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Saint-Étienne

How ECSTRA we can be?

**Employability Competencies for Students Through
implementation and Recognition of Activities**

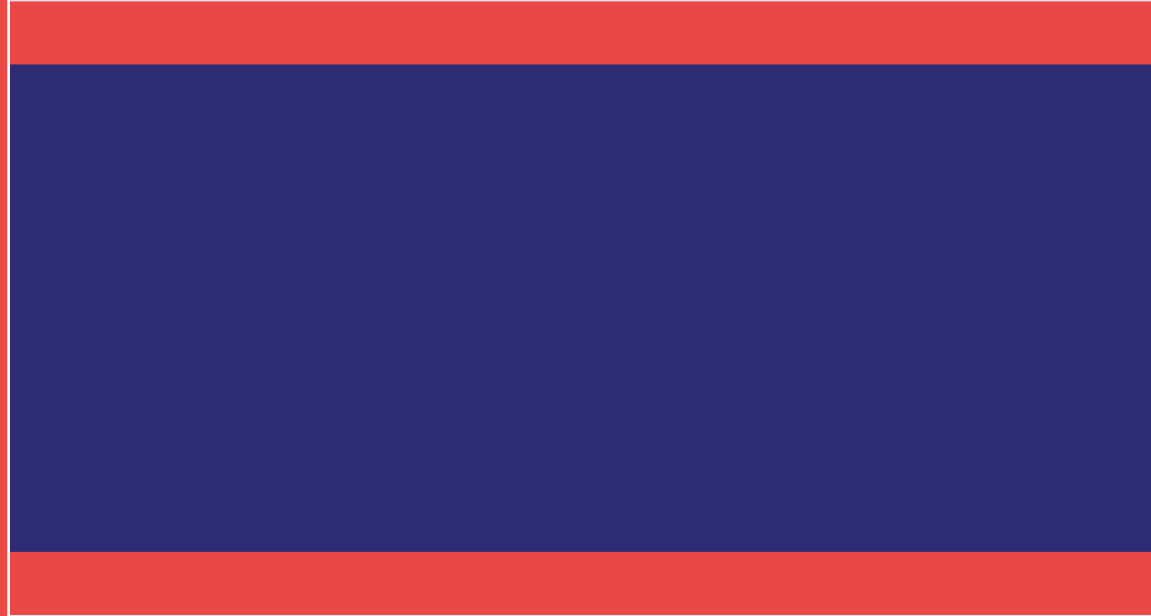
Project Proposal



Project Achievements



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Future developments and legacy

What is the objective of ECSTRA?

**Develop non-formal
competence recognition
auto-approval standards for
students initiatives .**

We developed an *almost perfect* model

Identification

Non-formal
competence
framework

Evaluation

Self-
assessment
questionnaire

Identification

Non-formal
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framework

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Self-
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Development

Internal labelled
programmes

Evaluation

Self-
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Development

Internal labelled
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Certification

Micro-
credentials
(certificate)

