

EQUFAS
Report of the
TEACHERS MEETING
ESTONIA, Tallinn, Dzingel Hotel
31st March 2009 to 3rd April 2009



Participants:

Netherlands: Andre Huigens, Erica Terwee, Erwin Metselaar, Mark van Noppen, Jacques van Maldeghem, Jan van der Wiele, Hans Nobel, Heniricus Cornelius van der Helm

Austria: Karl Friewald, Veronika Prochaska, Martin Kugler, Andreas Kovac, Rudi Reisenberger, Gerald Gaugg, Wolfgang Pühringer,

Finnland: Pirkko Kirvinen, Ulla Sabell, Unto Keränen

Estonia: Haana Zuba, Anu Vaagen, Heli Kiigemägi, Raili Laas, Aira Toss, Katrin Urman, Aino Saavaste, Juta Möts, Rutt Lumi, Heli Oruaas, Jan-Roland Raukas, Spain: Marie Carmen Gomez, Maria Jesus Blazques, David Lopez

Greece: Katharina Kechagia, Manolis Zacharakis

Tuesday, 31st March 2009

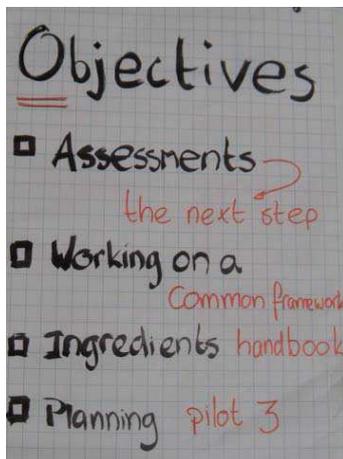
1. Welcome

by Andre Huigens and Erica Terwee

2. EQF – European Qualificaton Frame

We are here to clarify the EQF project. The aim of the whole program is to explain the EQF in the agricultural sector by building a framework and by getting to know each other and each others thinking: The EQF project is the only project in the European Union including students and companies. The main part of this is practical work; watching how students develop themselves.

3. Objectives



Concerning the aims for the meeting, four items have been added to the agenda:

- Assessments: What is the next step? What should be improved for pilot 3 and how should it be improved? Do we have to change anything in the existing assessments? Do we have to use other questions?
- Working on a common framework: How can we make EQF practically working?
- Ingredients for a handbook: What information do we want to have in a booklet?
- Planning pilot 3: Who is going where and when?

4. Assessments

Assessments are a big part of this program. As there are 8 levels in the EQF, there is the question: “How can you assess certain levels in an outcome based way?” „How would you assess a level 3 student?” was the question to think about in group: From mind mapping to concrete outcomes, we had to discover a matching assessment including the measuring system and the feedback system for pilot 3. The new assessments will be developed by Erwin Metselaar until the beginning of May.

