competences. These considerations were underlined and confirmed by the results of the survey.

Generally there is a high appreciation and relevance seen for SPOC in regard to delivering good services, also the need for assessment and evidencing is clearly seen by most respondents. In contrast to this the availability of suitable methods seems to be limited and scattered. Also the availability or often lack of time plays a very important role when people deal with the issue of assessing and evidencing SPOC,

The main findings of the VITA online survey at a glance:

- Social and personal competences are considered being important for the service economy by an overwhelming majority of respondents
- Communication was ranked being the most important competence followed already by a personal competence (flexibility). However all proposed competences received high scores.
- There is a high interest of assessing and evidencing SPOC, however it must be efficient and adapted to the needs
- There are two main purposes of assessing and evidencing:
 - Improving the teaching/training performance
 - Improving the chances of the learners by evidencing their SPOC
- The respondents clearly voted for a formative approach since self-assessment, partly in combination with external/staff assessment was predominantly selected as assessment approach.

5 The VITA Interviews with European education providers

5.1 Introduction

To substantiate the findings of the other parts of the needs analysis and add more qualitative parameters to the analysis VITA partners conducted interviews and concluded the findings in the following summaries. These summaries are structured by educational sectors and countries. All educational sectors were covered with at least one interview: school, higher education, adult education and VET. Also the dimension of policy making was addressed. The interviews aimed at substantiating the findings of the online survey and to discuss crucial questions that could not be covered by the rather quantitative overview presented in chapter 4.

The Chart gives an overview of the 18 interviews conducted in the respective sectors:

Partner	Sector	Expert's field of work
Aontas, IR	AE (community education)	<ul style="list-style-type: none"> ▪ Community education organiser for women ▪ Community development group
METU, TK	Schools	<ul style="list-style-type: none"> ▪ Teacher coordinating extracurricular activities ▪ Teacher coordinating extracurricular activities ▪ Teacher coordinating extracurricular activities
INSUP, FR	VET	<ul style="list-style-type: none"> ▪ Head of work placement pool ▪ Manager science learning centre
VIA, DK	HE	<ul style="list-style-type: none"> ▪ VET teachers teacher ▪ University teacher for management skills
VMU, LT	HE	<ul style="list-style-type: none"> ▪ Two career guidance and work placement officers
blinc eG, DE	HE	<ul style="list-style-type: none"> ▪ Teacher and career guide
BUPNET, DE	VET	<ul style="list-style-type: none"> ▪ Supervising tutor in mobility project for older long-term unemployed
AUTh, GR	VET policy stakeholders interviewed on:	<ul style="list-style-type: none"> ▪ Policy planning level, monitoring of policies ▪ Educational policy planning, networking among stakeholders ▪ Educational policy planning, networking among stakeholders ▪ VET programme planning and development ▪ Accreditation, Validation, Monitoring of policies

Table 2: Interviews carried out by VITA partners in different sectors

The following questions were covered in the interviews:

- Identification of expert and field of work,
- general consideration and opinions on SPOC from personal and target group perspective,
- if and how acquisition of SPOC is addressed in learning offers of own working field,
 - formally or non-formally,
 - theoretically or practical,
- potentials for development of SPOC in named contexts,
- possible ways of assessment
- relevance is ascribed to standards to measure SPOC against.

The full interview compilation can be found in the annexes to this report.

5.2 Higher Education Sector

5.2.1 Lithuania – Practice in HE

In Lithuania, project partners from Vytautas Magnus University (Kaunas, Lithuania), have carried out expert interviews in the HE sector. Students in formal higher education follow highly formalized and ECTS credits-based formal training educational programs. Students' achievements are assessed following formalized marking procedures. Each course in higher education is evaluated assessing the level of course outcomes that each student gains during the course. The weight of each course is evaluated through ECTS (European Credit Transfer System) based on number of hours spent for each respective course. The assessments for formal courses are then displayed in the academic diploma supplement that is part of graduation diploma throughout Europe.

However, the growing importance of such life skills like social, personal and organisational competences for successful employability and career development, outlines the fact that there is a lack of clear and recorded procedures how to assess these competences. The main field where social and personal competences are being attempted to be assessed is the assessment of practical work placement that is part of formal undergraduate program. The placement training is being assessed by university teachers who are preparing students for their placement and placement mentors who supervise the progress in the work placement. The assessment is mainly based on the attendance of the work placement, successful completion of appointed tasks and partly on the level of personal, social and organisational competences. However, even though much anticipation is placed on the placement time to develop adequate social skills for the learners this assessment is done rather superficially, more in a form of a self-evaluation with a lack of clear standards to measure the acquisition of social, personal and organisational competences against.

In order to find out more about the assessment of personal and social competences of undergraduate students in formal higher education, 2 undergraduate program of Career Guidance (Education) lecturers, who prepare and coordinate practical work placement of students were interviewed. The interviewers both directly deal with the learners before and after their practical work placement. They prepare students for their assignment and work plan in the organization, contact their mentors, keep in touch during the placement and finalize the feedback and assessment of the placement after the assignment is complete. They propose the learners to fill out a ques-

tionnaire of personal/social competences in a form of a table to self-assess and to consider their importance in work experience.

Both experts agree that personal/social and organisational competences are very important to the learners and that the formal higher education is not sufficiently covering them. The more conceptual and theoretical nature of university higher education is underestimating development of social and personal competences that in the employability phase become the key decision making factor for employer's decision. The important social, personal and organisational competences competencies are communication, flexibility, autonomy, entrepreneurship, organization, leadership, especially – teamwork.

However, these competences are underestimated in the formal higher education. During the university education time more attention is paid to learning outcomes, while straight after graduation, when graduates try to enter employment, the importance of social, personal and organisational competences comes out. Many of the competences are being targeted in the formal system, e.g., teamwork in promoting group work, leadership in promoting active student activity, etc. However, it has to be admitted that the acquisition of social, personal and organisational competences in higher education is too sporadic and unsystematic. The interviewees admit that together with a learner and his/her mentor they prepare a placement training plan that also includes development of social, personal and organisational competences, but they agree that there is no “mechanism to measure if these competences have been acquired and what is the progress”.

The interviewees agree that “competence education is a subtle and complex process”, therefore, they admit that “there is a need for mechanisms that could measure in a valid way if these competences are being measured”. The interviewees also admit that they are interested in “mechanisms that could be applied in preparing students for their practical work placement in terms of social competence acquisition and assessing the acquired competences after the placement”. Both interviewees agree that there is a gap between the anticipation to develop social, personal and organisational competences for the undergraduate learners in higher education and also valid and user-friendly systems to assess acquisition and measure the development of social, personal and organisational competences.

5.2.2 Denmark – Practice in HE

Two lecturers at VIA University College, School of Continuous Education were interviewed on SPOC in their teaching. The lecturers are situated in two different departments with different target groups, VET teachers and managers.

The targets groups of the interviewees are related to the service economy: The managers mainly come from the public sector, managing citizen oriented services for example health care, and many of the VET teachers educate their learners to jobs in the service industry. Furthermore, both in management and teaching, essential competences required are also competencies required in and by the service economy.

The two lecturers both point at *reflectivity* and *self-understanding* as important competencies for their students. These competencies are important during the study as well as in their jobs as teacher and managers.

They regard reflectivity and self-understanding as essential for their students in their jobs as teachers and managers as well as during the study for a Diploma in Pedagogy or in Management. Each of them explains how their students move from being a skilled craftsperson or professional to being teacher or leader. This change of identity

demands self-reflectivity. - The importance of reflectivity can be regarded as an institutionalized conception in the Diploma Programs. It is generally assumed that students develop through academic, theoretical reflections on their practices (cf. EQF)

The lecturers regard competencies as interrelated: One emphasizes communicative competencies. She mentions a theoretical understanding of communication which among other things conceptualizes reflectivity. The other lecturer is concerned about relationship competencies and how these competencies are related to identity formation.

SPOC are not included in the formal goals of the courses the lecturers refer to in the interviews, with the exception of reflectivity competence and the ability to see one's own needs for competency development. Therefore the lecturers do not assess other SPOC. They assess the reflectivity the students express in their papers. Both lecturers talk about weakness of basing the assessments of a competence on written papers.

The two interviewees were chosen because they had been working with competence issues for several years, that is with recognition of prior learning and with tests and personnel recruitment. Therefore it is interesting that both of them find the assessment of SPOC and the use of standards problematic based on ethical considerations in terms of who is entitled to gather such information, as it is not formally assigned to University education.

The interviews indicate two points of awareness for a pilot test of LEVEL 5 at the VIA School of Continuous Education. The first is that competencies might be seen as interconnected; the second is scepticism toward formal assessment of SPOC.

But throughout the 45 minutes interviews, which were partly conducted as structured partly as narrative interviews, the interviewees expressed much interest in SPOC, and at the end each of them developed ideas on how to involve their colleges in discussions on SPOC.

5.3 VET Sector

5.3.1 Greece – Views of VET Policy Agents

All the five interviewed experts from Greece asked for their personal views have stated that SPOC is considered of top importance and crucial for performance in any administrative work. Moreover most of them added that in recent years, it has become more and more important to recognize people's characteristics which are no longer "immutable". The term "Employability" highlights a critical point emerging right at the time when the deterministic and mechanistic approach, typical of the traditional job market's "demand-offer" relationship must give way to better differentiated approaches, in which symbolic, cultural, social and value variables are becoming fundamental. The issue of competences, which, with different approaches, has emerged in the organisational world, can be easily related to the problem of employability (particularly in the Greek context). It is becoming more and more urgent to be able to identify the ownership of specific competences and their implementation, at a given time. New professionalism makes it necessary for people and organizations to understand what kind of "behavioural language" will have an effective impact on fast changing situations and scenarios.

The relevance for learners is agreed to be a "*conditio sine qua non*". Namely without these competences the learners are hardly employable or if they are, they might not be able to hold on to their jobs. It was generally agreed that social competences in particular are domain specific and developmental. Yet defining social competence is not an easy task; no consensual definition exists.

Definitions vary according to their usefulness to differing theories and approaches. From the interviews it was extracted that definitions fall into two main categories: global, generalized definitions; and definitions which consider specific components and skills (competencies) which serve only as indicators of social competence. Definitions also differ according to a focus on either internal processes and behaviours or external outcomes.

Since the effectiveness of social behaviour can only be determined within the context of a particular social environment including communities, peer groups, families, working environments and cultures, it appears that both individual behaviours and social outcomes are important considerations in defining socially competent behaviour. In addition to the above it was also suggested that social and personal competences must first be operationally defined as a collection of specific behaviours and abilities before social competence promotion programs can be designed and implemented.

Interventions intended to enhance social competence are often a combination of health promotion and problem prevention programs (such as life skills training programmes) which attempt to reduce risk behaviours as well as promote healthy adjustment and development. The expert from Cyprus suggested that in a recent study that was conducted by HRDA it was found that the most effective programs are multi-dimensional and multi-level such as the combination of skills-based approaches with environmentally-oriented approaches for example. The importance of addressing affective (e.g., stress management), cognitive (e.g., problem solving), and behavioural (e.g., social skills training) components of social competence in enhancement efforts has been suggested as the most important step towards relevant VET and adult learning programmes.

Asked which competences were of most importance for the learners a large variety of competences was named. These include the following:

empathy and perspective-taking ability, ability to initiate and maintain relationships, maintaining an attachment to school, ability to distinguish between positive and nega-

tive peer influences, effective communication in various social relationships , social problem solving and decision making ability, constructive resolution of conflicts , effective use of basic social skills, e.g., starting a conversation, accurate identification and understanding of the social cues/rules present in one's social environment, self control and self-monitoring of one's behaviour and how it impacts others, perception of self-efficacy, a belief in the capacity to influence one's social environment, respect for individual differences based on gender and ethnicity, ability to solicit and utilize social support, effective coping ability, future-orientation, e.g., setting and working toward goals, and sincere interest in the well-being of others shown through socially responsible behaviour. Besides the variety of SPOCs suggested above the expert from the farming sector and the expert from Cyprus (the others also mentioned these competences but with less emphasis) suggested empowerment and engagement as the top two competences that are addressed in their programmes. They also suggested teamwork, sense of initiative, commitment, and problem-solving competences.

All experts agreed that SPOCs are a non-formal element in VET education, which however draws on competences formulated in formal and non-formal contexts. As some of them particularly stressed there are very different SPOCs required and valued in different contexts. Behaviours which are dysfunctional and disapproved of in one context might be functional and approved of in another. Through thinking and feeling, the socially competent person is able to select and control which behaviours to emit and which to suppress in any given context, to achieve any given objective set by them or prescribed by others.

In the majority of programmes SPOC are indirectly addressed, but in some cases they are also addressed directly and referred to as “soft skills” rather than SPOCs which is not entirely wrong in their opinion as they refer to personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which are about a person's skill set and ability to perform a certain type of task or activity, soft skills are interpersonal and broadly applicable.

In all interviews it was suggested that they must be conveyed more practical, learning by doing and explanations based however on theoretical elements. Nonetheless in countries like Greece and Cyprus, there are problems in the transition from the vocational training to the employment system, which result from deficits in self-and social skills. This particularly affects low-skilled young people, who are right before the entry into professional life.

All interviewees believe that SPOCs can develop fairly well if they are dealing with fast learners and learners who are genuinely interested in their jobs. However, as some of the suggested their main emphasis is on specifying the necessary learning inputs, rather than outcomes, to master a trade for instance and therefore much of what they want to promote as SPOCs is lost in the process.

Some suggested that they do plan the acquisition of SPOCs deliberately while the majority of them suggested that it is meant to be planned, but unfortunately it is not done as such in practice. Others suggested that they don't plan it and they follow learners; progression patterns to identify SPOCs and use examples to make them more apparent during the process.

The most popular choice how to assess SPOC with learners is by giving assignments and delegating tasks to team members. The time for feedback on their performance and collection of evidence on their progression is a problem. The most common way to do this is with learners' portfolios (although they all agreed that this is a very common method they don't always use the portfolios to assess SPOCs, but they use other methods for evidencing such as exams or “proodous” i.e. progress tests and reports). Having said that, they also suggest that portfolios are not really assessments at all because they are just collections of previously completed assessments. But, if they

consider *assessing* as gathering of information about someone or something for a purpose, then a portfolio is a type of assessment. Sometimes they said the portfolio is also evaluated or graded, but that is not necessary to be considered an assessment. In the case of farming programmes the expert suggested that occasionally and depending on the type of the programme in the more thoughtful portfolio assignments. Learners are asked to reflect on their work, to engage in self-assessment and goal-setting. Those are two of the most authentic skills students need to develop to successfully manage in the real world.

Particularly those experts from the policy sector also suggested that assessment does not necessarily mean a high level of formalisation, but it needs some continuum of outputs, from self esteem to qualifications for the labour market. That's where quality assurance comes in!

5.3.2 France – Views of VET Practitioners

The activity of a training centre like INSUP is typical of that of organisations working in the field of vocational education and training (VET). Indeed, most of INSUP's trainers accompany and support adults and youngsters in search of work (Only a small proportion of learners are in employment.) For this target group, defining and validating career goals is a vital part of our work which means that, in France, the relationship between the VET sector and potential employers is predominant; the assessment of a person's skills and abilities must be pertinent to the professional world. Of course, this work is carried out within a wider educational approach which seeks to encourage the person's ability to act and to adapt, in order to find his place in the social and economic environment. More precisely, we work on the processes that enable an individual to live among an identified group with its own rules, cultural models and history. So our role is played out at different levels: that of the individual (autonomy, personal commitment and self-esteem), that of the individual in relation to others around him and that of the individual in relation to the outside world. Our work is to exploit and build upon the activities covered either in vocational and educational training, or privately, and use these as a means to act towards professional integration. Indeed, taking extra professional activities into consideration helps progress in the work orientation process. The individual's commitment is thus stronger and based on his own choices, which encourages him to apply personal resources in the work situation. With this in mind, we begin with the enhancement of non-formal skills (interpersonal skills and ability to act). These transverse skills are pertinent to numerous work situations and complement the technical skills specific to a given profession (know-how) while providing the individual with a higher level of employability and mobility.

Having established the link with the approach of this European programme based on the assessment of social, personal and organisational competences (SPOC), we asked two experts from our sector of activity to give us their points of view on these issues.

First of all, we wish to highlight the importance of SPOC in relation to the employment world in the VET sector, as confirmed by Johan PRIÉ, head of INSUP's placement pool: "*SPOC play an extremely important role in an employer's choice of people to work with*". He states, however, that it is absolutely vital, for the evaluation of competences, to take into account various parameters, such as the size of the company, the duration of work experience, the tasks entrusted, the stage in life of the person evaluated, etc., otherwise the results may appear insufficient as a lever to integration: "*Work on a daily basis with individuals who are not comfortable with interaction and sharing, showing or requesting information about their work, has a negative impact on results in terms of performance, although their technical competence is not questioned*" He

adds that this assessment must, whenever possible, be carried out over an entire period *“SPOC assessment can only be done in a work situation that is repeated over time”* because in his view *“a single evaluation is not possible”*. Further, he states that *“SPOC appreciation is closely linked to the assessor and the subjective aspects can be poor assessment indicators”*.

So, he considers that Level 5 as presented to him, integrating different dimensions, is an interesting tool, on the condition that the assessment is re-performed with the same topics and indicators, with 2 or even 3 companies. Jean-Alain PIGEARIAS, manager at CAP SCIENCES, France caters for people like those described above, generally lacking in marks of identity in both personal and professional terms. The method encouraged by Level 5 immediately appealed to this man of science, who is aware of the importance of SPOC in today’s society, describing them as *“a mirror of their own behaviour with criteria”*. He believes it is important to validate tangible references at certain moments in a lifetime in order to support personal evolution. J-A Pigearias considers that the service economy has generated a system which quite simply leaves no room for evaluation. Society is constantly causing time to accelerate and demanding results. Time is needed to establish contacts with learners, while very little of it is available for assessment. Thus, SPOC are not sufficiently assessed, nor are they *“taught in schools, other than in totally informal ways”* as J.Prié puts it. Both men are in favour of a formal method to validate the informal or non-formal qualities of a person. J-A.Pigearias even recommends that such validation become obligatory for employers, for example in career development interviews, in both public and private sectors. This concept could be integrated into the European Qualifications Framework.

The most important point raised during these interviews came from J.Prié who acknowledges without hesitation the VET sector’s lack of advanced tools for the assessment of skills or abilities related to interpersonal skills, in other words, the social and personal elements of SPOC. *“Within the service we provide, it is difficult to develop skills of an interpersonal type. The tools we use are: work experience, feedback, assessments and videos which help awareness, but it is not easy to develop these skills for which measurement tools are also lacking. The assessments are global and based mainly on impressions approaching these skills, but they are difficult to measure. We have tools that give a few indicators to record information corresponding to SPOC but the assessment method is questionable (observations, recording and cross-checking of information)”*

In conclusion, we wish to share our own experience of the dissemination of a recent survey on SPOC assessment. We contacted several INSUP members to get their opinions verbally, alongside the online questionnaire. Firstly, they all recognise that this approach is necessary and even, in some cases, vital. However, they pointed out that they already use a significant number of tools to help evaluate professional interests (RIP, IRMR) and values (SUPER, QVT), personality (EAT, GZ, Alter Ego), multi-factorial aptitudes (NV7 or NV5R), or transferable skills (Transference). Confronted with the large number of individuals concerned and the maze of available tests, they admit to being lost and beg for a tool that would be the sum of all the others, thus avoiding the extremely time-consuming nature of the current state of affairs.

The VET sector finds itself torn between two parallel paths: the one to quality (involving in-depth work on the individual) and the one indicated by the public authority demands for instant results! The solution for this sector would be to integrate the implementation of the LEVEL5 method into longer vocational qualification courses.

5.3.3 Germany – Views of VET Practitioners

SPOC are considered of high relevance for success in working life. This is reflected by the high amount of training offers in the adult education sector in Germany. SPOC are addressed as well in specific training offers as well as being an informal element of other skills related courses on the German market.

Courses which explicitly aim at the development of SPOC competences often address the management dimension of companies, as recent scientific research has proved the social working climate to be one of the main determining factors for successful performance.

In regard to the training of unemployed persons the SPOC competences are also addressed in many ways as being seen as precondition to employability. Also in the area of low skilled persons SPOC form an added value to be communicated towards employers.

When it comes to the question of the assessment of SPOC there is a large variety of instruments applied in a rather random way, depending of what is known and available.

The interview of an expert working at the interface between school and work revealed that SPOC are seen increasingly important also from the employers side.

However, as they are neither “taught” in school nor in VET they are acquired in practical work and life situations, e.g. during an internship or an apprenticeship. But also in these learning settings they are neither deliberately planned nor validated.

Hence the expert pointed out that a combined learning approach, matching the demands of the potential employers and the competences of the intern/candidate could be a very interesting approach. This would afford not only a validation approach but also a flexible and customisable approach of an integrative learning on the job.

An important outcome of the interview was that formal certification is not the matter of choice but a contextualised evidence of the competence development.

5.4 Adult Education Sector

5.4.1 Ireland – Views of AE Organisers

The adult and community education sector in Ireland is examining the possibility of measuring learning outcomes not only for certified learning but also for those skills/competences which are acquired as part of the learning, often in a non-formal way: “the wider benefits of learning such as social, civic and health outcomes, with a view to demonstrating how investment in education can decrease state spending in other policy areas, and contribute to the functioning of democracy and achievement of equality.”²⁸ The community education sector is interested and would support the introduction of measuring tools which should:

- be standardised
- take into consideration the existing tools used to measure learners certification and progression not to negatively affect tutors workload

“The AONTAS Community Education Network²⁹ has discussed the importance of measuring outcomes of adult learning including issues such as the need for measurement tools that accurately reflect the outcomes of the learning, the need to define what is to be measured and the importance of a coherent system of measurement which is acceptable to the range of funders who currently support community education groups. [...] In response to the demands of the drive for outcome-based funding models community education groups have sought to identify and develop methods for such measurement. An Cosan, a voluntary community education provider, and the Limerick Community Education Network in partnership with City of Limerick Vocational Education Committee, a statutory provider, are two such organizations who have developed instruments to measure qualitative outcomes and there are probably many others who have devised methods to record outcomes. In the case of An Cosan, surveys are used on an annual basis to identify the socio-economic context of its learners, the challenges and barriers they encounter in returning to education and to measure outcomes in confidence and wellbeing, independent learning and civic participation. These surveys are used at the beginning of the academic year and on the final week of classes.”

Ms Pamela Latimer, Longford Women’s Link: In women’s community-based education social, personal and organisational competences (*SPOC*) are considered very important both for personal life and for the learners’ future employment perspectives. Most of the learners in the centre’s target group come from a disadvantaged background such as long term unemployed, young mothers and lone parents. *SPOC* are considered fundamental to gear the learner towards a more active participation into society. The aim of taking part in a women’s community education course is therefore on learning skills as well as a personal development journey. Tutors make sure that skills and *SPOC* are both valued and nurtured. Learners develop self confidence which equips them with the capacity of learning new things and feeling at ease. After this first step the *SPOC* competences developed are networking, time management and learning to

²⁸ “MEASURING THE WIDER OUTCOMES OF ADULT LEARNING WITH PARTICULAR REFERENCE TO COMMUNITY EDUCATION.” A discussion paper prepared by Berni Brady, AONTAS for the DES working group on measuring the wider benefits of learning in community education. October 2012.

²⁹ CEN is a network of 130 community education organisations supported by AONTAS working collectively to gain recognition, support and adequate funding for community education. www.aontas.com

learn. If a learner stays with the centre it is possible to informally measure her *SPOC* competences through the progression she makes: some learners start with a FETAC³⁰ level 3 certificate and they go all the way to attending university. It's important to show and keep track of learning outcomes as well as *SPOC* developed during the course. The sector would need a standardised and integrated way of measuring *SPOC*, currently there are differences between centres in the same area and already two tools are used to measure learner certification and progression.

Ms Majella Breen, Bray Traveller³¹'s community development group:

SPOC are very important for the target group, they are learnt through an informal learning process which consists mainly in exchange of information and ideas. The target group is composed of young Travellers who were used to leave surrounded by their extended family while now most of them are living in privately rented accommodation and become isolated. They are following a "employability skills course" which prepares them to enter further education opportunities or apprenticeship schemes. There is an individual learning and development plan in place for each of the learners and an exit interview which allows the tutor to see learners progression on *SPOC*. The *SPOC* learners develop during the course are networking, learning to learn, interact with different stakeholders (service providers), and organisational skills through role modelling (they see a person from their group progressing to employment and taking responsibility for tasks and projects within the centre). In an ideal world it would be important to validate these skills because they are important for the personal development and to be successful in the world of work. These skills should be measured in a standardised way, ideally, but they should be integrated in the workflow of certification and validation of formal learning not to impact on the tutors workload

The VITA project administered a survey to European education practitioners. 50% of the Irish respondents worked for a public institution, 43% for an NGO and 7% for a private institution. 79% of the respondents worked mainly with adults.

The majority of respondents rated as very relevant personal, social and organisational competences in regard to your learners' future perspectives/ benefits in their general life and in their career. The following are some quotes from respondents which help put the quantitative data into perspective:

"Many long term unemployed people have competencies of which they are not aware. We are brought up to value only those competencies which can be accredited through a formal education system, as such if we can find a way to 'accredit' these competencies then I believe people will acknowledge and value them greater."

"It allows learners to see how partaking in adult education opportunities enable them to grow as a person and change their perspective on the world around them and the possibilities that are available for them."

"The evidence of personal development and social and organisational competences are guides to the progression of the student both educationally and personally. It also helps the learner to appreciate their own progression and to develop their self esteem.

³⁰ FETAC is the first cycle of certification in the Irish National Qualification Network, FETAC level 3 corresponds to European Qualifications Framework level 2.

³¹ The name "Travellers" refers to a nomadic Irish ethnic group. Irish Travellers are a people with a separate identity, culture and history, although they are as fully Irish as the majority population.

The same evidence can be used to inform decisions about financing, intervention and development of educational needs within the community sector.”

“Yes, particularly in relation to non-accredited learning because it is important that they are recognised as valid learning outcomes”

The competences considered as most important in order to be successful in the service economy in the Irish surveys were:

- Communication competence
- Flexibility
- Self-confidence
- Team competence
- Self-reflection competence:
- Resource-management competence
- Conflict management competence

Competences most likely to be acquired/developed/learned/improved in the respondents' learning offers:

- communication competence
- team competence
- Self-reflection competence
- Self reflection

5.5 School Sector

5.5.1 Turkey – Views of Teachers

Three expert interviews were carried out in the school sector in Turkey. Two with our main partner schools (METU Foundation School) and one with a new partner school (Izmir Turk College) that became part of the project partnership recently. One of the interviews was carried out with the school director who has had long experience with school management and given special importance to extracurricular activities as part of the school's overall educational program. The second interview was done with the school coordinator for extracurricular activities. She has a degree in the area of curriculum and instruction, and has been involved in various informal learning projects such as ECA (Extracurricular Activities), CAS (Creativity, Action and Service) and IYA (International Youth Award). The third interview was carried out with an experienced teacher in our main partner school. She has been involved in extracurricular activities for more than 10 years and has been a leading teacher in organizing various types of learning projects for students at high school level. Her expertise involves various international projects as well.

The main purpose of the interviews was to learn about experts' perceptions of validation of social, personal and organisational competences (SPOC) in school context. The experts were asked to respond to a series of questions dealing with the nature and importance of SPOC in their professional experiences, as well as with the way these competences operate in practice and the means used for assessment, if any, in their school context. As a result, significant data were gathered on the current situation in relation to validation of these competences as well as the need for an IT based validation system they can use for the learning projects they are organizing.

All three interviewees found the SPOC useful in their professional work since these competences allow them establish better communication with their colleagues and create a climate of collaboration for promotion of the overall school goals. The manager saw these competencies critical in fulfilling his managerial duties successfully. In fact, he says these competences point to the differences between a leader and manager in a school system. The coordinator of extracurricular activities has a very positive view on SPOC, since they are inseparable part of her job anyway. The leader teacher found these competencies significant in their collaboration with other teachers in curriculum and material development as well as helping her students more effectively in reaching their educational goals. So, these results implicate that the experts find SPOC useful for their own professional life.

With regard to the role of extracurricular activities woven with SPOC, the experts emphasized the importance of integrating these activities into school programs since they are seen not only as useful tools for providing students with effective learning opportunities but also as units complementing the academic curriculum of schools. In this respect, an elaborated perspective suggested that "extracurricular involvement allows students to link academic knowledge with practical experience, which leads to a better understanding of their own abilities, talents, and career goals." Moreover, as these events are stated to create a context for mutual sharing and group interaction, the experts believe that through extracurricular activities, the students develop certain cognitive and behavioural competences as well as several inter- and intrapersonal skills as negotiation, liability, communication, cooperation, collaboration, conflict management, flexibility, coordination, leadership, citizenship, awareness of environmental issues, critical thinking and problem solving skills, self-confidence, and time management.

The interviewees think that the SPOC related competencies that can be addressed through extracurricular activities in schools include communication, leadership, team-

work, autonomy, problem solving, conflict management, time management, organization empathy and presentation. Among these communication, teamwork and problem solving appear to be the most critical skills as emphasized by the interviewees. One of the interviewees thinks that she cannot single out a few competencies as most important since all of them are equally valuable in this process.

According to the experts, SPOC related activities are non-formal elements in the learning offers in schools. They are carried out outside the formal framework of curriculum. SPOC are addressed indirectly, they are mostly by-product of the extracurricular activities which focus on a variety of content areas. However, although not recognized formally, SPOC are the most essential components of these activities since they are the skills that will give strength to the students involved.

Yet, while the planning of extracurricular activities and competences is stated to be charted in line with the regulations of the Ministry of National Education on Primary and Secondary Schools Social Activities, when it comes to the assessment of SPOC offered through these activities, an organized structure appears to be missing. Thus, as the experts highlighted, although formal education prioritizing academic skills are being regularly assessed through various techniques, “many skills gained by students throughout extracurricular activities” fail to be evidenced.

The absence of and a need for a reliable tool to validate these competences was evident in the interviews. One of the experts identified that there did not exist a formal way of tracking student development in their institution. He then continued that “the assessment of student learning is limited to the instructors’ observation and we are not satisfied with the ways of assessing and evidencing.” Although another participant considered advisor observations to be helpful in understanding the degree to which students participate in and show progress through the activities, she further stated that they were not sure how valid and reliable these instruments were to assess the gains. Finally and interestingly one expert indicated that to ensure the students gain the intended competences, they were organizing as many and various extracurricular activities as possible, i.e. they were using the number of extracurricular activities as a means to assess student progress. Again, although it is clear to be missing in the current educational institutions, to experts, the benefits of a sound system of evidencing would be threefold: (1) “Making it easy for people to recognize the level of their competences and encourage them to improve themselves”, (2) Providing feedback to the educational institutions with regard to the effectiveness of the activities they offer, and (3) “Making it possible to create a reliable database as the ones used by national employment agencies.”

Therefore, an obstacle in the way of evidencing SPOC was indicated to create problems of accurate assessment and debriefing of students’ learning. In parallel with this missing link, one of the experts stressed that in the absence of a reliable tool, an effective definition of the work completed could not be made and especially the development of social rather than personal and organisational competences could not be effectively assessed. The interviews further showed that the experts were in favour of being introduced to and adopting a valid and reliable evidencing instrument developed to assess the SPOC they integrated into the extracurricular activities.

In summary, the analysis of the expert interviews yielded data on three planes concerning the validation of SPOC: (1) importance of extracurricular activities for student development, (2) importance of the validation of learning acquired through these activities, (3) tools used by the institutions for the assessment of SPOC and their implications. In the light of the perceptions provided above, it has been clear that the experts strongly believed in the difference extracurricular activities make in the lives of students and that they constituted an inseparable part of the academic curriculum in

terms of developing several essential competences and inter- and intrapersonal skills (SPOC).

While the validation process is seen to be exclusively important in providing feedback to the learners rather than merely providing certificates of completion as well as a means to assess the efficiency of the activities for learning providers, the interviews revealed that there did not exist a structured method to assess the level of student learning and SPOC development in the activities offered in the existing school structure.

The expert interviews lastly suggested that through a standardized and organized structure for measurement, the activities and thus competencies would be more systematically planned, processed and assessed. In this respect, there was an emphasized need and enthusiasm for a tool providing them with accurate data on student mastery of SPOC.

5.5.2 Germany: View of a Teacher from a secondary school

Social, personal and organisational competences are key for the employability of the students. However they are not trained at all in school. With voluntary extracurricular activities special work groups try to foster certain key competences, among them e.g. digital literacy and entrepreneurship to prepare a good career start.

The competences cannot be acquired in school but in internships or in extracurricular activities or projects.

The acquisition of those competences is mainly aiming at a professional purpose. However, also in the school community context those competences are important.

Most important competences are communication competence in respect to cooperation, learning to learn, teamwork, planning competences, self-esteem, flexibility and autonomy.

The acquisition of SPOC are not formal elements since they are acquired mainly outside the walls of the school. They are also not certified as the formal (curricula based) competences.

The only way of evidencing the acquisition of competences, are feed-backs from the students and the employers. However, the teachers emphasize that if somehow the development could be evidenced and also discussed with the employers. He could even imagine to match the needs of the employers with the competences of the interns.

There is a strong need for validation, especially for those students that do not go for further formal education (HE) and have a lack of good evidences for their competences. However the expert states that validation is a two edged sword because one has to take care not to disadvantage the lower skilled persons. Validation should be free and voluntary and always carried out together with the student.

The expert pledges for a validation of SPOC that would be embedded in a learning concept/approach.

For credibility reasons certain quality standards should be implemented in the validation procedure. The evidence must be credible.

On the other hand he states that it is impossible to rate SPOC along standards because they are dependent on the age, the life phase and the application context. Hence standardisation of social and personal competences is not only meaningless but also counterproductive.