Development

Internal labelled
programmes

Certification

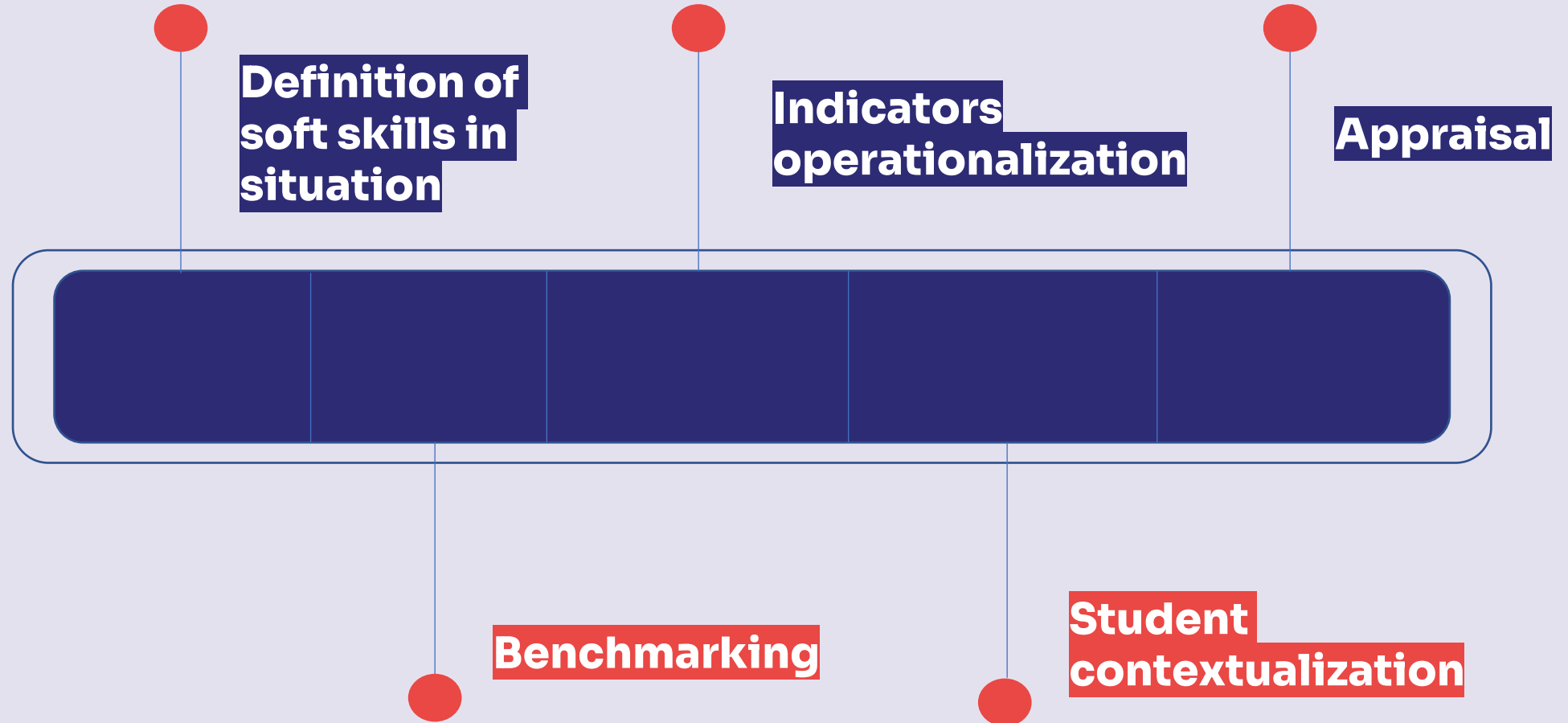
Micro-
credentials
(certificate)

