

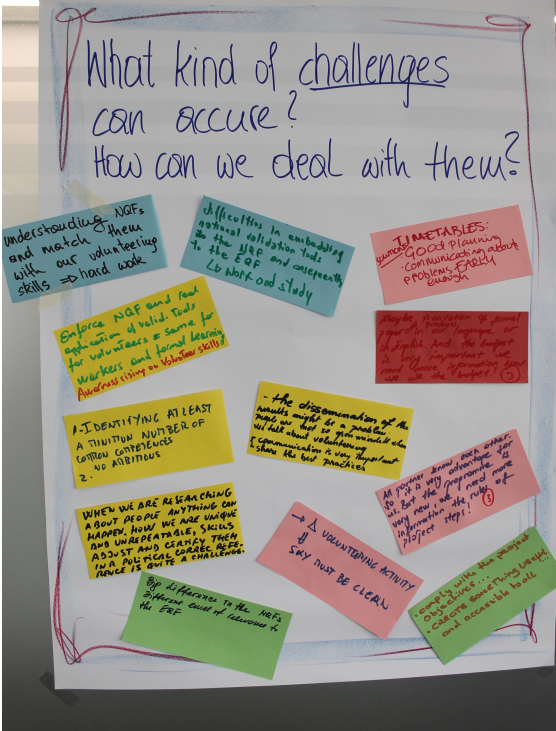
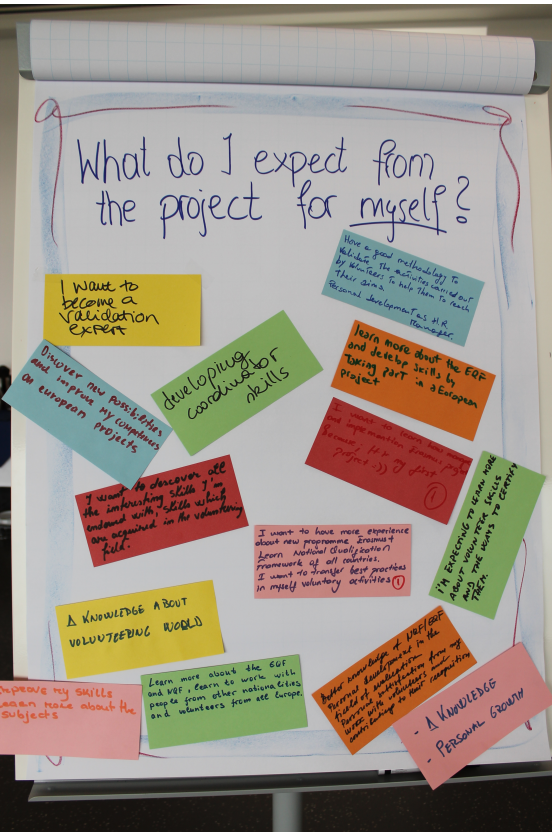
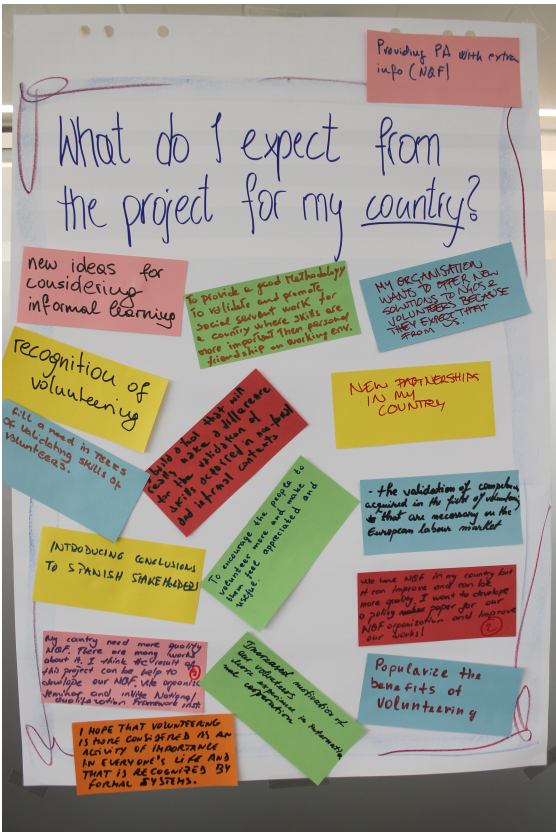
Wednesday, 29th of Oct 2014

