
Engaging with ECVET

**Providers' experiences from the
Netherlands**

**A “cultural” change > from policy
statement or decision to practice**

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- Challenges
 - Strategies
 - Drivers
 - Obstacles
 - Governance vs Autonomy
 - Understanding Needs and Contexts

Recommendations

- Suggestions
- Solutions
- ->> facilitating effective implementation

The involvement of “neglected” actors: VET Providers and Practitioners

Key messages

- policy, autonomy and priorities
- acceptance
- top-down or bottom-up
- support from the “shop-floor”

Key messages (continued)

- **peer learning, sharing and (potential) final-users**
- **balance between top-down and bottom-up approaches**
- **availability of basic and user-friendly implementation tools**
- **resources**

Personal Profile and working contexts

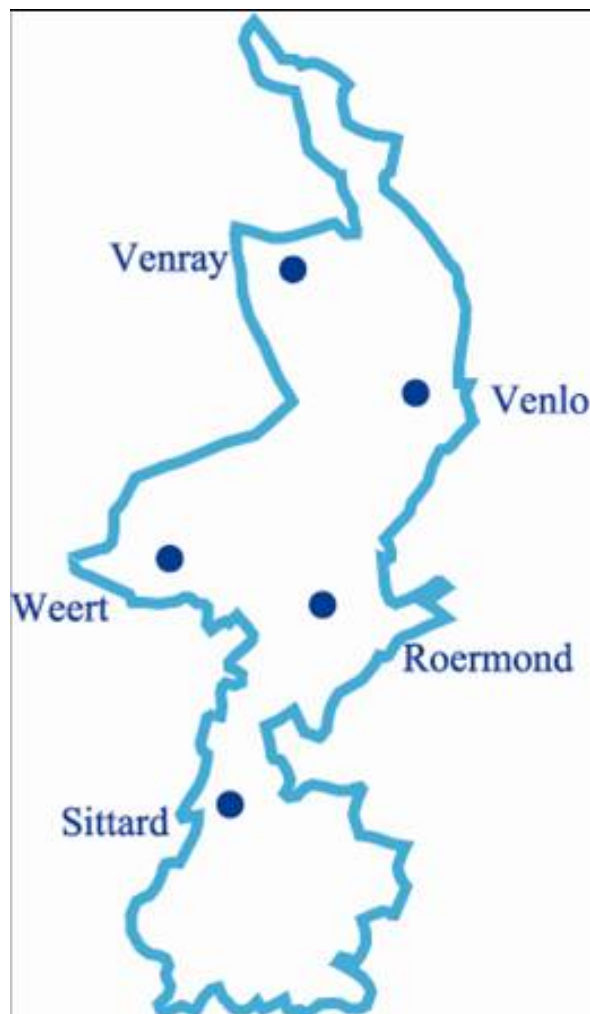
- **Policy Advisor**

- promoter
- practitioner
- committed to ECVET

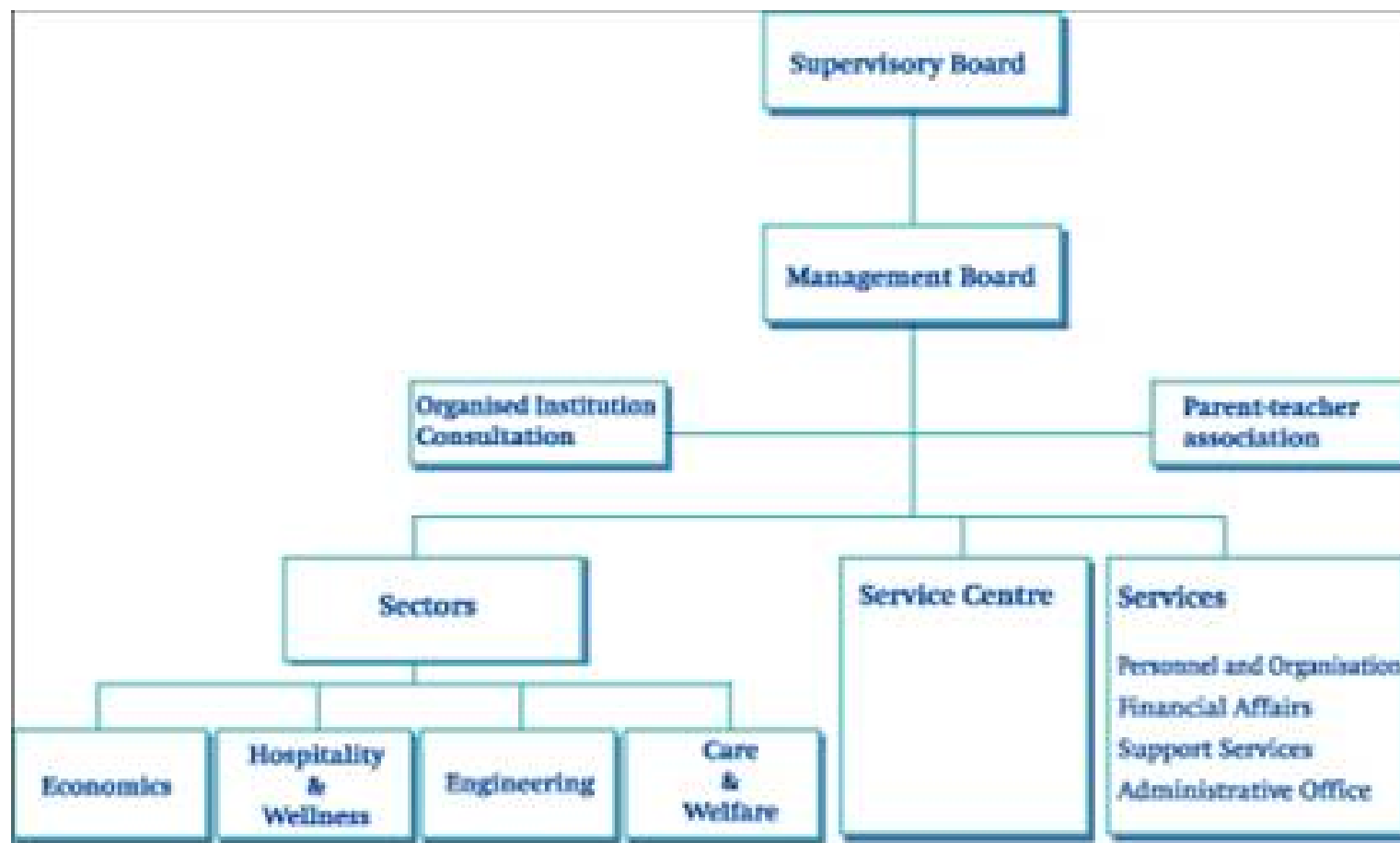
- **contexts**

- Regional Education Centre (formal VET provider)
- national level
- Euregional (cross-border cooperation)
- EU level





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- **Policy**
 - **Organisational model – Platform Internationalisation**
 - **Central Servicepoint & Expertise**
 - **Positioning in the Euregio**
 - **International Projects**
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EU Projects

- LLP – Leonardo:
- MOBILITY