5.6 Summary from the Interviews

The interviews reflect of course only a part of the full scope of stakeholders and opinions in the different educational sectors.

However, there are some very strong similarities on the one hand and sector specifications on the other.

Similarities:

Generally, social, personal and organisational competences are considered very important. They play an increasing role not only for the service economy but also in all four educational sectors covered by the LLP.

- In school they are promoted in extracurricular activities, or during internships. Even not asked about it, the interviewed teachers considered SPOC useful for their own professional life. Hence there is a high awareness for those competences (TR)³²
- In VET they are part of the initial training (e.g. in the dual system), or in further training and education. Transverse skills are considered pertinent to numerous work situations and complement the technical skills specific to a given profession (know-how) while providing the individual with a higher level of employability and mobility.
- In Higher Education they are in most of the cases only considered in placements, also if there is a rather new tendency to integrate them in specific courses or in innovative social skill centres). In HE there is still an underestimating on the development of social and personal competences which in the employability phase become the key decision making factors for employers.
- In adult education they are often directly trained, e.g. in community education or courses for unemployed persons.

In all sectors of education SPOCs are a non-formal element and there is an agreement that they must be conveyed more practical, learning by doing and explanations but somehow based however on theoretical elements.

What is missing in all the sectors – and mainly all interviewees stated this – is the validation of these competences.

- In VET, at least in France there seem to be a high number of different assessment tools and the interviewees beg for a tool that would be the sum of all the others, thus avoiding the extremely time-consuming nature of the current state of affairs. On the other hand experts from the policy sector also suggested that assessment does not necessarily mean a high level of formalisation, but it needs some continuum of outputs, from self esteem to qualifications for the labour market
- In HE there is a high scepticism towards formal assessment of SPOC the interviewees find the standardised assessment of SPOC and the use of standards problematic based on ethical considerations
- In Adult Education interviewees stated that also non-accredited learning should be validated because it is important that they are recognised as valid learning outcome. There was a statement that measuring tools which should be stan-

³² One has to take into account that the interviews were carried out in private schools delivering a high quality.

standardised and take into consideration the existing tools used to measure learners certification and progression not to negatively affect tutors workload.

- In schools the interviewed stakeholders from TR and DE stated that the validation process is seen to be exclusively important in providing feedback to the learners rather than merely providing certificates. Hence the validation should be rather free and formative and should not be based on curricula and standards.

Concluded one can state that a higher visibility of social, personal and organisational skills is requested from all respondents independent from the educational sector.

SPOC are acquired mainly outside formal educational institutes (HE, schools) which leads to a higher input of learning projects and placements

In all sectors validation approaches for SPOC are missing – however, they must be fit for purpose, contextualised, customised and not time consuming or even time saving (FR).

There is a high tendency to recommend approaches that avoid formalism and standards in order to keep the individual, non-disadvantaging momentum in the validation of SPOC.

However, credibility of the validation approach is needed which is especially emphasized from the AE sector.

6 Results from the VITA Online Survey among European employers

The survey was carried out in summer 2013. It aimed to identify the needs of employers of European companies, enterprises, public administrations, NGOs and other organisations to substantiate the findings of the VITA survey that was carried out in 2012 among education providers from different fields. The online questionnaire was disseminated through the professional and private networks of the VITA partners.

The first part of the questionnaire was designed to get an impression of the background of the respondents, their companies, the field of work and the employment perspectives they see in their branch and core field of business. Also it was asked which requirements the employers have towards the staff they employ in terms of formal qualification. Part two focuses on SPOC, their relevance for core business processes of the respondents and the conception and need of systems to validate SPOC. In the last part respondents were invited to apply for the VITA award, which is left out in this analysis, as it has little relevance for the overall findings of this survey.

6.1 Demographics and field of activity

Overall 113 persons from all over Europe participated in the VITA employer survey. Of these 113 55% (62) completed the questionnaire entirely, 45% of the respondents only partially completed the survey.

The respondents – employers from all over Europe – represent a number of economic branches. The majority is working in the education sector, including higher and adult education, as well as environmental education (25), also there were representatives from tourism and gastronomy (4), consulting (4), the IT sector (3), human resources management (3), health sector and medical industry (3), chemical and food industry (2), finance industry, the public sector, from community development, retail, services and an engineering office in renewable energies.

48% of the businesses the respondents work for are private enterprises, 44% belong to the public sector and 4 persons work in NGOs, universities or other.

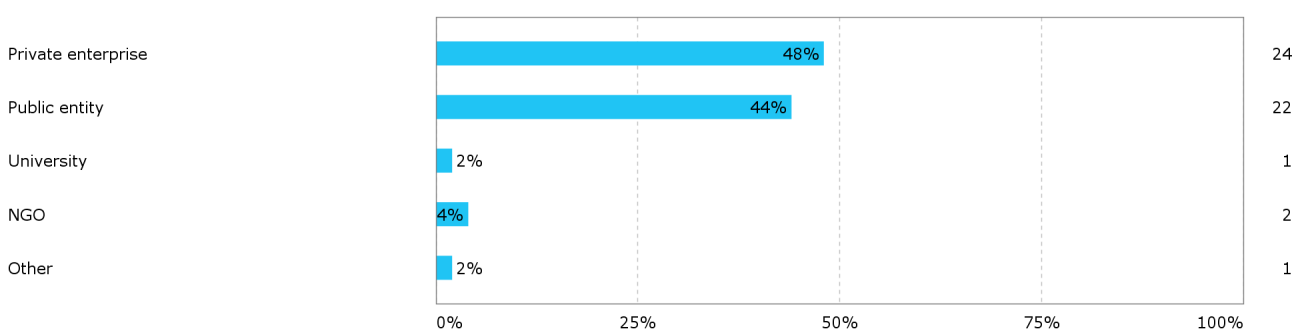


Chart 17: Your business is a... (please select)

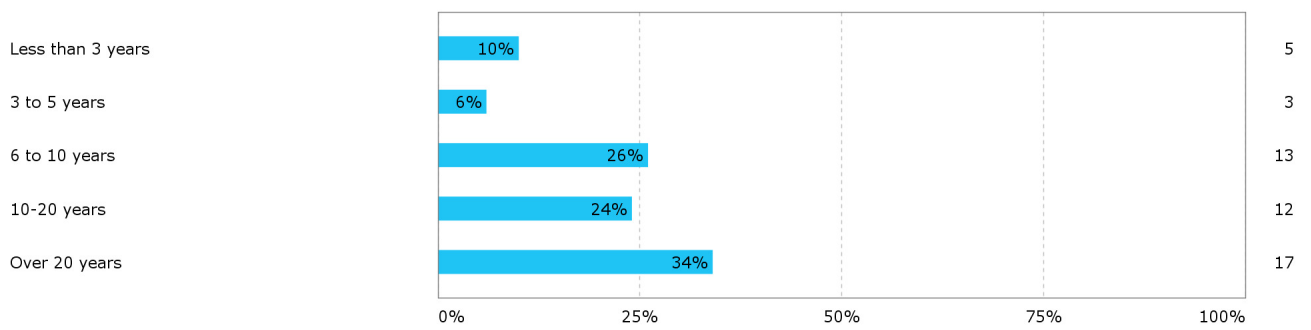


Chart 18: How long has your business been established?

Chart 18 shows at a glimpse that most of the respondents (84%) work in institutions that are established in the market since 6 or more years. 34% even work for institutions that exist longer than 20 years.

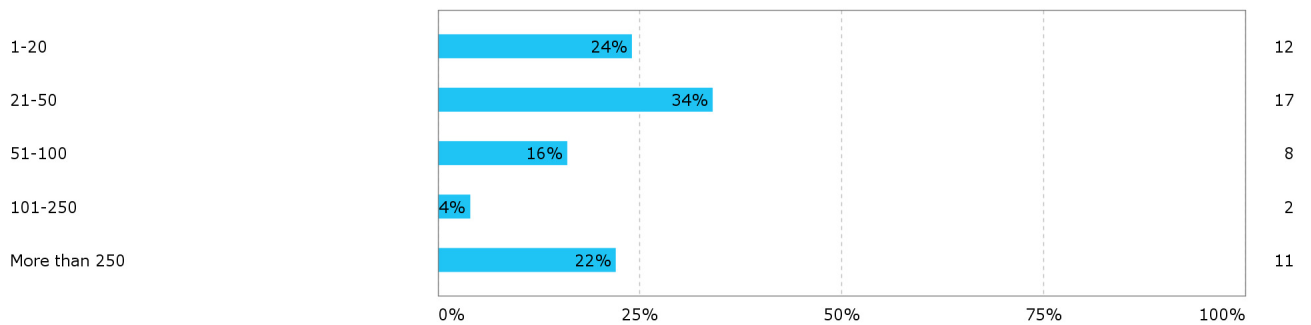


Chart 19: How many people are employed in your business?

78% of the institutions the respondents represent belong to the group of SMEs (small and medium enterprises up to 249 employees), 22% are large enterprises with 250 or more employees.

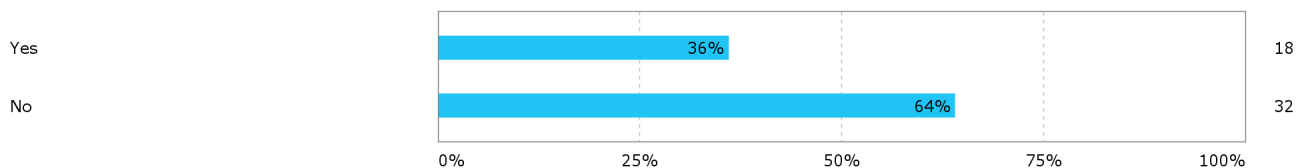


Chart 20: Does your business have a Human Resources department?

Even if the majority of institutions are quite large, only 36% have a human resources department, which task is among others to offer and manage training and development of the employees.

6.2 Demand for and availability of skilled personnel

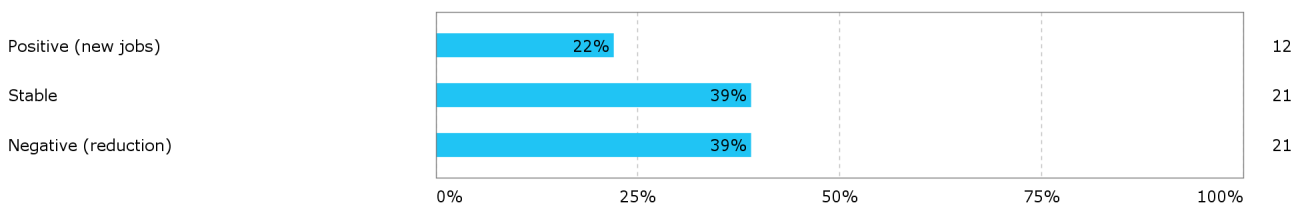


Chart 21: How would you forecast the employment situation in your business sector?

Asked about the economic perspectives in their business sector in regard to the creation of new jobs the majority forecast the near future of employment in their institution either as stable or negative; meaning a reduction of work places is expected. Nevertheless 22% or 12 employers have a positive perspective and expect that new jobs are going to be created in their business sector.

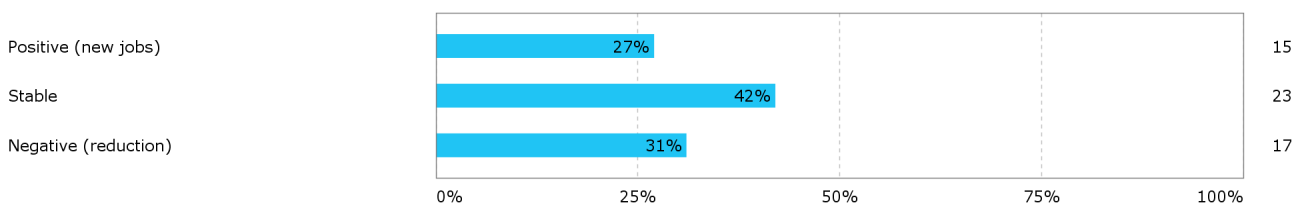


Chart 22: How would you forecast the employment situation in your company/institution?

Asked the same question in regard to the company the respondents work at, again the majority expects either no changes (42%) or a decrease in employment (31%). More than a quarter or 27% of the employers though are positive about being able to create new jobs.

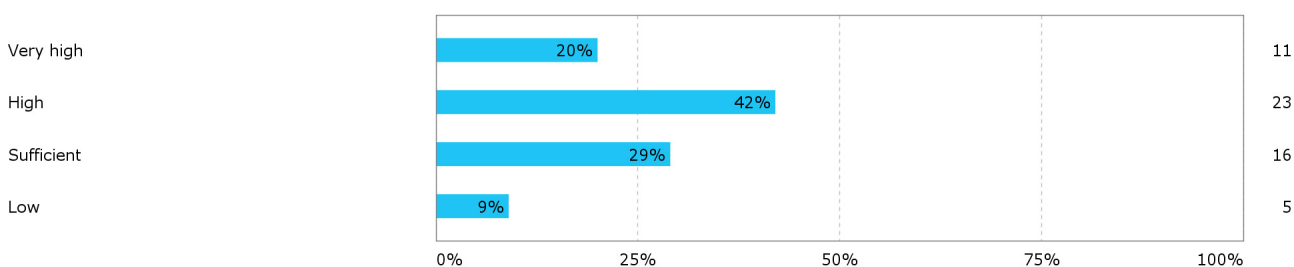


Chart 23: How would you rate the availability of skilled personnel for the core business of your company/institution?

In terms of availability of skilled personnel in their institution most respondents don't see any lack. Only 9% or 5 persons state a low availability, 29% (16) find it sufficient, 42% (23) see a high, another 20% (11) a very high availability of skilled workers for their core business. It can be supposed that the greater the availability of professionally skilled workers is (here in more than 60% of the cases), the more SPOC become a competitive criterion for employers when selecting new employees.

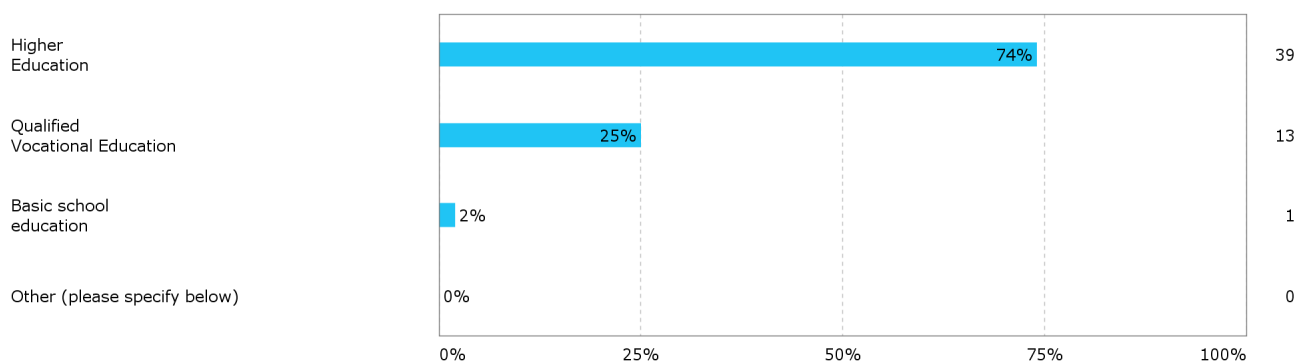


Chart 24: Which qualification level is mainly required in your core business?

The findings of the previous question are deepened by asking for the overall qualification levels of workers in the respective companies. Out of 53 answers, most state that mainly persons with higher education degrees are needed for their core business. 25% mainly require persons with qualified vocational education and only 2% (1 person) mainly need workers having only completed basic school education.

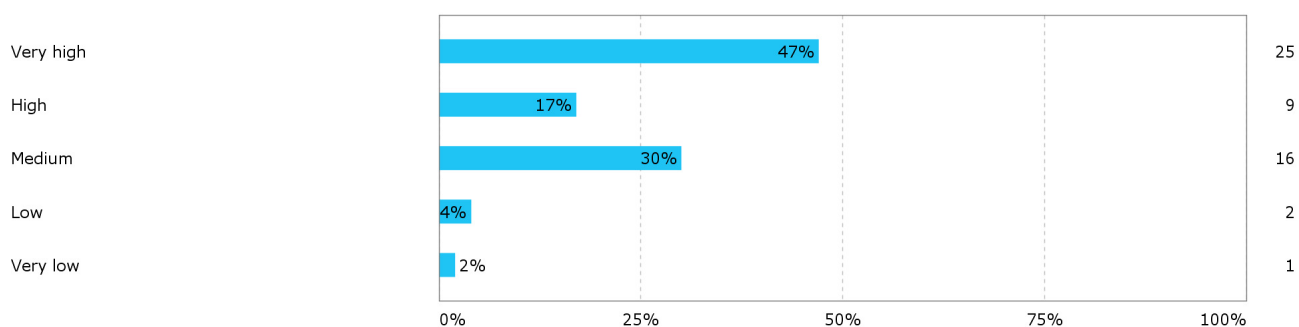


Chart 25: How would you rate the importance of formal qualifications in your core business?

The majority of employers rate the importance of formal qualification between medium (30%) and very high (47%). 64% see a high (17%) or very high (47%) relevance of formal qualifications for their core business. For almost one third though (30%) formal degrees are only of moderate relevance.

6.3 Competences relevant for the service sector

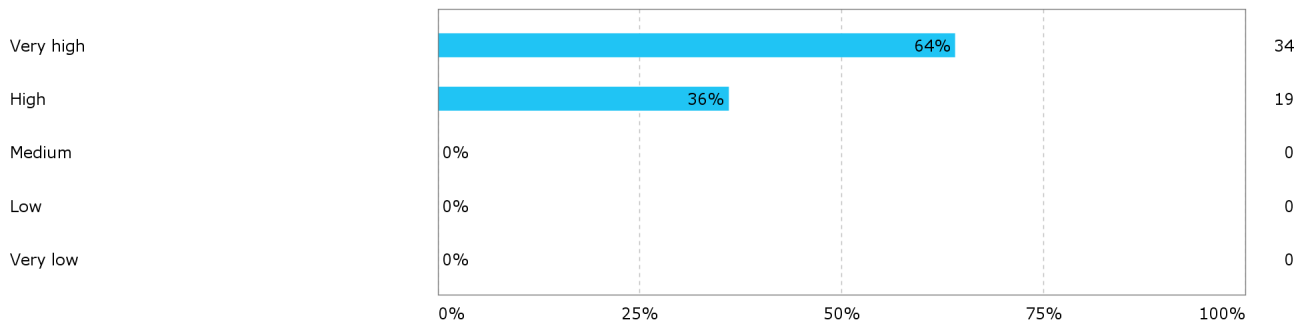


Chart 26: How would you rate the importance of social, personal and organisational skills and competences for your core business?

None of the respondents finds SPOC unimportant. All agree that they have high or very high relevance for successful business and professional performance.

Which competences are considered most important by the employers for their core field of business? The task was to rank the importance of each competence on a scale from 1 = very low to 5 = very high out of 18 predefined competences considered important for jobs in the service economy in general. Results of these choices are shown in chart 27 and 28.

Importance of certain competences for respondent's core business

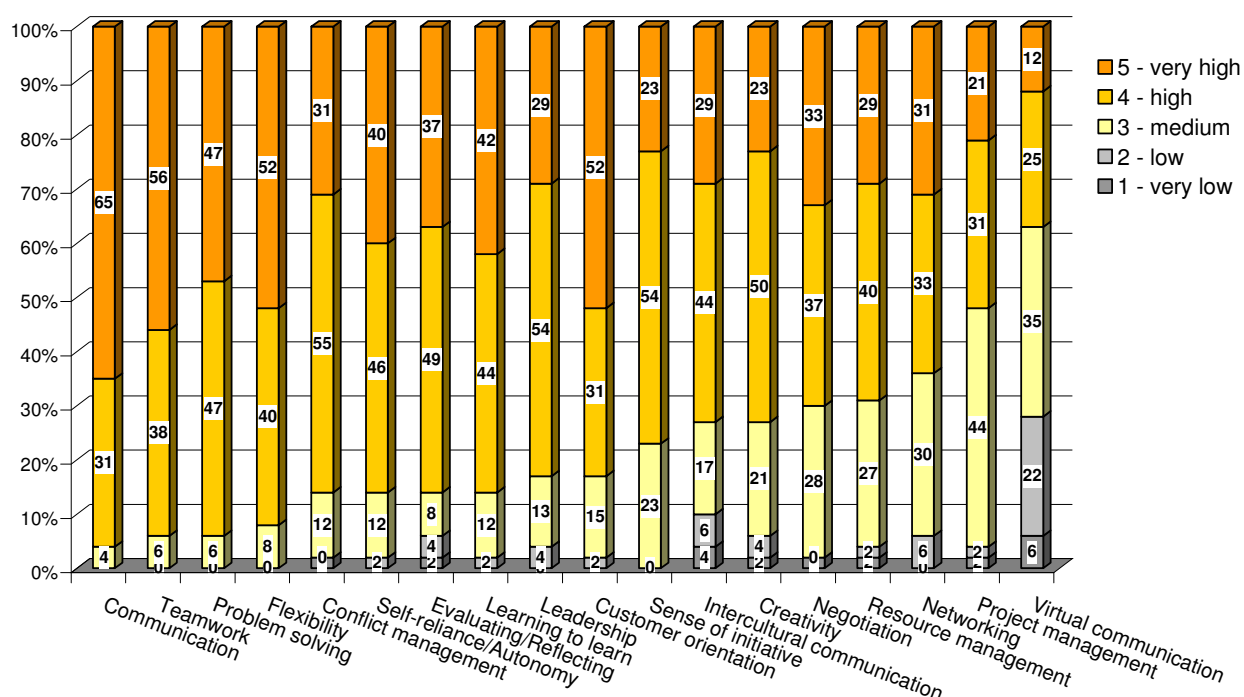


Chart 27: Competences most important for respondents' core businesses

Already in this overview chart it can be seen that most of the proposed SPOC, earlier identified in the discussions within the partnership and substantiated by the findings of the first online survey among educators, are considered of high or very high importance. To easier identify the ranking of competences chart 28 isolates which SPOC are considered of high or very high importance to the responding employers.

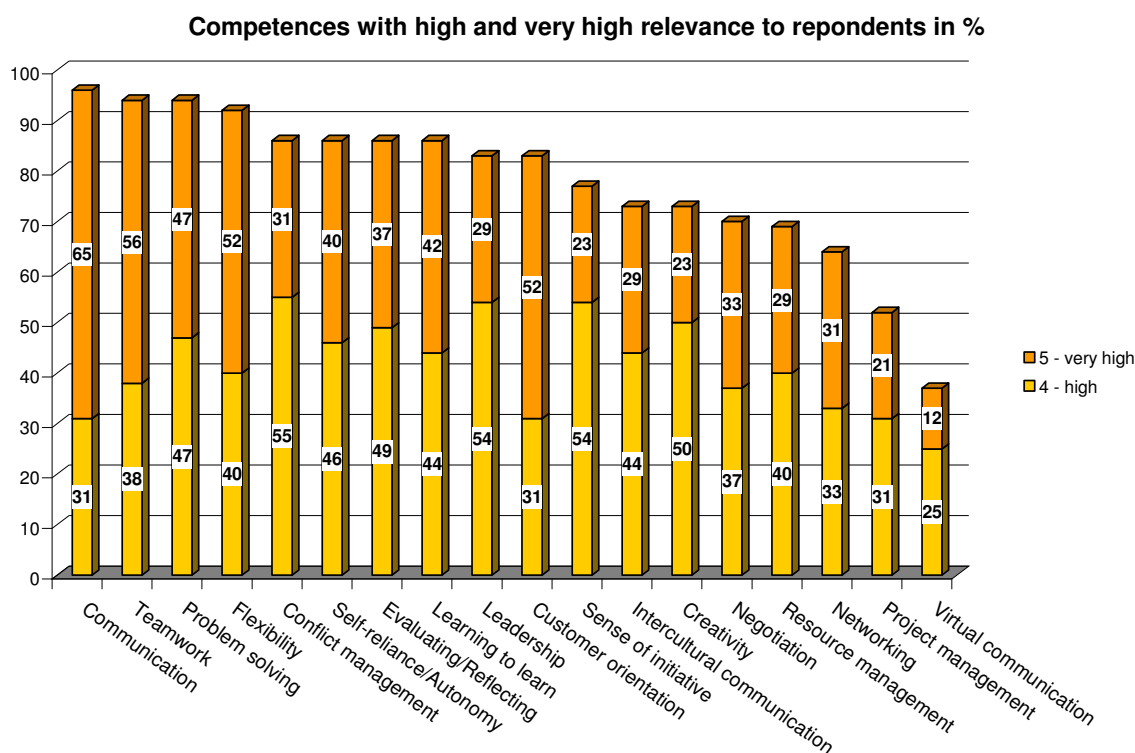


Chart 28: Competences of high and very high importance to the respondents in regard to their core field of business

Chart 28 shows that communication skills are number one (96%), closely followed by team work and problem solving with equally 94%.

Flexibility, conflict management, autonomy, evaluating and reflecting, learning to learn, leadership and customer orientation receive approval of over 80% as being important competences needed in the respondents' core field of business.

Competences at the end of the line, considered important by less than 60%, are virtual communication (37%) and project management (52%).

Concluding these results, 17 out of the 18 predefined competences have been rated important, ranging from 96% to 52% consent. With 37% of respondents finding it relevant or very relevant virtual communication makes up the tail-light of this ranking.

The results prove that SPOC competences are generally of high relevance to employers and a broad variety of these seem more or less equally necessary for the performance of institutions in various economic branches.

Additional competences employers consider important for their core business that were named beyond the predefined competences in the questionnaire are listed below. Sometimes these stand synonymously for competences that were predefined, i.e. pro-activeness which is closely related to "sense of initiative"; other competences named, i.e. sector knowledge and IT skills, rather belong to professional competences, but not into the pool of SPOC. Other contributions to this question are rather features of personality and less to be called a competence, like integrity, patience and trustworthiness. In the list it is interesting to see the vastness of competences named, that more or less shape human and economic interaction beyond purely professional skills.

- Multilingualism
- Forward-mind thinking
- Trustworthiness
- Diversity management
- Pro-activity – close to sense of initiative
- Time management – sub category of resource management
- Lateral thinking – related to creativity, flexibility and problem solving
- Sector Knowledge – is rather a professional competence
- Mentoring
- ICT skills
- Robustness, endurance
- To grasp complexity
- Handling with resources (sustainability) – equals resource management
- Integrity
- Presentation skills – as element of communication
- Prioritization
- Tolerance
- Listening – as part of communication competence
- Adapt to organisational systems – to be subsumed under flexibility
- Appearance
- Change management (live the change) – related to leadership
- Sales skills – rather professional competence but also closely related to customer orientation
- Empathy
- Proudness of own skills
- Connectability – relates to networking
- Durability
- Assertiveness – as aspect of leadership
- Coaching skills – clearly a professional competence

The fact that most of these extra competences can either be associated with the pre-defined competences the VITA partners identified as most relevant for working in the service sector, excluding the rest which is either very specific, relates to professional skills or cannot be considered a competence but rather a personality feature, proves that the VITA inventory is more or less covering the most important SPOC in the field.

6.4 Developing and Evidencing of Employees' Competences

After getting an impression on which competences are considered most important for success in the core business fields of the respondents, the question was how to know, that employees have developed these competences.

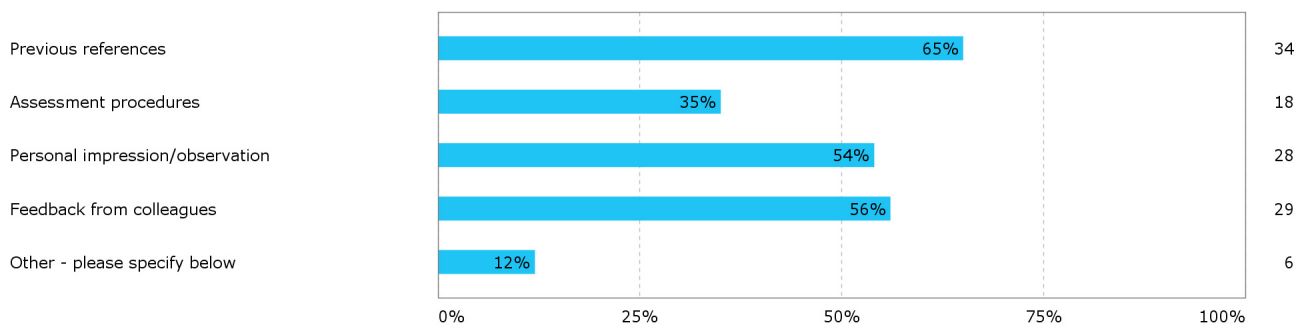


Chart 29: How do you come to know that your employees have developed such competences? (several answers possible)

It becomes clear that references from previous employers are the far most important source of information on the abilities of ones employee (65%). Also feedbacks from colleagues (56%) and the personal impression or observation by the employer himself (54%) are most frequently used to gain a picture. 12% also include other sources of information like

- - Feedback from clients
- - Discussions (same as personal impressions)
- - Specific internal trainings
- - Feedback from stakeholders
- - By asking questions and assigning work to give them opportunity to demonstrate the requisite competences
- - Résultats commerciaux - commercial results (as indirect indicator)

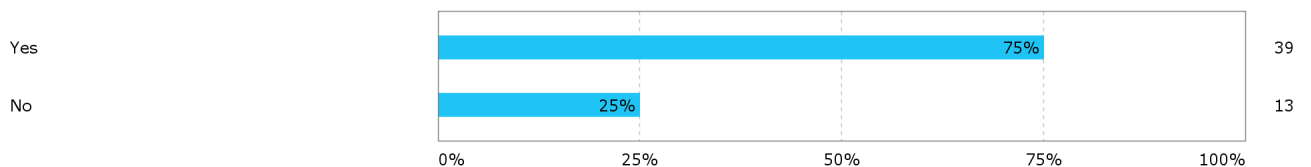


Chart 30: Do you offer training to promote the social, personal and organisational competences of your staff?

75% of the employers offer trainings to improve SPOC of their staff. The frequency of these offers varies; most say they offer trainings one to three times a year. Others state they don't send their staff to trainings on a regular basis but rather according to direct demands, some fix a minimum of days annually that employees may use for training.

6.5 Demand for Validation of SPOC and interest in the VITA project

In the following section it is explored if they are familiar with validation systems to evidence SPOC.

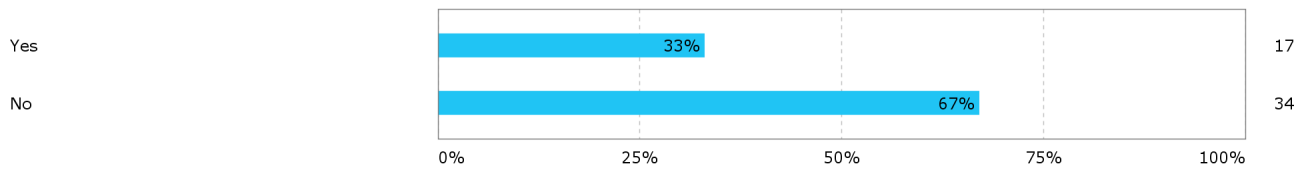


Chart 31: Are you aware of any validation system for those competences?

Most employers are not aware that validation systems for SPOC exist (67%). Those who are (33%) name the following:

- LEVEL5 (5x)
- Validpack
- online assessments and guest questionnaires
- 360° Feedback
- internal company validation system based on psychometric criteria
- Agreement system, VAE.

It becomes obvious that LEVEL5 is already known to a number of employers, as it is the only approach named more than once.

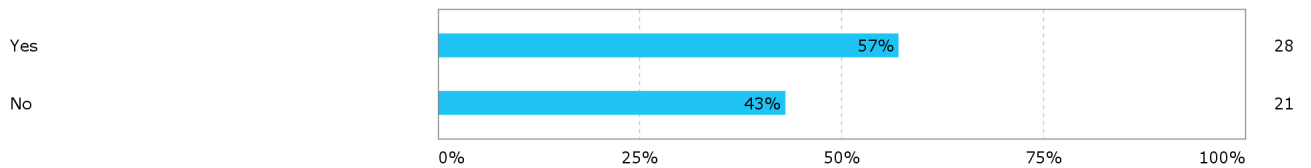


Chart 32: Would you be interested in a tool to evidence the development of social, personal and organisational competences of your staff?

The following question addressed the 67% of respondents that were not yet familiar with any validation systems to evidence SPOC. More than half (57%) would like to learn more about ways to evidence SPOC.

6.6 Summary of results and conclusions

The results described above equally represent views of employers or managers from private and public entities. Most of these belong to the group of SMEs (small and medium enterprises). One third of the entities represented by the respondents have human resources departments, whose task is among others to offer and manage training and development of the employees.

The availability of skilled personnel for their fields of work is seen very positive, only 9% state a low availability in their field of work. 62% see a sufficient supply or even oversupply with skilled personal. It can be supposed that the greater the availability of professionally skilled workers is (here in more than 60% of the cases), the more SPOC become a competitive criterion for employers when selecting new employees.

Comparing the results of the online questionnaires among educators, both groups see SPOC as highly relevant, and even in concrete rankings of competences considered important results are very similar.

Communication skills are number one in both surveys (96%), closely followed by team work and problem solving with equally 94%.

Flexibility, conflict management, autonomy, evaluating and reflecting, learning to learn, leadership and customer orientation receive approval of over 80% as being important competences needed in the respondents' core field of business.

Concluding these results, 17 out of the 18 predefined competences have been rated important, ranging from 96% to 52% consent. With 37% of respondents finding it relevant or very relevant virtual communication makes up the tail-light of this ranking.

The results prove that SPOC competences are generally of high relevance to employers and a broad variety of these seem more or less equally necessary for the performance of institutions in various economic branches.