Partners Arrival; Welcome Dinner at La Maison

Thursday, 30th of Oct 2014

09:00	Course: Opening the Meeting, Welcoming from Department
09:15	Course: Get to know each other; presentations/PechaKucha from all Partners: UK, Spain, Rumania, Italy, Bulgaria, Finland, Turkey, Portugal, Germany
10:00	<p>Course: In groups we discussed the milestones and crossover between milestones, tasks and timing.</p> <p>Content Results:</p> <ul style="list-style-type: none"> • A definition of knowledge, skills and competences of the several NQF is needed and should be compared. • Each partner is going to contribute articles for the eBook. • The deadlines from IO 2, 3 and 4 must be considered for planning the milestones • Each partner is going to contribute articles for the eBook – Ikbal takes care of the correction from the articles within her department. <p>Forthcoming Tasks:</p> <ol style="list-style-type: none"> (1) Partner Turkey: Ikbal is responsible for correction of articles (English language) for the eBook. (2) Partner Germany: Verena is checking the timelines and gives an overview for all partners => see googledrive/desteva/project info/time line
10:30	<p>Course: coffee break and walk around answer the questions:</p> <ul style="list-style-type: none"> • What do I expect from the project for myself? • What do I expect from the project for my country? • What kind of challenges can accrue? – How can we deal with them? <p>Forthcoming Tasks:</p> <ol style="list-style-type: none"> (3) Partner UK: Kornelia will consider the expectations for the evaluation of the meetings and send the evaluation as soon as possible, at least three weeks after the meetings.

see the flipcharts here and find them in the pictures, send with 'wetransfer'



11:30	<p>Course: Discussing Milestone 1: Structure Analysis of the EQF and NQFs, Leader: Portugal</p> <p>Partner Germany: Verena gives an input about EU documents considering EQF and as an example an analysis about the German Qualification Framework. Find document in the google drive/NQF-EQF/EQR-ingeneral_NQF-germany</p>
11:45	<p>Course: In three groups we discussed the different NQFs and answered the following questions:</p> <ol style="list-style-type: none"> 1. What kind of a competence structure (f.e. professional and personal competences) do your national qualification frameworks have (Dimension)? 2. What kind of levels do our national qualification frameworks have (Hierarchy)? 3. Where can the volunteering skills – EXAMPLES – fit? (Cleaning clothes for children in a orphanage, Personal management of an charity organization, Organization of an catering for homeless people)
12:30	Lunch
13:30	<p>Course: In the same groups we discussed the different NQFs and answered the following questions above and these:</p> <ol style="list-style-type: none"> 4. What are the important key facts we need to include in our descriptions about the NQFs for the comparison of them? 5. Do our expectations need to be changed or should we add something? 6. Are we on track considering the aim of the project? <p>Content Results:</p> <p>Results from the group consists of Partners: Portugal, Italy, Germany:</p> <ol style="list-style-type: none"> 1. Italy and Portugal are similar to EQF. Attitudes and competences don't mean the same. In Germany the structure of the competences have a specific frame. 2. The levels of NQF are equal in the three countries (D, PT, I) 3. The possibility to build a referential of competences based on informal and non formal competences to include them in EQF. Those competences could be validated according to referential by organizations that are specialized on validations (Professional Orders, Federation of NGO volunteers, etc.) How can we make sure to obtain that validation? Which tasks/skills should be validated? Criteria? Concrete and transversal? <ul style="list-style-type: none"> - Voluntarymaine.org - VVH resources - Netherlands list <p>Dimensions of validation (responsibility, quality, human, etc.) sum with a certain weight correspondent to each level of EQF. Dependent to the fields of volunteering organizations they propose specific items that could be included on the common referential.</p> 4. two pages by country; structure: dimension, definition of the learning outcomes approach, description of the levels, schematic formulation <p>Results from the group consists of Partners: Bulgaria, Spain, Turkey:</p> <ol style="list-style-type: none"> 1. Turkey: Learning outcomes for each level;knowledge,skills,competence(3 Main and 8 sub-identifier); Spain: Learning outcomes for each level;knowledge,skills,competence; Bulgaria: Learning outcomes for each level;knowledge,skills,competence Dimension of competences in Turkish QF: knowledge (Theoretical and Factual) skills (Cognitive and practical),competence (Working Independently, Take Responsibility, Learning Competence, Communication and social competence, Area-Specific Competencies); Dimension of competences in Bulgarian QF: autonomy and responsibility, learning competences,communicative and social competences,professional competences 2. Turkey: Structure/hierarchy: 8 levels Spain: Structure/hierarchy: 5 levels; Bulgaria: Structure/hierarchy: 8 levels (without including the additional preparatory level /NQF level 'zero'/, covering pre-school education)

