



ecvet

European Credit system for
Vocational Education & Training

Save the date!

European support to ECVET on national level

Joint conference on the results of three ECVET activities funded through the Lifelong Learning Programme:

The eight European ECVET pilot projects 2011-2014

The NetECVET network

The National teams of ECVET experts

24-25 October 2013, Brussels

Invitation: Please save the date and state your interest!

The European Commission and its Executive Agency (EACEA) have the pleasure to invite you to the Final Conference of three actions supporting the national implementation of ECVET

- Eight pilot projects, testing the ECVET technical specifications and developing methods and tools for its national implementation;
- The National Teams of ECVET Experts, supporting VET actors and practitioners when using ECVET on a national level;
- The NetECVET network of LLP National Agencies, providing an online tool to support ECVET mobility

Since the European Parliament and the Council adopted the Recommendation in June 2009 many activities have been launched to transform the theoretical concept into a practical system, which is used to recognise and transfer learning outcomes in vocational education and training (VET) acquired in another country or in another environment.

It was clear from the beginning that the actual use of ECVET would have to happen on national level. The ECVET pilot projects and other cooperation projects tested possible routes to implement ECVET. They met in numerous seminars and workshops to analyse their concepts and look at European commonalities and national differences. The projects are now ready to share their results with a wider audience.

The thematic networking of fourteen National Agencies on ECVET provided an opportunity to disseminate best practice and to produce hands-on material for the use of ECVET – an ECVET toolkit is now there to support and guide VET providers and other actors in VET.

National Teams of ECVET experts have been established in 25 countries. Nearly 200 ECVET Experts are committed to supporting stakeholders and practitioners in finding out how to best use ECVET.

The experiences made, challenges encountered and solutions identified by all three actions will be presented during a joint conference on 24-25 October 2013 in Brussels.

Over one and a half day, the event will offer the chance to

- Share the results of the pilot projects, the NetECVET network and the National Teams of ECVET experts with the wider public;
- Provide an opportunity for the ECVET community of practice to discuss drivers, enablers, success factors and challenges around ECVET implementation;
- Take stock of the experiences gathered during the process of engaging national stakeholders for ECVET and
- Reflect on the future needs for further development of ECVET - on national and European level.

The European Commission and the EAC Executive Agency would like to cordially invite you to save the date and pre-register on the ECVET pilot projects' website <http://www.ecvet-projects.eu/Seminars/SeminarDetail.aspx?id=50>. You will then receive a personal invitation.

We look forward to meeting you in October in Brussels!



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Co-funded by the





The ECVET pilot projects

Between 2011 and 2014, eight European pilot projects were funded through the Lifelong Learning Programme to test the ECVET technical specifications and develop concrete methods and tools. The projects had to have for aim to support system-level implementation of ECVET.

Four of the eight pilot projects - I CARE and CO.L.O.R (Italy), MENECEVET (France) and VET-CCS (Malta) have already finalised their work. The results of these four projects and their influence on national implementation of ECVET are presented briefly in this brochure.

Information on the remaining four projects can be found on <http://www.ecvet-projects.eu>. All eight projects (including EASY-Metal, ESYCQ, 2get1care (Germany) and CPU-Europe (Belgium-fr) will present their results during the joint conference on 24-25 October in Brussels.

VET-CCS (MT) A conversion manual for VET qualifications



Basic information

Lead partners

Malta Qualifications Council (MQC), National Commission for Further and Higher Education (NCFHE), Ministry of Education and Employment (Malta)

Partner countries

Italy, Slovenia, Romania

Qualifications and sectors worked with

Cross-Sectoral

Area of credit transfer and accumulation addressed

Accumulation of credit throughout entire VET learning pathway – initial training and continuing professional development

Project website

<http://www.ecvetmalta.org.mt/>

Aims of the project

ECVET has been designed to enhance the quality of students' mobility through recognition of units of learning outcomes; and to encourage and facilitate lifelong learning and through the flexibility of programmes and pathways.

- Beyond that, ECVET can also support specific demands of VET-providers. It can help to
- Define clear learning outcomes for courses;
- Design training programmes which are more relevant to industry;
- Provide individualised, tailored and flexible training programmes;
- Improve co-operation with other institutions (national and transnational); and
- Improve the management of learners' mobility.