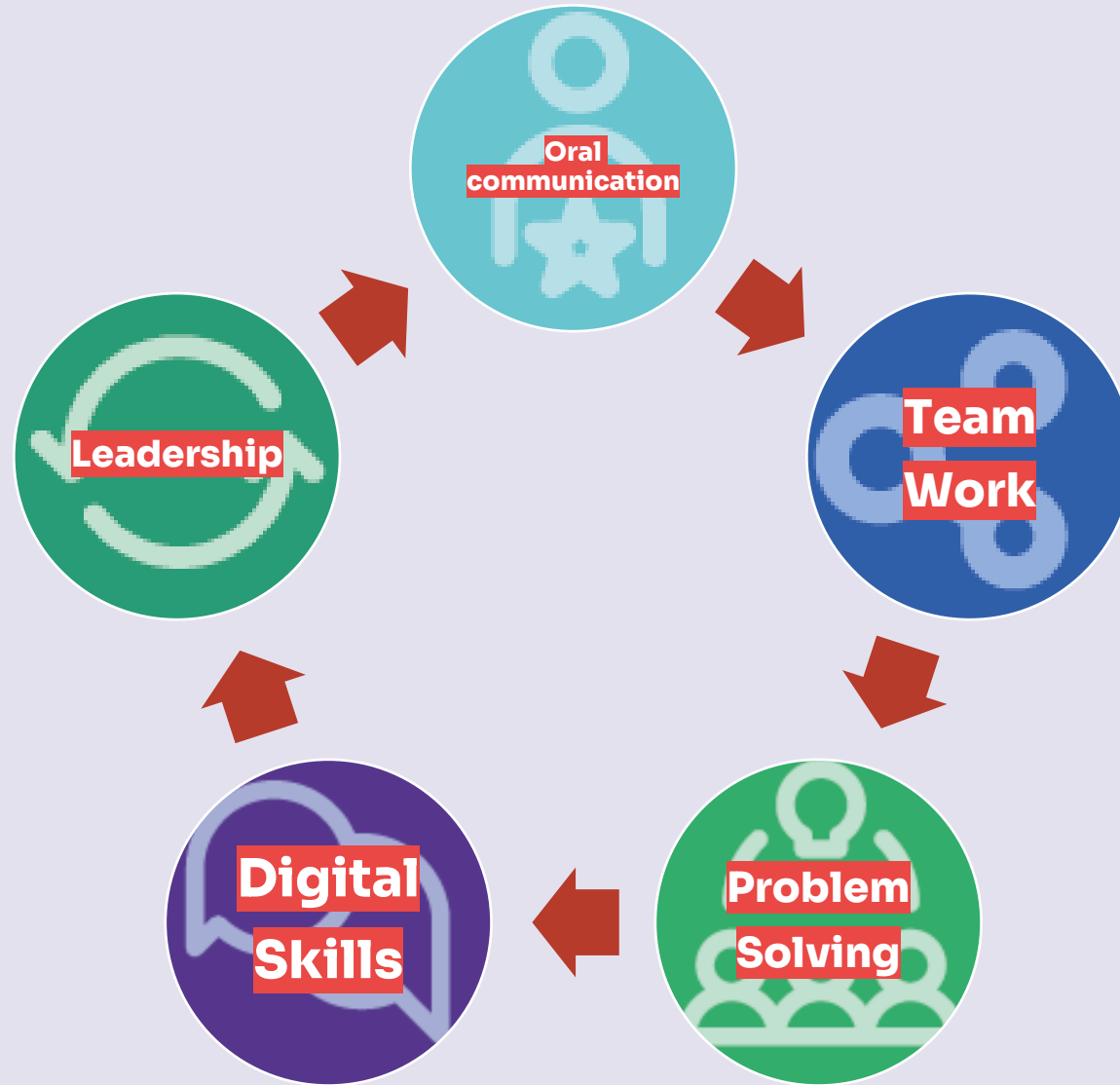
Certification

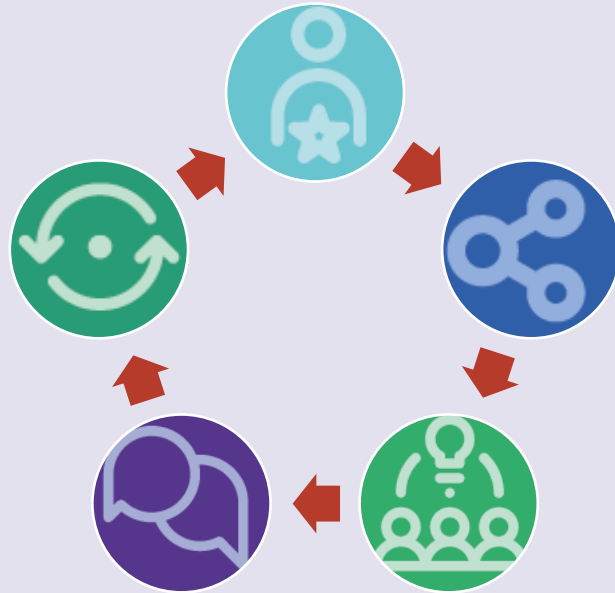
Micro-
credentials
(certificate)

Quality assurance + Standardisation

Identification







- ⇒ **Active involvement of students.**
- ⇒ **Leveraging to not only politically engaged students**
- ⇒ **Pedagogical experts (SUP)**
- ⇒ **Political support and coordination.**
- ⇒ **Applicable only to specific activities (what about upscaling to others?)**

Evaluation

Our achievements



Our achievements

- Creation of a self-assessment questionnaire
- 3 levels of complexity regarding the mastery of each of the 5 competences
- The levels are subdivided into several indicators



Our limits

- Difficulty to assess the intangible = a soft skill is not a concrete skill
- Lack of human resources in the Student Life Departments
- Question of legitimacy: How to be sure that the student does not answer in a biased way?
- Students interests first = they will be the main stakeholders at the end + essential to involve them in the process and consult them regularly + need to contextualize. Hints : Voluntary jury, peer-review systems.
- Emphasis on the trace/evidence + reflective analysis. Hints : Portfolio **approach**



Our limits

Shared garden coordination meeting

Non évalué



Action de type Autre action

1. Compétence(s) et niveau(x) associé(e)s

Ajouter des compétences ▾

Important

Si vous ajoutez des évaluations par le pair ou le tuteur pro au niveau d'une compétence, vous devez ajouter une évaluation par ce même acteur sur l'action globale (tout en bas de cette page).

