



Newsletter June 2015



The Kick off meeting!

In mid-June, partners held the Kick-off meeting of CompAssess project. The project will be developed over 2015 and 2016 and aims to create a European network of organizations interested on promoting competences-based learning, with emphasis on implementation of active-collaborative learning methodologies.

Jus at the time of the celebration of its 10th anniversary, the project coordinator, Tknika, welcomed the project partners: SPI (Portugal) Aalborg University and EUC-SYD (Denmark) Tangram and Libera Università di Bolzano (Italy) Mondragon Unibersitatea (Spain) and NRC (Ireland)

At this first meeting, the partners focused on defining the objectives, strategies and activities of the network that they want to create, and on planning actions to be developed along the next few months, basically the gathering of models and existing materials about competences-based learning. Another important point was the definition of the learning model that they would like to promote. It was a good opportunity to meet and exchange views on approaches for tackling the implementation of new learning methodologies.

The documents and the minutes of the meeting that register partners' decisions remain as drafts, waiting for further inputs till final approval at the next meeting in Aalborg, Denmark.



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Partners



Aalborg University



FREIE UNIVERSITÄT BOZEN
LIBERA UNIVERSITÀ DI BOLZANO
FREE UNIVERSITY OF BOZEN - BOLZANO

Libera Università di Bolzano



EUC-SYD



northern regional college



MONDRAGON
UNIBERSITATEA

GOI ESKOLA
POLITEKNIKOA
ESCUELA
POLITÉCNICA
SUPERIOR



TANGRAM
Specialisti in azienda.



LANBIDE HEZIKETARAKO BERRIKUNTZA ZENTROA
CENTRO DE INNOVACIÓN PARA LA FORMACIÓN PROFESIONAL



Sociedade Portuguesa de Inovação



Lifelong
Learning
Programme

CompAssess project:

CompAssess will establish a European network integrated by organizations which already have a solid foundation in the field of **competences-based learning** and have made progress in assessment methodologies. The goal is to share best experiences in this field. It will identify good practices on methodologies and assessment tools in the field of vocational training, mainly, but also at universities.

CompAssess will develop competences implementation and assessment plans. It will make proposals and recommendations on methodologies and **tools for assessing competences** to education authorities in order to promote its implementation in the European VET System.

CompAssess will define a strategy for the setting-up and operation of the network. The selection of the best case studies and the definition of methodologies will be carried out through **four workshops** which will enable interaction between partners. From the results of the workshops, reports on best practice will be elaborated, including recommendations for VET policy makers. The **Final Conference** will be held in San Sebastian to present the results of the projects and the setting-up of the Network.

CompAssess model:

In CompAssess, as a Network, we understand that the acquisition of skills in the education system goes beyond the act of learning, understood as a scheme for capturing information and knowledge.

Having the right skills means not only to be able to apply knowledge when performing tasks, but to go further and use the knowledge and skills acquired, the soft and the technical ones, to generate solutions and answers to problematic situations in specific contexts. This situation, in which we say that our intervention is required, can emerge as a **problem**, a **challenge** or a **case**. (This is not a trivial matter, as it justifies, when planning and designing the learning process, the inclusion of activities with these same features. That is to say problems, challenges, cases, and so on.) The result of our actions must always be a transformation, an **improvement** over what we had before our intervention.

In short, the **transference of competences-based education** turns students into the main actors of the learning action and even of a broader process which cares about and highlights their future **development** as professional and as individuals, so that the main interest of this model lies on showing students their possibilities on changing and progressing and, therefore, **motivates** them to strive on learning, on the acquisition of knowledge and skills which, gradually shaping their character and improving their attitude, in order to become, ultimately, more autonomous, more committed and more responsible. That is to say, more competent.

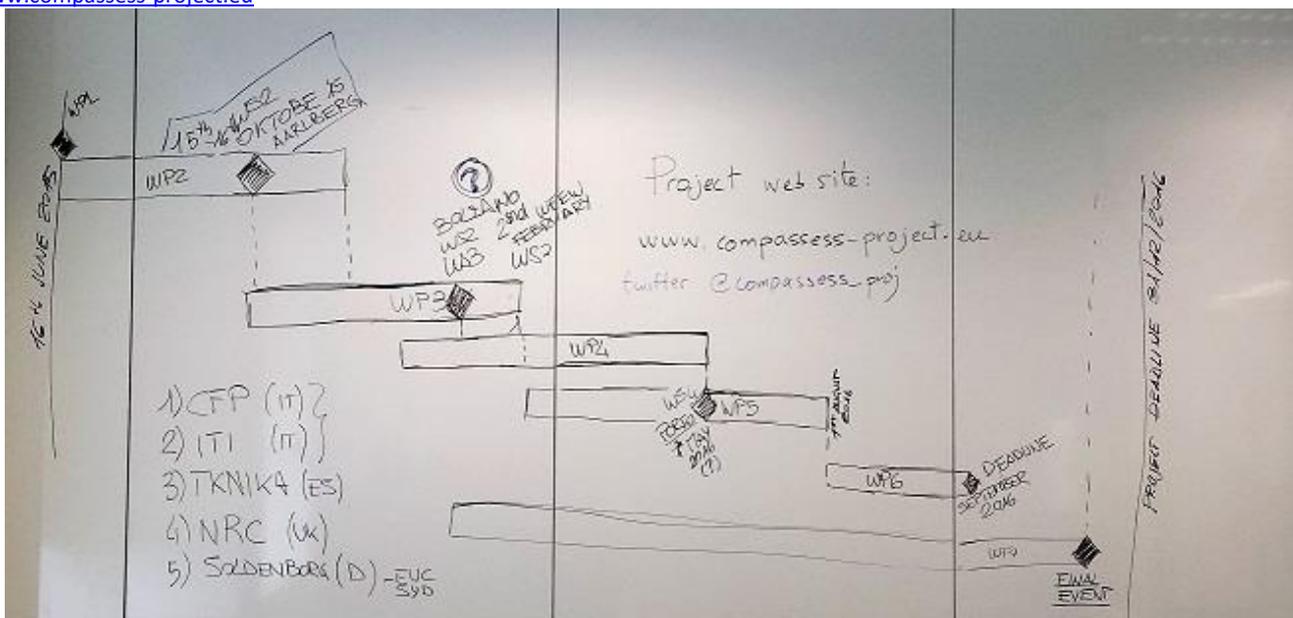
Help!

Currently, as mentioned above, we are collecting cases of models and experiences along Europe in the field of competences-based learning. (vocational and transversal)

If you want to send us information or you want to be part of the network we are building, You are welcome!

More details about the project can be found on the website that we developed:

www.compassess-project.eu



www.compassess-project.eu