The project has developed and tested a step-by step procedure that clarifies how VET-providers can convert their qualifications / courses so that they are compatible with the ECVET technical specifications. 30 VET qualifications were chosen to include both full VET qualifications as well as short VET courses at different NQF levels. These short courses were selected in a way that a learner can combine them in order to accumulate ECVET points in view of obtaining a full VET qualification.

Based on the methodologies developed and tested, a Conversion Manual has been drawn up. The manual provides guidelines and a step-by-step procedure to help VET-providers in Malta and beyond converting their courses to ECVET-compatibility.

Supporting national implementation of ECVET

Malta has already taken significant steps to create the necessary conditions for introducing ECVET in its VET system. In 2007, the Malta Qualifications Framework (MQF) was launched, featuring eight levels of qualifications mapped to the EQF. ECVET was promoted early on; as a tool to both encourage and facilitate students' mobility and lifelong learning in the vocational education and training sector.

VET-CCS was coordinated by the Malta Qualification Council (MQC), the responsible institution for the development and implementation of ECVET in Malta; hence, it was conceived as a top-down project. By involving five large VET-providers in the project - the Malta College of Arts, Science and Technology (MCAST), Clear Dimension Ltd, Institute of Tourism Studies, Employment and Training Corporation, Korporazzjoni Tax-Xoghol u Tahrig – VET-CCS succeeded in involving important stakeholders and a wide range of qualifications from different fields.

Moreover, the institutions had the chance to have a say in the development of the conversion method and adapt their own qualifications in the process. This has generated practice-oriented experience for different areas of study and different qualifications.

Other main advantages of the VET CCS project are the existent synergies between several on-going implementation processes of the European transparency instruments in Malta. ECVET is for example, mentioned at various points in the latest update of the referencing report of the Malta Qualifications Framework (MQF). The future allocation of qualifications to MQF-levels will be carried out by using a revised version of the currently used template, asking for the description of learning outcomes in terms of knowledge, skills and competence, which has been developed as part of the VET-CCS project.

Moreover, synergies between ECVET and EQAVET can be identified. For instance, the organisation of the assessment of learning outcomes will be a crucial topic to discuss: Who should assess and how (with what methods) to create the preconditions to validation, recognition, and transfer and make sure the assessment process is quality assured? To point out the synergies of both instruments to users, the MQC plans to hold seminars on ECVET next to seminars about EQAVET.

Hence, the development of a method to convert national VET qualifications to the ECVET system was seen as an important step to fully implement the MQF and create the necessary conditions for the using ECVET on a broad scale.

References

The ECVET Conversion Manual:

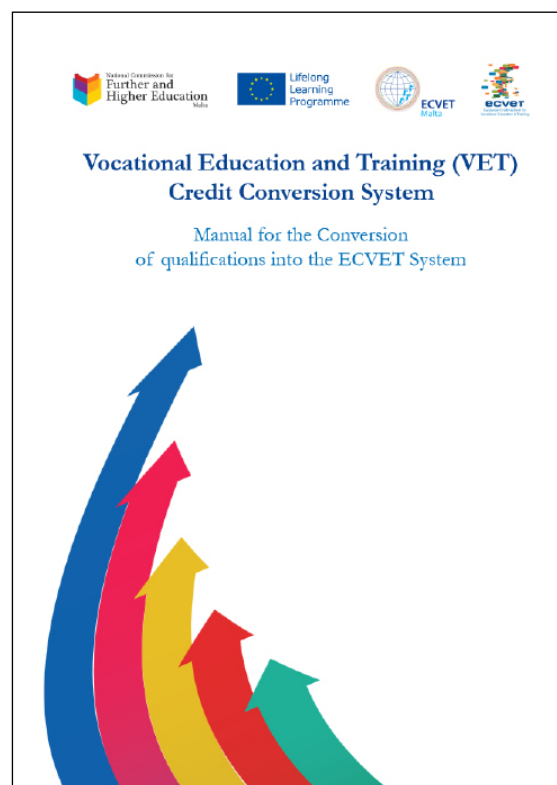
<http://www.ecvetmalta.org.mt/content/ecvetconversion-manual/3347249/>