- PARTNERSHIPS
- TRANSFER of INNOVATION (“**IMPAECT**”)
- VETPRO
- INTERREG IV – “Jump Across Borders”
- BAND
- Spin-offs

ECVET in the Netherlands – the state of play from a provider's perspective and perception

In the ECVET Recommendation > the member states' responsibility:

“create the necessary conditions and adopt measures in view of the application of ECVET”

- Consultation round
- Adoption/acceptance
- Formal national policy, as perceived
- Practice

BASICS for effective large(r) scale implementation of ECVET

- **strong commitment and awareness**
- **the quality issue**
- **sustainability**
- **(cost-)efficiency, resources and incentives**
- **a shared approach**
- **identifying, exchanging, sharing and highlighting good practices and experiences**
- **meeting required conditions**
- **infrastructural measures**

DRIVERS

- **financial resources/(public) funding constraints –
VET providers taking independent budgetary
measures**
- **stakeholders' motivation/commitment**
- **the development of EQF and APL**
- **the institutional setting in which ECVET is to operate
& the autonomy in decision-making and practices**
- **regulatory measures**

Obstacles (1)

- **Lack of political will/(too) little involvement of the state and working life**
- **Implementation of EU instruments is not defined in existing policy statements of formal VET Institutions**
- **Lack of resources and of time**
- **Funding**
- **Recognition**

Obstacles (2)