When it comes to validation of these competences the stated interest and demand is far higher on the side of the educators than on the side of the employers, who very much rely on "traditional ways" of building their opinion. References from previous employers (65%), reports from team members (56%) and personal impressions (54%) are their preferred source of information when it comes to the question how to know how someone's SPOC portfolio is developed. The preference for direct or personal records of someone's SPOC competence is also expressed by some experts from employment agencies (see chapter 7). They also point out, that SPOC are especially relevant for SMEs, as the social composition of their teams is more decisive for the company's performance than it is for larger institutions. Also bigger companies often have elaborated systems of HR management and own procedures to assess applicants' or employees' SPOC.

Most employers are not aware that validation systems for SPOC exist (67%). Those who are (33%) name the following:

LEVEL5 (5x), Validpack, online assessments and guest questionnaires, 360° Feedback, internal company validation system based on psychometric criteria, Agreement system, VAE.

57% of respondents state to be interested to get to know tools for evidencing SPOC, but only 33% want to learn more about the VITA approach.

This is one of the few differences to the results of the survey among educators. Only 16% of the educators are not interested in a tool to evidence SPOC against more than

60% answering with a clear yes and 20% agreeing to be ready to use it under certain conditions, which are mostly related to the availability of necessary resources.

This difference might be explained by the fact that

- a) educational experts are more familiar with new developments and the national and European policies in regard to validation,
- b) validation gives indirect proof of their own successful work as validation (is even the main motivation to apply evidencing systems for 73% of educators) and
- c) is seen as vehicle to success for their learners (69%).

Nevertheless employers have not only high interest in staff with well-developed SPOC but also promote this by encouraging staff to participate in trainings regularly offered by the companies.

Of course again one needs to differentiate between SMEs and large enterprises.

The latter can afford to run in-company IT based assessment systems of validation which are integral part of the company's human resources departments.

7 The VITA Interviews with experts from employment agencies

7.1 Introduction

The findings of the large scale online-questionnaire among European employers were substantiated by the view of another group of stakeholders, the employment agencies. These have an intermediate function between learners, who offer their competence portfolio to the economy, the educational providers facilitating learning and competence developments not least to respond to the demands of the labour market and employers, who are customers for human capital and the individual sets of competences.

Six representatives of national or regional employment agencies in four of the partner countries were interviewed during summer 2013 in regard to the relevance of SPOC as seen by employers and in regard to validation methods known to and applied by the agencies. Overall seven questions were asked to get a glimpse on the state of the art in terms of validation of SPOC from the perspective of those helping others to access the labour market.

Employment agency interviews	
Austria	
<i>Name</i>	Daniela Fricke
<i>Function</i>	Recruitment, AMS (labour market service) Vienna
<i>Institution, Country</i>	AMS Austria
Austria	
<i>Name</i>	Sonja Weghaupt
<i>Function</i>	Deputy head of department - Service for Employment AMS Vienna
<i>Country, Institution</i>	AMS Austria
Lithuania	
<i>Name</i>	E. Ožeškienės
<i>Function</i>	Senior specialist, Kaunas Territorial Labour Exchange
<i>Country, Institution</i>	Kaunas Territorial Labour Exchange, Lithuania
France	
<i>Name</i>	Isabelle Barsacq
<i>Function</i>	Correspondent international employment, "Pôle Emploi"- Aquitaine Region
<i>Country, Institution</i>	"Pôle Emploi"- Aquitaine Region, France
France	
<i>Name</i>	Kader Adda

<i>Function</i>	In charge of international questions, “Pôle Emploi”-Aquitaine Region
<i>Country, Institution</i>	“Pôle Emploi”- Aquitaine Region, France
Germany	
<i>Name</i>	Helga Steinke
<i>Function</i>	Consultant in the academic team of the Arbeitsagentur (labour agency) Göttingen
<i>Country, Institution</i>	Arbeitsagentur Göttingen, Germany

Table 2: Overview of experts interviewed

The following questions were covered in the interviews:

- Are SPOC relevant for employers when looking for new employees?
- Do they decisively demand/ask for these competences when getting in contact with the agencies?
- Which SPOC are considered most important/ asked for most?
- Does the agency have a demand for evidences of SPOC?
- Which forms of evidencing for SPOC do they know/ are they familiar with?
- How do they evidence SPOC-development of their clients?
- Which criteria should be fulfilled when SPOC are evidenced?

The full interview compilation can be found in the annex to this report.

7.2 Summary of the interviews

The first question aimed to grasp the relevance of SPOC for employers when they register a position. How precisely do they demand for specific competences and which do they consider most important?

All experts agreed to the high relevance of SPOC in terms of expectations towards the employees and for the recruitment process in general. These expectations are mostly more or less precisely mentioned in the job offer.

Having an idea of the competence portfolio of applicants helps the employer to predict the perspectives an applicant may have in the enterprise and foresee in which other areas this person could be working. “Personal competences are seen as a mirror that reflects his/her possibilities to work and „grow“ in the organization“ (E. Ožeškienės, LT)

It was pointed out in Germany, that especially SMEs have a strong focus on specific SPOC profiles. This is because these enterprises normally operate with small teams and it is essential to them, that the “chemistry” in the team stays harmonic. People not fitting to the team on the social level are seen as threat for productivity and motivation of the other team members. This is why the employers in German SMEs prefer to base their decisions on personal, direct impressions to get a better picture if the applicant fits into the team, rather than relying on external documents and certificates.

It is generally agreed on, that SPOC and professional competences are equally important for employers, of course specified by the concrete requirements of the offered position. Further a presentation of the applicants SPOC competencies is a fixed expecta-

tion of employers towards the motivation letters, which are usually part of applications, especially for higher positions.

Looking at social, organisational and professional competences considered being most important, it gets obvious that this doesn't vary much in the home countries of the persons interviewed.

In Lithuania employers emphasize the importance of communication, conflict resolution skills as well as problem solving skills like the ability to analyze situations and seek for possible solutions. One of the most important personal skills that is mentioned, is ability to think creatively and to see problems from different angles. Different problem solving methods are also important. Candidates are also often asked for features like diligence and responsibility. Each employer is expecting that an employee will always seek for the best results in a given time when receiving a task. Some of the most important organisational competences are orientation towards good results, flexibility and accommodation. Planning and the ability to organize one's work processes is also very appreciated.

In France compliance with instructions, rigor, a good sense of service and the aptitude for team work are named by the interview partners as generally most important.

In Germany most frequently expected are the "ability to work independently, organisational strength, communication, service orientation, problem solving and flexibility". For positions in management leadership competences are demanded most. This expectation of employers is communicated in their consultancy offers and actively supported by specific training offers of the labour agency for clients to develop their SPOC, i.e. in the framework programmes "Anstöße", "fit für die Einstellung" and individual coaching for clients financed by the agency.

According to the answers of the experts interviewed, the demand for evidencing SPOC seems to differ on national levels.

While in Lithuania the benefit of evidences for SPOC is clearly seen, in Austria the interviewees are not familiar with any specific approaches, but point to the relevance of validity of such proofs. Also in France interviewees pointed to the question of the "how to". They see a difficulty in categorizing competences from their typology, as they don't have a tool to enable this. French employers are familiar with several ways of validating competences thus they might ask for evidence of candidate's competences. On the other side, job seekers do not expect the Agency to validate their competences.

In Germany employers still prefer traditional references, e.g. letters of reference by former employers, meaningful letters of motivation, describing concretely where and how competences fitting to the open position are described. References from practical work experiences are valued most, even if they don't come from the field of work the applicant aims at, e.g. references of voluntary activities. Also in job interviews it is usual that employers concretely ask for these experiences and further explanations. Generally what counts most in Germany are written external assessment reports and references from former work places.

Asked if they are familiar with approaches to evidence SPOC, and which are actually applied in their services, a number of different models to identify competences are named. Most of these, described below, either rely on observation by external assessors or on direct exchanges between job counsellors and their clients.

In France there exists a formalized system to validate competences, which is called Evaluation of Professional Competences (ECCP), but this doesn't include SPOC.

Other instruments named by the French experts are the so called “competence profile”, work-based evaluations and the “recruitment by simulation method”. Details of these methods are described in the interview transcriptions, to be found in the annex.

In Lithuania the interviewed senior specialist supports the clients individually, which also comprises to identify their competences, but in a rather informal way.

In Germany the labour agency works with standardized self-assessment questionnaires in order to be able to identify strengths and weaknesses of the clients. Additionally, and if needed, they offer a psychological service for professional expertise on the clients competences. Also they work with multi-step tests on specific thematic areas, like the ability to analytical thinking, orientation towards performance etc.. These tests are analysed together with the clients, documented and then communicated to the placement officers. Furthermore there is a programme for specialised workers, where a strength profile is being developed in several consultations leading into an expose. This offer has to be proposed by the placement officer though, only if there is a concrete job offer. Also there are training offers preparing clients for assessment centres, where SPOC are trained and assessed. Another instrument are the so called “aptitude tests” in order to decide, if the agency supports a retraining of a client. If clients have participated in external trainings the competence developments are also documented, mainly for internal purposes as basis for decisions on further measures.

The last interview question aimed to clarify the expectations, as well as criteria and standards connected to the evidencing of SPOC from the point of view of the employment agencies.

In Austria the AMS relies on the direct contact between counsellor and client. In conversations with the client advisors focus on communication, as well as basic competences (reading, listening, writing) and motivation. Important for them is data privacy to be guaranteed.

The Lithuanian expert points to a method named e-model. The essence of this model is to support unemployed registered in the Labour Exchange according to their individual needs and abilities by preparing individual activity plans for targeted integration into the labour market. Motivated unemployed individuals may use e-model to create their CV and sending it to the employers. Here clients work independently and self-assess their competences freely.

For French job counsellors it is important that content in terms of competence focuses on the position to be filled. Any competence must be assessed in relation to a work position. The employment agency cannot, therefore, evaluate competences « from scratch », but only in relation to identified job market needs. In this sense they work very differently from initial or continuous training organizations.

In Germany the interviewee had no concrete answer to this question. Asked for their view on instruments like EUROPASS, she answered that it is too extensive and long, partly seen as too complex. Employers would prefer to get the opportunity to form their own impression.

Generally the demand for evidence of SPOC differs between working fields and is biggest in the field of culture and liberal arts.

7.3 Conclusions from the interviews

The interviews show that there is a general consent on the importance of SPOC in order to successfully participate or enter into the labour world. In terms of evidencing such competences though, there is a great variety of approaches, depending on available tools and cultures.

Similarities are also obvious in regard to the competences that employers wish their employees to have.

8 Conclusion and Perspectives

8.1 Leading Questions of the VITA-Survey

The VITA survey was carried out to answer - or at least to underpin - some of VITA's leading questions

- How can the gap between formalised (employability oriented) and informal (personal oriented) learning and assessment be bridged?
- How can the affective dimension be introduced into rather formalised assessment systems?
- How can the recognition of personal and social skills be strengthened?
- Which topics and competences should be assessed on cognitive, affective and activity related level in regard to service orientation and modern management taking in regard the four educational sectors?
- How can an evaluation and recognition of service-oriented learning outcomes be carried out to serve the needs of the learners?
- How can those “soft” learning outcomes be evidenced in such a flexible way that it satisfies the demands of individual learners (in different learning settings, stages and environments) and those stakeholders who are potentially interested in their competences?

On basis of the needs analysis the following answers can be given:

- *How can the gap between formalised (employability oriented) and informal (personal oriented) learning and assessment be bridged?*
SPOC are acquired and developed mostly outside formal learning environments (learning inputs). However, their impact (learning outcomes) become apparent and relevant both in professional and non-professional life. Interviews and online survey among education providers and employers highlighted this double function very clearly – as a matter of fact the formal educational sectors (school, HE), employers and employment agencies emphasised the career and job related outcomes while stakeholders from Adult Education also stressed the civic life context in which the competences are being performed. Hence validation of those competences is related to both input (acquisition) and output (performance) side.
Insofar, a reasonable validation of SPOC could even have a bridging function between formal and informal learning under the precondition that it would not be embedded in the formal sector.
- *How can the affective dimension be introduced into rather formalised assessment systems?*
As stated above, it seems rather difficult and maybe not even desirable to include SPOC as cross-cutting competences into the formal summative validation. Nevertheless the affective dimension of attitudes is crucial for the performance in different contexts and thus needs to be covered when looking at SPOC. The results from the VITA pilots show that it is possible to assess also development of the affective competence dimension, mostly via behavioural indicators.

The EQF outlined “responsibility” and “autonomy” as competence traits a third dimension. This might be insufficient to describe a competence like “customer orientation” in a satisfying way, however, the purpose of the EQF is to outline qualification stages in regard to a specific professional field.

Insofar, and this was emphasised by most experts in different educational domains, one should be very sceptical to validate SPOC with formal instruments. This refers especially to the question of “standardisation” which is also tackled in a rather theoretical approach in chapter 6.2.

This is why LEVEL5 should NOT be systematically integrated in EQF or ECVET but should be placed as an instrument beside the formal systems.

From there it can be linked

- to the EUROPASS in order to collect evidences of SPOC
- to specific EQF related levels, e.g. if the scope of a specific level too large and a further differentiation is needed³³
- as an instrument to differentiate the “competence dimension” in the EQF³⁴

■ *How can the recognition of personal and social skills be strengthened?*

This can be promoted and fostered by educational means, however not in the sense of instructional design but rather as supported practical and self learning activity. To talk with COMENIUS or the reform pedagogues from the 70s what matters in informal learning surroundings is rather the art of learning (“Mathetics”) than the art of teaching (“Didactics”).

VITA has promoted holistic learning approaches that strengthen the self-learning competences of learners in different educational domains over their lifelong learning pathway.

There are many stakeholders in the lifelong learning community who look for practicable validation systems, be it in connection with key competences (e.g. sense of entrepreneurship) or in connection with the in service trainings in the KA1 of the new ERASMUS+ programme.

It will be important to offer an easy to use tool for those stakeholders to increase the acceptance, awareness on the usefulness of validation of SPOC.

■ *Which topics and competences should be assessed on cognitive, affective and activity related level in regard to service orientation and modern management taking in regard the four educational sectors?*

The survey clearly showed that SPOC are considered important, be it for ones’ personal life as well as for success in economic contexts as stated by all stakeholders who were addressed for the VITA survey.

The competence to communicate in general as well as specified i.e. to communicate with customers or as a leader, is the clear leader of all surveys that have been conducted within VITA when it comes to the question which SPOC are most important. Communication is closely followed by team work, problem solving.

³³ E.g. if a B.Sc (EQF-Level6) or a M.Sc. (Level7) wants to highlight his/her intercultural communication skills)

³⁴ This can be imagined if, e.g. in a formal EQF based VET system (EQF Levels 1-5) the LEVEL5 cubes for autonomy and responsibility could be used to describe the learning outcomes in regard to knowledge, skills and attitudes.

- *How can an validation and recognition of service-oriented learning outcomes be carried out to serve the needs of the learners?*

If we understand the validation of SPOC as the process of assessing and evidencing the potentials of the learners in this respect it can serve two main purposes for the learners:

1. To add those competences to the own portfolio
 2. to empower the learners, to show them what they have learnt
- Since the second one leads rather to the question of how the self-assessment can be integrated in the learning activity the first purpose evokes the question on how those evidences can be collected.

The VITA community chose to set up an e-portfolio and called it my-VITA. With this tool each learner can organise his/her proofs in an independent and self-responsible process.

- *How can those “soft” learning outcomes be evidenced in such a flexible way that it satisfies the demands of individual learners (in different learning settings, stages and environments) and those stakeholders who are potentially interested in their competences?*

The interviewees clearly stated that a formal validation along external standards should be avoided (e.g. GR, DK and DE respondents from HE, VET and schools). However some standardisation is necessary for the sake of credibility (respondent from AE from IR and representatives of the employment agencies). Hence a formative assessment that gives evidence of the development of learners' SPOC along a high quality standardised procedure should be the approach of choice.

8.2 Excuse: The Challenge of Standardisation, Ratings of Competence Levels

The validation systems described in chapter 2 for the formal educational sector (HE, school and VET) serve qualification purposes, in the meaning of accomplishments that make a person suitable for a particular position or task or further education.

They work with predefined standards that are normally set by competent stakeholders in the respective field.

Without doubt standards are needed to “rate” persons and their performances for professional purposes. However, if it comes to those cross-cutting personal and interpersonal competences important for the service economy, one should be aware of the mechanisms and limits of standardisation:

Measurements of abilities, skills, attitudes, etc., are usually based on individual items, which will then be combined scores.

A performance is spread over a certain amount of tasks; the total value of correct solutions is understood as an indicator for the performance.

The measurements are somewhat *singular and atomistic* performances. When added, ratings or reviews can be established from these singular performances.

They are also used as samples of behavioural categories.

This procedure assumes that the development of precise measuring instruments to be tested is based on knowledge of the possible behaviours and that the responses shown by the test persons under various aspects can be examined and verified *statistically*.

Joseph Mayer Rice (1857–1934) is said to be the first researcher who developed an achievement test (in his case for spelling skills) and to have administered it to a great amount of students (about 33 000) in 1895.

In the case of the personal and social competences collected and described in chapters 3 and 4, this procedure is not only impossible; it is even undesirable.

In general it may be questioned if competences or learning outcomes can simply be graded on the basis of a collection of atomistic performances or if this idea is too simplistic to draw a picture of the potential of a person.

A better solution is a *molar* approach, as it has been applied for about 15 years in international and national school comparisons (TIMMS, PISA, IGLU, VERA, etc.) for selected questions and practice areas

A molar approach is based on the assessment of performances observed in the framework of a model for graduated skills.

Presumably, these models have been influenced by the grading of competence levels that had already been practiced for foreign language certificates for a long time.

For language certificates competence, stage models have been invented in different countries and institutions (such as language teaching institutes as the Goethe-Institutes, for example) since the 1960s.

This also clarifies the purpose of these stage models: they were invented either for the admission of foreign persons (for example, for a language test at a University or for an immigration) or for the assessment of existing skills to assign participants to courses with different levels of performance.

Regarding the relationship between "atomistic" to "molar" approaches, it should be noted that the (molar) classifications are normally carried out by persons (teachers, parents, youth leaders, etc.) who themselves assess persons on the basis of their atomistic experience of whether these experiences were made in the natural context or test-induced.

As basis for discussion on the method of classification of competence, Helmke and Hosenfeld (2003) demonstrated that the usual aspects of the quality criteria (objectivity, reliability and validity) and reference standards (normal group distribution, criteria-oriented, individually or sequence oriented) must be determined in a different way.

The authors made clear that competence levels are not "somehow existing", "to be named, just discovered or to be found", but must be constructed, which is a "lengthy and exhaustive process".

It may be doubted that curricula and standards in formal education are suitable concepts against which a validation of social and personal competences is possible.

Maybe it would be even a too excessive demand to expect this from traditional formal education. However, in the last years a tendency to integrate new ways of learning and competence acquisition can be observed also in formal education (e.g. in the aforementioned learning projects in school, social competence centres in HE). Practical learning was always an integral part in the VET sector with the dual system as one of the oldest and most successful learning approach.

However, what is missing in all sectors is an appropriate approach to take on board the evidencing of personal and social competence development.

To avoid the aforementioned problems from the school sector (pretending objectivity) the approach should rather describe learners' potentials than singular performances like in the formal systems.

Against this background the VITA partnership decided against a comprehensive approach to integrate the validation of social and personal competences in formalised systems (EQF, ECVET) but to integrate them as individualised strengths into the personal learning biography of the learner, non-regarded his/her age, learning sector and learning context in order to evidence the potential and the competence development on the lifelong learning pathway. For this purpose an interface between LEVEL5 and the EUROPASS as evidencing umbrella shall be established

8.3 EUROPASS, The European Certification System

EUROPASS is the standardised CV for Europeans including different links to European certification and validation systems.

As shown in the systematic graph below EUROPASS links to the formalised validation systems ECTS for Higher Education and ECVET for the vocational training and education sector.

If it comes to evidencing SPOC (in the meaning of showing what a person has learnt, which competences he/she has developed) there are some blanks in the EUROPASS system in regard to these competences.

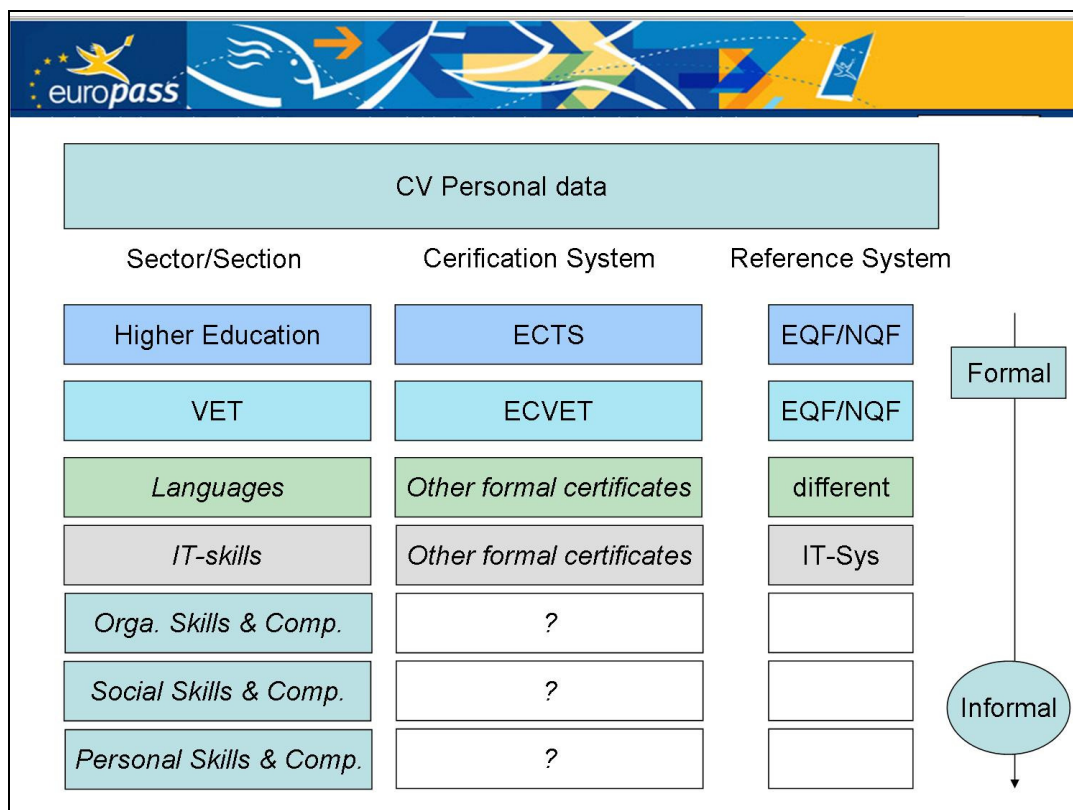


Fig.1: EUROPASS levels in regard to decreasing formality

In regard to language skills still curricula and marks for pre-defined standards exists, as well as in the IT sector (e.g IT drivers license and proprietary systems linked to the products of software companies).

On these plateaus we are still on a level of formalisation based on standardised reference systems that facilitate the classified rating of individuals independent from the learning context. A language or IT course on Malta may be certified along the same reference systems and instruments as another course in Slovenia or in Finland.

Below this level informality is high. In regard to organisational, social and personal skills and competences there is an increasing lack of uniformity in regard to learning contexts, objectives resources etc. Hence systems basing on common (external) standards will not be able to highlight competences acquired in these in-formalised learning contexts like mobility learning.

At this point the LEVEL5 system can be linked with a high level of process standardisation and a low level of content standardisation.

The first delivers credibility due to the quality criteria developed in the LEVEL5 consortium and the large experience in different learning contexts and sectors.

The latter delivers a high flexibility and avoids formalisms and standardisation of learning contents that are also regarded sceptically and considered to be negative from most of the interviewed experts. In order to simplify the clustering and in regard to the usability the developing team in VITA decided to stick to the EUROPASS order and to differentiate social, personal and organisational skills (chapter 3).

On this basis the aforementioned service related competences are grouped in order to set up an inventory of topics/competences. It shall become the basis for reference systems that facilitate the assessment and evidencing of competences and competence developments with the LEVEL5-system.

8.4 Integrating LEVEL5 in EUROPASS

8.4.1 LEVEL5: The Core Principle

Along the lines of the European framework of key competences, the LEVEL5 developers assumed that learning outcomes can be displayed by means of three components or dimensions:

- knowledge component
- activity component
- affective component.

The third dimension is often neglected in the evaluation of learning outcomes. However, in most informal learning projects, this affective dimension is of major importance.

For the evaluation process, the competence levels of an individual are set at five levels for each dimension, which gave rise to the name *LEVEL5*.

Hence, the kernel of the system is a three-dimensional visualisation system: the LEVEL5 cube.

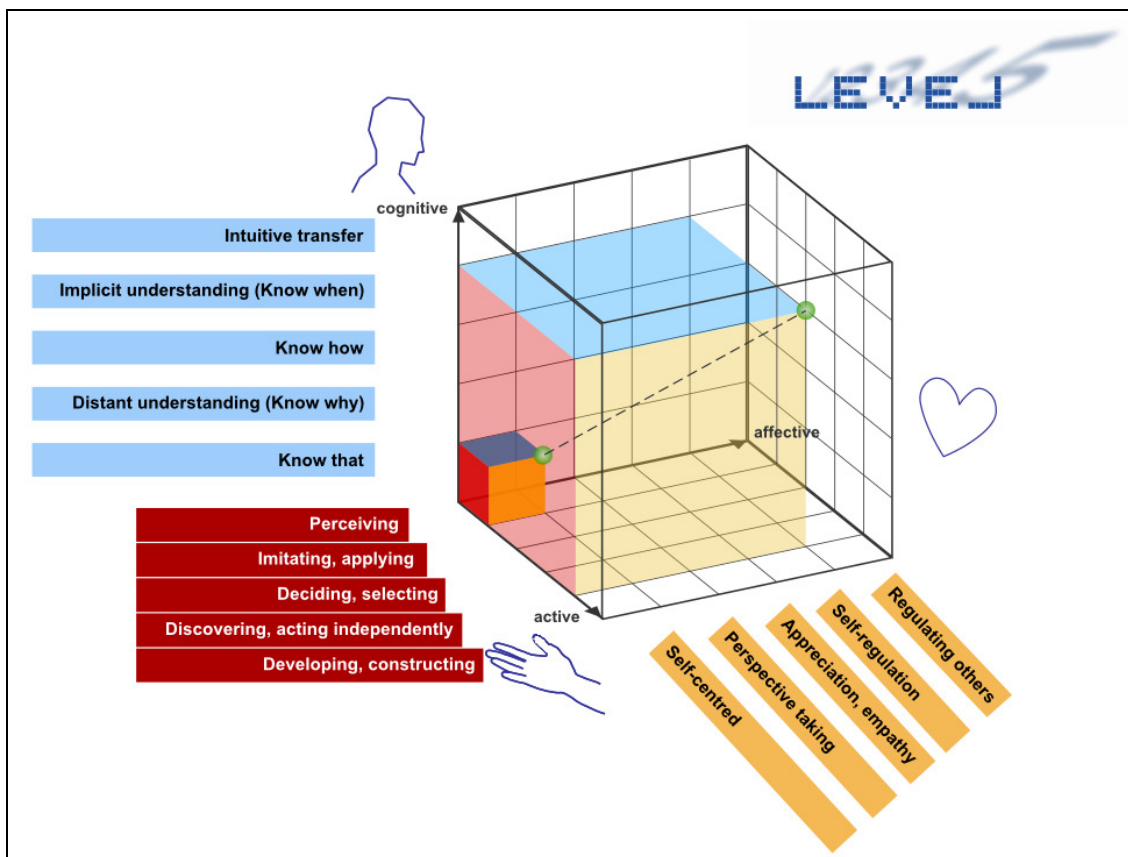


Fig. 2: LEVEL5 cube

8.4.2 LEVEL5: The Procedure

The LEVEL5 approach is based on a five-step procedure, starting with a description of the learning project and ending with the evidencing of learning outcomes and the validation of learners and learning projects.

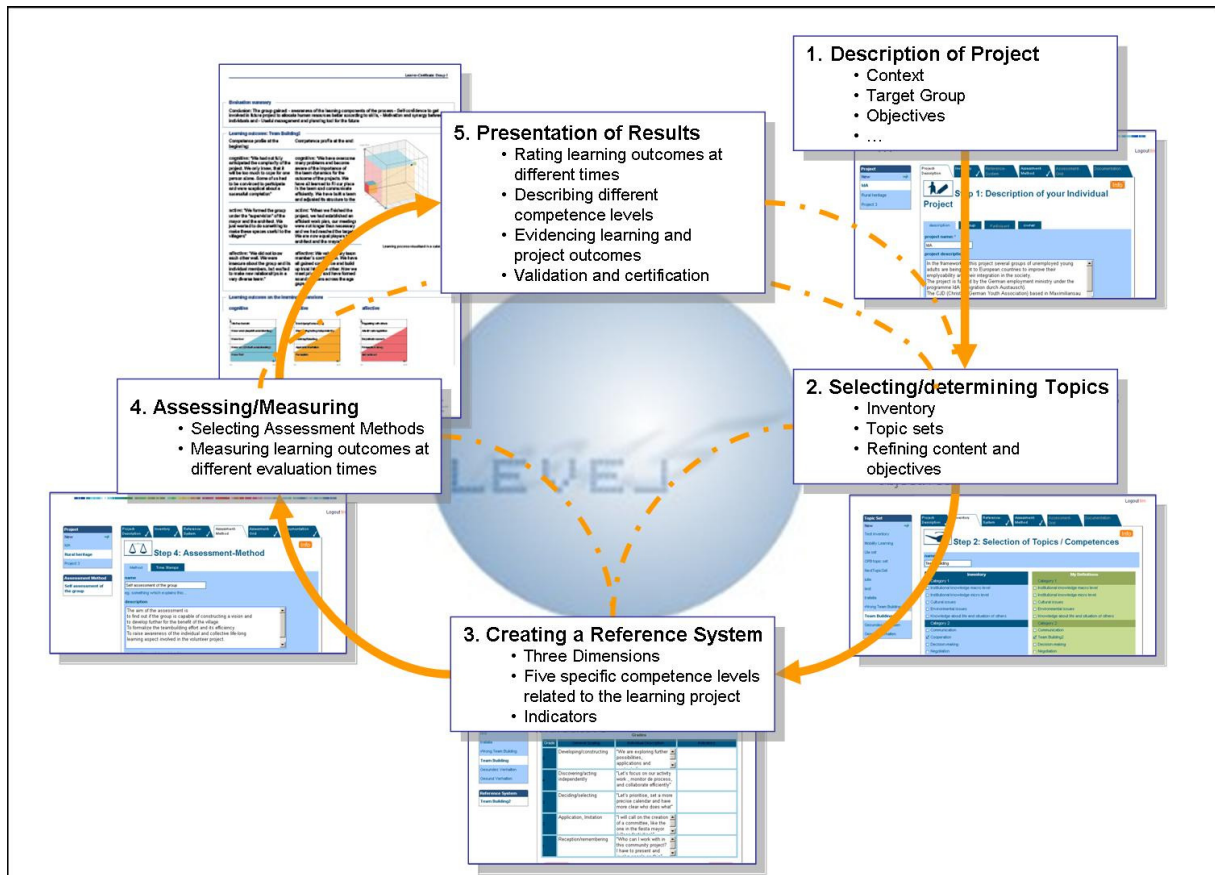


Fig. 3: LEVEL5 cyclic validation approach

1. Learning project description

- The learning project is described in a predefined template.

2. Selecting topics

- Learning topics are chosen from an open inventory offering the scope to evaluate areas applicable to the learning activity. Topics can be further explored at an in-depth level.
- Topics can be chosen for projects or can be tailored specifically for an individual learner.

3. Establishing an individualised reference system

- A reference system (exemplary reference systems in the annex) is developed on the basis of the three dimensions (cognitive, activity related and affective) for the five competence levels.

4. Assessment

- Assessment concepts (self-, external and mixed assessment) and methods should be chosen according to the context and objectives. A toolbox and supportive materials are provided.

5. Rating/documenting/visualising (online documentation system)

- After the assessment, the values from the competence levels 1 to 5 are recorded in the reference system and displayed as a LEVEL5 cube.
- The ratings are explained and documented in the software and, if applicable, in certificates.
- Results of learners and project characteristics are recorded internally.
- Learners' certificates will be automatically generated (as editable PDF) (exemplary certificate in the annex).
- Projects may also be accredited (online and PDF certificate).

Considering the large variety of training offers, contexts, target groups and activities one cannot expect that a 'perfect' validation system in informal learning contexts be developed from 'off the shelf'. Therefore, LEVEL5 is based on action theory principles and works with a rather cyclic procedure: the user always has the opportunity to modify some elements of the validation system during the assessment and evaluation processes.

8.4.3 Integrating the evidences in the personal EUROPASS CV

A competence is not a static concept, it is the ability of a person to perform. Hence it is a dynamic construct, it is developing in life and competences are acquired over the lifelong learning pathway, be it in professional life or in leisure time, sports, community life etc..

As stated above also competence levels are not "somehow existing". They are developing with a personal development and they are highly dependent on the context and highly *independent* from formal education.

Hence if it comes to client orientation the certificate from school or a HE diploma does not tell anything about this competence of a person.

It may be doubted that an EQF pattern will be established to integrate this competence in formalised qualification.

Therefore the evidences established with the LEVEL5 evaluation system can be collected in a personal e-portfolio (that shall be established in the second year of the project under the domain www.my-vita.eu). In the e-portfolio those evidences can be linked to the EUROPASS. In case of a job application the LEVEL5 evidences (certificates) in regard to a specific social competence like client orientation or entrepreneurship can be compiled and presented to potential employers.

This way a new quality of evidence is achieved for those competences that are regarded being extremely important but nevertheless somehow neglected when it comes to their evidencing.