Description of the 30 courses selected for the pilot project:

<http://www.ecvetmalta.org.mt/content/pilot-project-courses-strength-and-weaknesses-reports/1855941/>

Strengths and Weaknesses Reports:

<http://www.ecvetmalta.org.mt/content/pilot-project-courses-strength-and-weaknesses-reports/1855941/>





Basic information

Lead partners

Isfol (Italy) - Public research institute on labour market and training issues; ARLAS - the Regione Campania's Agency for Employment, Education and Training

Partner countries

Malta, Romania, UK - Scotland

Qualifications and sectors worked with

Health Care and Construction

Area of credit transfer and accumulation addressed

People without or with low qualifications who acquired knowledge, skills and competence outside the formal education sector. The aim was to support validation and recognition of competences acquired through non-formal or informal learning.

Project website

<http://www.color-project.org/>

- Also in 2013, the Italian EQF referencing report was presented to the EQF Advisory Group.

These measures constitute progressive steps towards making VET in Italy more transparent and to support recognition of learning outcomes independent of where they were achieved. They are inspired by the European processes and tools concerning qualifications and vocational education and training.

The project COLOR developed a methodology and a template for describing units of learning outcomes that enable assessment of knowledge, skills and competence independent of how people learnt these. The two sectors of health care and construction were chosen because these sectors typically employ many people with low or no qualifications or with foreign qualifications often in a different field of study/professional area. In each sector concerned, two units were developed and tested. This means that the units were not only defined and described, but people were assessed and their competences were validated against the requirements of each unit. These people held no prior qualifications in the fields concerned but they have been working in the sector for some time.

Aims of the project

The COLOR project needs to be seen in the context of on-going reforms of the qualifications system and vocational education and training in Italy:

- In 2011 an agreement between State-Regions (which have important competences for vocational training) was formalised. This agreement will establish a National Repertory of VET qualifications (those at the EQF levels 3 and 4). In this repertory all qualifications are described using a common format, including for the definition of knowledge, skills and competence;
- In 2012 another State-Regions Agreement was concluded, this time concerning the establishment of a national system for certification of apprenticeship training;
- In 2013, a Decree was adopted as part of the Labour Market reform introducing concrete measures for the development of a lifelong learning system in Italy. It constitutes the legal basis for a national public certification system for validation and recognition of knowledge, skills and competence achieved outside formal education;

Supporting national implementation of ECVET

The project brought together several Italian regions as well as other key stakeholders in the two sectors. The main contribution of this project was that all the partners were engaged in the development of the methodology, they witnessed the feasibility of competence-based assessments and they consequently committed to continue using the tools developed and to take this work further. The partners signed a Memorandum in which they commit to continue testing the units developed and to design and test modular competence-based training pathways. The methodology for describing, assessing and validating units of learning outcomes developed through the COLOR project is expected to contribute to the above mentioned reforms of the qualifications system.

References

The products of COLOR project can be found on the project web-site. See for example the Plan of ECVET Units for Learning Outcomes Recognition – Construction Sector: <http://www.color-project.org/?q=node/10>

I-CARE (IT)

A recognition model for mobile workers in the care sector



Basic information

Lead partners

Fondazione Cefass, Fondazione Ikaros (Italy – Lombardy Region)

Partner countries

Poland, Romania, Germany

Qualifications and sectors worked with

Personal Care and Social Workers

Area of credit transfer and accumulation addressed

Recognition of learning outcomes of migrant workers in the personal and social care sector - acquired in other countries or through non-formal and informal learning

Project website

<http://www.icareproject.eu/>

Aims of the project

The I CARE project used ECVET as a framework to develop a recognition model for mobile workers in the personal and social care sector; valid across borders. To achieve this goal, the project moved forward in several stages: Firstly, a partnership between the Italian lead partners (Fondazione Cefass - Lombardy Region and Fondazione Ikaros) and international partners from Poland, Germany and Romania (VET-providers and competent institutions) was set up. The partners then developed a matrix of competences which makes it possible to compare the learning outcomes of five qualifications from personal and social care sector across the partner countries. On the basis of this matrix, an assessment method was piloted in all countries to make sure the learning outcomes can be assessed on an equal basis.