5. Stories – input versus outcome

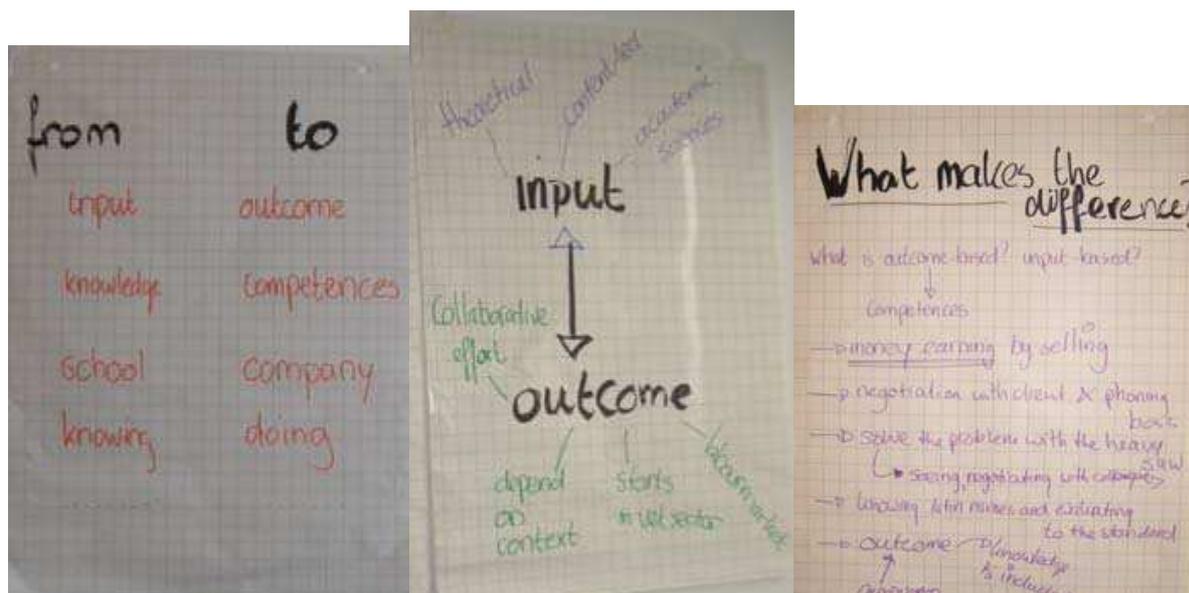
Homework for the teachers meeting was to write a story about a typical day in the working life of a person in a special sector working at level 3 of EQF. In the story the environment should be portrayed and the decisions the employee encounters. The reader should imagine what the person does, thinks and what kind of dilemmas they encounter.

In the first turn we split up into groups to exchange our stories. In a second step we had to look for phrases according to level 3 work based on learning outcomes. The reoccurring question was “What makes the difference between input-based and outcome-based learning?”

RESULTS:

We realized that almost everyone had similar stories based on the example of Andre. Our task was to understand what's the difference between input and outcome?

We came to the conclusion that “input based” means theoretical, content-led, academic science and knowledge. Everything you learn out of your books. An example given for an input based phrase out of a story is: “...knows Latin names...”. “Outcome based” includes the words knowledge and behaviour related to experience. The question is: “What do we want to see?” It is the using of your know how. The labour market is outcome orientated. Further keywords regarding outcome-based are “collaborative effort” and “competences”. An example given for an output based phrase out of a story is: “...and evaluates...”.



Wednesday, 1st April 2009

6. Stories - verbs

Related to what we have learnt about the difference between input based and outcome based, the following task was to discover specific verbs for the diverse levels. After finding them, we should mark the verbs we consider as our personal highlights to the particular levels of the EQF

EQF level 2:

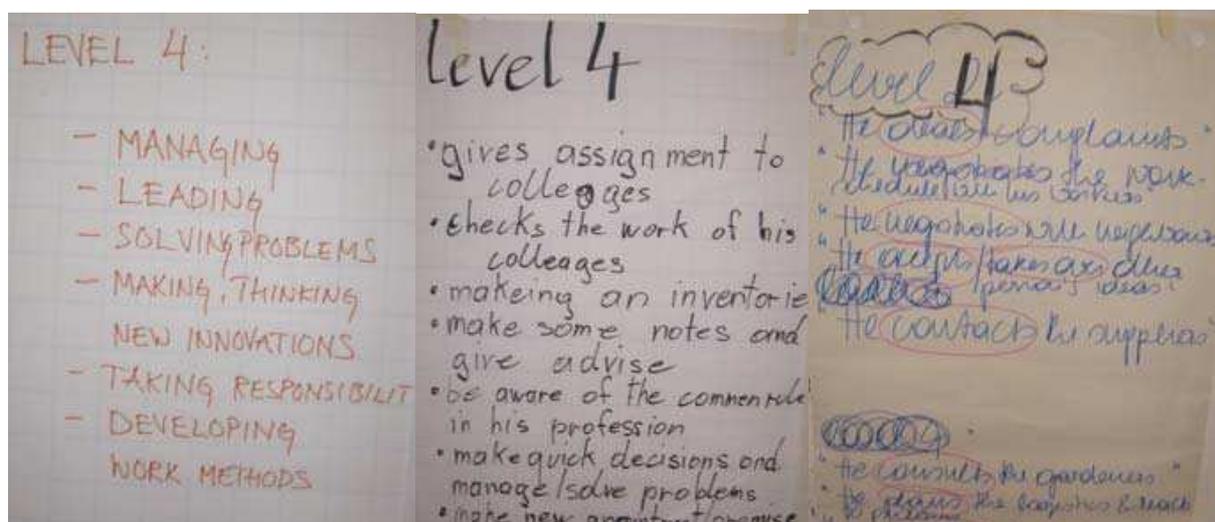
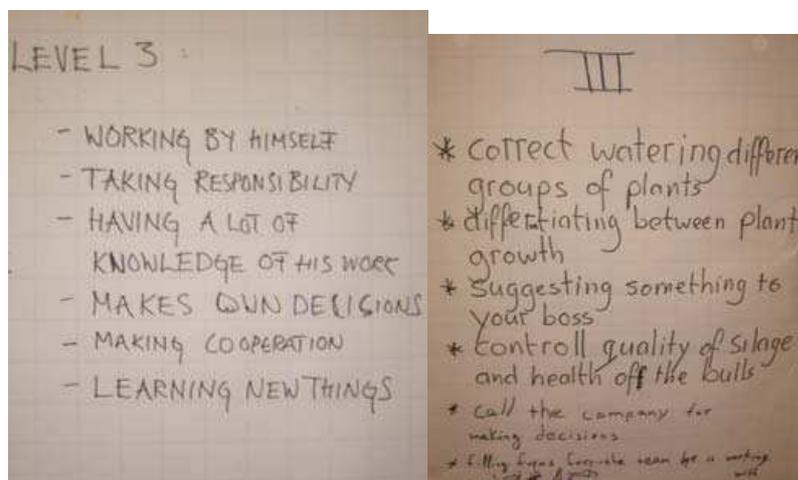
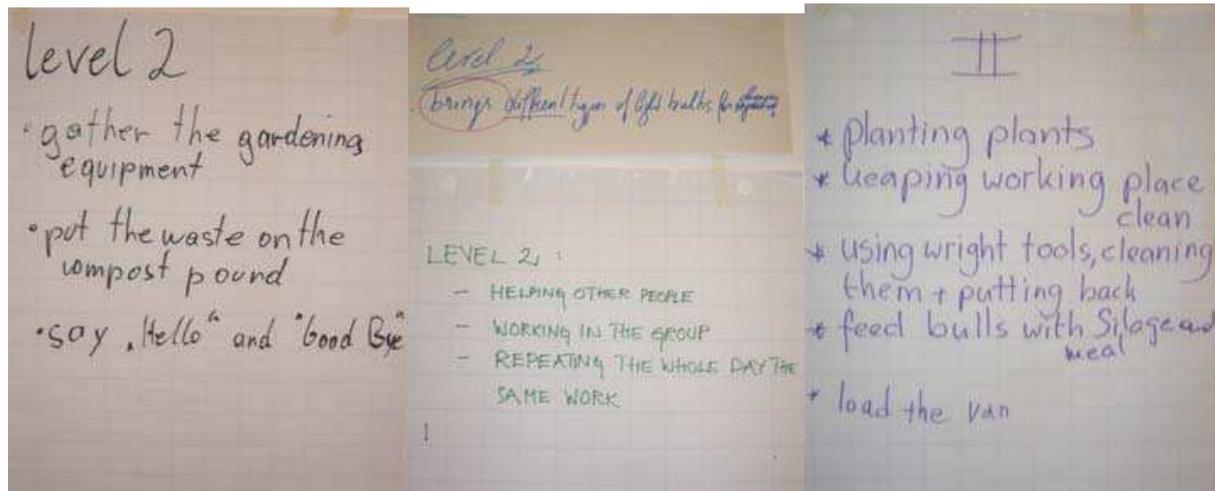
E.g. waiting for instructions, working under supervision, doing routine work, working in the group, repeating the work

EQF level 3:

E.g. solving problems, taking responsibility for own work, collecting information, making cooperation, explaining something to somebody

EQF level 4:

E.g. taking responsibility, managing, guiding, giving instructions, supervising, negotiating



RESULTS:

All sheets produced by different groups were very similar. Within the levels the flip charts contained the same information in both meaning and feeling.