9 ANNEXES

9.1 Annex 1: Results online survey of experts from different sectors of education

(Analysis of 165 responses with surveymonkey)

Your nationality (please choose from the drop-down menu):

Value	Count	Percent
Turkey	33	20.9%
Belgium	24	15.2%
France	22	13.9%
Lithuania	19	12.0%
Ireland	14	8.9%
Denmark	9	5.7%
Greece	6	3.8%
all others	31	19.6%

Statistics

Total Responses 158

Sex:

Value	Count	Percent
Female	110	67.9%
Male	52	32.1%

Statistics

Total Responses 162

You work for a (more than 1 option could be selected):

Value	Count	Percent
Public institution	80	48.8%
Private institution	69	42.1%
NGO	14	8.5%
Funding body	4	2.4%

Statistics

Total Responses 164

Your field of work (more than 1 option could be selected):

Value	Count	Percent
Adult education	70	42.4%
School education	41	24.9%
Vocational education	33	20.0%
Higher education	31	18.8%
Project development	25	15.2%
Other (please specify):	15	9.1%

Statistics

Total Responses 165

Open-Text Response Breakdown for "Other (please specify):"	Count
Administration	1
Community Education (Adults)	1
Culture	1
Language Learning	1
Prison education	1
Public library	1
Socio cultural centre	1
UNEMPLOYED PEOPLE	1
art	1
coaching (job, retraining...)	1
community education	1
management	1
manager of section in the shop	1
public library - informal learning	1
teaching conversational English for adultes	1

Could you please indicate the main target groups you work with (you may tick all options that are suitable):

Value	Count	Percent
Adults	98	59.4%
Students	79	47.9%
Unemployed persons	48	29.1%
Professionals	46	27.9%
Persons in vocational training	44	26.7%
Seniors	36	21.8%
Pupils	17	10.3%
Volunteers	14	8.5%
Other (please specify)	13	7.9%

Statistics

Total Responses	165
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Open-Text Response Breakdown for "Other (please specify)"	Count
-	1
Adults with lminited formal education	1
Handicaped people	1
Inmates	1
Jeunes de 16 à 25 ans	1
People experiencing multiple forms of disadvantage	1
TEENAGERS	1
children	1
disabeled people	1
global : local citizens	1
newcomers	1
prisoners	1
young people 16+	1

Your occupation and function in your institution:

Count	Response
1	Academic staff
1	Administrative
1	Administrative assistant
1	Adult and Community Education Co-ordinator

Count	Response
1	Adult education of cleaning technic
1	Assistant on European Project
1	Assistent
1	Assistent vice principal / Undervisningschef
1	Associated Professor in Curriculum and Instruction, Research, Instructor
1	Biology Teacher
1	Biology Teacher - Head of Biology Department
1	Chemistry Teacher
1	Community Education Facilitator
1	Consultant
1	Coordination
2	Coordinator
1	Coordinator of the English as a Foreign Language Program
1	Development Officer
5	Director
1	Director of Adult Education
1	Director of Languages Department
1	Director, Community Education Centre
1	Director,administration
1	EU projects
1	EU projects coordinator
1	EU-project manager
1	Education and Training Business Development Manager
1	Educational Coördinator
1	Engineer / Inspector
1	English Teacher
1	English Teacher and Department Head
2	English teacher
1	Evaluation officer & consultant
1	External expert, project development, management and evaluation
1	GERMAN THEACHER
1	HEAD OF STUDIES
1	Head
1	Head of Departement
1	Head of Department
1	Head of departmrnt physics
1	Head of the 2nd foreign languages
1	Head of the language department
1	I can by lector
1	Instructor
1	Internationalisation co-ordinator

Count	Response
1	Lector
2	Lecturer
1	Lecturer in Adult Education
1	Local Training Initiative Coordinator
1	Management
3	Manager
1	Matbaa teacher
2	Math Teacher
1	PhD in cognitive course
1	Physics Teacher
1	President
1	Principal and English teacher
1	Principal of the Vocational Education and Training Institute
1	Professor
1	Project Management and Consulting
1	Project assistant (implementing and financial activities)
2	Project manager
1	Project manager and Teacher
1	Project manager
1	Research assistant
1	Responsible de site
1	Responsible for training organisation
1	Self employed Trainer
1	Senior Advisor
1	Social Studies Teacher
1	THE PERSON WHO IS IN CHARGE OF THE OFFICE
4	Teacher
1	Teacher - Instructor
1	Teacher Dutch as 2nd language
1	Teacher in disabilities needs and teacher in social abilities
2	Teacher of English
1	Teacher trainer
1	Teaching Physics
1	Teamleader of International department
1	Trainer
1	Training Manager
1	Vice principal
1	Vice-Rector of development and International Relations
1	Vocational teacher
1	a head of IT department
1	administration - teacher

Count	Response
1	adviser (in different fields = job, retraining, business)
1	asistent
1	ass. prof.
1	chemistry teacher, head of department
1	chief consultant
1	chief librarian
1	coordinator
1	coordinator of programm
1	coordinator testing centre for technical theatre
1	cultural engineering
1	depute headmaster
2	director
1	educational manager
1	employee
2	head of department
1	health framework trainer
1	lecturer
1	manager
1	matematik öğretmeni
1	mathematics teacher
1	media consultant and designer
1	perfect education for high school students
1	physics teacher
1	project coordination
1	project coordinator
1	project developer & trainer
2	project management
1	project management and consulting
3	project manager
1	project manager, teacher
1	responsible for site
1	senior lecture
17	teacher
1	teacher of English
1	teacher, programme manager
1	teacher/coordinator
1	teaching
1	teaching philosophy
1	trainer
1	training and manager

Count	Response
1	vocational integration trainer

Have you ever evaluated individual competence development of learners in your work (in a structured way)?

Value	Count	Percent
Yes	68	41.7%
No	95	58.3%

Statistics

Total Responses	163
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If yes, please specify in which way:

Count	Response
1	1. Official documents, 2. Portfolio, 3. Conversation
1	Applied LEVEL5 in different settings (courses, projects, mobility actions)
1	Assessing competences, acquired elsewhere or earlier
1	By assessments
1	By tests in basic competencies of spanish/catalan school curriculum.
1	Culture citoyenne - Esprit d'entreprise - esprit d'initaitve
1	EU-Projects
1	Evaluation form
1	FETAC Assessments
1	I've used LEVEL5 before.
1	In order to guide people to employment.
1	In the meeting every year with the teachers.
1	In the process of study
1	Individual tests, authentic evaluation methods (journals, portfolios).
1	Interview Professionnal evaluation
1	LEARNING TO LEARN
1	Langage and mathematial level
1	Participating in team for evalaution of competences in University competence centre
1	Standard exams and quizzes
1	TESTS

Count	Response
1	Through evaluation processes and documentation
1	Using criteria set down by national accreditation bodies e.g. City & Guilds, RSA, FETAC, etc.
1	Using project work to assess students application of new knowledge.
1	VIA SPECIALLY STRUCTURED QUESTIONNAIRES TO ASSESS VARIOUS COMPETENCES
1	We test people for a certificat and developed a methodology for that
1	With LEVEL5
1	by exams
1	by questionnaire
1	by some tests (written & spoken)
1	during the educational programs by assessing students in practice placements and/or at school
1	exam
1	exam group works
2	examen
2	exams
1	how to organise our classroom
1	language portfolio
1	online questioning
1	philosophy olimpics
1	pre- post questionnaires
1	questionnaires one to one evaluation (conversation)
1	regular tests during the year and 2 final examinations at the end of the year
1	skills assessment for unemployed persons
1	teaching and pedagogical competences during the whole programm
2	tests
1	tests and end of course interviews
1	tests/exams
1	through public survey
1	using the LEVEL5 method
1	when calling to a company where the trainee has been to (feedback from the trainer)
1	with different worksheets
1	written evaluation
1	Actually, I'm not entirely sure what you intend by this term. It isn't one that I have encountered before. If you are referring to the development of the students' skill and competencies, then, yes, we, we use a variety of assessment tools to understand where our students are now and to how to help them develop further. If, however, you are referring to the teachers I coordinate, then I guess the answer is still yes, but less devel-

Count	Response
	oped. In particular we observe the teachers' teaching and develop plans together to help them stretch their teaching competencies.
1	Skills evaluation after training Skills evaluation after work placements Skills evaluation after mobility
1	Through written and oral examinations which are the parts of academic competences and through marking their behavioural competences on an online behaviour-tests.
1	Using a self-assessment tool designed to rate learners progress in learning and to capture the wider benefits of learning
1	Using customised tools which specify level learning outcomes and through impact evaluation of the work of the individual on the client group and through demonstration of acquired skill competence through structured and observed assessments
1	In freshman years, I tried to measure the type of skills students developed when working in diverse groups through in-depth observations.
1	of professionals working in emergency management in training situations; in selection situations and in monitoring their levels of performance/competence in their professional life
1	Using the Soul record formalised by the university of Norwich. Soft Outcomes Universal Learning toolkit for measuring soft learning outcomes
1	In my former job (teaching) I had to evaluate the individual competences of pupils; these were assessments of their development in the subjects I taught. The same goes for the assistants in my present job. For the pupils we did it via exams, observation, tests etc. For the colleagues it happens via observations and talks.
1	Assessment of students for level 8 postgraduate study. Assessment of written work and online contributions.
1	In order to make a survey dealing with the necessity of acquiring wider competences in special fields.

Which relevance do you see for personal, social and organisational competences in regard to your learners' future perspectives/benefits?

	1 - not relevant at all	2	3	4	5 - highly relevant	Responses
... in life in general	0.6%	5.0%	16.4%	28.3%	49.7%	159
	1	8	26	45	79	

... for their career	0.6%	2.6%	16.7%	26.9%	53.2%	156
	1	4	26	42	83	

Do you consider it important to evidence the development of personal, social and organisational competences of learners?

Value	Count	Percent
Yes	119	74.8%
No	3	1.9%
Sometimes	37	23.3%

Statistics	
Total Responses	159

Would you let us know why (not)?

Count	Response
1	IT SHOWS US THE DEVELOPMENT OF ONE'S OWN LEARNING EITHER INDIVIDUALLY OR IN GROUPS
1	Allows them to adapt rapidly to changing demands in the professional, social context
1	Awareness can highlight the importance of the process in itself
1	Because it is important to be aware of it.
1	Builds the confidence of learner places them on the scale of lifelong learning
1	Developing self confidence by a global learning program nor just competences.
1	For better understanding of needs and hopes in the sphere of education
1	For personal devt Valorisation of all of kinds of experiences
1	For successful management of complex tasks, understand and respond to the different requirements
1	It seems to be very important for learners with little qualification.
1	Lifelong learning and being up to date in the daily business
1	Makes them more efficient

Count	Response
1	Not all students develop it at same rate
1	Only if there is no other formal education.
1	Only when it is relevant to their jobs.
1	Present evaluations are too narrowly focussed
1	Sometimes it's relative and not 100% objective?
1	The teachers will be better in talking with the students.
1	This is a contextual matter.
1	To demonstrate the acquisition of these competences
1	To give them positive feedback and for diagnostic purposes for tutors.
1	Very important for those who intend to work in the service industry.
1	because it is at part of the professional competences for all learners
1	because of competition in labour market
1	e.g. if the focus of the lesson/course is purely technical
1	get a good job and success in the exams
1	give an information for the future plan of the student
1	it gives insight in what they can do
1	it helps to understand how apprenticeships are
1	it would improve their quality of life
1	it's the basis of a professional project
1	key and specialistic competences
1	learners are more motivated
1	no
1	notice their improvement
1	self esteem, quality of human relationship, maturity
1	take a new direction rely on tangible elements to take confidence and have positive rebound
1	to give people confidence
1	to measure growth
1	tool to become conscious about own learning
1	Demonstrate capabilities Identify transferability of skills and competences Organisational accountability Effectiveness of actions on client group Cost-effectiveness and skill mix across organisation

Count	Response
1	Yes, particularly in relation to non-accredited learning because it is important that they are recognised as valid learning outcomes
1	it is, to me, highly important that learners find in their personal & social life a way to improve their skill to ameliorate not only their performance at work but also to feel at ease in the relations among others
1	Obviously it's interesting to be able to show the development (as it can contribute to one's self-esteem & it can point out where there's still room of need for improvement) but it's time-consuming.
1	Many long term unemployed people have competencies of which they are not aware. We are brought up to value only those competencies which can be accredited through a formal education system, as such if we can find a way to 'accredit' these competencies then I believe people will acknowledge and value them greater.
1	in the professions we test, the social and organisational skills are part of the core of the profession
1	They mostly go unrecognized whereas they could be sometimes more important than formal outcomes of education.
1	Based on the evidence it's possible to create some sort of theoretical framework on how/what/when people learn.
1	For the further development of learners themselves (LLL). Because most employers need this to supply job offers.
1	if things are aiming at fulfillment or leisure, not; if they are aimed at professional development yes
1	Your learners can be more creative in their future career or future general life by the help of their development of competences. Children who are generally disliked, who are aggressive and disruptive, who are unable to sustain close relationships with other children, and who cannot establish a place for themselves in the peer culture are seriously at risk. Moreover, personal development of includes activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance

Count

Response

1 quality of life and contribute to the realization of dreams and aspirations. organisational competences also include coordinating work both with other institutional divisions and with external entities, optimizing use of available resources, setting short- and long-range goals, and developing the strategies and policies to achieve such goals.

1 It is important for personal purposes as it allows the person to see in which sectors he/she can improve. It is important for enterprises as competences can be matched with available jobs.

1 The evidence of competences allows to assess objectively the capabilities, skills of a person and suggests possible venues for further personal and professional development.

1 It can be important that the learners can proof the development of their competences in existing or new job situations.

1 It is important but as a public library we are focussing on empowerment and social skills , THE sessions are very informal and THE learning is based on coaching stimulating

1 in the perspective of lifelong learning, and it is as well important to be aware when, why and how

defining competences is very important - if only for the self-image of the learners - let it be known that the evaluation and search for evidencing competences may never form a threshold in an informal learning environment

The evidence of personal development and social and organisational competences are guides to the progression of the student both educationally and personally. It also helps the learner to appreciate their own progression and to develop their self esteem. The same evidence can be used to inform decisions about financing, intervention and development of educational needs within the community sector.

I ticked sometimes, because I would not be in favour of validating always everything and everywhere... It can have positive effects on learners' self-esteem (->empowerment), can be useful for future career development, motivating,...

1 to know what's the impact of the lessons to stimulate the teachers in the developing of their courses to reach different levels in our approach of full citizenship

1 The "evidence" is useful for a person when she/he goes through (bureaucratic) procedures, i.e. competitions for getting certain job.

1 As these competences are not evaluated/certificated in a standard context it's hard for a person to prove that he/she has certain competences.

1 experiences and wide range of knowledge gives a learner the ready to analyse and understand different situations

1 These skills/competences - often referred to interchangeably as Generic Skills/ Core Skills /

Count	Response
	Employability Skills/Transferable Skills/etc. - have been recognised as critical to work, social and personal life situations
	career level: Social, organisational and personal competences are more and more relevant for jobs. You can have a proof of every kind of formal education you are taught but there's a lack of proves for these competences.
1	It is important to evidence competences in order to improve awareness and identity, develop talents and potential, build human capital and facilitate employability
1	It is relevant in the perspective of lifelong learning, and you also have to be aware when it is relevant - not always.
1	We live in a fast changing society in which a diploma earned decades ago is often no longer representative of competences needed today
1	1) For the personal development purpose 2) For the recognition in the process of study 3) For the recognition as employee competence at work
1	You need to know how effective and targeted your teaching and initiatives are for further planning and engagement.
1	Cela permet d'identifier et de valoriser des compétences transversales et associées comme facilitateur et/ou accélérateur d'insertion professionnelle
1	To measure progression, plus to identify areas for improvement, what is working well, what is not.
1	Social and personal skills is important in my way of understanding learning. the social dimension is important and the learners motivation and way of working with personal competences are important
1	in the perspective of lifelong learning it is important, and it is important as well to be aware when, how and why
1	To validate the methods, to be able to share knowledge and good experiences. To prove to the students that they have grown wiser.
1	Because I believe by testing these competencies students can be shown more appropriate pathways through their career.
1	I believe it is important for a teacher to evidence the development of personal, social and organisational competences of learners because it is the harvest of your hard work and effort.
1	normally I would say yes but some groups (conversation groups, older people don't like evaluation anymore
1	People train to increase their employability or to protect their current jobs. They must be aware of their skills and of the need to upgrade them for their personal and professional benefit.
1	I don't think it is important in our personal life to give evidence of these competences. But when thinking about our or the learners' professional development, I think it is important to take these competences seriously, since they are important in our careers, more specifically, they influence our performance. To evidence our competence development, that is, to assess it, is a very good way to give it the importance it has. In a more practical point of view, it might be very useful to include those competences in professional profiles.
1	Because these competences represent a person's 'soft skills' and are - in my opinion - equally as important as competences and skills acquired through formal education.
1	because the trainee usually suffers from a lack of confidence ; Getting to know their competences from a professional is a good support

Count	Response
1	THE COMPETENCES GAINED THROUGHOUT EDUCATION/LIFE EXPERIENCE (FORMAL OR INFORMAL LEARNING) MUST BE MEASURED SO THAT THE PEOPLE INVOLVED ARE PROVIDED WITH SOME CREDITS EQUIVALENT TO THE CREDITS GAINED THROUGH FORMAL EDUCATION.
1	Once a learner has acquired technical competencies, what will make the difference, will be personal, social and organisational competences
1	Not in all situations, a structured learning process is necessary for development. The "example" function of staff members and volunteers who are on regular base in contact with learners, can also be an important element for the learners. Main aim is to detect who would have benefit with a more structured learning process and to offer the best training to those persons.
1	In addition to the formal qualification the personal and social competences are crucial for the professional life.
1	It allows learners to see how partaking in adult education opportunities enable them to grow as a person and change their perspective on the world around them and the possibilities that are available for them.
1	Validating their competences provides individuals with the opportunity to possess a grounded evidence of what they know and are able to do, which in turn can open extra corridors in addition to the current positions they hold.
1	Well, people can grow outside of formal learning, in their lives, while doing their professional activity. These competences are also valuable for their future occupations. But in our society it's best that they have some kind of proof (certificates, diploma's) so it's important that we have instruments that can provide them.

Do you offer any kind of proof/evidence of the development of personal, social and organisational competences of your learners?

Value	Count	Percent
Yes	67	43.8%
No	86	56.2%

Statistics

Total Responses 153

If yes, which one?

Count Response

1	self-knowledge
1	By giving them responsibility
1	Certificate

CountResponse

- 1 Certificates, Portfolios
- 1 Chemistry olympic
- 1 Degree
- 1 During Communication courses using play roles with video cameras, for examples.
- 1 Europass and training certificates Level 5
- 1 Evaluatio forms
- 1 Exam and quiz feedbacks and also evaluation tests.
- 1 For the pupils in my teaching job: yes, of course.
- 1 I fill a special form pointing out what was relevant
- 1 I had a master degree on Teacher Education
- 1 If needed and asked for, recommendation and follow up files
- 1 It is a part of the curriculum and described in outcomes
- 1 Not systematically.
- 1 Notes
- 1 Only in so far it has anything to do with their language skills.
- 1 Personal Development Planning
- 1 Personal and social
- 1 Soul Record
- 1 THROUGH THE "CEMES EVALUATION SYSTEM"
- 1 [The certificate of LEVEL5](#). I don't know any other possibilty so far.
- 1 There are lots.
- 1 They are suggested to solve special tasks in the process of studies
- 1 Training reports, questionnaires
- 1 We offer courses of methodologie suitable to the level of the students
- 1 Yes all three personal social (group interactive) and organsiatonal
- 1 ankette
- 1 attendance; performance; judgements
- 1 certificates
- 1 certificates
- 1 degrees
- 1 diplome
- 1 evaluate development of competences at the end of the formation
- 1 evalution at the end of the year, project evaluation for some groups
- 1 listen to the others, as no one can always be right.
- 1 narrative accounts
- 1 organisational
- 1 organisational skills - easier here to provide evidence
- 1 participants in adult education get certificate of attendance
- 1 portfolio and check lists
- 1 self assessment and tests
- 1 certificate

CountResponse

- 1 tests,
- 1 they are part of a certificat
- 1 through professionnal juries and workshops
- 1 towards a diploma
- 1 because a test is done beforehand the one done at the end of a session is a proof to them how much they've been improving
- 1 For the student I use personal reflective practices.For the stakeholders I use standard online tests and / or project work to demonstrate achievement of outcomes.
- 1 Une grille de valorisation qui doit ensuite être traduite dans un outil de communication liée à l'insertion professionnelle (cv)
- 1 especially video documentation and evaluation of working methods and processes - also because I often teach or participate in the teaching - in relation to a project. And we need to document
- 1 With special tasks other than the activities in their student's books. I let my students work in groups, I let them work on projects.
- 1 simple tools as a "knowledge" thermometer (Wissensthermometer) where learners mark their felt level of knowledge at specific times during a course
- 1 Unclear here what you mean by evidence??? There are standardised measures of outcomes (formal assessments and feedback here) but I suspect that is not what you are looking for?
- 1 Progression of the individual, through employment, progression to further education. Improvement in the students own personal situation. This services is part of a larger organisation. Our aim is to help women fulfill their potential in a safe and equal society.

Have you come across any ICT-based or standardized tool to evaluate personal, social and organisational competences?

Value	Count	Percent
Yes	42	27.8%
No	109	72.2%

Statistics

Total Responses 151

If yes, please specify:

CountResponse

- 1 "CEMES EVALUATION SYSTEM"
- 1 - Europass - Level 5

CountResponse

- 1 ECDL
- 1 Evaluation model for written competence, CILS & PLIDA tests
- 1 I can't remember since I chose not to use them.
- 1 Kompetenzmappen
- 1 LEVEL5
- 1 LEVEL5 I guess I don't have to specify this. No other system is known by me.
- 1 Level 5
- 1 Level 5 is one !
- 1 Level5
- 1 Soul Record
- 1 TCC tool to evaluate social competences Compass
- 1 The LEVEL5 software.
- 1 There are little well-developed tools
- 1 VILMA EU-Project
- 1 We developed a 'local' model which uses ICT but is not ICT-based e-portfolio
- 1 not ICT-based, but standardized yes, CEFR
- 1 online questioning used at the end of each term of studying
- 1 some tests and modules
- 1 tests
- 1 there are some psychological questionnaires wich can be used for testing
- 1 transference
- 1 transférence
- 1 we developed one, it is a 4 scale tool in XL format
- 1 web based self assessments for teachers
- 1 while teaching math
- 1 with webquest activity
- 1 www.minkompetencemappe - it is a tool for documentation and not evaluation
- 1 Capability framework produced by NHS Education for Scotland regarding cancer care and training and capability framework produced by Health Protection Scotland for the workforce. Situational analysis developed by West for Family health nursing in Scotland; situational analysis developed by west for nurse-led oncology care.
- 1 I have developen one myself for young people, and we have one in Denmark I use in my work witg rpl
- 1 As mentioned before - there is LEVEL5 that we have applied. Moreover, I know about other approaches - rather recognition tools such as EUROPASS or EQF
- 1 TCC (tutoring and capitalization of knowledges): tool to evaluate professionnel attitudes, adaptation in company and transverse skills
- 1 More or less, using several parts of the different tools wo chose in order to make a combination of several.
- 1 WE have started to prepare a special database and in the phase of discussions how to do this betetr

Count Response

- 1 Level 5 Social and organisational competences appear on the Europass certificate and on evaluation grids used.

How important do you consider the below listed competences in order to be successful in the service economy in general? Please rate each competence according to its importance on a scale from 1 to 10:

	1 = not important at all	2	3	4	5	6	7	8	9	10 = very important	Responses
Communication competence	0.0% 0	0.0% 0	0.7% 1	0.7% 1	1.5% 2	0.7% 1	7.4% 10	11.8% 16	18.4% 25	58.8% 80	136
Intercultural competence	0.0% 0	1.5% 2	0.0% 0	1.5% 2	7.4% 10	7.4% 10	18.5% 25	19.3% 26	17.0% 23	27.4% 37	135
Flexibility	0.0% 0	0.0% 0	0.0% 0	0.0% 0	2.9% 4	6.6% 9	13.2% 18	23.5% 32	19.9% 27	33.8% 46	136
Autonomy	0.0% 0	0.0% 0	0.7% 1	2.9% 4	6.6% 9	6.6% 9	16.9% 23	20.6% 28	20.6% 28	25.0% 34	136
Self-confidence	0.0% 0	0.0% 0	0.0% 0	1.5% 2	3.0% 4	4.4% 6	14.8% 20	21.5% 29	20.0% 27	34.8% 47	135
Problem solving competence	0.0% 0	0.0% 0	0.0% 0	0.0% 0	3.0% 4	5.9% 8	13.3% 18	22.2% 30	22.2% 30	33.3% 45	135
Decision making competence	0.0% 0	0.0% 0	0.0% 0	0.0% 0	5.1% 7	9.6% 13	17.6% 24	22.1% 30	20.6% 28	25.0% 34	136
Negotiation competence	0.7% 1	1.5% 2	0.7% 1	3.0% 4	5.9% 8	11.1% 15	17.8% 24	17.0% 23	22.2% 30	20.0% 27	135
Customer orientation	0.0% 0	0.7% 1	2.9% 4	2.2% 3	11.0% 15	11.0% 15	17.6% 24	14.0% 19	16.9% 23	23.5% 32	136
Team competence	0.0% 0	0.0% 0	0.0% 0	0.0% 0	2.9% 4	6.6% 9	12.5% 17	18.4% 25	30.9% 42	28.7% 39	136
Self-reflection competence	0.0% 0	0.0% 0	0.0% 0	1.5% 2	3.7% 5	6.0% 8	14.9% 20	26.1% 35	23.1% 31	24.6% 33	134

Entrepreneurship / sense of initiative	0.0%	2.2%	0.7%	3.0%	5.2%	11.1%	19.3%	24.4%	15.6%	18.5%	135
	0	3	1	4	7	15	26	33	21	25	
Leadership competence	0.7%	2.2%	1.5%	3.7%	9.0%	12.7%	18.7%	20.9%	17.9%	12.7%	134
	1	3	2	5	12	17	25	28	24	17	
Resource-management competence	0.0%	1.5%	1.5%	7.4%	5.1%	7.4%	18.4%	33.1%	12.5%	13.2%	136
	0	2	2	10	7	10	25	45	17	18	
Conflict management competence	0.0%	1.5%	0.7%	2.9%	5.1%	5.1%	17.6%	19.1%	26.5%	21.3%	136
	0	2	1	4	7	7	24	26	36	29	
Diversity management competence	0.0%	1.5%	1.5%	3.7%	10.4%	11.9%	16.3%	23.0%	18.5%	13.3%	135
	0	2	2	5	14	16	22	31	25	18	
Learning to learn	0.0%	1.5%	0.0%	0.7%	0.7%	4.4%	15.6%	22.2%	17.0%	37.8%	135
	0	2	0	1	1	6	21	30	23	51	
Networking	0.0%	2.2%	2.2%	1.5%	5.9%	3.7%	16.9%	22.8%	28.7%	16.2%	136
	0	3	3	2	8	5	23	31	39	22	
Other competence 1 (specify below):	18.2%	0.0%	0.0%	3.0%	0.0%	0.0%	9.1%	9.1%	27.3%	33.3%	33
	6	0	0	1	0	0	3	3	9	11	
Other competence 2 (specify below):	26.1%	0.0%	0.0%	0.0%	0.0%	0.0%	4.3%	13.0%	17.4%	39.1%	23
	6	0	0	0	0	0	1	3	4	9	

If there are competences missing in this list that you consider important in the service economy, please add them here (up to two competences) - Other competence 1:

Count	Response
1	Ability to deal effectively with disabled people.
1	Analyzing competences
1	Appriciative inquiry
1	Change management
1	Critical thinking skills
1	DIGITAL COMPETENCE
1	ICT
1	IT literacy
1	Journey of Self Discovery
1	Language competences
1	PRIORITISATION
1	Politeness

Count	Response
1	Time managment
1	Versatility/Interdisciplinarity
1	adaptation skill
1	aestheticized point of view
1	artistic feeling
1	creativity
1	foreign languages
1	interpersonnal skills
1	media wisdom
1	ready to fight
1	sense of humor

If there are competences missing in this list that you consider important in the service economy, please add them here (up to two competences) - Other competence 2:

Count	Response
1	"life experience"
1	CULTURAL EXPRESSION
1	Culture and Ethics
1	Evaluation and audit
1	FAIRNESS
1	Information and new media literacy
1	Professional developmment
1	Respect for others
1	Social inclution
1	enthousiasm
1	information gathering and processing
1	philosophising
1	sustainable development

Please select five of the competences listed above that are most likely to be acquired/developed/learned/improved in your learning offers:

	Communication competence	Intercultural competence	Flexibility	Autonomy	Self-confidence	Problem solving competence	Decision making competence	Negotiation competence	Customer orientation	Empathy	Team competence	Self-reflection competence	Leadership competence	Learning to learn	Networking	Responses		
selec- tion 1:	47.37.8 % %	1.6 %	7.0 %	10.98.5 % %	0.0 %	0.0 %	0.8 %	1.6 %	3.1 %	2.3 %	0.0 %	0.8 %	0.0 %	0.0 %	0.0 %	7.8 %	0.8 %	129
selec- tion 2:	8.5 %	10.99.3 % %	4.7 %	7.0 %	17.83.1 % %	2.3 %	0.8 %	0.8 %	8.5 %	5.4 %	2.3 %	0.0 %	0.0 %	1.6 %	1.6 %	12.43.1 % %	129	
selec- tion 3:	7.0 %	3.1 %	3.9 %	6.3 %	7.8 %	11.78.6 % %	2.3 %	1.6 %	3.1 %	14.87.8 % %	1.6 %	0.0 %	0.0 %	0.8 %	2.3 %	14.82.3 % %	128	
selec- tion 4:	7.0 %	7.0 %	4.7 %	7.0 %	3.9 %	5.5 %	7.0 %	3.9 %	2.3 %	3.9 %	11.74.7 % %	4.7 %	2.3 %	0.8 %	4.7 %	1.6 %	13.33.9 % %	128
selec- tion 5:	1.6 %	6.3 %	3.9 %	3.1 %	7.0 %	7.0 %	4.7 %	1.6 %	2.3 %	9.4 %	11.75.5 % %	4.7 %	5.5 %	0.0 %	3.1 %	2.3 %	14.85.5 % %	128

And which of the competences in the list are appreciated most by your learners?

	Communication competence	Intercultural competence	Flexibility	Autonomy	Self-confidence	Problem solving competence	Decision making competence	Negotiation competence	Customer orientation	Empathy	Team competence	Self-reflection competence	Initiative	Leadership competence	Competence	Learning to learn	Networking	Responses		
selection 1:	41.6%	4.0%	4.0%	10.4%	13.6%	6.4%	1.6%	0.8%	0.0%	1.6%	4.0%	1.6%	0.0%	2.4%	0.0%	0.0%	0.0%	3.2%	4.8%	125
	52	5	5	13	17	8	2	1	0	2	5	2	0	3	0	0	0	4	6	
selection 2:	7.3%	9.7%	5.6%	7.3%	16.1%	10.5%	1.6%	1.6%	2.4%	4.8%	2.4%	4.0%	1.6%	2.4%	3.2%	0.8%	0.0%	12.1%	6.5%	124
	9	12	7	9	20	13	2	2	3	6	3	5	2	3	4	1	0	15	8	
selection 3:	6.6%	6.6%	3.3%	5.7%	8.2%	11.5%	5.7%	2.5%	3.3%	4.9%	12.3%	1.6%	1.6%	1.6%	0.0%	4.1%	2.5%	13.9%	4.1%	122
	8	8	4	7	10	14	7	3	4	6	15	2	2	2	0	5	3	17	5	
selection 4:	4.2%	6.8%	5.1%	5.1%	6.8%	10.2%	7.6%	1.7%	4.2%	2.5%	11.9%	3.4%	4.2%	1.7%	1.7%	2.5%	1.7%	11.9%	6.8%	118
	5	8	6	6	8	12	9	2	5	3	14	4	5	2	2	3	2	14	8	
selection 5:	7.7%	7.7%	8.5%	4.3%	4.3%	3.4%	3.4%	0.9%	0.9%	7.7%	7.7%	8.5%	1.7%	2.6%	0.9%	6.8%	1.7%	12.8%	8.5%	117
	9	9	10	5	5	4	4	1	1	9	9	10	2	3	1	8	2	15	10	

Would you be interested in using a standardised tool for assessing social, personal and organisational competence development in your learning offers?

Value	Count	Percent
Yes	82	63.6%
No	21	16.3%
Maybe yes, if ...	26	20.2%

Statistics

Total Responses

129

Open-Text Response Breakdown for "Maybe yes, if ..."	Count
I will learn basic requirements.	1
If it workes and is meningfull for those who use it	1
adaptable enough to context	1
cela dépend de l'outil	1
depending on our futur projects, target group etc	1
if better than existing tool	1
if the tool provides cultural flexibility	1
it can be customized	1
it can be used efficiently and is easy to handle	1
it doesn't take too much time !	1
it fits our needs	1
it is easy and quick	1
it is simple and easy to use	1
it suited language learners	1
it was compatible with the other measures in place here in HE	1
it was easy to use	1
it would fit our sector (artistic)	1
it's not to complicate	1
the number of course hours is sufficient	1
the tool can be used in dialog	1
there is a particular need from the learners (at the moment there isn't).	1
these competences are in the focus of the course	1
this tool can work with others tools that we have	1

If yes, please specify for what purpose (you may tick for several options):

Value	Count	Percent
Improving the quality of your work	77	73.3%
Validation of acquired/improved competences for individual professional purposes (career development)	73	69.5%
Self-awareness (becoming aware of what is developing within the learning activity)	63	60.0%
To promote self-awareness and reflection of your participants	56	53.3%
Proof/justification of your work/approach within the home institution or for marketing reasons	40	38.1%
Accountability to the funder or superior institutions (e.g. evidencing towards the EU)	36	34.3%
Other:	5	4.8%

Statistics

Total Responses

105

Open-Text Response Breakdown for "Other:"	Count
Promotion of awareness of progression for the student	1
media wisdom	1
opening the paths in this direction	1
providing clear guidelines	1

Which features would you expect such a standardised assessment tool to have?