At the end of the process, the partners were able to develop a recognition model for prior learning that can be used by VET-providers, but also by competent institutions to formalise achieved learning outcomes and progress or upgrade a qualification. Hence, the model can be used during the training process, but also in a labour market context, helping to create new opportunities for mobile workers.

Supporting national implementation of ECVET

The Italian VET system is rather complex and fragmented. The Regions and Autonomous Provinces have exclusive legislative power on vocational education and training for delivering vocational qualifications, with the exception of VET as part of compulsory education, where the Regions must comply with minimum standards and rules established at the national level. This entails that for many qualifications and competences, there are no national standards; and qualifications issued by Regions and Provinces could not be automatically recognised across Italy.

Hence, the I CARE project tried to create impulses for greater transparency and permeability in the Italian VET-system; and, eventually, the recognition of learning outcomes acquired in other contexts by using the ECVET framework.

It was found that the use of learning outcomes creates transparency across regions and across countries. VET-providers and competent institutions in different countries and Italian regions can use the I CARE matrix of competences to identify commonalities between qualifications. With the common assessment method, prior learning can be tested and validated according to a competence-based approach. Each learning outcome (part of a unit of learning outcomes) is assessed individually, through simulation of a real work situation and a theoretical test. Gaps can be identified, and an individual training plan can be set up; in view of shortening the training path leading to the full qualification. However, the Regional authority awards the qualification on the basis of a summative final exam organised by the VET provider. Modular and flexible training courses are hardly available. This, for the moment, poses an obstacle to the full implementation of the recognition model.

In January 2013, a decree on the validation and recognition of non-formal and informal learning has been introduced in Italy. This emphasises the need for concrete tools and methods to facilitate the recognition of prior learning. Consequently, I CARE stated an increasing interest from VET-providers and competent institutions in the methodology developed by the project - in the Lombardy region and beyond.

References

The ICARE Matrix of competences and corresponding assessment tool for Care Operator:

<http://www.ecvet-projects.eu/Projects/ProjectDetail.aspx-?id=32>

MoU between VET-Provider and Job Services (Draft):

<http://www.ecvet-projects.eu/Admin/Documents/MoU%20Template%202%20%5Bdraft%5D.pdf>

MoU between VET-Provider and VET-Provider (Draft):

<http://www.ecvet-projects.eu/Admin/Documents/MoU%20Template%201%20%5Bdraft%5D.pdf>

ICARE Newsletters:

<http://www.icareproject.eu/pages/news/newsletter.html>



MEN-ECVET (FR)

How to use ECVET as part of VET qualifications of the French Ministry of National Education?



Basic information

Lead partners

France, French Ministry of National Education together with the International Centre for Pedagogical Studies (CIEP)

Partner countries

French Speaking Community of Belgium, Germany, Catalonia Autonomous Community of Spain

Qualifications and sectors worked with

The project focused on the main upper-secondary leaving VET qualifications (BAC PRO - *Baccalaureat Professionnel*). The selected qualifications were in sectors of construction, electro-technicians, accounting and secretarial work, front desk and client relation services, care and domestic services

Area of credit transfer and accumulation addressed

The main focus of the project was the recognition of learning outcomes achieved during international mobility of students in initial VET

Project website

http://www.ciep.fr/expert_educ/professionnel/Leo_men-ecvet.php

Aims of the project

The qualifications of the Ministry of National Education in France are already designed in terms of units of learning outcomes. The units structure the certification process, meaning that there is a certain correspondence between units and situations of final assessment¹. A BAC PRO qualification is usually composed of around 10 units (but it can be more or less depending on the qualification). BAC PRO always contains a certain number of units that refer to general education components such as French language, mathematics, foreign language, history and geography. Therefore the number of units that refer purely to competences specific to a given profession is smaller. These units are usually broad and comprise a relatively complex combination of knowledge skills and competence. Most units can also be achieved through several continuous assessments (rather than through one final assessment). Continuous assessment is for example used to validate the competences acquired during compulsory periods of work-based learning (in companies) where the in-company trainer assesses learner's achievement on defined set of learning outcomes.