Level 2: feeding the cows;

Level 3: looking after the food and being responsible for the health;

Level 4: having the responsibility for the whole stable:

These are examples showing how verbs can be used in the different levels. In any case, it is not always easy to have a clear distinction between the individual levels. Furthermore these examples make clear that everyone has to do work on different levels. You have to “clean the machines”, so that you can “use the machines properly”. A verb can always be level 2 or 3 or 4, it mainly depends on the context you are dealing with; the context makes the level. E.g. for the noun “responsibility” the definition could be different within the levels: there could be higher responsibility and of course also a lower one. The border is not very clearly defined. Altogether the level is linked to the work and not to a person because the level depends on the tasks one is doing.

7. Connection to every day’s life in different branches

What does it mean when someone works at level 3 of EQF? What can you expect from an employee working on level 3? How would you describe the behaviour, the decisions of an employee working at level 3? What do you see? What kind of problems does this person solve? E.g. what does a gardener on level 3 needs (skills, knowledge and competency) to be a good gardener? It is surely something completely different to what somebody in forestry needs. The objective is to arrange a kind of ‘language’ usable to describe the different levels.

RESULTS:

e.g. organic farming:

- Level 3: when/ how much/why spread manure to the fields } input based
- Level 3: knowledge about crop rotation } input based
- Level 3: to inspect products } outcome based
- Level 4: to run an organic farm } outcome based

	Level 2	Level 3	Level 4
→ Responsibility	respons for their work	for a part of group	for a company
→ Skills	to make/under supervision	Read the Plan and explain to level 2	Develop a Decision + Assign + Control
→ Empowerment	Dropping	thinks about Dropping	Decision to Drop
→ Attitude	judges judgement	gives instructions	Makes Plan + problem solving

gardening

Handwritten notes for forestry:

- Level 2: ...
- Level 3: ...
- Level 4: ...

forestry

Handwritten notes for organic farming:

- Level 2: Basics: spread manure at particular ...
- Level 3: Specific plan: when/how much/why spread manure to the fields ...
- Level 4: Run an organic farm alone ...

organic farming

Handwritten notes for gardening:

Competence: ?

- skills
- Attitude
- behaviour

gardening

Handwritten notes for animal husbandry:

Animal Husbandry

- high responsibility (alive animal)
- “Cow Eye”
- strict laws (animal protecting law)
- high competence
- carefully working with machines (milking system)

animal husbandry

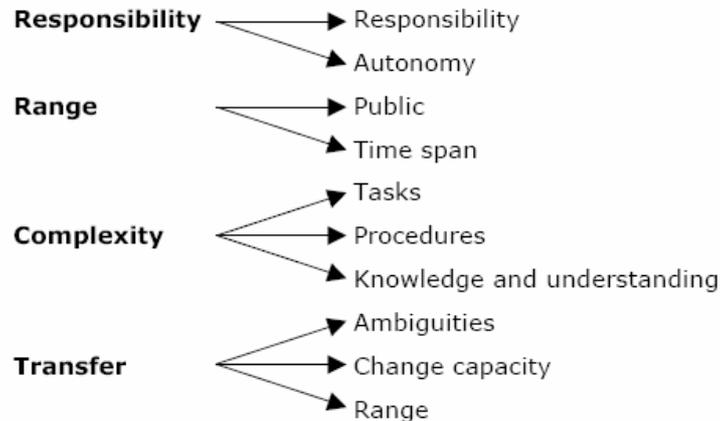
Handwritten notes for organic farming example:

Example

- cleaning the stable Level 1
- cleaning and look back Level 2
- See the need to do it Level 3
- planning and developing the cleaning system Level 4

8. Making a common framework

The assignment was to develop a common framework for the agricultural sector. Relating to the following criteria and aspects we made the placement of our framework.