CountResponse

1	CLOSED TYPE QUESTIONS OPEN QUESTIONS MULTIPLE-CHOICE QUS
1	Clear, coherent, user-friendly interface
1	Diagnostic capability and solutions focused
1	Ease of use with a large learner population Simplicity
1	Ease of use, instant feedback, and suggestions for further study / improvement of current skills
1	Easy access and easy to use.
1	Easy access; clear and transparent; clear feedback; adaptable to our situation...
1	Easy and efficient (time) to use
1	Easy to practice, clear conclusions, adapted to various categories of participants
1	I do not have accurate opinion
1	I know too little of it to answer here
1	It should be possible to create an online standardised assessment tool.
1	It should provide objective, valide and reliable results, which can be compared
1	Keep track of competences developed and acquired
1	Reflection tool
1	Show to learners what they realy acquire and what they are able to do now
1	Simplicity of use and not too time consuming
1	Standardiese approach with options to fit the organisation and approach to learning.
1	To be reliable and objective
1	Uncomplicated, clear and user friendly.
1	Validation of improved competences needs to be measurable to enhance reliability
1	Validity,quality,reliable, simple approaching, practical
1	accessible, short, ready made
1	an easy to use asset to help me out in my teaching work
1	be explanatory
1	clarity and validity
1	cloud computing solution
1	concrete elements for a CV
1	devoloping
1	easily accessilble

CountResponse

1	easy adaptable to different situations (learning, work,...)
1	if I would know how to measure I would do :-)
1	insightful; easy to access; easy to communicate about
1	interactivity - use by yourself
1	objective, reliable, compact
1	qu'il soit accessible à tout public
1	synoptic, easy to use, unequivocal
1	to be easy to use
1	usr-friendly and cost effective
1	validity, user-friendly features, institutional adoption
1	visualisation of competence development
1	to be reliable, easy to use, provide feed back in simple terms and, of course, be accessible and at low costs
1	It must give objective results and must include all the information that I want from the assesment.
1	easy to understand - language and terminology adapted for learners, not professionals - doesn't take too long to fill in
1	detailed competence descriptions, connected to learning content, evaluation, job descriptions, ...
1	It should have general characterisitcs as well as solutions to contextual considerations. It should be recognized by respective educational institutions and bodies such as schools, ministries and private agencies. It should allow definitions for all competencies related to respective informal learning experiences.

Would you be ready to assign a specific part of evaluation resources available in your working context to assess and evidence the development of individual competences with a practical, standardized tool?

Value	Count	Percent
Yes	59	47.6%
No	34	27.4%
Maybe yes, if ...	31	25.0%

Statistics

Total Responses	124
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Open-Text Response Breakdown for "Maybe yes, if ..."	Count
I had access to a budget!	1

Open-Text Response Breakdown for "Maybe yes, if ..."	Count
I mastered in that area	1
I would have such tool	1
If it is easy to use	1
it brings something, it is useful, ...	1
it complies with all the features mentioned above	1
it depends of teh amount of that work	1
it fits into our system	1
it fits the goals of our activities	1
it got the support of colleagues and director	1
it is easy to work with	1
it will be reliable and not only self assetted	1
niet te tijdrovend is	1
reasonable	1
relevant to an ongoing project	1
see above	1
the conditions at the working place are evolving in a positive way	1
the tool did not take too long to administer	1
the tool is online	1
there is a direct link towards our educational programs	1
worker time rather than financial input was required	1
we know more about it and it's fit four our specific learning environment. It should never put the learner in an uncomfortable position.	1
If I deal with team work activities, I would like to evaluate problem-solving and team-work competence	1
it doesn't take too much time & it's not too complicated. & If my 'learners' are willing to use it !	1

If no, please specify why not (you may tick for several options):

Value	Count	Percent
It would be too time-consuming.	19	55.9%
There is no budget for evaluation.	14	41.2%
There are already prescribed methods that I'm obliged to use.	9	26.5%
Other:	5	14.7%
This would not fit our organisation's policy.	2	5.9%

Statistics

Total Responses 34

Open-Text Response Breakdown for "Other:" Count

Open-Text Response Breakdown for "Other:"	Count
I am not authorized to adopt resources without permission from organisations I work for.	1
I am professional by myself to evaluate the individual competences	1
Would need to see what is on offer.	1
je n'ai pas compris la question	1
first of all, all the teachers of the programme has to have strong will to develop generic competences and do this work properly. Afterwards we will need tools for assessing these competences	

If yes, please estimate how much of the evaluation resources (in terms of budget and work time) you would allocate to this within the overall evaluation (in %):

	in terms of budget available for evaluation	in terms of work time available for evaluation	Responses
less than 5 %	56.1% 23	43.9% 18	41
5-10 %	41.9% 18	58.1% 25	43
10-20 %	30.6% 11	69.4% 25	36
20-30 %	31.8% 7	68.2% 15	22
30-40 %	50.0% 6	50.0% 6	12
40-50 %	30.0% 3	70.0% 7	10
more than 50 %	36.4% 4	63.6% 7	11

Which approach to assess the competence development within your learning activity do you consider most suitable in regard to your working context (you may tick several options)?

Value	Count	Percent
Combination of self-assessment and staff member-assessment	58	45.7%
Combination of external and self-assessment methods	56	44.1%
Self-assessment by participants using specific tools	56	44.1%
Assessment of participants by staff members	31	24.4%
Assessment of competence development by external experts	19	15.0%

Statistics

Total Responses 127

Are you interested to learn more about the LEVEL5 evaluation method and receive further news about the VITA project (the VITA newsletter)?

Value	Count	Percent
Yes	83	65.4%
No	44	34.7%

Statistics

Total Responses 127

Would you agree with being interviewed to make further comments on this issue?

Value	Count	Percent
Yes	43	34.4%
No	82	65.6%

Statistics

Total Responses 125

Do you have any other comments and remarks?

Count Response

- 1 Good luck to this project
- 1 I appreciate your work.
- 1 I would have prefer to answer in french
- 1 I'd like to promote your approach to organisations that we're dealing with !
- 1 Interesting project - may need to differentiate sectors when working towards standardised tool.
- 1 It takes more than 10 min
- 1 NO
- 3 No
- 1 No thanks.
- 1 No:)
- 1 Recommend that system is compatible with existing CRM tools. Cost and time is al-

Count Response

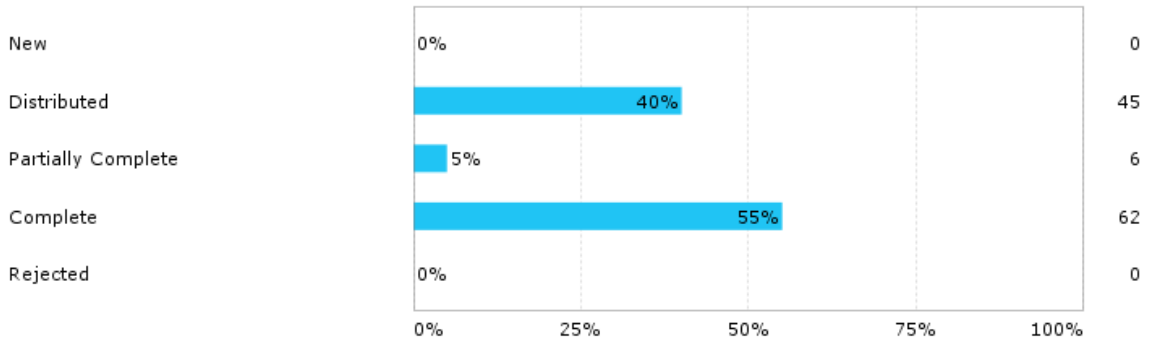
	ways an issue.
1	Thank's a lot.
1	Thanks.
1	a complex matter in our line of work, looking forward to learn more, succes
1	les documents seront ils en français ?
8	no
1	no comment
1	no thank you
1	successful research
1	thanks
1	I am not working directly with learners or evaluate them. The questions I have answered are not based on competence evaluation experience.
1	The level5 evaluation can look very unclear to new-beginners. We could work on how to make it more explicit, and alleviate early implementations. Thank you.
1	Well done - this looks like a very interesting project. Also - this survey is really well constructed.

9.2 Annex 2: Results from the online survey among European employers

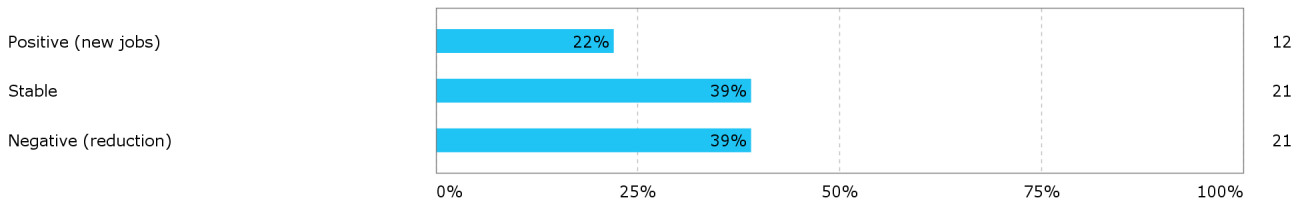
(Analysis of 113 responses with SurveyXact)

Status Respondents Return mails

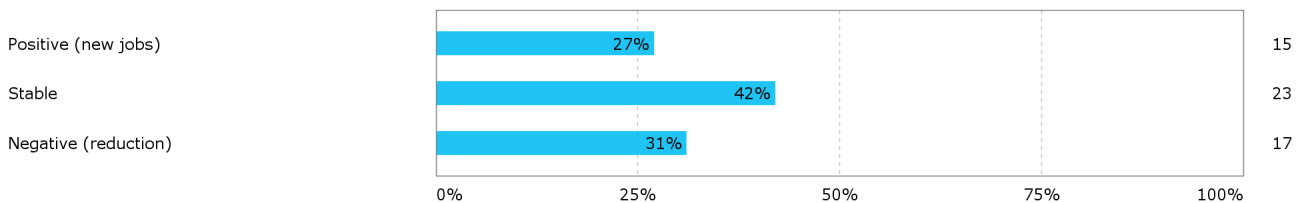
Overall Status



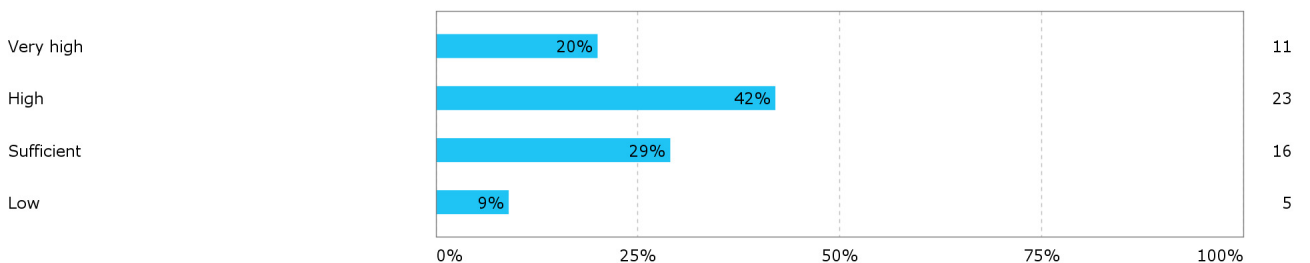
1. How would you forecast the employment situation in your business sector?



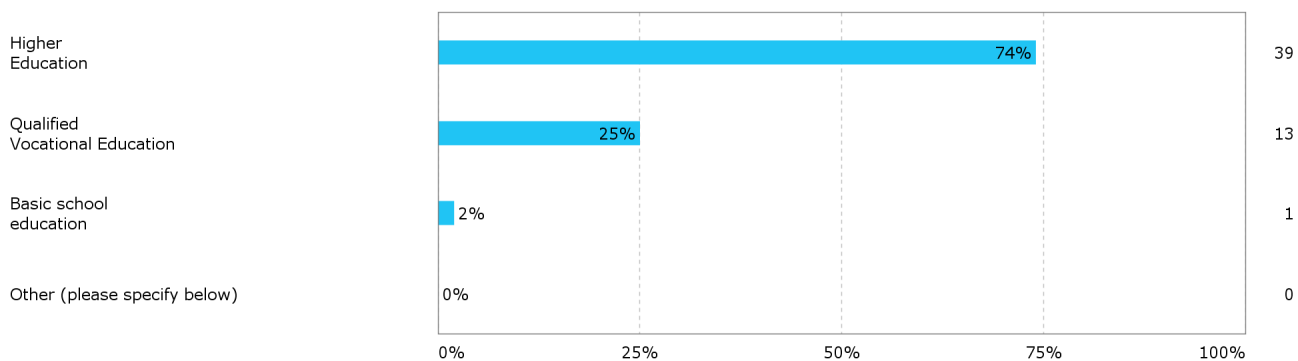
2. How would you forecast the employment situation in your company/institution?



3. How would you rate the availability of skilled personnel for the core business of your company/institution?

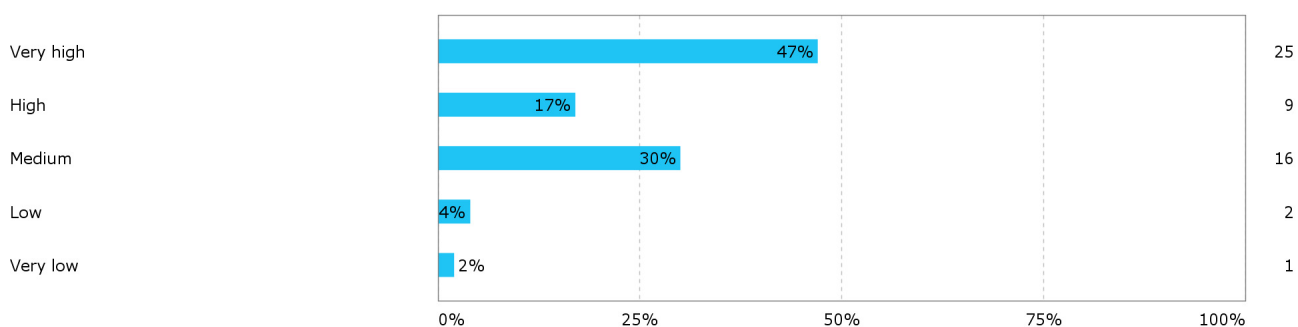


4. Which qualification level is mainly required in your core business?

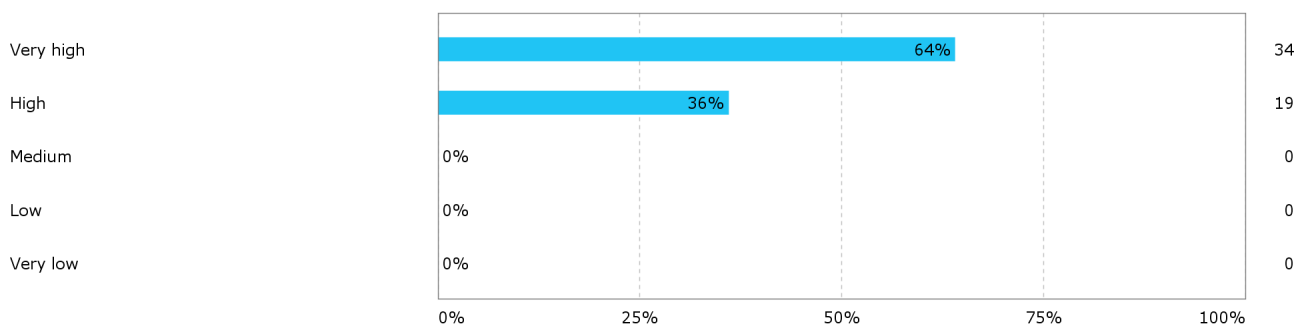


4.1. Other:
social skills
specific in company training
Qualified Vocational Education
Qualifies Vocational Education

5. How would you rate the importance of formal qualifications in your core business?



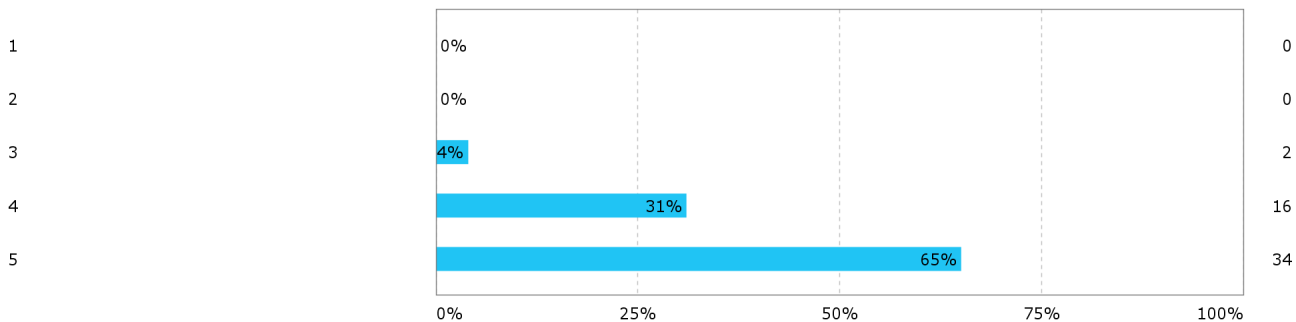
6. How would you rate the importance of social, personal and organisational skills and competences for your core business?



7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.
Importance is to be assigned on a scale from 1-5
1 = very low 5 = very high

- Communication



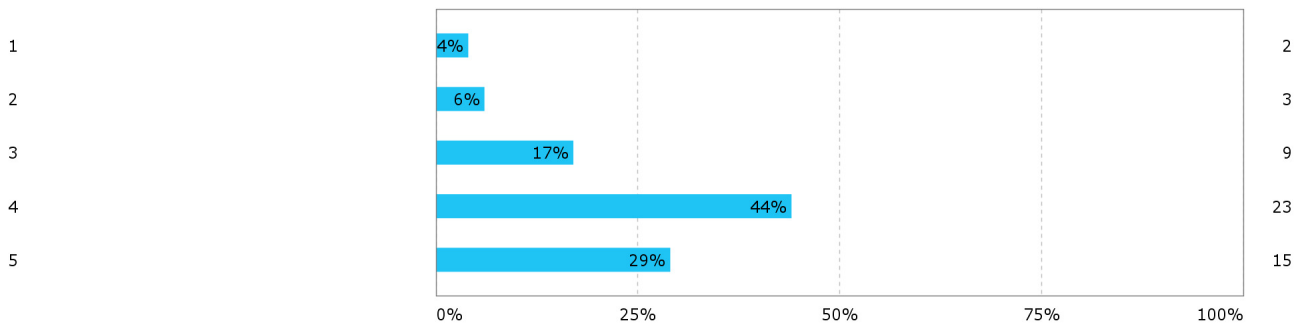
7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.

Importance is to be assigned on a scale from 1-5

1 = very low 5 = very high

- Intercultural communication



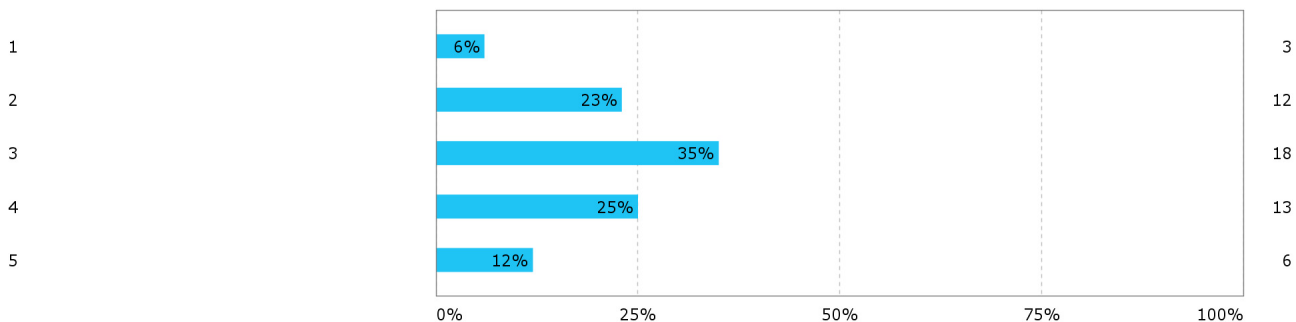
7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.

Importance is to be assigned on a scale from 1-5

1 = very low 5 = very high

- Virtual communication

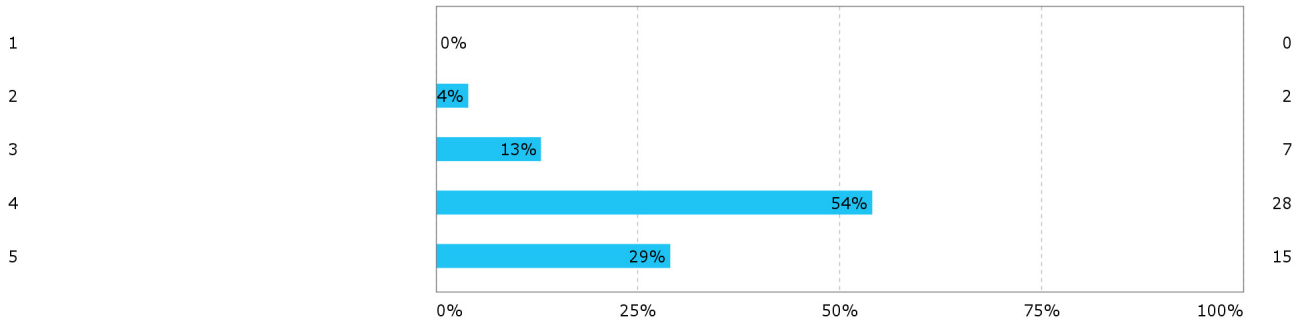


7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.

Importance is to be assigned on a scale from 1-5
 1 = very low 5 = very high

- Leadership



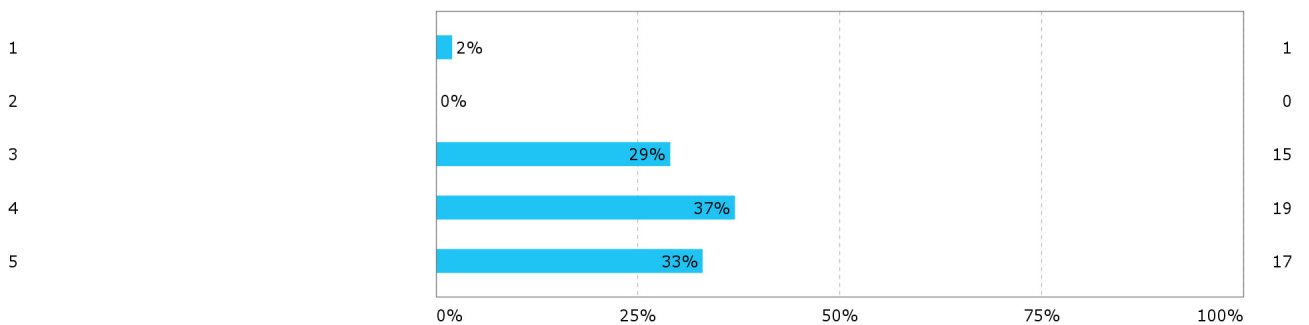
7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.

Importance is to be assigned on a scale from 1-5

1 = very low 5 = very high

- Negotiation competence



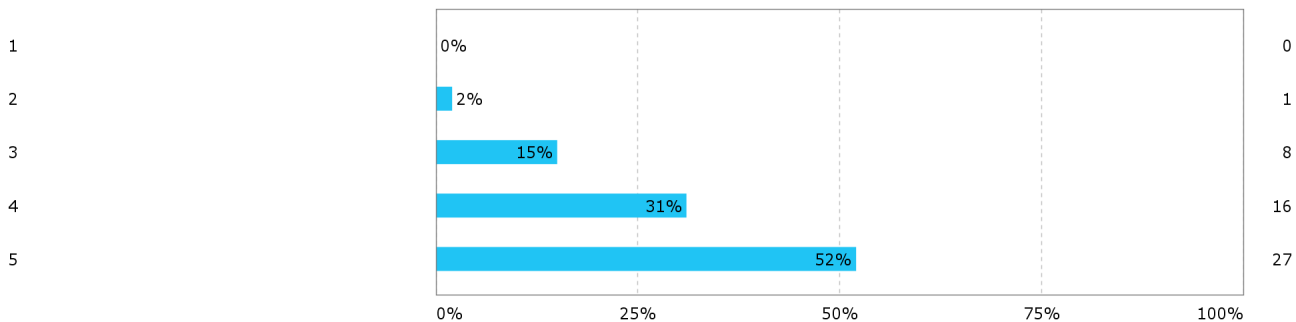
7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.

Importance is to be assigned on a scale from 1-5

1 = very low 5 = very high

- Customer orientation



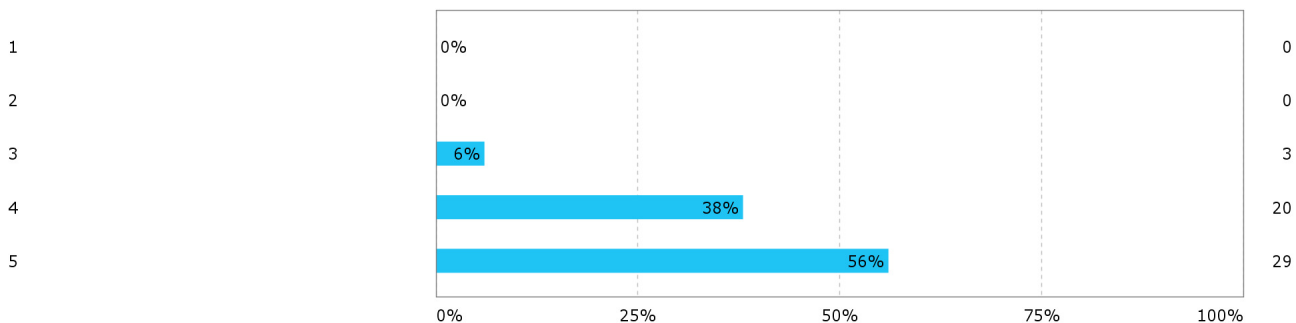
7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.

Importance is to be assigned on a scale from 1-5

1 = very low 5 = very high

- Teamwork



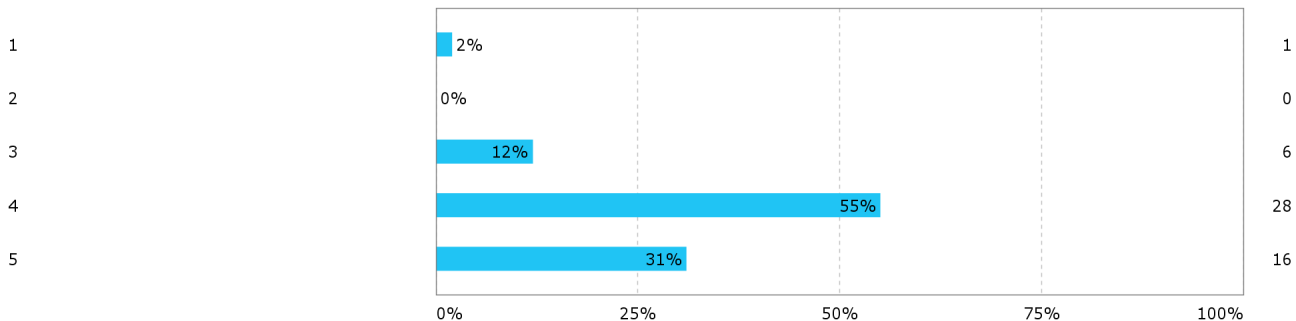
7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.

Importance is to be assigned on a scale from 1-5

1 = very low 5 = very high

- Conflict management competence



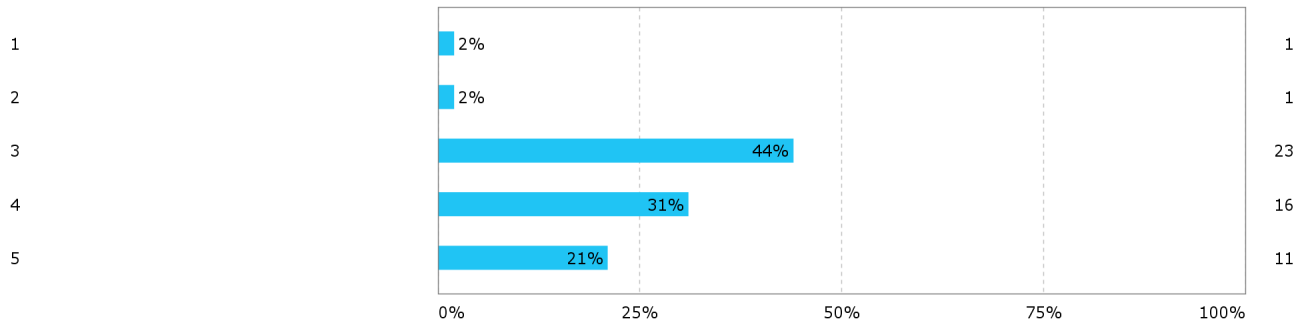
7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.

Importance is to be assigned on a scale from 1-5

1 = very low 5 = very high

- Project management competence



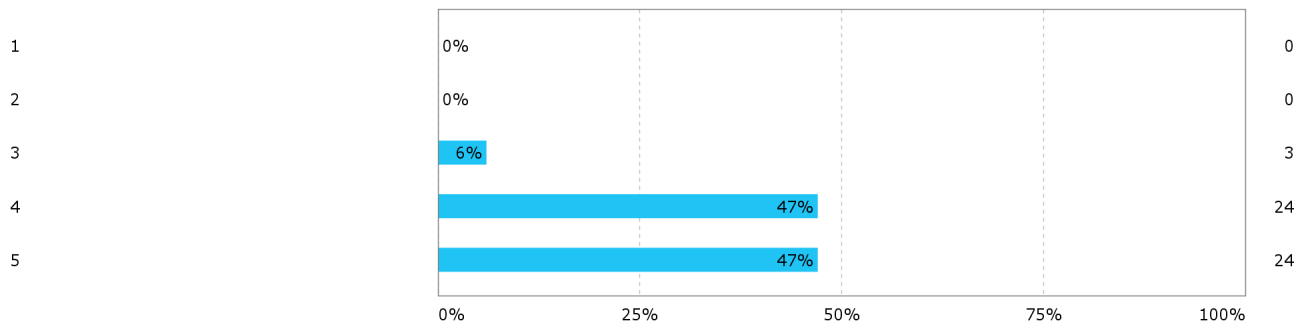
7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.

Importance is to be assigned on a scale from 1-5

1 = very low 5 = very high

- Problem solving competence



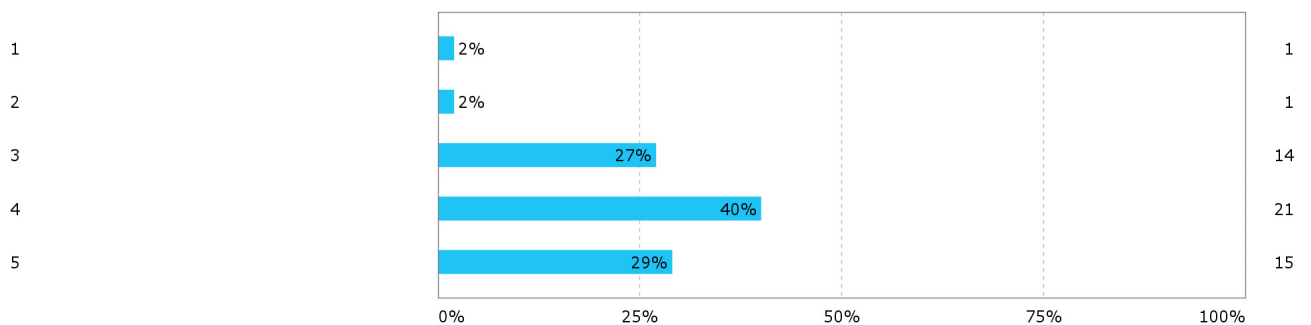
7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.