¹ There is not necessarily a one-to-one relationship, one assessment situation can correspond to two units or one unit can be assessed through two assessments.

The project approach consisted in comparing the ECVET Recommendation and its principles with the regulatory framework and guidelines for qualification design and award (concerning the above mentioned qualifications). The project also examined the experience of earlier ECVET-related projects and had a forward looking reflection on:

- How ECVET could be used in the context of BAC PRO qualifications; and
- How the existing regulatory framework could be improved to facilitate recognition of learning outcomes achieved abroad, using ECVET.

Impulses for national implementation

In summary the project concluded that:

- The existing regulatory framework for design and description of French qualifications was mostly well aligned with the ECVET technical specifications (units, learning outcomes, assessment, validation and recognition);
- The way in which qualifications of the Ministry of National Education are currently described could be simplified and made more consistent to improve their legibility. The project made several recommendation on how to update the Guide for design of VET qualifications which is the official document used by sectoral tri-partite committees when designing or updating a qualification. It is foreseen that the forthcoming update of the Guide will take these into account;
- The possible use of ECVET points was examined. The project evaluated the possibility of using the workload approach to assign points to units. It also analysed whether the ECVET points could replace the currently existing system of points which is related to the weight of each unit and to grades². None of the approaches was considered satisfactory and of added value in the French context.

Regarding recognition of learning outcomes achieved during mobility, two options were identified:

- It is possible to carry out a continuous assessment (for part of a unit) abroad. in the context of international mobility, recognising this assessment towards the certification process. In such case the assessment abroad has to satisfy certain conditions which were defined. In particular it has to concern those learning outcomes defined in the French qualification standard.

- An optional unit could be introduced to BAC PRO qualifications certifying learners' multicultural competence acquired via mobility. The learning outcomes for this unit were identified as well as the criteria and conditions for their assessment. Therefore, in addition to learning new technical skills and competence while abroad, learners would also have the possibility to get recognition for the more 'soft' skills gained.

These two options are not mutually exclusive – on contrary they can be combined. Both require certain adjustments to the existing regulatory framework (decrees). On completion of the project, the Ministry of National Education committed to making these evolutions, which should be ready in autumn 2013.

References

The final report of the project is forthcoming. In the meantime, more information about the project can be found here: <http://www.ecvet-projects.eu/Projects/ProjectDetail.aspx?id=33>



² In the French system each unit has a certain 'weight' (coefficient). The grade the learner obtains from each assessment is multiplied by this 'weight' (coefficient), the points are summed than divided by the total sum of coefficients. The result obtained is the final grade of the learner which has to be more than 10 in order for the learner to be awarded a 'pass'.

The national teams of ECVET experts

Basic information

In a restricted call, all National Agencies of the Lifelong Learning Programme have been offered the possibility to get a funding for a number of experts in their respective country. The purpose of these Experts is to promote and further develop the adoption, the application and the use of ECVET in their countries. They should support the relevant actors involved in Vocational Education and Training on a national level to best use ECVET.

As a result, National Teams of ECVET Experts have been established in 25 countries. Nearly 200 ECVET Experts have been identified, their number by country varying between 3 and 14. The present grant, totalling 3.2 million Euros, covers 2 years until the end of 2013

Aims of the project

The National Teams of ECVET experts have been launched in 2012 as an instrument to multiply the information and advice on ECVET on national level. An active involvement of national experts is of high importance to implement the action lines as mentioned in the Recommendation of the European Parliament and of the Council on the establishment of a European Credit System for Vocational Education and Training. The good experience with the Bologna Experts teams and the positive impact they had on the national implementation of ECTS confirms this approach.

- The National Teams of ECVET experts provided counselling to VET relevant competent bodies and institutions in the following areas:
- The conditions and measures to be adopted by Member States so that ECVET will be applied;
- The technical specifications of ECVET, as defined in the annex to the Recommendation;
- The use of ECVET for geographical mobility of learners;
- All relevant aspects of the Lifelong Learning Programme linked to ECVET.