Eleven cards to each criteria and aspect were distributed. We had to put them in order linked to the 8 levels of EQF.

That's what we did with all the cards in the different aspects in groups of five. It was a very good method to do so much work in little time.



RESULTS:

We got a framework which is totally outcome based. So, the curriculum can be based on this common framework. Furthermore the Cedefop thoughts are represented in this framework. Our aim was to make the EQF practically working and that's what we achieved with this framework.

Not only for the agricultural sector because you can regard this framework as a kind of a comparison model, described in an outcome based way and related to the whole EQF. We created a tool to make a clear view to what the translation is of the levels according to present education and from there to the sector.

Altogether we used the stories to make a common framework which can be used to classify different labour atmospheres into the levels of EQF.

All in all 36 people from 5 different countries did a great job!

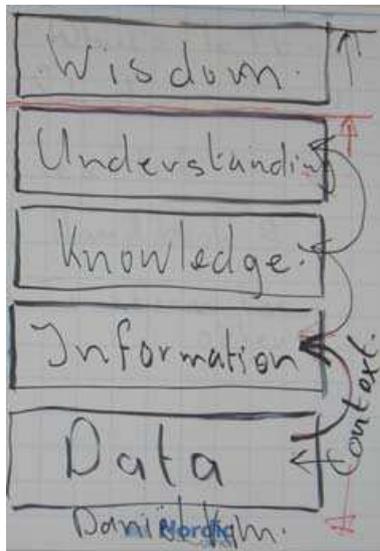
Outcome based EQUFAS Framework

		EQF 1	EQF 2	EQF 3	EQF 4	EQF 5	EQF 6	EQF 7	EQF 8
responsibility	Responsibility	carries out tasks under supervision	responsible for the tasks	responsible for its own actions + preparing, carrying out and closing	responsible for the full cycle of doing tasks, including reflection	responsible for the full cycle of doing tasks, including reflection on the tasks done by others	responsible for a team or a project	responsible for one or more teams, projects or a company	responsible for the strategy, vision and coordination of programmes
	Autonomy	carries out tasks under supervision after clear explanation	carries out tasks under supervision after clear explanation	carries out tasks autonomously after directed explanation * fully responsible for carrying tasks and shows initiative	carries out tasks autonomously in deliberation	has a mandate to carry out tasks autonomously and shows initiative	independent in the way they think and act * carries out tasks autonomously, entrepreneurial	independent in the way they think and act	fully responsible for carrying tasks and shows initiative
range	Public	I, you and he	students in classroom	colleagues and customers	contacts in the working environment	colleagues and customers	divers people from layman to specialists	all employees and regional contacts of the company	employees, national contacts of the company, critical customers, government and NGO's
	Timeline	Hours	Days	Weeks	Months	Months	1 to 5 years	5 to 10 years	next generation, 10 to 30 years, historical awareness and being able to deal with the short term and longer term constraint

		EQF 1	EQF 2	EQF 3	EQF 4	EQF 5	EQF 6	EQF 7	EQF 8
complexity	Tasks	simple sub tasks	simple tasks	several tasks in the same time	schedules - combination of tasks	combines and coordinates tasks	is able to analyze the work that has to be done in several tasks	has an overview of the consequences of his own work and the work of others	has an overview and understands the complexity and diversity of tasks
	Procedures	routine production	basic, explorative, productive	is able to adjust standard procedures	orientation, exploring, productive	to able to adjust standard procedures	develop new procedures	methodically and systematic analyzing	To innovate is a basic strategy
	Knowledge and understanding	knows functional facts	knows facts and is able to understand simple explanations	knows facts and methods and is able to explain	knowledge of facts and methods; applying knowledge in concrete situations	knows facts and methods and is able to explain Knows facts and methods and is able to apply knowledge in practical situations	knows facts, methods and principles, is able to form arguments to analyze and to deliberate and is able to transfer special knowledge	combine facts, methods and principles and is able to integrate different disciplines to formulate arguments, to analyze and to deliberate,...	develops new theories, concepts and models
transfer	Ambiguity	transfer in steady context	transfer in situations with limited changing factors	transfer in situations with several changing factors	transfer related context	transfer in continuously changing context	transfer in a dynamic context	transfer in complex and hard to predict factors	integrates different contexts, making use of temporary,... and social-cultural aspects
	Change	changes under supervision	changes after instruction	is able to adjust oneself	is able to adjust the task in changing situations	is able to manage changes and to complete changes	is able to direct changes, to initiate changes, to come with new ideas for changes from practice	is proactive, comes first with new ideas, is able to design changes	is able to develop new concepts and takes the lead in realising changes
	Range	is able to transfer within the tasks	is able to transfer within the area of tasks	is able to transfer within the profession	is able to transfer within the sector	is able to transfer in related sectors	is able to transfer between the sector	able to integrate different disciplines	develops from another discipline