Importance is to be assigned on a scale from 1-5

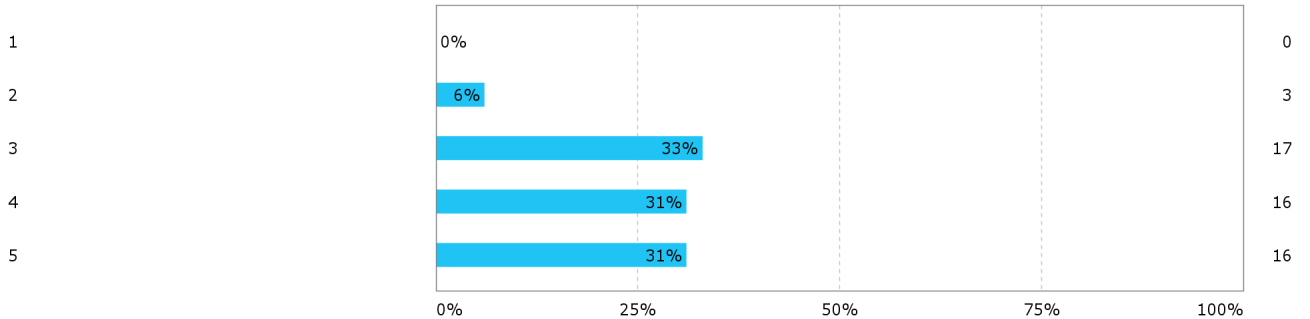
1 = very low 5 = very high

- Resource management competence



7. Please rate the importance of the following social, personal, organisational competences for your core business:

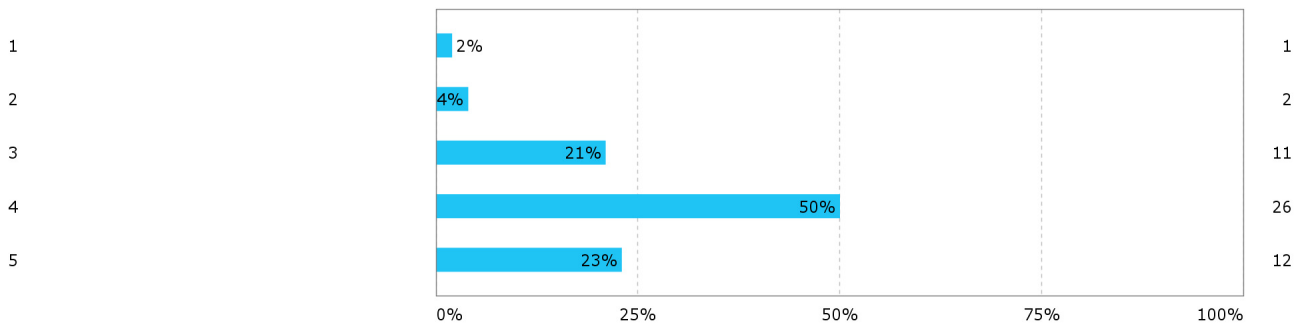
The competences are listed on the left.
 Importance is to be assigned on a scale from 1-5
 1 = very low 5 = very high
 - Networking



7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.
 Importance is to be assigned on a scale from 1-5
 1 = very low 5 = very high

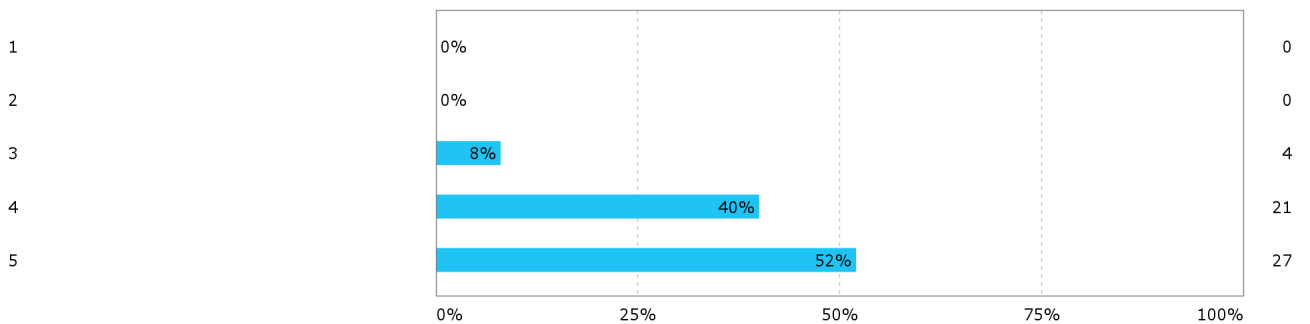
- Creativity



7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.
 Importance is to be assigned on a scale from 1-5
 1 = very low 5 = very high

- Flexibility



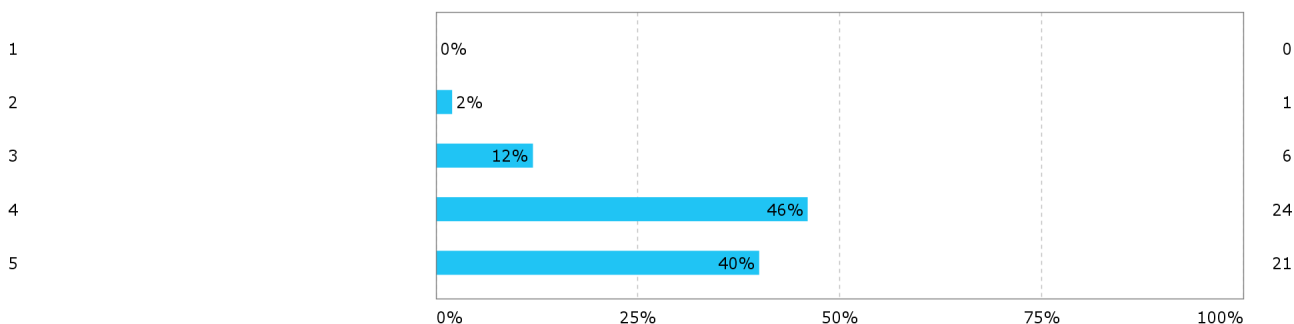
7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.

Importance is to be assigned on a scale from 1-5

1 = very low 5 = very high

- Self-reliance/Autonomy



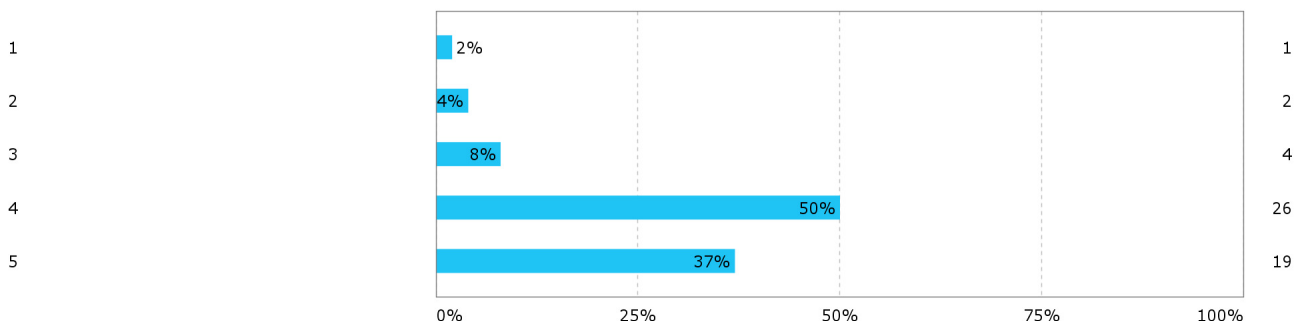
7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.

Importance is to be assigned on a scale from 1-5

1 = very low 5 = very high

- Evaluating/Reflecting



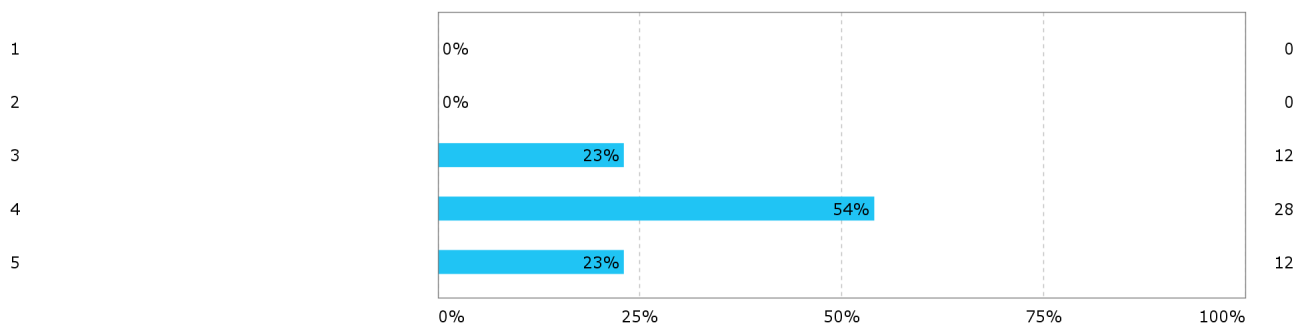
7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.

Importance is to be assigned on a scale from 1-5

1 = very low 5 = very high

- Entrepreneurship/sense of initiative



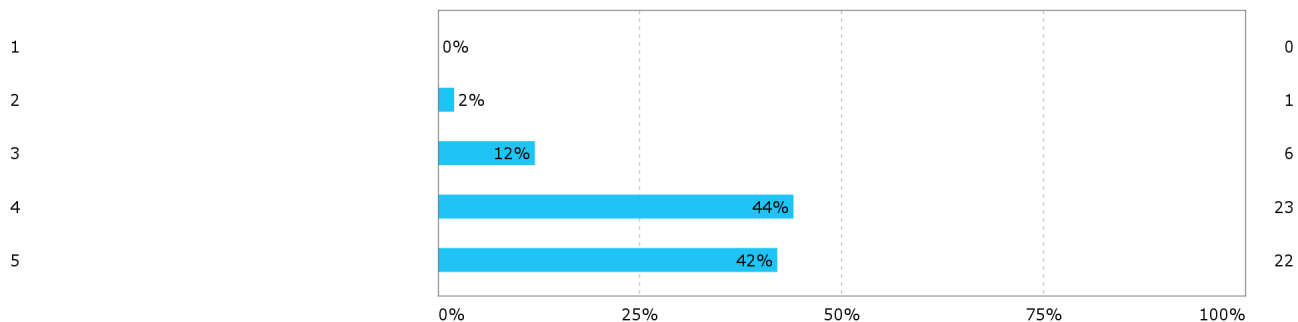
7. Please rate the importance of the following social, personal, organisational competences for your core business:

The competences are listed on the left.

Importance is to be assigned on a scale from 1-5

1 = very low 5 = very high

- Learning to learn



7.1. Please state and rate any additional competence(s) you need in your field of work:

- Competence

multilingualism

forward-mind thinking

trustworthiness

Diversity

proactiveness

time management

Lateral thinking

Sector Knowledge

mentoring

Computer skills E.g.: new technologies

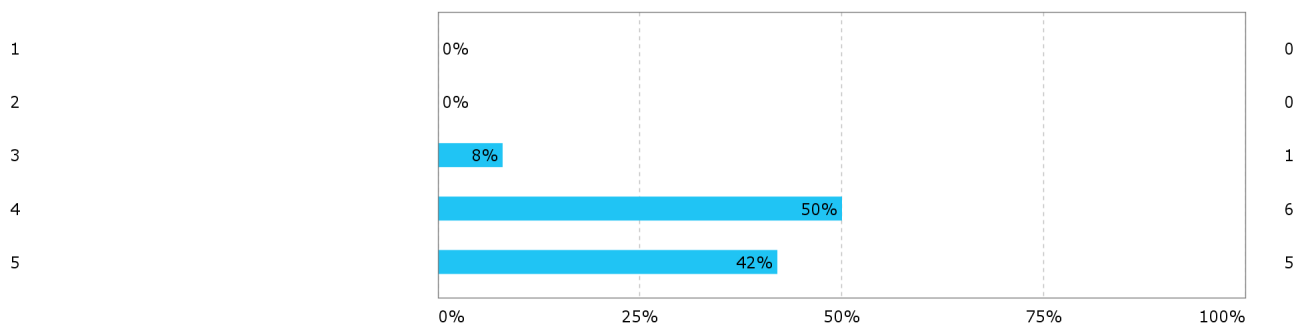
robustness

idefatigability

grasp complexity

7.1. Please state and rate any additional competence(s) you need in your field of work:

- Competence



7.1. Please state and rate any additional competence(s) you need in your field of work:

- Competence

patience

handling with resources (sustainability)

integrity

presentation skills

prioritization

Standards appreciation

Organisational skills E.g.: filing

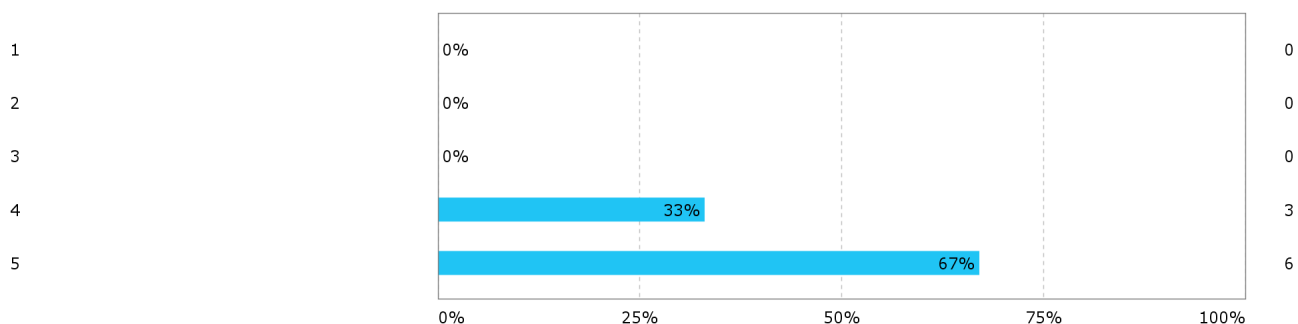
tolerance

listening

adapt to organizarional systems

7.1. Please state and rate any additional competence(s) you need in your field of work:

- Competence



7.1. Please state and rate any additional competence(s) you need in your field of work:

- Competence

appearance

change management (live the change)

sales skills

Empathy

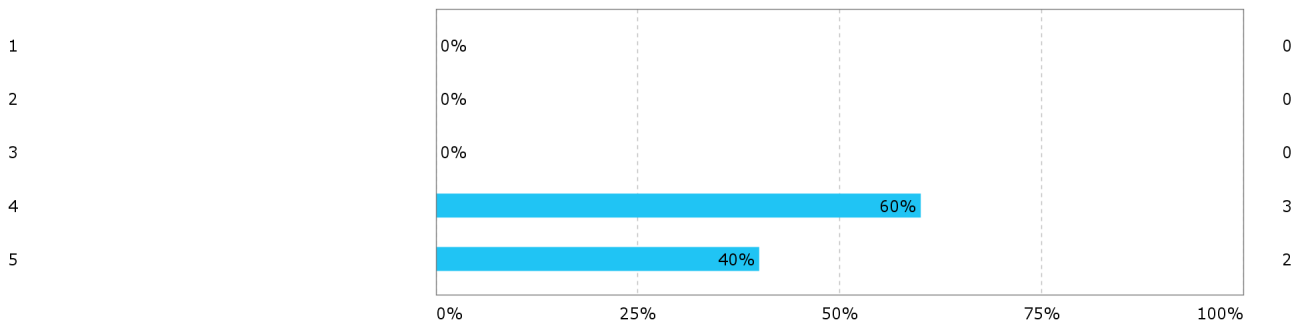
proudness of own skills

trenchangy

connectability

7.1. Please state and rate any additional competence(s) you need in your field of work:

- Competence



7.1. Please state and rate any additional competence(s) you need in your field of work:

- Competence

durability

assertiveness

coaching skills

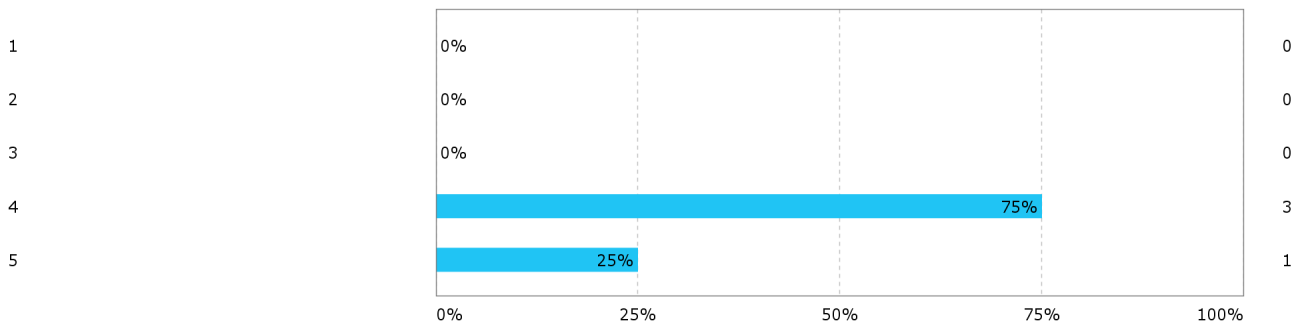
delight by working in education

resolution

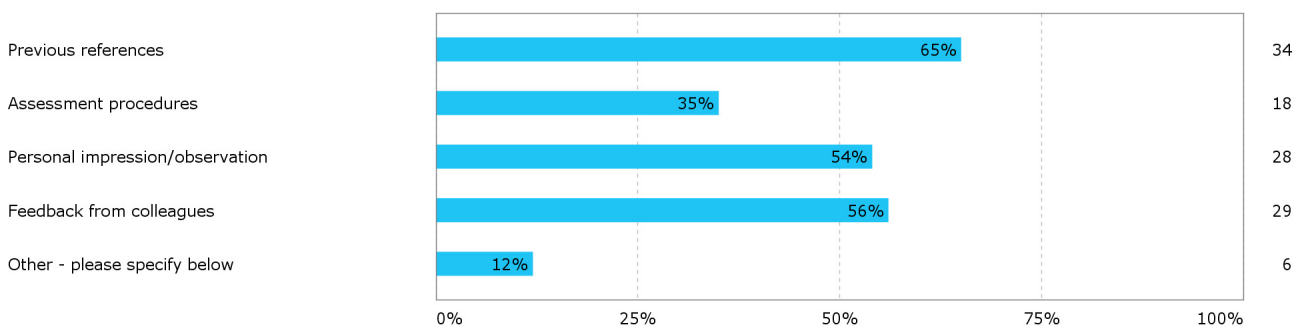
awarenes of own competences

7.1. Please state and rate any additional competence(s) you need in your field of work:

- Competence



8. How do you come to know that your employees have developed such competences? (several answers possible)



8.1. Other:

feedback from clients

discussions

no other employees

specific internal training

feedack from stakeholders

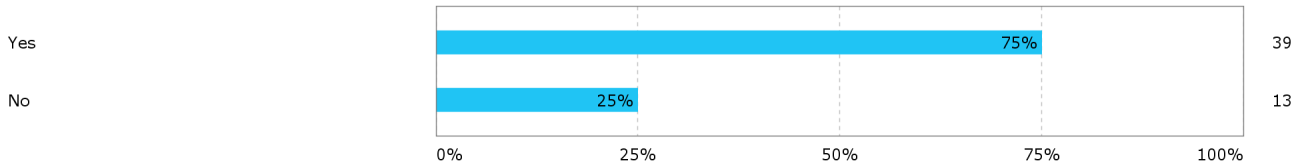
Ask questions and assign work that give them an opportunity to demonstrate the requisite competences

Résultats commerciaux

in company training (3-6 months training period)

tests, prepared exercises and questions

9. Do you offer training to promote the social, personal and organisational competences of your staff?



9.1. If yes, how often?

1-2 times/year

twice a year

daily coaching and training

1 to 3 times a year

once a year

irregular, if needed

As required - annually at minimum

all over the year

one week per year

1-8 days

2-10 days

not regulary

60% of the staff every year

2-3 times a year

once a year

At least three sessions for training annually

two or three times per year

3 times per annum

once a year

Une par an

yearly: 3-6 months training period

As often as concrete needs are expressed. For exemple, twice during the last year.

individual fx courses in communication, seminar days minimum once a y ear

1 per year

on going

1 per year

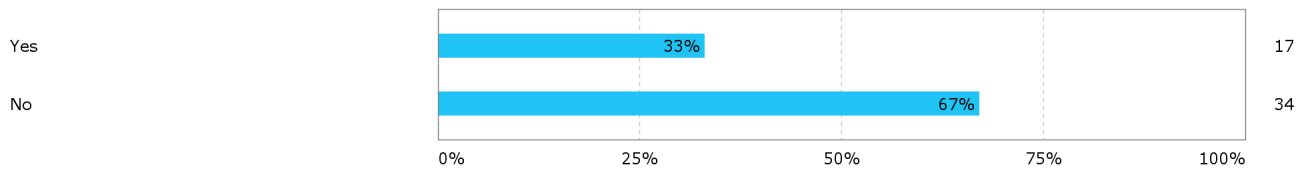
1 per year

1 per year

1 per year

1 per year
 1 per year
 1 per year
 1 per year
 1 per year
 1 per year
 1 per year
 1 per year
 1 per year

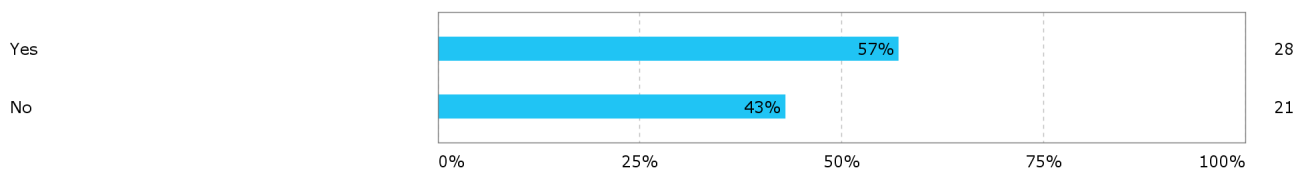
10. Are you aware of any validation system for those competences?



10.1. If yes, please name:

LEVEL5, Validpack
 LEVEL5
 online assessments and guest questionairs
 360° Feedback
 company intern validation system based on psychometric criteria
 Agreement system
 VAE
 LEVEL 5
 LEVEL5
 PERFORMANSE
 LEVEL5
 The cube and its 5 levels but I need to be more informed of the new developments.

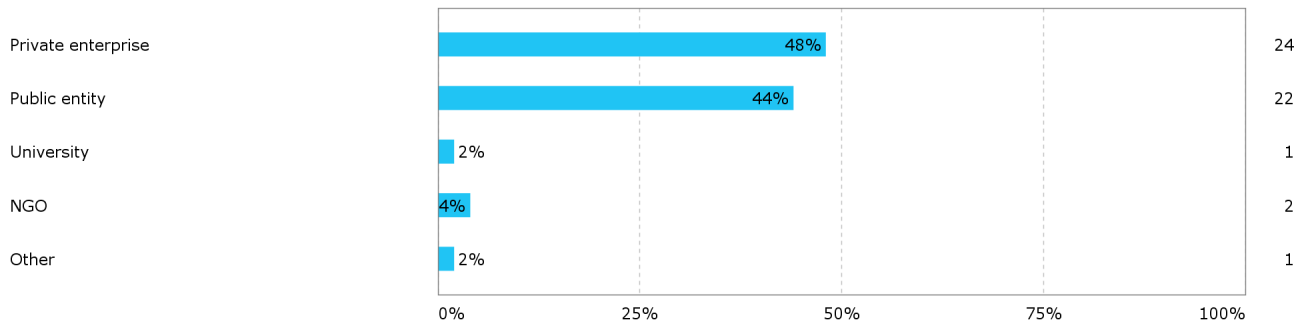
11. Would you be interested in a tool to evidence the development of social, personal and organisational competences of your staff?



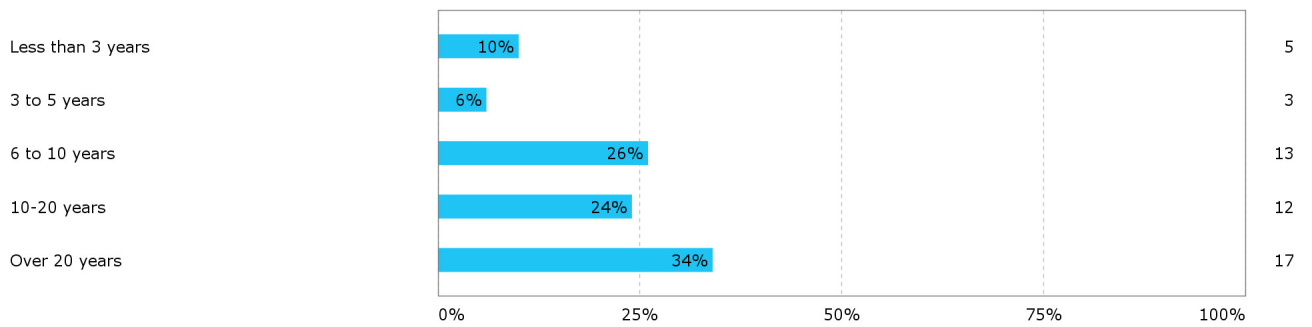
12. In which economic branch does your business operate?

Environmental Education
 Adult education
 Tourism

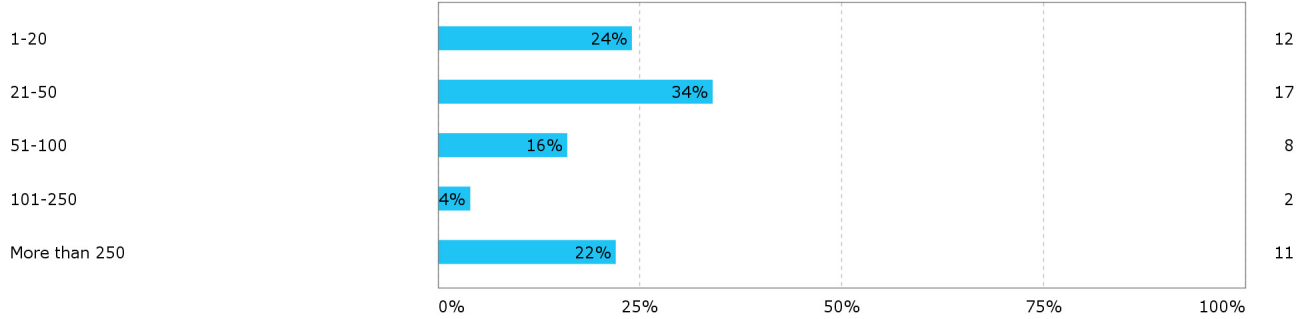
13. Your business is a (please select):



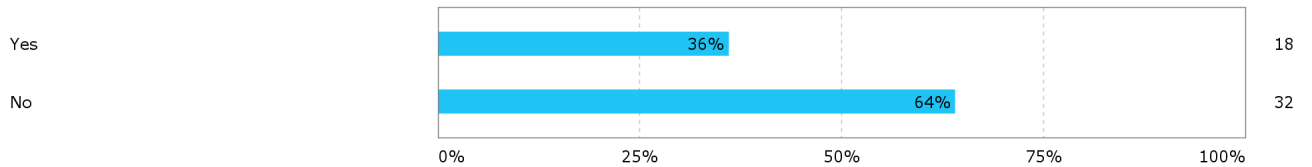
14. How long has your business been established



15. How many people are employed in your business?

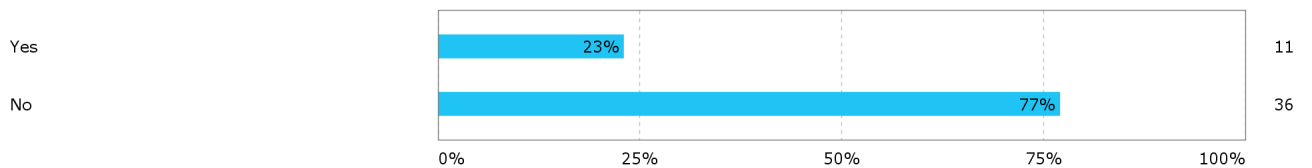


16. Does your business have a Human Resources department?



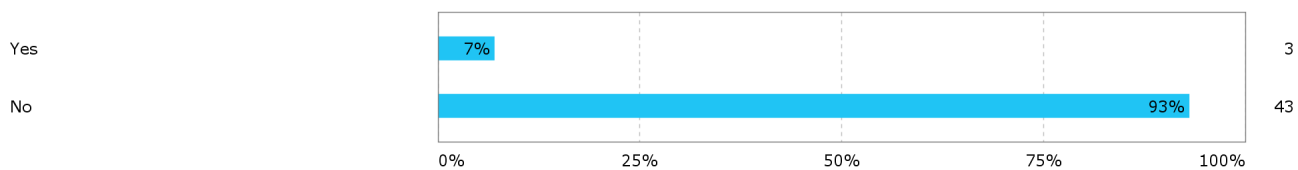
17. Would you like to learn more about the VITA project and receive our newsletter?

18. Would you be available for a short interview?



19. If you actively deal with the continuing professional development of your staff members, would you like to present your innovative concept of professional develop-

ment to a large European public at the VITA awards event in Dublin in October?



Please provide us with your e-mail address:

For reasons of data privacy the submitted email addresses have been removed.

9.3 Annex 3 : Overview of educational experts interviewed

Higher education	
Lithuania	
<i>Name</i>	Dr. Ilona Tandzegolskiene, Dr. Odeta Norkute
<i>Educational sector name</i>	HE, university, 1 st cycle, undergraduate level
<i>Sector specification</i>	Social Sciences, Education, study program “Career Guidance”
<i>Country, Institution</i>	Lithuania, Vytautas Magnus University, Faculty of Social Sciences, Department of Education
<i>Learners/target group</i>	Undergraduate students of Career Guidance (Education)
<i>Aims/goals of offered learning activity</i>	To provide learners with practical work experience in educational activities to gain pedagogical skills actively and autonomously participating in training activities.
<i>Offered components, services</i>	5 week long placement with mentors supervision in the workplace.
Denmark 1	
<i>Name</i>	Ulla Nistrup
<i>Educational sector name</i>	Higher Education
<i>Sector specification</i>	VET teachers training
<i>Country, Institution</i>	VIA University College Denmark, School of Continuous Education
<i>Learners/target group</i>	VET teachers, i.e. skilled persons teaching their craft
<i>Aims/goals of offered learning activity</i>	The goal of the course ‘Teaching and Learning’ in Diploma program in VET pedagogy is that the student develop own pedagogical practice
<i>Offered components, services</i>	Classes, guidance on written paper and exam
Denmark 2	
<i>Name</i>	Lone Pagh
<i>Educational sector name</i>	Higher Education
<i>Sector specification</i>	Public sector management training
<i>Country, Institution</i>	VIA University College Denmark, School of Continuous Education
<i>Learners/target group</i>	Middle managers in public and private service sector, e.g. managers at elderly care institutions
<i>Aims/goals of offered learning activity</i>	The goal of the course ‘Personal leadership’ is to enhance participants’ attention to leadership competences and identities
<i>Offered components, services</i>	Classes, guidance on written paper, exam and a test done by an external consultant (psychologist)
VET and VET policy	
Greece 1	
<i>Name</i>	MAGDA TRANTALLIDI
<i>Educational sector name</i>	Adult education and VET
<i>Sector specification</i>	Public sector
<i>Country, Institution</i>	Greece, General secretariat for Lifelong Learning

<i>Learners/target group</i>	Public servants: Adult learning staff
<i>Aims/goals of offered learning activity</i>	Continuing professional development (CPD)
<i>Offered components, services</i>	Project management – Networking training of staff, training of trainers
<i>Function of expert</i>	Policy planning level, team work for management, monitoring of policies
Greece 2	
<i>Name</i>	Aggeliki Atahanasouli
<i>Educational sector name</i>	Adult education and VET
<i>Sector specification</i>	Public sector
<i>Country, Institution</i>	Greece, National Organisation for Accreditation and Validation of qualifications
<i>Learners/target group</i>	VET structures (public and private), VET programme organisers, VET & Adult learning staff
<i>Aims/goals of offered learning activity</i>	ECVET implementation and quality assurance of VET programmes
<i>Offered components, services</i>	Mobility, training of trainers, VET programme development
<i>Function of expert</i>	Educational policy planning, networking among stakeholders
Greece 3	
<i>Name</i>	Nikos Fotopoulos
<i>Educational sector name</i>	VET
<i>Sector specification</i>	Public sector
<i>Country, Institution</i>	Greece, General worker's syndicate/Centre for educational policy development (KANEP)
<i>Learners/target group</i>	Employers, workers/employees, VET students
<i>Aims/goals of offered learning activity</i>	CPD of employers and employees
<i>Offered components, services</i>	Networking, Training of VET staff and trainers
<i>Function of expert</i>	Educational policy planning, networking among stakeholders
Greece 4	
<i>Name</i>	Charalambos Piteris
<i>Educational sector name</i>	VET for agricultural development
<i>Sector specification</i>	Private sector
<i>Country, Institution</i>	Greece, VET centre for agricultural development (Chania, Crete)
<i>Learners/target group</i>	VET staff, farmers and relevant staff working in the field
<i>Aims/goals of offered learning activity</i>	Development of skills and knowledge in the agricultural sector and CPD of VET staff in the same sector
<i>Offered components, services</i>	Transfer of innovation, VET programme development, project planning and project management, networking, staff training
<i>Function of expert</i>	VET programme planning and development
Greece 5	
<i>Name</i>	Ioannis Zenios
<i>Educational sector name</i>	VET

<i>Sector specification</i>	Public sector
<i>Country, Institution</i>	Cyprus, Human resource development authority (HRDA)
<i>Learners/target group</i>	VET teaching staff, VET structure's principles, VET students
<i>Aims/goals of offered learning activity</i>	Initial and continuing VET, CPD
<i>Offered components, services</i>	Accreditation of VET structures and programmes, project management, training of VET trainers
<i>Function of expert</i>	Accreditation, Validation, Monitoring of policies
VET sector	
France 1	
<i>Name</i>	JOHAN PRIÉ
<i>Educational sector name</i>	Vocational and Education Training
<i>Sector specification</i>	Employment, recruitment
<i>Country, Institution</i>	France INSUP
<i>Learners/target group</i>	jobseeker, workers
<i>Aims/goals of offered learning activity</i>	development of skills to find a job, identify a vocation
<i>Offered components, services</i>	Assessment
<i>Function of expert</i>	Assessor
France 2	
<i>Name</i>	<i>Jean-Alain PIGEARIAS</i>
<i>Educational sector name</i>	<i>Vocational Education and Training</i>
<i>Sector specification</i>	<i>Design management</i>
<i>Country, Institution</i>	<i>France, Cap Sciences</i>
<i>Learners/target group</i>	<i>Become projects managers in design projects</i>
<i>Aims/goals of offered learning activity</i>	<i>Knowledge = business environment, cultural streams in design communication and environmental design, etc.</i> <i>Personnal profile : self confidence, leadership, expert attitude</i>
<i>Offered components, services</i>	Courses, trainings, projects, etc.
Germany 1	
<i>Name</i>	Klaus Sebert
<i>Educational sector name</i>	VET, School
<i>Sector specification</i>	Labour market integration
<i>Country, Institution</i>	Realschule Bielefeld
<i>Learners/target group</i>	students
<i>Aims/goals of offered learning activity</i>	Support students to enter VET
<i>Offered components, services</i>	Counselling sessions
<i>Function of expert</i>	Mentor, trainer
Germany 2	
<i>Name</i>	Matthias Roth
<i>Educational sector name</i>	VET

<i>Sector specification</i>	Labour market integration
<i>Country, Institution</i>	Germany, Beschäftigungsförderung (Employment Promotion Agency) Göttingen
<i>Learners/target group</i>	Long-term unemployed persons 50+
<i>Aims/goals of offered learning activity</i>	Integration into labour market, promoting mobility and employability, activation
<i>Offered components, services</i>	Courses (language, intercultural issues, ITC and application training, etc.), profiling, work placements abroad, guided job search
<i>Function of expert</i>	Mentor, trainer
School sector	
Turkey 1	
<i>Name</i>	NEVZAT ADIL
<i>Educational sector name</i>	School
<i>Sector specification</i>	Primary and secondary schools
<i>Country, Institution</i>	Turkey, METU Foundation Schools
<i>Function of expert</i>	Policy, planning/development/supervision level
<i>Learners/target group</i>	Primary and secondary schools
<i>Aims/goals of offered learning activity</i>	Develop personal, social and organisational competencies through extracurricular activities
<i>Offered components, services</i>	Clubs, fairs, competitions, partner schools, etc
Turkey 2	
<i>Name</i>	SECIL NAZLIER
<i>Educational sector name</i>	School
<i>Sector specification</i>	Primary and secondary school
<i>Country, Institution</i>	Turkey, METU Foundation Schools
<i>Learners/target group</i>	Primary and secondary schools
<i>Function of expert</i>	Teacher
<i>Aims/goals of offered learning activity</i>	Develop personal, social and organisational competencies through extracurricular activities
<i>Offered components, services</i>	clubs, fairs, competitions, partner schools, etc
Turkey 3	
<i>Name</i>	Sundus Cebecioglu
<i>Educational sector name</i>	School
<i>Sector specification</i>	Primary and secondary school
<i>Country, Institution</i>	Turkey, İzmir Turk College
<i>Function of expert</i>	Work at planning/development/supervision level
<i>Learners/target group</i>	Primary secondary and high schools
<i>Aims/goals of offered learning activity</i>	Develop personal, social and organisational competencies through extracurricular activities
<i>Offered components, services</i>	clubs, fairs, competitions, partner schools, etc

<i>vices</i>	
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9.4 Annex 4: Interview compilation educational experts

1. VMU Lithuania

Interview 1: Dr. Ilona Tandzegolskiene, Dr. Odeta Norkute

The interviewees both directly deal with the learners before and after their practical work placement. They prepare students for their assignment and work plan in the organization, contact their mentors, keep in touch during the placement and finalize the feedback and assessment of the placement after the assignment is complete. They propose the learners to fill out a questionnaire of personal/social competences in a form of a table to self-assess and to consider their importance in work experience.