- **“Wait and See” attitude**
- **Low awareness of the added value of ECVET**
- **Autonomy and responsibility of the formal VET Institutions**
- **ECVET being an external instrument in the national VET system**
- **The current relation to NQF/EQF**
- **Lack of formalised policy on a national level**

Obstacles (3)

- **Current initiatives, experimentations and cooperation lack coherence**
- **competent bodies, umbrella organisations and providers hardly joining forces in ECVET projects**
- **preparation of implementation being reduced to administrators and “experts”**
- **the idea that setting up working groups or similar initiatives warrants effective (preparation of) implementation**

STRATEGIES* (1) – to be dropped, adopted or reinforced

- [1] broader range testing and national initiatives, to be accompanied by allocation of designated national budgets, supplemented by EU budgets
- [5] “wait and see”: Dutch ECVET implementation is discussed at EU levels; no concrete action plan defined; as yet ECVET seems to be “reserved” for an inner circle, as a result a low level of awareness or commitment among formal VET Providers

** From: “The development of ECVET in Europe”,
CEDEFOP Working Paper No. 10 (2010)*

STRATEGIES (2)

➤ [7] learning by working in ECVET projects

What about sharing experiences, etc.?

➤ [8] marketing ECVET to stakeholders

- addressing VET providers and practitioners
- demonstrating the needs of providers and practitioners are known and taken advantage of
- giving them the right tools and demonstrating practice-based results and findings

Required conditions and measures (1)

- not operating in “splendid isolation”, but as a high-quality **users-network**
- ensuring
 - coherence
 - collective peer-learning and sharing
 - synergy effects
 - user-friendly implementation model(s) and development of practice-based tools

Required conditions and measures (2)

➤ ensuring

- avoidance of administrative burden
- a direct link between ECVET units, learning paths and qualifications
- acceptance among stakeholders
- (more than) adequate communication
- adequate funding
- feedback concerning results to national policy-makers

Required conditions and measures (3)

➤ using

➤ existing networks, stakeholders, training companies, portals that (can or will) meet the standards defined and set

➤ practice-based evidence for policy and decision-makers

& underlying:

➤ establishing a balance between top-down and bottom-up approaches

Required conditions and measures (4)

governance	develop and effect a national implementation plan/model for VET Providers, training companies and institutions and other stakeholders
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considering	practicability as the key success factor
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focussing strongly	on teachers and trainers
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Taking ECVET forward in NL (1)

[A] a policy decision followed by an action plan and designated landmarks

- Agenda
- Road Map
- Feasibility study
- Establish priorities
- Initiate, induce and promote initiatives etc.

Inspired by reflection on ways to address important actors and decision-makers

Taking ECVET forward in NL (2)

[B] formal regulations and agreements

[C] technical and practical demand-led support

- . build up a professional and sustainable infrastructure/a national platform facility

- “active” users (i.e. including providers’, practitioners’ and qualified trainers’) network

Taking ECVET forward in NL (3)

Infrastructure

- experts (also recruited from providers etc.) for advice, guidance, consultation (also at sectoral level)
- sectoral pilots (bottom-up/VET Providers coordinating)
- identifying, exchanging and highlighting good practices and shared experiences

Taking ECVET forward in NL (4)

Infrastructure

- national dissemination integrated
- in doing so strengthening VET Providers' networks and cooperation

[D] ongoing monitoring, evaluation, feed-back, quality assurance, management of expertise and “marketing”

The central focus being: the contexts and conditions for effective implementation, working towards ECVET being accepted as a common standard in learner mobility in VET

current ECVET IMPLEMENTATION



Intercultural education by Means of Partners working with ECvet Transfer

Project Partners:

Universities of applied sciences, universities, vocational institutions, kindergartens and after-school centres from:

Germany

Finland

The Netherlands

Sweden

Cyprus

In IMPAECT VET and HE meet to engage with ECVET

envisaged results:

A **North to South EU-Net** between institutions of early childhood education covering the wide range of kindergartens up to universities

A curriculum with a definition of common learning outcomes on intercultural education based on ECVET-principles as well as an assessment form on intercultural education

An international **teachers and supervisors training course**

IMPAECT

Students'/teachers'/trainers' mobility

Acceptable and transferable learning outcomes
documented in **Europass**

Best practice for **recognition** of learning outcomes

Results of **evaluation**

Dissemination and valorisation of results

A handbook

IMPAECT

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THANK YOU FOR YOUR ATTENTION!

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