The experts were specifically asked to ensure the coherency of all European instruments for transparency of learning outcomes (such as EQF, EQAVET, ECTS, Europass), and advise on how they are interconnected. Moreover, the experts were asked to promote the development and use of ECVET as part of a broader lifelong learning approach which is an element of the Europe 2020 strategy for smart, sustainable and inclusive growth.

Supporting national implementation of ECVET

Within the two years of experience since the National Experts started their work, some key activities have emerged how they can concretely contribute to the national implementation of ECVET.

The National Teams of ECVET experts can

- Support the broad dissemination and use of ECVET by spreading information;
- Support national projects and practitioners working with ECVET;
- Support competent institutions in developing manners of using ECVET for the validation and recognition of learning outcomes acquired in different learning contexts – in accordance with national rules and regulations;
- In short, the national experts can broaden the spectrum of multipliers with knowledge and understanding of ECVET and can support testing and development on national level.

ECVET Contact Points were established and constant work at national level has been conducted. Specific strategies for the dissemination and implementation of ECVET at national level were planned and various types of activities were organised by the countries: Austria, Belgium, Bulgaria, Croatia, Czech Republic, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Sweden, Switzerland, United Kingdom, with the aim to respond to national-level needs: training of target groups, consultation services and networking, assistance in policy-making, promotion and awareness-raising, international cooperation. The envisaged impact was to develop and implement a transparent and innovative ECVET system at national level; support the testing of ECVET as a quality assurance tool, with the aim to promote long-term international mobility in VET; support the analysis of ECVET in concrete sector- or job-specific areas; raise stakeholders' awareness of the need to recognise mobility as a prerequisite for acquiring professional qualifications and skills, initiate sustainable dialogue and cooperation between the business and VET sectors.

The National Teams of ECVET Experts have actively supported the national efforts in the awareness-raising activities, the creation/publication of information material (website, leaflets, etc.), helping interested Vocational Education and Training (VET) providers to implement the ECVET system, the development of the National Qualifications Framework (NQF).

As examples, events were organised ranging from contact-seminars for building ECVET, or for spreading the use of ECVET in mobility initiatives, including Leonardo da Vinci Mobility projects, to conferences specifically focused on ECVET dissemination and best practices.

These actions addressed a large variety of stakeholders for which ECVET is of high relevance, both users and non-users: experienced VET practitioners involved in multilateral projects of the LLP Programme dealing with the testing of ECVET technical components or with LLP mobility projects; European, national and regional authorities; decision makers involved in education and training; VET experts; school authorities; non-governmental organisations working in the field of ECVET; employers and employers' organisations; social partners; the business sector.

The joint conference on 24-25 October will give the opportunity to discuss with the National ECVET experts. In several workshops and plenary sessions, the National Teams of ECVET Experts will share their experiences and approaches.

References

Websites of the National Agencies of Lifelong Learning, introducing the ECVET experts and their national focus of work: http://ec.europa.eu/education/lifelong-learning-programme/national_en.htm

Promoting ECVET to practitioners: The NetECVET network

Basic information

Lead partners

National Agency 'Education for Europe' at the Federal Institute for Vocational Education and Training (NA at BIBB), Bonn, Germany

Partner countries

The NetECVET network consists of National Agencies from 14 countries: Austria, Finland, Italy, The Netherlands, Denmark, France, Hungary, Norway, Poland, Romania, Sweden, Turkey, and United Kingdom.

The NetECVET network promotes the use of ECVET in the context of transnational mobility. By engaging practitioners, it supports the implementation process in the Member States through a bottom-up approach. In 2012, VET-providers, developers and other actors in VET exchanged their experiences in a series of seven seminars across Europe. The results of these workshops formed the basis to the development of an ECVET toolkit; containing templates and other instruments to support and guide VET-providers in using ECVET to organise and quality assure mobility phases of students, and create the pre-conditions for the recognition of learning outcomes acquired abroad.

Project website

<http://netecvet.com/>

Aims of the project

The NetECVET project is one of the thematic networking activities of National Agencies in the Lifelong Learning Programme (LLP). Promoting mobility among VET students in Europe and using ECVET to assure validation and recognition of learning outcomes is one of the main goals of the network.