Both experts agree that personal/social and organisational competences are very important to the learners and that the formal higher education is not sufficiently covering them. The more conceptual and theoretical nature of university higher education is underestimating development of social and personal competences that in the employability phase become the key decision making factor for employer's decision. The important social, personal and organisational competencies are communication, flexibility, autonomy, entrepreneurship, organization, leadership, especially – teamwork.

However, these competences are underestimated in the formal higher education. During the university education time more attention is paid to learning outcomes, while straight after graduation, when graduates try to enter employment, the importance of social, personal and organisational competences comes out. Many of the competences are being targeted in the formal system, e.g., teamwork in promoting group work, leadership in promoting active student activity, etc.

However, it has to be admitted that the acquisition of social, personal and organisational competences in higher education is too sporadic and unsystematic. The interviewees admit that together with a learner and his/her mentor they prepare a placement training plan that also includes development of social, personal and organisational competences, but they agree that there is no “mechanism to measure if these competences have been acquired and what is the progress”.

The interviewees agree that “competence education is a subtle and complex process”, therefore, they admit that “there is a need for mechanisms that could measure in a valid way if these competences are being measured”. The interviewees also admit that they are interested in “mechanisms that could be applied in preparing students for their practical work placement in terms of social competence acquisition and assessing the acquired competences after the placement”. Both interviewees agree that there is a gap between the anticipation to develop social, personal and organisational competences for the undergraduate learners in higher education and also valid and user-friendly systems to assess acquisition and measure the development of social, personal and organisational competences.

2. VIA Denmark

Interview 1: Ulla Nistrup, VET teachers teacher

Role of SPOC for the learners

Development of SPOC is very important in education, and I am personally very interested in it. Our students change their identity from being skilled crafts persons, blacksmiths, cooks etc., to being teachers, to being part of an organization and part of an educational system, and they start to develop their personality as teacher. This change of identity during the education means a lot for VET teachers. They say that they undergo a personal development, and that they get a new understanding of themselves.

The most important competency

The SPOC appears in the VET teachers' contact with their learners. The teacher must for example have empathy, be able to listen and to handle conflicts, but in particular, the teacher must understand himself and his teacher personality. That is: self-understanding is the most important competency.

We have two views on competencies, a holistic view, where personal competencies and vocational skills or qualifications are intertwined, and a categorization view where competencies are split into various categories. In the holistic view, we must work with authentic issues and problems so the learners can show their ability to act in a competent way. I am in doubt about the value of trying to sort out competences and detach them from the whole to which they are bound – Even though I have just contributed to a research project on sorting out personal competences.

Competencies addressed in the learning offer

SPOC is only indirectly addressed in the learning offer. The VET teachers must be able to understand the different needs of different learners. To understand this, VET teachers must have personal and social competencies.

Formalization

Development of SPOC is not formalized in the VET teachers Diploma courses. But I give the students practical cases and tasks, which put them in situations that challenge them in their relations with their learners.

Development and deliberate planning of the acquisition of these competencies

Apparently, the students develop SPOC. I became more conscious about this when an external examiner having read their portfolios asked: How do you do it?

How these competencies are seen and satisfaction with the ways of assessment

SPOC are expressed in the students' written papers, where they describe, substantiate and reflect on their pedagogical practice. In the reasons they give and in their reflections they tell about themselves.

Assessment of competency development

SPOC are not evaluated [at the exams], but it's obvious that good communication competences can have an effect on the result.

8-12. Evidence, validation and standards

I am very sceptical of validation and evaluation of SPOC within educational institutions. VET teachers must have a diploma degree to keep their jobs as teachers. They are pressed, and institutional power is at stake. As an educational institution, we should not let SPOC be part of the basis of our evaluation of the students. The employer has a legitimate right to do it. We have not.

Interview 2: Lone Pagh, lecturer for managers

1. Role of SPOC for the students

The learners are in their first job as leaders. They are moving from 'primus inter pares' to being leaders. They tend to evaluate themselves according to their ability to make decisions. But they have to shift from a professional platform of decisions to another platform not yet clear to them. Both the shift and the new platform call for reflections, for the ability to live with uncertainty, for consciousness about their own competencies, and most importantly: awareness of their non-competencies.

2. The most important competency

Reflection competency

3. Competencies addressed in the learning offer

Communication, reflection and relationship competencies as well as awareness of one's own needs for competency development are all included in the learning offer. Communication competencies (in a systemic sense) are a key to the other competencies. These are addressed theoretically, and the students train them while working on their papers..

4. Formalization

Ability to reflect and to monitor one's own needs for competency development are explicitly stated goals.

5. Development and deliberate planning of the acquisition of these competencies

The students develop both their communicative and reflection competencies. We work deliberately on that.

6. How these competences are seen and satisfaction with the ways of assessment

I read the paper when it is finished and give an explicit evaluation including an evaluation of these competences as they are visible in the paper.

For some students, the process of writing and the academic form are so demanding that it inhibits both their expression of themselves and their development of these competencies. This is a serious problem.

7. Assessment of competency development

see above

8. Measuring according to working contexts

I can only guess about the students competencies in a working context. But I verbalize this matter, and explain that the paper and what it expresses is a construction.

9. Improvements

SPOC is a very interesting field which can certainly be developed.

10. (11. and 12.) Evidence, validation and standards

The students attending the course are offered a test, NEO PI-R. This test indicates personality and competencies in a functionalistic understanding of competences. I find it problematic because some students get the impression that they are not eligible to be leaders. Furthermore, the experience of the test is very dependent on how the feedback is given.

But standardized measures for SPOC should not be denied. In other settings I have used a self-evaluation tool as support to start with new tasks. In this tool competences are formulated as ways of behavior.

3. Aristotle University Thessaloniki - Greece

The following is a compilation of the main points made for the relevant questions during the interviews by all experts.

1. What is your personal view on do social, personal and organisational competences?

All the experts have suggested that SPOC is of a top importance to services-crucial for performance in any administrative work. Moreover most of them added that in recent years, it has become more and more important to recognize people's characteristics which are no longer "immutable". Hence the path followed with competences, the approach in the organisational world "competence based approach". "Employability" highlights a critical point emerging right at the time when the deterministic and mechanistic approach, typical of the traditional job market's "demand-offer" relationship must give way to better differentiated approaches, in which symbolic, cultural, social and value variables are becoming fundamental. The issue of competences, which, with different approaches, has emerged in the organisational world, can be easily related to the problem of employability (particularly in the Greek context). It is becoming more and more urgent to be able to identify the ownership of specific competences and their implementation, at a given time. New professionalism makes it necessary for people and organizations to understand what kind of "behavioural language" will have an effective impact on fast changing situations and scenarios.

2. What is the importance of social, personal and organisational competences for your learners?

The majority of the experts have agreed that this is a “*conditio sine qua non*”. Namely without these competences the learners are hardly employable and if they are they will not be able to hold on to their jobs. It was generally agreed that social competences in particular are domain specific and developmental. Yet defining social competence is not an easy task; no consensual definition exists. Definitions vary according to their usefulness to differing theories and approaches. From the interviews it was extracted that definitions fall into two main categories: global, generalized definitions; and definitions which consider specific components and skills (competencies) which serve only as indicators of social competence. Definitions also differ according to a focus on either internal processes and behaviours or external outcomes. Since the effectiveness of social behaviour can only be determined within the context of a particular social environment including communities, peer groups, families, working environments and cultures, it appears that both individual behaviours and social outcomes are important considerations in defining socially competent behaviour. In addition to the above it was also suggested that social and personal competences must first be operationally defined as a collection of specific behaviours and abilities before social competence promotion programs can be designed and implemented. Interventions intended to enhance social competence are often a combination of health promotion and problem prevention programs (such as life skills training programmes) which attempt to reduce risk behaviours as well as promote healthy adjustment and development. The expert from Cyprus suggested that in a recent study that was conducted by HRDA it was found that the most effective programs are multi-dimensional and multi-level such as the combination of skills-based approaches with environmentally-oriented approaches for example. The importance of addressing affective (e.g., stress management), cognitive (e.g., problem solving), and behavioural (e.g., social skills training) components of social competence in enhancement efforts has been suggested as the most important step towards relevant VET and adult learning programmes.

3. Which social, personal and organisational competences do you consider most important for your learners?

There is a large variety of competences that experts identified. These include the following:

empathy and perspective-taking ability, ability to initiate and maintain relationships, maintaining an attachment to school, ability to distinguish between positive and negative peer influences, effective communication in various social relationships, social problem solving and decision making ability, constructive resolution of conflicts, effective use of basic social skills, e.g., starting a conversation, accurate identification and understanding of the social cues/rules present in one's social environment, self control and self-monitoring of one's behaviour and how it impacts others, perception of self-efficacy, a belief in the capacity to influence one's social environment, respect for individual differences based on gender and ethnicity, ability to solicit and utilize social support, effective coping ability, future-orientation, e.g., setting and working toward goals, and sincere interest in the well-being of others shown through socially responsible behaviour.

4. Which competences can be addressed in your learning offers/with your target groups?

Besides the variety of SPOCs suggested the expert from the farming sector and the expert from Cyprus (the others also mentioned these competences but with less emphasis) suggested empowerment and engagement as the top two competences that are addressed in their programmes. They also suggested teamwork, sense of initiative, commitment, and problem-solving competences.

5. Are social, personal and organisational competences a non-formal or a formal element in your learning offers?

All experts agreed that SPOCs are a non-formal element which however draws on competences formulated in formal and non-formal contexts. As some of them particularly stressed there are very different SPOCs required and valued in different contexts. Behaviours which are dysfunctional and disapproved of in one context might be functional and approved of in another. Through thinking and feeling, the socially competent person is able to select and control which behaviours to emit and which to suppress in any given context, to achieve any given objective set by them or prescribed by others.

Are they addressed directly or indirectly?

All experts suggested that SPOCs are addressed in the majority of programmes indirectly, but in some cases they are also addressed directly and referred to as “soft skills” rather than SPOCs which is not entirely wrong in their opinion as they refer to personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which are about a person's skill set and ability to perform a certain type of task or activity, soft skills are interpersonal and broadly applicable.

6. Are they rather theoretical or more practical?

In all interviews it was suggested that they must be more practical, learning by doing and explanations based however on theoretical elements. Nonetheless in countries like Greece and Cyprus, there are problems in the transition from the vocational training to the employment system, which result from deficits in self-and social skills. This particularly affects low-skilled young people, who are right before the entry into professional life.

7. To what degree do you think you are able to develop these competences with the target group/your learners in your context?

All interviewees believe that SPOCs can develop fairly well if they are dealing with fast learners and learners who are genuinely interested in their jobs. However, as some of the suggested their main emphasis is on specifying the necessary learning inputs, rather than outcomes, to master a trade for instance and therefore much of what they want to promote as SPOCs is lost in the process.

8. Do you deliberately plan the acquisition of these competences in your learning environment?

There was no consensus in this question. Some suggested that they do plan the acquisition of SPOCs deliberately while the majority of them suggested that it is meant to be planned, but unfortunately it is not done as such in practice. Others suggested that

they don't plan it and they follow learners; progression patterns to identify SPOCs and use examples to make them more apparent during the process.

9. How do you see if these competences are developed? Are you satisfied with the ways of assessing and evidencing?

The most popular choice is by giving them assignments and delegating tasks to team members. Sometimes as the experts suggest they need more time for feedback on their performance and collect evidence on their progression. The most common way to do this is with learners' portfolios (although they all agreed that this is a very common method they don't always use the portfolios to assess SPOCs, but they use other methods for evidencing such as exams or "proodous" i.e. progress tests and reports). Having said that, they also suggest that portfolios are not really assessments at all, because they are just collections of previously completed assessments. But, if they consider *assessing* as gathering of information about someone or something for a purpose, then a portfolio is a type of assessment. Sometimes they said the portfolio is also evaluated or graded, but that is not necessary to be considered an assessment. In the case of farming programmes the expert suggested that occasionally and depending on the type of the programme in the more thoughtful portfolio assignments, learners are asked to reflect on their work, to engage in self-assessment and goal-setting. Those are two of the most authentic skills students need to develop to successfully manage in the real world.

10. Do you assess competence development of your learners in regard to do social, personal and organisational competences?

They all suggest that they do but in combination with knowledge, skills, capabilities and talents as they put it. Nonetheless some of them (particularly those experts from the policy sector) also suggested that assessment does not necessarily mean a high level of formalisation, but it needs some continuum of outputs, from self esteem to qualifications for the labour market. That's where quality assurance comes in!

4. INSUP France

Interview 1: Johan Prié (INSUP)

In which way does the interviewee relate to the learning/teaching of social, personal and organisational competences (SPOC)? Does he/she work with the target group directly or on policy/planning level?

In our devices we work with the social, personal, organisational competences. In the case of the assessment, the entire job consists in analysing the core skills, professional skills, behaviour and knowledge.

The method to investigate these competences consists in a verbalization of the work situation and defines the activities. In a second time, we have to analyse the activities with the trainer and identify:

- The professional skills that result in activity
- The knowledge associated with the activity

- The tools used by the worker to realize activity

The interactions between the worker and his environment (managers, colleagues, subordinates)

- The results of activity (performance). We evaluate the performance with qualitative and quantitative indicator

This method, (the verbalization) allows you to take back the work situation and identify the core skills behind the activity. The trainer can identify the SPOC behind his professional skills, the foundation of professionalism.

1. What roles play SPOC in your work? What is your personal view on SPOC, which role do they play in your own work?

My personal point of view about SPOC is that (following the same logic as Leboterf) technical professional skills are useful in our daily work only if they are backed up by good interpersonal and organisational skills.

This is even more the case for the executives I assist, because the managerial nature of their work requires the sharing of information and an ability to communicate in order to “make others do” and retrieve information for checking.

In our experience of assisting career goals development or job searching, many people experience integration difficulties because of a lack of personal and relational skills.

A person who is perfectly confident but doesn't know how to communicate and work with others cannot serve an organisation properly.

Some organisations make up for such problems by reorganising work situations (in conflict management, for example) but, sooner or later, such practices reach their limit.

Work on a daily basis with individuals who are not comfortable with interaction and sharing, showing or requesting information about their work, has a negative impact on results in terms of performance, while their technical competence is not questioned.

In such cases, the inability to communicate becomes an obstacle to the activity's overall performance.

What importance of SPOC do you see for your learners?

With the people we accompany, we work a great deal on SPOC and its “derivatives”. When we work on a person's image, we teach them to reach out to others and divert the focus from themselves to the work and the surroundings.

SPOC play an extremely important role in an employer's choice of people to work with.

Social skills are directly linked to integration abilities.

2. Which SPOC competences do you consider most important for your learners?

Social and organisational

Social: ability to work together and maintain an atmosphere that is conducive to professional interaction.

Personal: ability to communicate with and open up to others. Professional, conscientiousness and reliability.

Organisational: awareness of one's place, role and added value in the organisation, and ability to organise one's work (important for working with others).

3. Which competences can be addressed in your learning offers/with your target groups?

Social

- Understanding of the modes of oneself and the other.
- Self Decentration to focus on the operation of the other
- Understanding the relationship between "sender" and "receiver" in the communication efforts and to provide for the proper understanding of the other (role playing)
- Capacity of interaction

Personal

- Identification of the strengths and weaknesses of personality
- Identify ways to develop weaknesses
- Work on self-image (appearance), coherence between the image and the position returned targeted

Organisational

- Identification of its place in the organization
- Methods of work organization to optimize collaborative work (work in project mode)
- Identifying and understanding the implications of the work requested / performed for the organization

4. Which SPOC competences do you consider most important for your learners?

Yes, we develop these skills specifically:

- In skills assessments which help people learn to communicate better on what they do, gain self-confidence and identify the skills that will help them to build their career plan.
- In job search assistance courses, in which we have modules for working specifically on the development of interpersonal skills: work on image perceived by others (social skills), argumentation work to demonstrate awareness of one's place in the position held and in the work carried out, in relation to the company's activity as a whole.

In our courses and for our learners, it is much more difficult to work on aspects like "professional conscientiousness, personal and professional organisation, reliability,

curiosity, etc.” These aspects are inherent to an individual’s “operating mode” and sometimes represent a long-term obstacle to professional integration.

5. To what degree do you think you are able to develop these competences with the target group/your learners in your context? Do you deliberately plan the acquisition of these competences in your learning environment?

Within the service we provide, it is difficult to develop skills of an interpersonal type. The tools we use are: work experience, feedback, assessments and videos which help awareness, but it is not easy to develop these skills for which measurement tools are also lacking.

6. How do you see if these competences are developed? Are you satisfied with the ways of assessing and evidencing?

The assessments are global and based mainly on impressions approaching these skills, but they are difficult to measure. We have tools that give a few indicators to record information corresponding to SPOC but the assessment method is questionable (observations, recording and cross-checking of information)

7. Do you assess competence development of your learners in regard to SPOC?

Yes, we have tools (cf. assessment grids in interview simulation) which are based on elements and recommendations for SPOC assessment. But SPOC appreciation is closely linked to the assessor and the subjective aspects can be poor assessment indicators. SPOC assessment can only be done in a work situation that is repeated over time. Indeed, SPOC may be negatively assessed because of other parameters that are taken into account. For example, a person might be poor on interaction within the company because they feel out of tune with the other staff, because of the solitary nature of their work or because they participate in a specific project that creates jealousy among others, etc. A single evaluation is not possible because it is too strongly affected by the context, and by the relationship between the person assessed and the situation. SPOC can only be properly assessed over a period of time, taking into account the opinions of several different employers, to obtain a reliable view of SPOC.

8. Ways of measuring according to working context possible/applied

Taking references from several people in various professional contexts, 360° methods (ask opinions from N+1, colleagues, subordinates, clients, suppliers, in other words, the whole work environment), likewise for personal aspects.

9. What processes seem to be working effectively and which improvements would you like?

Refers to previous answers

10. Do you evidence the development of SPOC and how? Are there further needs/wishes for evidencing?

The only way to develop SPOC (and moreover, to associate the person with SPOC development) consists in making him/her aware of their importance (as this is not taught in schools, other than in totally informal ways):

Decoding situations involving SPOC and where SPOC are lacking when the person encounters problems in the workplace.

Helping awareness of what is involved in work situations, what is produced by the person and what others expect of him/her.

Once the person is aware of the importance of SPOC, development of some exercises that are easy to execute and measure: going to others to ask when in doubt, communicating on results and demonstrating interest in the work of others (providing objectives in terms of quality and quantity). In return, analysis of the impact of this behavioural change on the work environment, reinforced with impacts on work situations.

11. Do you see a need for validation and why?

Validation is in the form of the outcome on the work situation, the person's new self-confidence related to these skills and his ability to identify his achievements related to these SPOC.

12. Do you think it's important to have some standards to measure SPOC against?

Yes, but in what form?

Interview 2: Jean-Alain PIGEARIAS (Cap Sciences)

1. What role plays SPOC in your work? What is your personal view on SPOC, which role do they play in your own work?

Support for personal evolution, group working training: listening, ability to share information, group confidence, etc.

What importance of SPOC do you see for your learners

A "mirror" of their own behaviour, with criteria

2. Which SPOC competences do you consider most important for your learners?

Social and Organisational

3. Which competences can be addressed in your learning offers/with your target groups?

Idem

4. Are SPOC a not formal or formal element in your learning offers, addressed directly or indirectly, rather theoretical or practical?

A not formal element for personal evolution, formal for organisational, both practical

5. To what degree do you think you are able to develop these competences with the target group/your learners in your context? Do you deliberately plan the acquisition of these competences in your learning environment?

Need time to have contacts with learners, but possible to get these competence for people who support training periods or personal professional project

6. How do you see if these competences are developed? Are you satisfied with the ways of assessing and evidencing?

Nothing evidencing, a very short time for assessing, and in different ways according to the person involved in personal evaluation.

7. Do you assess competence development of your learners in regard to SPOC?

During the juries

8. Ways of measuring according to working context possible/applied

Need a formal evidencing method

9. What processes seem to be working effectively and which improvements would you like?

Oral exchanges between learners and lecturers, but nothing formal and repeatable

10. Do you evidence the development of SPOC and how? Are there further needs/wishes for evidencing?

Would be confident in a method like VITA's

11. Do you see need a for validation and why?

Need for a formal validation for the learners, opposable to employers

12. Do you think it's important to have some standards to measure SPOC against?

YES !!

5. blinc eG Germany

Interview 1: Klaus S., Former Teacher and Career Guide for youth

- *In which way does the interviewee relate to the learning/teaching of social, personal and organisational competences (SPOC)? Does he/she work with the target group*

directly or on policy/planning level?

Mr. S. worked in a Realschule (up to standard 10) in Bielefeld, Germany for more than 25 years. The Realschule was seen as the entry door to VET (dual system) those days.

- He taught different subjects before he became the career guide for the students in the last 5 years. He liaised with regional industry and SME and organised internships and work contacts to the students.
- After his retirement he is still active in counselling and preparing students on a voluntary basis

1. What role plays SPOC in your work? What is your personal view on SPOC, which role do they play in your own work?

Social, personal and organisational competences are key for the employability of the students. We try to foster especially those key competences; among them e.g. digital literacy and entrepreneurship to bring prepare a good career start.

What importance of SPOC do you see for your learners

After critical reflection on their employability (after 17) they understand that those competences are crucial.

Since the purpose of our school and my guidance is an improvement of employability the acquisition of those competences is mainly aiming at a professional purpose. However, also in the school community context those competences are important.

2. Which SPOC competences do you consider most important for your learners (in regard to the goal of the school education and your counselling activities)?

Communication competence in respect to cooperation

Learning to learn, communication, teamwork, planning competences, self-esteem, flexibility, autonomy

3. Which competences can be addressed in your learning offers/with your target groups?

Planning competences, organising the own life, communication (but in regard to communicating with employers, teamwork

4. Are SPOC a not formal or formal element in your learning offers, addressed directly or indirectly, rather theoretical or practical?

The acquisition of SPOC are not formal elements since they are acquired mainly outside the walls of the school. They are also not certified as the formal (curricula based) competences.

5. To what degree do you think you are able to develop these competences with the target group/your learners in your context? Do you deliberately plan the acquisition of these competences in your learning environment?

Sometimes I consider them and turn them into concrete learning objectives, if, for instance a student has clear deficiencies or missing experiences in regard to a specific competence. However, in most of the cases these competences are acquired in informal contexts like on the job (in internships) or in leisure time or voluntary activities.

What I do in my guidance job, more than in my teaching life in school, is to make them aware and discuss on social and personal competences and their importance in work life.

6. How do you see if these competences are developed? Are you satisfied with the ways of assessing and evidencing?

The only way of feed-back are the talks to the students and the employers.

I must admit that by now I did not deliberately take the development of decisive SPOC into account. However, it would be great if I could somehow rate the development and also discuss this with the employers. I could even imagine to match the needs of the employers with the competences of the interns.

7. Do you assess competence development of your learners in regard to SPOC?

Described in answer 6.

8. Ways of measuring according to working context possible/applied

I can imagine a mixture of **self assessment**, introduced in short a pre-learning activity, combined with observations from employer/colleagues and the guide.

However the results have to be discussed and should not be official formal certificates but a kind of useful personal evidences that the student may use.

9. What processes seem to be working effectively and which improvements would you like?

Answered in 8

10. Do you evidence the development of SPOC and how? Are there further needs/wishes for evidencing?

Described above

11. Do you see a need for validation and why?

There is a strong need for validation, especially for those students that do not go for further formal education (HE) and have a lack of good evidences for their competences. However validation is a two edged sword because we have to take care not to disadvantage the lower skilled persons again.

It should be free and voluntary and always carried out together with the student.

Hence it would be ideal if the validation of SPOC was embedded in a learning concept/approach.

12. Do you think it's important to have some standards to measure SPOC against?

For credibility reasons certain quality standards should be implemented in the validation procedure. The evidence must be credible.

On the other hand it is impossible to rate SPOC along standards because they are dependent on the age, the life phase and the application context. Hence standardisation of social and personal competences is not only meaningless but also counterproductive.

To my mind, if somebody presents "standards" as norms for communication, I would think that this person has neither understood the concept of a/the competence nor human development in general.

6. BUPNET Germany

Interview 1: Matthias Roth, Employment Agency Göttingen

- *In which way does the interviewee relate to the learning/teaching of social, personal and organisational competences (SPOC)? Does he/she work with the target group directly or on policy/planning level?*

Mr. Roth works in the executive branch of adult education and is not involved in organising and planning of projects. He works with the target group directly and is only marginally involved in the planning.

1. What role plays SPOC in your work?

What is your personal view on SPOC, which role do they play in your own work?

Matthias personally considers SPOC as very important for his own working context (e.g. within his team of colleagues)

What importance of SPOC do you see for your learners

From his experience the importance of SPOC from his participants perspective seems to play a role only in regard to deficits other persons have. Seen from outside he definitely sees the need for development of SPOC with his participants, though most of them don't share this perspective as they have difficulties with critical self-reflection. This difficulty can be clearly interpreted as self-defence mechanism, as critical self-reflection demands a form of inner strength that many older long-term unemployed people lack due to their frustrations resulting from their personal problem history and disintegration into society.

2. Which SPOC competences do you consider most important for your learners (in regard to the goal of the IdA project)?

Communication competence in respect to cooperation

Self-esteem, self-confidence

Organisational competences in regard to organising their own lives and tasks, as well as time management

3. Which competences can be addressed in your learning offers/with your target groups?

A training of communication and intercultural competences is part of the prep-phase and therefore directly addressed. The resonance to these inputs generally shows little appreciation for this offer.

4. Are SPOC a not formal or formal element in your learning offers, addressed directly or indirectly, rather theoretical or practical?

SPOC are a formal as well as non-formal element in the IdA 2 project. Besides the above mentioned courses the sharing of apartments abroad and the need to integrate into new working places demand the application of SPOC in many life areas. The experience shows though that the degree of conscious dealing with ones personal competence development is rather marginal as most participants seem to have internalised a victim's perspective and aren't aware of their own capacity to positively influence their lives through the development of their competences.

5. To what degree do you think you are able to develop these competences with the target group/your learners in your context? Do you deliberately plan the acquisition of these competences in your learning environment?

See above – the acquisition of SPOC is one of the explicit goals of IdA and addressed in many different ways. Still, and probably mainly of the above described structural problems participants have, not much progress in this regard can be evidenced.

6. How do you see if these competences are developed? Are you satisfied with the ways of assessing and evidencing?

The way competence development is evidenced at the moment appears rather superficial and dissatisfying for Matthias. The only tool to document changes is a standardized questionnaire asking for the development of certain skills and competences by the financing ministry (BMAS) that has to be filled after the end of each round. These ratings have an only statistical purpose and are not discussed with the participants themselves. Matthias' opinion on this is that this instrument is insufficient in comparison to the effort put into the offer. He would prefer more frequent, transparent and meaningful ways of assessing and evidencing the participants' competence development, which should include a common reflection on the development process.

7. Do you assess competence development of your learners in regard to SPOC?

Described in answer to question 6.

8. Ways of measuring according to working context possible/applied

As stated above Matthias sees the need for a more thorough evaluation. Ideally therefore tutors of the team should be involved more and a mix of self- and peer-to-peer evaluation should be established in the curriculum. This partly happens already but not structured and documented. One other problem he sees is that there are little recipients for assessment results, even if it would be done more structured and in depth. The participants themselves show only very little interest in self-reflection. Also the nowadays prevailing lack of time is an obstacle.

9. What processes seem to be working effectively and which improvements would you like?

Described in answer to question 8.

10. Do you evidence the development of SPOC and how? Are there further needs/wishes for evidencing?

Described in answer to question 8.

11. Do you see a need for validation and why?

Generally Matthias sees the need for validation of competence development as it fosters self-reflection, which is a crucial weak point of most of his participants. Considering the obstacles of the majority of the target group described above he pledges for a resource based approach to slowly introduce them to critical self-reflection in order to improve their personality development and thus quality of life.

12. Do you think it's important to have some standards to measure SPOC against?

Generally yes, but standards should be designed to offer a maximum support to the goal of the learning activity (here: improving the capacity to lead a self-responsible life) and be based on stable and transparent assumptions. Standards should not generalise or be absolute but adapted to the respective contexts.

For the benefits of the participants it would be most feasible to just have a confident talk about the issue. For matters of internal quality assurance standards would definitively be helpful.

7. METU Turkey

Interview 1: Nevzat Adil, METU foundation school

1. What role do SPOC play in your work?

- a) What is your personal view on SPOC, which role do they play in your own work?

I believe that SPOC make the difference between a manager and a leader. SPOC are essential to lead the stakeholders in the direction of quality education as described in the institutional mission and vision statements.

- b) What importance of SPOC do you see for your learners?

They are crucial tools for self-realization of learners. The more you develop SPOC, the more your chances of success in life increase. Therefore, I see developing SPOC opportunities for learners is of great importance.

2. Which SPOC competences do you consider most important for your learners?

SC: Understanding, caring, respecting, being aware of environmental issues, taking action.

PC: Communicating, being an autonomous learner, inquiring, problem solving, risk taking, being flexible, being self confident,

OC: working in a team, cooperation, collaboration, compromising.

3. Which competences can be addressed in your learning offers/with your target groups?

Samples of extracurricular activities and related competences can be summarized as follows:

International activities or events: Understanding, respecting, being flexible

Activities or events for charity or fundraising: Understanding, caring, taking action.

Activities for social or environmental issues: Awareness of environmental issues, taking action.

Club activities such as MUN (Model United Nations), Debates, EYP (European Youth Parliament) or DI (Destination Imagination): Communicating, inquiring, compromising, being aware of global and environmental issues; understanding of cultural differences

National or International International Projects such as NASA Invention Challenge: Problem solving, risk taking, working in a team.

Sports, culture, or arts activities: Working in a team, cooperation, coordination, collaboration, self confidence.

4. Are SPOC formal or nonformal element in your learning offers, addressed directly or indirectly, rather theoretical or practical?

SPOC are nonformal, practical, and addressed indirectly.

5. To what degree do you think you are able to develop these competences with the target group/your learners in your context? Do you deliberately plan the acquisition of these competences in your learning environment?

We are not sure to what degree we are able to develop these competences. We believe that these learning opportunities will enhance development of SPOC naturally. We just try to increase the number and variety of activities while we promote participation in these activities. In some cases we deliberately plan acquisition of some competences but in some other cases we do not.

6. How do you see if these competences are developed? Are you satisfied with the ways of assessing and evidencing?

There is no formal way of tracking development. It is limited with the instructors' observation that learners' competences develop because they have better performance in recurrent or similar tasks.

We are not satisfied with the ways of assessing and evidencing.

7. Do you assess competence development of your learners in regard to SPOC?

No, we do not. We do not have any reliable tool to assess.

8. What are the ways of measuring SPOC according to working context possible/applied?

Paper based assessment tools, or rubrics defining performance level, or standards for self-assessment or peer-assessment, case studies or problem solving processes can be suggested.

9. What processes seem to be working effectively and which improvements would you like in measuring SPOC with your target group?

Because we do not use any tool to assess we cannot define processes that work effectively. I believe that personal and organisational competencies can be measured in some way but it is more difficult to measure social competencies.