Thursday, 2nd April 2009

9. Transfer of the framework to the educational system of each country



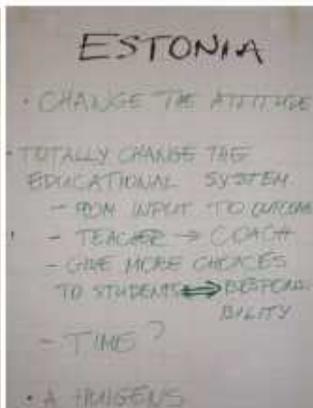
“Data” is the lowest level. You have to divide “Data” into “Information”, afterwards it becomes to “Knowledge” and then “Understanding”. Often the level stops here, with students as well as in adult education. The last level of outcome based learning is “Wisdom”. It is what you know and what you don’t know → this is life long learning, it means to learn from yourself. You have to be eager to learn more for yourself, not only because somebody tells you to do so. To bring somebody up to a higher level context learning is needed. Context learning is connecting teaching to meaningful items (whereas authentic learning means connecting learning to a person).

We worked on the recognizable and ambiguous translation of levels of EQF to daily practice of employees, by splitting up into national groups.

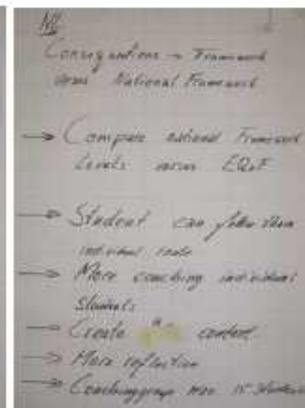
RESULTS:



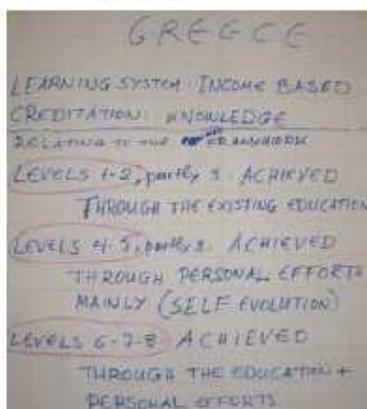
Austria



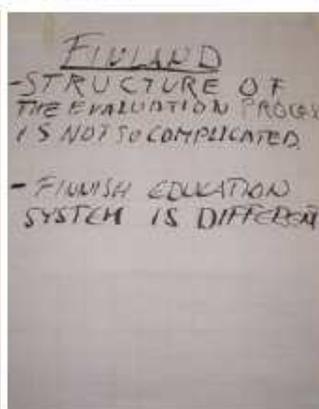
Estonia



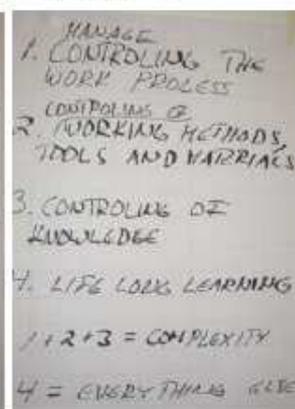
Netherlands



Greece



Finland



Finland

10. Planning of pilot 3

Introduction of companies by the representatives of the countries. Afterwards matching of the students with the introduced companies.