Turkey: 8 level: doctorate degree, 7. Level master's degree, 6. level bachelor's degree, 5. Level: nurse; Bulgaria: 8 level: doctorate degree, 7. Level master's degree, 6. level bachelor's degree, 5. Level: nurse, (sometimes nurses are Level 6)

3. Cleaning clothes for children in an orphanage: 2 level
Organization of a catering for homeless people: 4 level
Personal management of a charity organization: 5-5+ level

Results from the group consists of Partners: Finland, UK, Rumania, Germany:

1. Romania, Finland and Germany have NQF systems that are quite close to the European one, and they have been influenced by it. Each of these countries only has 1 system. The UK, on the other hand, has three systems (basic education, higher education, vocational education) – of these only the vocational qualification framework is directly linked to the EQF. The levels of learning have also been described in more detail in Finland, Germany and Romania.
 2. All countries have adopted an 8-level qualification framework. We noticed a few differences e.g. in the qualifications of certain professionals (like nurses) and that there are some other difference in the vocational stream: for example, in Finland all vocational qualifications have now been brought to level 4, whereas in Romania and the UK there are vocational qualifications at a lower level.
 3. How the three assigned volunteering tasks relate to the NQFs and the EQF isn't clear cut: the same task might be done by volunteers displaying a differing level of commitment (higher commitment usually leads to more intensive learning and higher outcomes), the size of the organization (in large ones many tasks may be more complex to manage) etc.
 - a) Cleaning clothes for a children's home levels 1-2. The task is easy, but the level might depend on whether the volunteer has teamwork tasks and their level of independence in this activity.
 - b) Managing an organization as a volunteer levels 4-6. This depends greatly on the organisation's size and scope of activities. For example, if the organization hires staff, the chairperson and any trustees need to know about employment law, industrial relations and so on, in addition to being able to oversee all the operations of an organization. As a note, there is a managerial specialist vocational qualification in Finland at level 5, which many NGO managers complete even if they have university degrees. Some learning outcomes for a board member are probably relatively similar.
 - c) Organizing a homeless catering service. Levels 3-5 (3 if you only administer giving out food). The levels vary due to the actual tasks: cooking for large groups can be at level 4, managing volunteers in a programme (if it's a large one) anything up to level 5, being in contact with caterers etc 4-5.
- We also discussed that as in all countries with a strong volunteering tradition, volunteers engage for shorter time periods than before, the outcomes may be more difficult to define, as the social skills of working in a team and the "identity building" that occurs when one is associated with a voluntary organization may take a longer time.
 - Even though this is a European project, we felt that the NQFs may be a better starting point than the EQF, as they are quite concrete and volunteering mainly takes place in localised contexts.
 - When validating an individual's learning, we should take the personal factors into account and look at the individual's output inside a task. As stated above, a committed volunteer may learn a great deal about the task itself, the social issue surrounding it and to be able to fit the learning into the bigger picture.