I would definitely like to have reliable tools to measure competencies by which I can identify the effectiveness of each extra-curricular activity and track the development of SPOC on the part of the learners.

10. Do you evidence the development of SPOC and how? Are there further needs/wishes for evidencing?

We do not have any evidence of development of SPOC except for the instructors' observation of student performance which is subjective and not reliable.

We definitely need objective tools for evidencing the development of SPOC.

11. Do you see a need for validation and why?

Yes, we do. We just offer learners certificates for participation in activities, which do not include any evaluation. We need a validation which provides evidence for the development of SPOC on the part of the learners. We can also seek ways to further develop the effective activities and eliminate those which proved to be ineffective.

12. Do you think it's important to have some standards to measure SPOC against?

I believe that having measurement standards and measurement tools are of absolute necessity. If the objectives or competencies are clearly defined peculiar to a specific

extracurricular activity, the learners and the instructors would plan, practice, and assess accordingly.

Final question: I would like to introduce our project on validation of informal learning outcomes (flyer) and offer further information, if you like. We may contact you again for invitation to presentations if you are further interested in this project. What do you think?

As a school manager I feel the lack of an assessment standards and tools to measure development of SPOC through extracurricular activities. I would appreciate if you inform me about the outcomes of this project. I would also like to be invited for presentations.

Interview 2: Secil Nazlier, METU foundation school

1. What role do SPOC play in your work?

What is your personal view on SPOC, which role do they play in your own work?

In our opinion, involvement in extracurricular activities plays an important role in the school experience. Students become involved in extracurricular activities not only for entertainment, social, and enjoyment purposes, but most important, to gain and improve skills. A wide range of extracurricular activities exist at our school, meeting a variety of student interests.

These activities exist to complement the school's academic curriculum and to enhance the student's educational experience. Almost any type of student involvement in high school extracurricular activity positively affects student learning and development.

What importance of SPOC do you see for your learners?

Extracurricular activities provide a setting to become involved and to interact with other students, thus leading to increased learning and enhanced development. Specifically, a student's peer group is the most important source of influence on a student's academic and personal development. Interacting with that peer group during the extracurricular activities may influence a student's cognitive development as well as his or her behavior.

By working together with other individuals, students learn to negotiate, communicate, manage conflict, and lead others. Taking part in these out-of-the-classroom activities helps students to understand the importance of critical thinking skills, time management, and academic and intellectual competence. Involvement in activities helps students mature socially by providing a setting for student interaction, relationship formation, and discussion.

Students have opportunities to improve their leadership and interpersonal skills while also increasing their self-confidence. Extracurricular involvement allows students to link academic knowledge with practical experience, which leads to a better understanding of their own abilities, talents, and career goals.

2. Which SPOC competences do you consider most important for your learners?

Good communication skills, skills in public presentations, leadership skills including delegating and negotiating competencies, autonomy, good problem solving skills, ability to deal with conflicts and working both in a team and individually, good time management skills, strong sense of commitment in every task developed.

3. Which competences can be addressed in your learning offers/with your target groups?

Mostly the social competences like communication, leadership and organisational competences like working on various projects at the same time, analytical and problem solving competences

4. Are SPOC formal or nonformal element in your learning offers, addressed directly or indirectly, rather theoretical or practical?

SPOC are non-formal elements in our learning offers as the learning takes place in the school, but is not formally recognized within a curriculum. The activities planned for the students in the student clubs are organized educational activities carried on outside the framework of the formal education system, to provide different types of learning to particular groups. These activities include practical work such as making online meetings, making research on particular subjects and writing articles about these subjects, informing other students via several communication ways, organizing trips related to the ongoing projects.

5. To what degree do you think you are able to develop these competences with the target group/your learners in your context? Do you deliberately plan the acquisition of these competences in your learning environment?

The activities that the students will take part in are planned according to the directions in the "Ministry of Education, Primary and Secondary Schools Social Activities Regulations". Therefore the student club sessions are structured in a way that students will be able to have chances to develop the competences mentioned in the regulation.

Students have variety of formal positions of responsibility during the three different projects in our student club, but the degree of developing the competence depends on the student's ability to concentrate on a particular task and their enthusiasm and willingness. Some students have the ability to develop competences about communication and problem solving while they take part in online meetings with the partner school's students.

Involvement with the CLIMES project has helped them to develop particularly strong leadership and teamwork skills, as they were committed to influence the whole school community. Some of the students take the lead in planning the data collection and be sure that all the students in the Green Team are on task during the students' club hour.

The seminars given in our school about the Climate Change helped our students develop skills about sense of empathy and active listening.

Two of the students had the opportunity to make a presentation about the CLIMES project in Hungary and it was very useful for them to develop both communication and presentation skills.

Working on different projects such as CLIMES, YRE (Young Reporters for the Environment) and NAIS Challenge 20/20 helped them to develop skills about being attentive to details by working autonomously and also by working in different projects at the same time. Besides they were able to develop their time management skills. Obviously, not all students are able to develop all the competences that we consider most important, but our main goal is to help them develop several competences that will help them in their latter life.

6. How do you see if these competences are developed? Are you satisfied with the ways of assessing and evidencing?

The only way to decide whether the students developed these competences is observations of the advisor teachers and the quality of the work done during the student club sessions. By the end of the year, student advisor of each club attach notes to the student's report card which indicates whether the student has completed the activities or not. This particular way of assessment of these competences is by no means satisfying but through our observations, we can clearly see that most of the students that take part in extracurricular activities are able to exchange ideas and information with others appropriately, shows interest in each other's work, and gains confidence to enter ongoing discussions and make relevant contributions to ongoing activities.

7. Do you assess competence development of your learners in regard to SPOC?

No. There is no formal system to assess competence development in our school.

8. What are the ways of measuring SPOC according to working context possible/applied?

There might be rubrics that show all the levels of a certain competence. These rubrics might be filled by both students and teachers before and after the learning process.

9. What processes seem to be working effectively and which improvements would you like in measuring SPOC with your target group?

Currently we are not using any method to measure the development of SPOC. For our target group peer evaluation and self evaluation would work as well as being evaluated by the teacher.

10. Do you evidence the development of SPOC and how? Are there further needs/wishes for evidencing?

We only evidence our students' competence in social responsibility by filling a form at the end of the school year on the basis of hours they spent for social responsibility works. This is only a limited evidencing as students gain a lot of competences in all dimensions. There is a need for evidencing all of these competences reliably.

11. Do you see a need for validation and why?

Formal education in schools prioritizes academic skills and these skills are regularly assessed by different evaluation techniques. But there are many skills gained by students throughout school education by means of both core curriculum lessons and ex-

tracurricular activities. For our school extracurricular activities mean mainly the student clubs. The main objective of the student clubs as indicated by the Ministry of National Education is to help students acquire confidence and responsibility, gain interest in different subjects and develop competences. Although these objectives are set on a legal basis there is no formal system to evidence and assess these skills. If such a system would exist it would encourage people to develop their competences in different areas and this would improve the society. Thus there is a need for validation.

12. Do you think it's important to have some standards to measure SPOC against?

It is important to have standards to measure SPOC against. Because having standards would make it easy for people to recognize the level of their competences and encourage them to improve these. It would also make it possible to create a reliable database such as the ones used by national employment agencies.

Final question: I would like to introduce our project on validation of informal learning outcomes (flyer) and offer further information, if you like. We may contact you again for invitation to presentations if you are further interested in this project. What do you think?

We are indeed interested in this project and we really want to take part in future parts of the project.

Interview 3: Sundus Cebecioglu, İzmir Turk College

1. What role do SPOC play in your work?

What is your personal view on SPOC, which role do they play in your own work?

I have a very positive view on SPOC and it is the main part of my job. In fact this is my life mission. I've been working with the programs named ECA (extra curricular activities) CAS, (Creativity, Action, Service) and IYA (international youth award program) since 1988

What importance of SPOC do you see for your learners?

I think SPOC is one of the best learning ways. Because it is an experiential and life learning program for the learners. Responsibility, exploring yourself, and exploring the world, self discipline, time management, new skills, social responsibilities, being a world citizen.. I can count more.

2. Which SPOC competences do you consider most important for your learners?

I can't choose one of these competences most important than the others. Because each part of whole make the big difference. I only consider which activity gives what to a learner in parts of SPOC

3. Which competences can be addressed in your learning offers/with your target groups?

Three of them can be addressed in my learning offers with my target groups.

4. Are SPOC formal or nonformal element in your learning offers, addressed directly or indirectly, rather theoretical or practical?

Generally they are practical and addressed directly. Sometimes they are formal but sometimes they could be nonformal

5. To what degree do you think you are able to develop these competences with the target group/your learners in your context? Do you deliberately plan the acquisition of these competences in your learning environment?

As much as young. But the implementation of SPOC has to be different at some age levels. Personally I always believe the disciplined learning styles at young ages and always there has to be some skills have to be offered to the learners at young ages in SPOC. Yes we deliberately plan them

6. How do you see if these competences are developed? Are you satisfied with the ways of assessing and evidencing?

Development is up to the people's social foresight. No I am not satisfied with the ways of assessing and evidencing

7. Do you assess competence development of your learners in regard to SPOC?

No

8. What are the ways of measuring SPOC according to working context possible/applied?

I believe that only the way of measuring is sustainability of the elements of SPOC and always it needs an award. I don't believe there is a certain measuring way to measure of these kind of competences.

9. What processes seem to be working effectively and which improvements would you like in measuring SPOC with your target group?

More practises, more awareness, more experiences and more examples

10. Do you evidence the development of SPOC and how? Are there further needs/wishes for evidencing?

The elements of SPOC shows the results in some time. Definatly we have to keep the process. Some times we can see the results on academic side of the student or some time on personel development side.

11. Do you see a need for validation and why?

There is always a need for validation. Otherwise we never see the results of the program/activities/SPOC

12. Do you think it's important to have some standards to measure SPOC against?

Yes sure

Final question: I would like to introduce our project on validation of informal learning outcomes (flyer) and offer further information, if you like. We may contact you again for invitation to presentations if you are further interested in this project. What do you think?

Yes I'd love to

9.5 Annex 5: Overview of interviewed experts from employment agencies

Employment agencies	
Austria	
<i>Name</i>	Daniela Fricke
<i>Function</i>	Recruitment, AMS (labour market service) Vienna
<i>Institution, Country</i>	AMS Austria
Austria	
<i>Name</i>	Sonja Weghaupt
<i>Function</i>	Deputy head of department - Service for Employment AMS Vienna
<i>Country, Institution</i>	AMS Austria
Lithuania	
<i>Name</i>	E. Ožeškienės
<i>Function</i>	Senior specialist, Kaunas Territorial Labour Exchange
<i>Country, Institution</i>	Kaunas Territorial Labour Exchange, Lithuania
France	
<i>Name</i>	Isabelle Barsacq
<i>Function</i>	Correspondent international employment, "Pôle Emploi"-Aquitaine Region
<i>Country, Institution</i>	"Pôle Emploi" Aquitaine Region, France
France	
<i>Name</i>	Kader Adda
<i>Function</i>	In charge of international questions, "Pôle Emploi"-Aquitaine Region
<i>Country, Institution</i>	"Pôle Emploi" Aquitaine Region, France
Germany	
<i>Name</i>	Helga Steinke
<i>Function</i>	Consultant in the academic team of the Arbeitsagentur (labour agency) Göttingen
<i>Country, Institution</i>	Arbeitsagentur Göttingen, Germany

9.6 Annex 6: Interview compilation employment agencies

1. Die Berater, Austria

Interview 1: Daniela Fricke, AMS Vienna

1. Are SPOC relevant for employers when looking for new employees?

Yes, very relevant.

2. Do employers decisively demand/ask for these competences when getting in contact with the agencies?

Yes, they are very important. For me working in recruitment of the labour market service, the combination of personal competences and professional expertise is most relevant.

3. Which SPOC are considered most important/ asked for most?

Social, organisational and professional competences are most important.

4. Does the agency have a demand for evidences of SPOC?

Haven't heard of anything like that, which doesn't mean it doesn't exist.

5. Which forms of evidencing for SPOC do they know/ are they familiar with?

Unfortunately I don't know any answer to this question.

6. How do they evidence SPOC-development of their clients?

Unfortunately I don't know any answer to this question.

7. Which criteria should be fulfilled when SPOC are evidenced?

In my conversation with the client I find out he/she is able to communicate his/her professional competence in an adequate way. Personal, social and organisational competences are also very important to me but I don't know if they can be and if so how they can be measured.

Interview 2: Sonja Weghaupt, AMS Vienna

1. Are SPOC relevant for employers when looking for new employees?

Yes, they are very important.

2. Do employers decisively demand/ask for these competences when getting in contact with the agencies?

Yes, they are very important, but always depending on the specific requirements of the position that is supposed to be filled.

3. Which SPOC are considered most important/ asked for most?

personal

4. Does the agency have a demand for evidences of SPOC?

That depends on how valid these measurements are.

5. Which forms of evidencing for SPOC do they know/ are they familiar with?

There are a number of different models to identify competences, e.g. the “competenceprofile”.

6. How do they evidence SPOC-development of their clients?

The assessment with IT based methods is depending on the technical possibilities. Generally I know that there is the intention to standardize these assessments.

7. Which criteria should be fulfilled when SPOC are evidenced?

It should cover basic communication competences (reading, listening, writing), motivation and approval to gather these data. First data privacy questions must be clear.

2. University Kaunas, Lithuania

Interview: E. Ožeškienės, Senior specialist at Kaunas Teritorial Labour Exchange

1. Are SPOC relevant for employers when looking for new employees?

Personal, social and organisational competences are very important for employers when recruiting for new employees. Job ads reflect the necessary skills that are needed from the candidates. Depending on the personal competences employers may predict candidate's perspectives in the organization, his/her development. Every employer is looking for potential successful and profitable employees for the organization. Therefore, personal competences are as a mirror that reflects his/her possibilities to work and „grow“ in the organization.

2. Do employers decisively demand/ask for these competences when getting in contact with the agencies?

Employers organize employment Fairs (good candidates are selected by the Labour Exchange for a job interview) or request for CVs when they register a vacancy. CV reflects personal competences, work experience that is very important for the position. When seeking for a higher position a motivational letter is usually requested to find out for career planning.

3. Which SPOC are considered most important/ asked for most?

Most of the unemployed are seeking for jobs in service sector where social skills are especially important. When employers register vacancies they emphasize communication, conflict resolution skills as well as problem solving skills as ability to analyze the situation and seek for possible solutions.

One of the most important personal skills that is mentioned is ability to think creatively, see the problem from a different angle and notice something that others do not see. Different problem solving methods are also important. Candidates are also often asked for features like diligence and responsibility. Each employer is expecting that an employee will always seek for the best results in a given time when receiving a task.

Some of the most important organisational competences are these: orientation to results, flexibility and accommodation. Planning and organization is also important. Employee is expected to seek for organized and planned plan implementation through planning small steps.

4. Does the agency have a demand for evidences of SPOC?

Yes, Labour Exchange has demand for evidences. This helps to implement the activity for clients and employers more effectively

- 5. Which forms of evidencing for SPOC do they know/ are they familiar with?

Labour exchange is seeking to integrate individuals into labour market and needs to create their CVs and motivational letter. Senior specialist is making individual action plan that will help to seek for the goal in small steps (gain necessary qualification, get employed, start a business).

6. How do they evidence SPOC-development of their clients?

Labour exchange is seeking to integrate individuals into labour market and needs to create their CVs and motivational letter. Senior specialist is making individual action plan that will help to seek for the goal in small steps (gain necessary qualification, get employed, start a business).

11. Which criteria should be fulfilled when SPOC are evidenced?

A client is being attributed to the target group of those ready for the labour market. These are the clients who are ready to search for job independently, know different methods of job searching, know how and can prepare a CV and present themselves to the employer. These clients very often apply e-model. The essence of this model is to serve unemployed registered in the Labour Exchange according to their individual needs and abilities in the market by preparing individual activity plans for targeted integration into the labour market. Motivated unemployed individuals may use e-model to create their CV and sending it to the employers.

3. INSUP France

Interview: Isabelle Barsacq, correspondent international employment and Kader Adda, in charge of international questions at "Pôle Emploi" -Aquitaine Region, France

1. Are SPOC relevant for employers when looking for new employees?

First and foremost, Mrs Barsacq and Mr Adda agree on one point: yes the employers ask for social, personal and organisational competences when getting in contact with the agencies “Social competences are essential for employers when recruiting”.

2. Do employers decisively demand/ask for these competences when getting in contact with the agencies?

For both, SPOC are relevant when looking for new employees and immediately, they give us four competences that are really decisive: Compliance with instructions, Rigor, A good sense of service, Aptitude for team work

3. Which SPOC are considered most important/ asked for most?

Mrs Barsacq admits that “It is not possible to categorize competences from their typology because we don’t have a tool to enable this. We are, however, able to identify needs by: business code, qualification/certification level, required amount of experience”. Mr Adda accurates “Employers might ask us to evidence the competences of candidates we propose. But job seekers do not expect the Agency to validate their competences.”

4. Does the agency have a demand for evidences of SPOC?

French national employment agencies adapt their communication in each case but no systematic or formal action. But the French employers are familiar with several ways of validating competences as confirmed by the “Pôle Emploi”.

5. Which forms of evidencing for SPOC do they know/ are they familiar with?

See below

6. How do they evidence SPOC-development of their clients?

Evaluation of Professional Competences (ECCP)

The Evaluation of Professional Competences (ECCP) is a service to jobseekers which helps them to:

- Validate their competences and their ability to carry out actions corresponding to a specific profession, enabling them to apply for targeted jobs on offer.
- Widen their job target by identifying peripheral jobs/trades for which they can apply in relation to their competences and professional abilities and to the job market.

Work-based Evaluation

This aims to allow the jobseeker to verify his competences and professional aptitudes in relation to the desired job or to find out what is needed to work in the desired trade. The jobseeker is placed in a real work situation and given tasks so that an assessment can be carried out. A person is chosen to be in charge of and assess him. This real-life

work situation makes it possible to measure the person's competences and abilities against those required by the targeted job, his interests and the actual working conditions of the trade.

The Recruitment by Simulation Method

The Recruitment by Simulation Method (MRS) widens the scope of applications by getting away from the usual recruiting criteria (CV, professional experience, certificates, qualifications), while staying directly in touch with the reality of jobs and company obligations. The method is based on the evaluation of skills and of the applicant's motivation to hold the job. Skills are assessed via a session of recruiting by simulation led by MRS-trained staff. The session includes practical simulation exercises reproducing by analogy the important situations of a work role. The exercises, which are generated from recruitment requirements, place applicants in a practical work situation. The exercises are calibrated against a selection of the company's employees in order to define the performance level to be reached by the applicant if he is to be presented to the company.

Motivation is assessed in an interview with recruiters from the company concerned.

This method is:

- Welcoming
- Nobody is excluded. In theory, anyone interested in the work position can put forward his application.
- predictive.
- When doing the exercises, the candidate is seen trying to solve the problems he encounters on the job. If he succeeds, he will have demonstrated a real ability to adapt to the role.

7. Which criteria should be fulfilled when SPOC are evidenced?

Important is that content in terms of competence focuses on the position to be filled. Any competence must be assessed in relation to a work position. The employment agency cannot, therefore, evaluate competences « from scratch », but only in relation to identified job market needs. In this sense we work very differently from initial or continuous training organizations”.

4. BUPNET, Germany

Interview: Helga Steinke, Consultant in the academic team of the Arbeitsagentur (labour agency) Göttingen, Germany

At the beginning of the interview the question was discussed how employers launch their requests and how the flow of information on open positions within the agency works.

There is no direct contact between employers and the job consultants. A special team in the agency takes care of communicating with the employers and disseminating their demands and offers to the different teams within the agency.

1. Are SPOC relevant for employers when looking for new employees?

Yes, very much. Especially for the academic sector of the labour market. Especially SMEs have a strong focus on SPOC. This is because they normally operate with small teams where it is essential that the “chemistry” is right. People not fitting to the team on the social level are seen as threat for productivity and motivation of the other team members. This is why the employers in SMEs prefer to base their decisions on personal, direct impressions to get a picture if the applicant fits the team. They work with a multi-step procedure: after checking the professional qualifications based on the written references, there often is a second and third contact where the focus lies on the social competences and to find out how a person would harmonise with the existing team.

2. Do employers decisively demand/ask for these competences when getting in contact with the agencies?

Generally yes, but bigger enterprises don't emphasize SPOC as much.

3. Which SPOC are considered most important/ asked for most?

This obviously depends on the branch of the enterprise and the open position that is supposed to be filled. Generally competences most frequently asked for are the “ability to work independently, organisational strength, communication, service orientation, problem solving and flexibility”. For positions in management leadership competences are demanded most. This expectation of employers is communicated in their consultancy offers and actively supported by specific training offers of the labour agency for clients to develop their SPOC, e.g. in the framework of the “Anstöße” programme, “fit für die Einstellung” and in individual coachings for clients financed by the agency.

4. Does the agency have a demand for evidences of SPOC?

According to Mrs. Steinke employers still prefer traditional references, e.g. letters of reference by former employers, meaningful letters of motivation, describing concretely where and how competences fitting to the position applied for are described. There the acceptance of references deriving from practical experiences are valued most, even if they don't come from the field of work the applicant aims at, e.g. references of voluntary activities.

In job interviews it is usual that employers concretely ask for these experiences and further explanations. Generally what counts most in Germany are written external assessment reports and references from former workplaces.

5. Which forms of evidencing for SPOC do they know/ are they familiar with?

Several, most important ones are described below.

6. How do they evidence SPOC-development of their clients?

Standardised self-assessment questionnaires in order to be able to identify strengths and weaknesses; psychological service for a professional expertise on the clients competences; multi-step tests on specific thematic areas like ability to analytical thinking, orientation towards performance. These tests are analysed together with the clients, are documented and communicated to the placement officers, additionally there is a programme for specialised workers, where a strength profile is being developed in several consultations leading into an expose. This offer has to be proposed by the placement officer if there is a concrete job offer, also there are offers preparing clients for assessment centres. Further they have aptitude tests to decide if they support a retraining.

Competence developments are also documented internally for clients after participation in longer trainings or application trainings, mainly for internal purposes and to be able to decide on further measures

7. Which criteria should be fulfilled when SPOC are evidenced?

There was no concrete answer to this question. Asked for their view on instruments like EUROPASS, she answered that it is too extensive and long, partly seen as too complex. Employers would prefer to get the opportunity to form their own impression.

Generally the demand for evidence of SPOC differs between working fields and is biggest in the field of culture and liberal arts.



ANNEX 7: VITA QUESTIONNAIRE FOR EMPLOYERS

VITA Questionnaire to European Employers

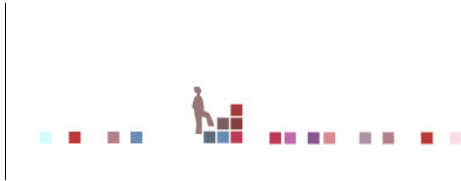
Continuing professional development (CPD) is a key factor for the service economy. This relates not only to competences required for external services (for instance customer orientation) but also to those competences necessary for internal processes (e.g. communication and cooperation/teamwork).

The project VITA (Validation of Informal Learning related to service economy) focuses on validating competences needed for the service economy. VITA aims to assess, evidence and visualise the developments of personal and social competences of individuals in regard to the service sector by using the LEVEL5 validation system which has been specifically designed for evaluating outcomes of informal and non-formal learning, e.g. while learning on the job. LEVEL5 is especially suitable for evidencing those competences that are difficult to assess with standardised systems, such as interpersonal and social competences.

How important are those competences for you as employers?

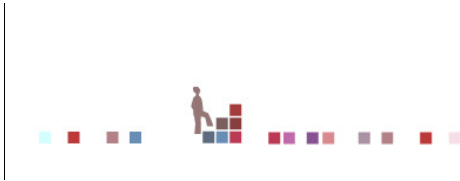
In this survey among European companies, enterprises, public administrations, NGOs and other organisations, the VITA project partnership intends to investigate the demand for evaluation and evidencing personal and social competence development in different business sectors. The questionnaire on hand is consisting of 5 parts and 22 tick-box questions that should not take you longer than 15 minutes to complete. Each interested respondent will be invited to take part in the VITA award for innovative CPD concepts in the company/institution.

The 5 winners will be invited for the VITA conference on the 9th of October 2013 in Dublin to present their concepts to a large European audience.



Please answer to the following questions:

- **General economic and employment situation in your sector**
 - How would you forecast the employment situation in your business sector?
 1. Positive (new jobs)
 2. Stable
 3. Negative (reduction)
 - How would you forecast the employment situation in your company/institution?
 4. Positive (new jobs)
 5. Stable
 6. Negative (reduction)
 - How would you rate the availability of skilled personnel for the core business of your company/institution?
 1. Very high
 2. High
 3. Sufficient
 4. Low
- **Qualification and Competences for your business segment**
 - Which qualification level is mainly required in your core business?
 1. Higher Education
 2. Qualified Vocational Education
 3. Basic school education
 4. Other (please specify) _____



- How would you rate the importance of formal qualifications in your business segment?

5. Very high
6. High
7. Medium
8. Low
9. Very low

- How would you rate the importance of social, personal and organisational skills and competences for your core business?

10. Very high
11. High
12. Medium
13. Low
14. Very low

Please rate the importance of the following social, personal, organisational competences for your core business:

Competences	Importance				
	(1=very low, 5=very high)				
Communication	1	2	3	4	5
Intercultural communication	1	2	3	4	5
Virtual communication	1	2	3	4	5
Leadership	1	2	3	4	5
Negotiation competence	1	2	3	4	5
Customer orientation	1	2	3	4	5
Teamwork	1	2	3	4	5
Conflict management competence	1	2	3	4	5
Project management competence	1	2	3	4	5
Problem solving competence	1	2	3	4	5



Resource management competence	1	2	3	4	5
Networking	1	2	3	4	5
Creativity	1	2	3	4	5
Flexibility	1	2	3	4	5
Self-reliance/Autonomy	1	2	3	4	5
Evaluating/Reflecting	1	2	3	4	5
Entrepreneurship/sense of initiative	1	2	3	4	5
Learning to learn	1	2	3	4	5
Other: please state and rate any additional competence you need in your field of work:	1	2	3	4	5

- How do you come to know that your employees have developed such competences?
(several answers possible)

- Previous references
- Assessment procedures
- Personal impression/observation
- Feedback from colleagues
- Other: _____

- Do you offer training to promote the social, personal and organisational competences of your staff?

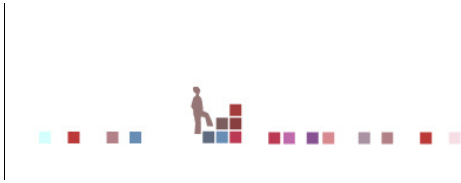
1. Yes
2. No

If yes, how often/regularly? _____

- Are you aware of any validation system for those competences?

5. Yes
6. No

If yes, please name _____



VITA

- Would you be interested in a tool to evidence the development of social, personal and organisational competences of your staff?

- 1) Yes
- 2) No

- **Further Information on VITA and the VITA award**

- Would you like to learn more about the VITA project and receive our newsletter?

10 Yes

11 No

- Would you be available for a short interview?

Artikel I. Yes

Artikel II. No

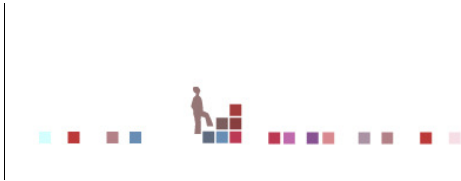
- Do you actively deal with the continuing professional development of your staff members? Would you like to present your innovative concept of professional development to a large European public?

Are you interested to take part in the European VITA award on validation approaches of social, personal and organisational competences?

12 Yes

13 No

In case of a “yes” to question 12, 13 or 14, please enter your e-mail address:_____



- **Background information – last we ask you to give us some background information on your business:**

- Which country is your business established in?

_____ (tick boxes)

- In which economic branch does your business operate?

- Your business is a (please select):

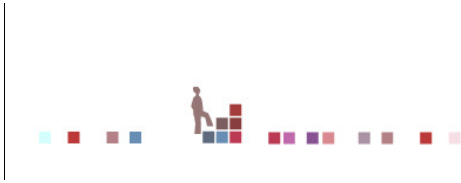
- Private enterprise
- Public entity
- University
- NGO
- other

- How long has your business been established?

- Less than 3 years
- 3 to 5 years
- 6 to 10 years
- 10-20 years
- over20 years

- How many people are employed in your business?

- Less than 20
- 20 - 50
- 50 - 100
- 100 - 250
- Over 250 _____



- Does your business have a Human Resources department?
 1. Yes
 2. No

Thanks for your answers!

Find more information on the VITA project and the VITA award on www.vita-eu.org

VITA questionnaire



Welcome!

The VITA questionnaire - Survey for validation of skills for the service economy

The project VITA (Validation of Informal Learning Related to the Service Economy) focuses on validating competences that participants acquire informally in different learning spaces at different life stages. VITA aims to assess, evidence and visualise the developments of personal and social competences of individuals in regard to the service sector. For this end, we are using the LEVEL5 evaluation system which has been specifically designed for validating outcomes of informal and non-formal learning. LEVEL5 evidences learning outcomes on the cognitive, affective and activity related level. This approach offers utmost flexibility and is especially suitable for evidencing those competences that are difficult to assess with standardised systems, such as interpersonal and social competences.

In this basic survey among European actors in different fields of education the VITA project intends to investigate the awareness about existing methods as well as the demand for evaluating and evidencing personal and social competence development in different educational sectors.

The survey is designed as online questionnaire and will be underpinned by expert interviews. The questionnaire on hand consists of 4 parts that should not take you longer than 10-15 minutes to complete.

If you have further questions regarding the project, please contact the [VITA](#) project coordinator:

Sabine Wiemann - swiemann@bupnet.de (BUPNET GmbH, Germany)

Please start and move forward by clicking the "Next" button at the bottom of the page.



Education and Culture DG

Lifelong Learning Programme

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Part 1: Identification of experts

1) Your nationality: _____

2) Sex:

Female

Male

3) You work for a:

Public institution

NGO

Private institution

Funding body

4) Your field of work:

Adult education

Higher education

School education

Vocational education

Project development

Other (please specify):

5) Could you please indicate the main target groups you work with (you may tick all options that are suitable):

Pupils

Students

Persons in vocational training

Unemployed persons

Professionals

Adults

- Seniors
- Volunteers
- Other (please specify)

6) Your occupation and function in your institution:

7) Have you ever evaluated individual competence development of learners in your work (in a structured way)?

- Yes
- No

8) If yes, please specify in which way:

Part 2: Your view on competence development and its evidencing

9) Which relevance do you see for personal, social and organisational competences in regard to your learners' future perspectives/benefits?

	1 - not relevant at all	2	3	4	5 - highly relevant
... in life in general	()	()	()	()	()
... for their career	()	()	()	()	()

10) Do you consider it important to evidence the development of personal, social and organisational competences of learners?

- Yes
- No
- Sometimes

11) Would you let us know why (not)?

12) Do you offer any kind of proof/evidence of the development of personal, social and organisational competences of your learners?

- Yes
- No

13) If yes, which one?

14) Have you come across any ICT-based or standardized tool to evaluate personal, social and organisational competences?

- Yes
- No

15) If yes, please specify:

17) If there are competences missing in this list that you consider important in the service economy, please add them here (up to two competences):

Other competence 1: _____

Other competence 2: _____

18) Please select five of the competences listed above that are most likely to be acquired/developed/learned/improved in your learning offers:

1: _____

2: _____

3: _____

4: _____

5: _____

19) And which of the competences in the list are appreciated most by your learners?

1: _____

2: _____

3: _____

4: _____

5: _____

Part 4: Evaluation of competence development

20) Would you be interested in using a standardised tool for assessing social, personal and organisational competence development in your learning offers?

Yes

No

Maybe yes, if ...: _____

21) If yes, please specify for what purpose (you may tick for several options):

Validation of acquired/improved competences for individual professional purposes (career development)

Accountability to the funder or superior institutions (e.g. evidencing towards the EU)

Proof/justification of your work/approach within the home institution or for marketing reasons

Improving the quality of your work

Self-awareness (becoming aware of what is developing within the learning activity)

To promote self-awareness and reflection of your participants

Other:

22) Which features would you expect such a standardised assessment tool to have?

23) Would you be ready to assign a specific part of evaluation resources available in your working context to assess and evidence the development of individual competences with a practical, standardized tool?

Yes

No

Maybe yes, if ...: _____

24) If no, please specify why not (you may tick for several options):

There is no budget for evaluation.

There are already prescribed methods that I'm obliged to use.

It would be too time-consuming.

This would not fit our organisation's policy.

Other:

If yes, please estimate how much of the evaluation resources (either in terms of budget or work time) you would allocate to this within the overall evaluation (in %):

less than 5 %

- 5-10 %
- 10-20 %
- 20-30 %
- 30-40 %
- 40-50 %
- more than 50 %

If yes, please estimate how much of the evaluation resources (in terms of budget and work time) you would allocate to this within the overall evaluation (in %):

	in terms of budget available for evaluation	in terms of work time available for evaluation
less than 5 %		
5-10 %		
10-20 %		
20-30 %		
30-40 %		
40-50 %		
more than 50 %		

25) Which approach to assess the competence development within your learning activity do you consider most suitable in regard to your working context (you may tick several options)?

- Assessment of competence development by external experts
- Assessment of participants by staff members
- Self-assessment by participants using specific tools
- Combination of external and self-assessment methods
- Combination of self-assessment and staff member-assessment

Follow-up

26) Are you interested to learn more about the LEVEL5 evaluation method and receive further news about the VITA project (the VITA newsletter)?

- Yes

No

27) If yes, please type in your email address:

28) Would you agree with being interviewed to make further comments on this issue?

Yes

No

29) If yes, please type in your email address:

30) Do you have any other comments and remarks?

Thank You!

Thanks for filling in this questionnaire!