Agreement on how the students will be welcomed and taken care of in the host countries.

Friday, 3 April 2009

11. Names for the eight levels

Four things had to be done:

- 1) the names for the eight levels
- 2) what jobs have to be done at home for the project
- 3) country concerning outcome based learning
- 4) texts for the EQF folder (which still have to be collected) and the beginning of the handbook.

Level 1: Assistant or assistant worker

Level 2: Worker

Level 3: Senior Worker

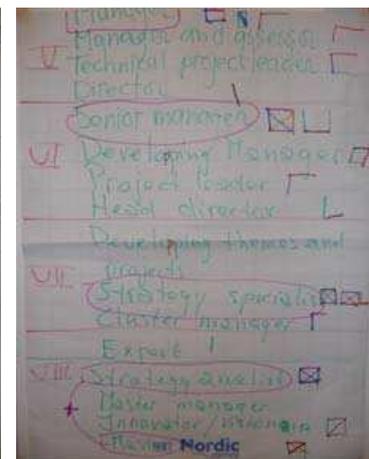
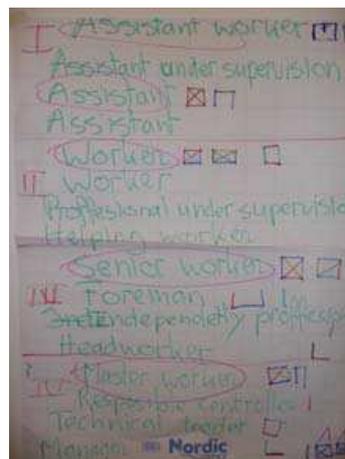
Level 4: Master worker

Level 5: Manager

Level 6: Senior manager

Level 7: Strategy specialist

Level 8: Master strategy and analyst



Persönliche Eindrücke und Bewertung:

Das Projekt EQUFAS (www.equfas.com) läuft bereits seit November 2007. Es ist ein umfassendes Projekt an dem 5 Länder beteiligt sind um die von der EU vorgesehenen 8 Niveaus (EQF 1-8) praktisch in ihrer Anwendung auszutesten.

Die praktische Umsetzung ist von großer Wichtigkeit, da ab 2012 jede Schule in Europa eines dieser Niveaus für jeden seiner Schüler in Jahreszeugnis festsetzen muss.

Da die EU aus 27 Ländern besteht und jedes Land unterschiedlich in der Definition seiner nationalen Niveaus (NQF) fortgeschritten ist (in Österreich wird zurzeit heftig an dieser Thematik gearbeitet/gestritten/diskutiert ... um einen NQF für Österreich zu entwickeln) ist es wichtig ein Länder übergreifendes Rahmenwerk (Outcome based EQUFAS Framework), welches praktisch einsetzbar ist, im Bereich der Landwirtschaft zu entwickeln.

Dies war nicht leicht und es erfüllt uns mit Stolz an diesem EQUFAS Framework mitarbeiten zu dürfen, auch wenn es manchmal Mühsam ist eine gemeinsame Sprache und gemeinsame Fachausdrücke zu finden, welche auch von allen gleich interpretiert und verstanden werden.

Wie die Umsetzung dieser EQFs ab dem Jahr 2012 erfolgen wird, ist selbst uns, welche wir uns bereits seit 2 Jahren damit beschäftigen, noch nicht ganz klar. Wir werden aber versuchen aus unseren Erfahrungen von den Schülerpraktika (Pilot 1-3) beratend den Landwirtschaftlichen Schulen in (N)Ö beizustehen, damit das hehre Ziel, europaweite einheitliche, gültige und vergleichbare Beurteilungskriterien für Leistungsniveaus von Schülern in der landwirtschaftlichen Ausbildung festzulegen und diese praktisch umsetzbar zu machen, erreicht werden kann.

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Dir. Ing. Rudi Reisenberger (LFS Hollabrunn)
DI Andreas Kovac (LFS Langenlois)