14:30	<p>Course: Summarizing of Results, every group presents results</p> <p>Forthcoming Tasks:</p> <ul style="list-style-type: none"> (4) Partner Germany will prepare a table with a comparison of the NQFs and send it to Portugal. (5) Partner Portugal will analyze results from discussions and the table from Germany in more detail. They think about how informal learning processes can be implemented. (6) Partner Portugal will prepare the information in a document and send it to all partners. (7) All partners translate the information from all partners in the national language and will send it to Portugal. A professional translator cannot be used (subcontracts are forbidden), please do it on your own. (8) Partner Bulgaria is not participating in the content work. They put the information on the website, which they produce in the meantime.
15:30	<p>Course: Discussing milestone 2: validation methodology, Leader: Finland</p> <p>Partner Germany: Verena presents European Inventory (2010) and European Guidelines (2009) on Validation on non-formal and informal learning. Sarah Ninck (student from Uni Paderborn) presents analysis about Europass and Profilpass (German validation tool). Partner Finland: Marion Fields presents status quo and actual results of learning partnership: volunteering validation highway. Find all documents in google drive/1st partner meeting/presentations input about validation</p>
16:00	Course: Open discussion about Europass and Profilpass.
16:30	Course: Wrap up the first day and summarize results.
19:00	Course: Dinner at Roadhouse.

Friday, 31st of Oct 2014

09:30	Course: Meet at the hotel, go to the city hall
10:00	<p>Course: Meet volunteers from an volunteering organization called "Marktplatz fuer Buerger-Engagement in Paderborn", get information about volunteering training and the organization itself. Guided city walk with volunteers to different sightseeing and volunteer areas (open book shelf organized by volunteers) coffee break at contigo for fairtrade coffee</p>
12:30	Course: Meeting at political office of surrounding region of Paderborn, welcoming, get to know about Paderborn, Lunch, Press Release
13:45	Course: Going back to university
14:15	<p>Course: Partner Germany: Verena gives information about the feedback from the German National Agency. Talking about facts and information.</p> <p>Content Results: We need to talk in detail about the stakeholders we are going to contact for the national seminars.</p> <p>Forthcoming Tasks: (9) Raul will consider this topic for the planning of the national seminars.</p>
14:30	Course: Discussion about communication tools within the project. In the application we mentioned: facebook, dropbox, yammer, skype, doodle, mail