A recent survey conducted by the NAs in Germany, Hungary, Italy and Austria among their LLP projects showed that about 60% of the responding VET providers implementing mobility projects had heard about ECVET. However, their level of knowledge is very basic and only very few have practical experience. Hence, there is still a large demand for information, examples, and models in the ECVET implementation process. Nevertheless, a positive attitude and expectations towards ECVET and learning outcomes was stated in the survey as well, and a large majority of respondents were interested in participating in information sessions.

To answer to these demands, the NetECVET network decided that good practices developed in LLP projects and mobility projects should feed into the design of tools for the wider use – an ECVET toolkit.

To reach this goal, the NetECVET network chose a bottom-up approach and engaged stakeholders in the process. In 2012, seven workshops with practitioners, competent bodies and national authorities were held

– in Amstelveen, Paris, Copenhagen, Warsaw, Birmingham, Rome and Stockholm. In these workshops, NetECVET collected and analysed existing experiences with ECVET. Projects presented the models, instruments and solutions they developed for a specific context - for example, the definition and description of units of learning outcomes and their assessment for students in the automotive industry. VET practitioners tested the methodologies, instruments and approaches for their practical suitability in the national and European context. The results were used to design an ECVET toolkit to support and guide VET practitioners in using ECVET.

For example, during the workshop held in Birmingham in June 2012 on the assessment of learning outcomes, the participants formulated a “wish list” for the toolkit. As to content, it was obvious that practitioners would like to get information about the state of play of assessment across countries and the role of competent institutions. Moreover, they asked for the toolkit to provide solutions applicable as well in those countries where a formal recognition of full units and accumulation of credit is not possible – because the countries do not work with the learning outcomes approach yet, or qualifications are awarded on the basis of a comprehensive final examination. Creative thinking and impulses for solutions was required, and the developers were asked to summarise the added value of ECVET in the process of assessment, validation and recognition again.

Hence, the toolkit covers a broad range of application contexts and concrete examples and models, based on specific national preconditions, existing mobility units, activities at sectoral level and required partnership functions. It also provides templates for an ECVET Memorandum of Understanding or for the Learning Agreements.

Supporting national implementation of ECVET

During the workshops, it became obvious that practitioners developed a positive attitude towards ECVET and the use of units of learning outcomes in learners’ mobility. A large majority of participants are interested in attending further workshops or

networking activities; and becoming a part of the ECVET Community of Practice. They have realised that transparency and comparability of qualifications are a precondition for a common European education area; and see the added value of ECVET in its potential for achieving common European mobility units.

For VET-providers, it is particularly challenging to deal with different training contents and priorities; and various practices in assessment and certification across Europe. ECVET can help to create a ‘common language’.

Hence, the workshops provided an excellent opportunity to overcome practitioners’ concern that ECVET might bring additional formal administrative burdens; or would make mobility projects more complicated. ECVET can support mobility partners in identifying and agreeing on mobility phases and contents. It provides guidelines to the partners to enter into a more in-depth dialogue. It is an instrument for quality assurance and quality improvement.

The results are high quality mobility projects with better chances for recognition and transferability of learning outcomes. In practitioners’ views, this is a way of promoting mobility phases in VET – which will, on the long run, help to increase the number of students participating in learning mobility.

The ECVET Toolkit will be available on the internet at <http://www.ecvet-toolkit.eu> as from 24 October 2013. During the joint ECVET conference on 24-25 October, the NetECVET toolkit will be presented in a specific workshop. The participants will also have the opportunity to try out and explore content and tools.

References

The products and results from a number of ECVET projects in the Lifelong Learning Programme were the starting point for the development of the ECVET toolkit. These projects are presented in the Leonardo da Vinci projects and products portal ADAM:

<http://www.adam-europe.eu/adam/thematicgroup/ECVET>

Please state your interest and pre-register for the conference!

If you are interested in receiving a personal invitation from the European Commission for the joint conference on ECVET national implementation and dissemination, please pre-register on the ECVET pilot projects’ website: <http://www.ecvet-projects.eu/Seminars/SeminarDetail.aspx?id=50>. You will then receive a personal invitation.

The conference will bring together ca. 250 ECVET users and experts from different countries across Europe. Please note that the availability of places is limited. We will notify you should we not be able to consider your request.

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