— TEAMWORK



Composantes essentielles prises en compte

Ajouter des composantes

Situations professionnelles prises en compte

Ajouter des situations

Shared garden



Sélectionner le niveau visé ⓘ

LEVEL 3 : ADAPTING TO THE NEEDS OF THE GROUP



Apprentissages critiques mobilisés ⓘ

Ajouter des apprentissages



Ajouter les évaluations ▾

Suggesting improvements for the groups codes and rules focusing on group needs to ensure inclusiveness

Moi



+ 2. Aide pour mon travail réflexif et mon évaluation

— 3. Contexte et évaluateurs enseignants

Contexte



The aim is to develop a market gardening project by and for students within the 'Ferme de Sariève'. The project implies different types of actions for the volunteers: thinking and building the project (visits and discoveries of already existing gardens in France), thinking the economic model (there will be a salaried gardener, it is a semi-professional garden project), mobilizing volunteers, choosing the products to grow according to the soil conditions and the volunteer commitment, organizing agricultural work camps, thinking about the mobility to get to the farm (organization of a bicycle tour).

Mon ou mes évaluateur(s) enseignant(s) ⓘ

Associer des évaluateurs

— 4. Analyse et réflexivité sur vos actions

When other group members are not happy about something or some are being excluded. I understand why and suggest improvements to formal and non-formal codes and rules of the group.



I suggest improvement on our roles and division of tasks seeking particular impact.



I provide suggestions how to improve our meetings so people would participate more actively.



I provide suggestions how we can encourage other group members to provide relevant information and proposals proactively.





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Development

Career centers

Student counselling

Training labellisation

Promotion of trainings



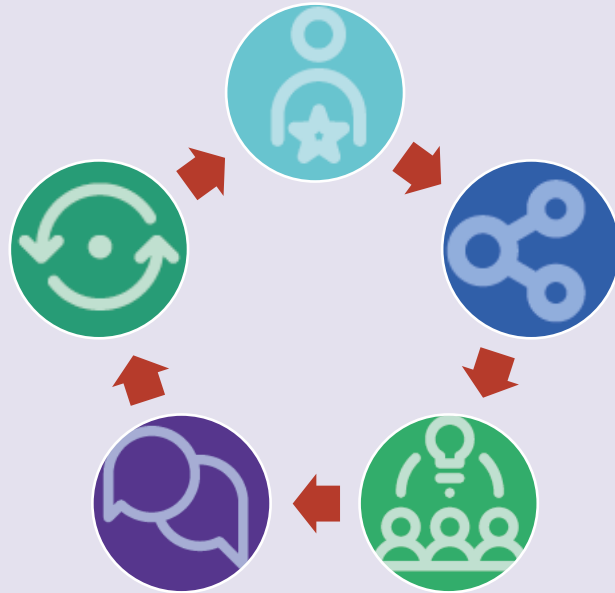
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**Strong cooperation with
Student Life Departments**

**Career
centers**

Few courses

Certification



- ⇒ **Digital badges**
- ⇒ **Certificats of Community Involvement**
- ⇒ **Diploma supplements**
- ⇒ **ECTS**



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Strategic Challenges

Methodological challenge

Students “Recognition Managers” Institutions

- Simplifying questionnaires
- Incite students to choose this methodology
- Customization

Procedural Challenge

Students **“Recognition Managers”** Institutions

- Upscaling ECSTRA methodology to other extracurricular scenarii
- Simplifying procedures for an increasing mass of students
- Criteria for «labelling » external/internal training courses
- Adopting easy standards on portability

e Political challenge

Students “Recognition Managers” Institutions

- ❑ Create legitimate policies on microcredentials, recognition policy to provide transferability and portability to these compétences.
- ❑ Lobbying for an European Approach on microcredentials
- ❑ Create frameworks (even IT) for a better quality assurance of this methodology.

Merci !