	<p>Forthcoming Tasks:</p> <p>(10) The German National Agency is fine with using the same facebook group so we are going to change the name into “volunteering validation highway and destination eValidation”; changed by Verena</p> <p>(11) We do not use dropbox anymore, we are going to change to google docs. Verena opened the google docs account, moved the files from dropbox and invited everyone.</p> <p>(12) We do not use yammer at the moment.</p> <p>(13) We still use skype for meetings, doodle for finding appointments, and for sure mail.</p>
15:00	<p>Course: Discussion about dissemination. In the application we mentioned: Website, Blog, Leaflets, YouTube Channel, 4 online newsletter, presentations, publications, press notes, eBook</p> <p>Forthcoming Tasks:</p> <p>(14) Partner Turkey: Ikbal will take care of the dissemination strategy and the dissemination list. The list is already prepared and on google docs. The partners fill out on there own and Ikbal checks the dissemination list once a month to make sure, that all information is included.</p> <p>(15) Partner Turkey: Ikbal will have a look at other newsletters and will send all partners a suggestion (before that, communicate with Verena please).</p> <p>(16) All partners: If we are going to tweet about the project or volunteering, please mention the hash tags: #validation, #Erasmus+, #desteva, #DestinationeValidation, #VVH, #eValidation, #volunteer</p> <p>(17) All partners: Instead of a blog the website will be used.</p> <p>(18) Partner Spain: Raul will implement a YouTube Channel which can be implemented into our project website.</p> <p>(19) Partner Bulgaria: Kamen presented possible designs for the website, the partners choose; Kamen will implement the website (please use a website name like: “destination evalidation volunteers” or only “volunteersevalidation”).</p> <p>(20) Patner Bulgaria: Kamen presented possible designs for a logo, the partners choose; Kamen will prepare three logos and mails them for a final decision (we can use doodle for the selection)</p> <p>(21) Partner Germany: Verena uploaded the poster as a word version on google drive/dissemination/poster desteva.</p> <p>(22) Partner Bulgaria: Kamen can provide a new poster and certificate with Corporate Identity when we decided about the Logo.</p>
15:30	<p>Course: Partner Germany: Verena gives information about financial and administrative topics.</p> <p>Forthcoming Tasks:</p> <p>(23) The information and the collected questions will be summarized, answered (contact National Agency) and uploaded on google drive by Verena.</p> <p>(24) Most partners (except UK) gave the “request for payments” to Verena. The money will be transferred after the partners signed the partner agreement, which is necessary because of the accounting of the university Paderborn and the money arrived on the universities bank account. The contracts will be send in November 2014.</p>
16:00	<p>Course: Dates for the meetings were fixed.</p> <p>Content Results:</p> <p>Dates of meetings were fixed:</p> <p>2nd meeting in Finland (participants: 2 Bulgaria, 2 Portugal, 1 Italy, 2 Finland, 2 Germany) Arrival: 21.04.2015; Meeting: 22.-23.04.2015; Departure: 24.04.2015</p> <p>3rd meeting in Italy (participants: 2 Bulgaria, 1 Spain, 1 Turkey, 2 UK, 2 Italy, 2 Germany) Arrival: 04.09.2015; Meeting: 05.-06.09.2015; Departure: 07.09.2015</p> <p>4th meeting in UK (participants: 1 Bulgaria, 2 Rumania, 1 Spain, 2 UK, 2 Italy, 2 Germany) Arrival: 13.04.2016; Meeting: 14.-15.04.2016; Departure: 16.04.2016</p>

	<p>5th meeting and conference in Spain (participants: 2 Bulgaria, 4 Rumania, 4 Portugal, 70 Spain, 4 Turkey, 4 UK, 4 Italy, 4 Finland, 4 Germany) We did not find a date; it will be decided online via doodle.</p> <p><u>Forthcoming Tasks:</u></p> <p>(25) Partner Germany: Verena is going to ask the German National Agency if it is possible to have the conference in September.</p>
<p><u>Additional forthcoming Tasks:</u> :</p>	<p>(26) All partners read the application in detail again and take care of their own budget plan. (27) Partner UK: Kornelia prepares an evaluation questionnaire for the partner meetings and a short one for the skype meetings. (28) Partner Germany: Verena contacts the German National Agency to get information about licenses for the eBook publishing. (29) There will be a skype meeting with all members in December, which will be organized through doodle, organized by Partner Germany: Verena. Topic: Milestone2, minutes from first meeting and the tasks.</p>
<p>Topics for 2nd meeting:</p>	<ul style="list-style-type: none"> • Discuss analysis from Portugal • Discuss results from VVH learning partnership, examples from Finland, collection from partners about validation methodologies (more information is coming at the skype meeting) • Collect ideas for online tool

Thank you for your contribution!

forthcoming Tasks in sum:

- (1) Partner Turkey: Ikbal is responsible for correction of articles (English language) for the eBook
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