

# magazine

Keeping you informed about the European Credit system for Vocational Education & Training

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# Edito

## ECVET in 2013; what's on the horizon?

### Dana-Carmen Bachmann

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Responsibility for coordinating work on two of the major European instruments to improve recognition, EQAVET and ECVET, lies with the newly created unit of DG Education and Culture, "Vocational training and adult education; Leonardo da Vinci, Grundtvig". What is on the horizon in 2013 for these two tools?

With the external evaluation of EQAVET currently being finalised, the Commission will shortly publish its report to the European Parliament and the Council on EQAVET implementation.

ECVET follows a slightly different road-map. Last year marked one important

milestone in ECVET implementation. When the Recommendation was adopted in 2009, it was expected that by 2012 the political and technical conditions needed to gradually use ECVET should be in place. While work on this is well underway, Member States and stakeholders still need time to establish the full conditions needed for success. Some actors are focusing firstly on setting up their national qualifications framework. In most countries, ECVET easily blends into the existing VET environment or credit arrangements, but key players still need support and encouragement. Against this background, in 2013 stakeholders are called on to intensify their efforts to help ECVET reach its full potential. Work at national and regional level should capitalise on building on existing methodologies, instruments and best practices with a view to "translating" ECVET into widespread practice, so that it can grow and develop roots.

An excellent opportunity to combine policy strategies with exchange of practitioners' experiences and hands-on success stories will be the 4th ECVET Annual Forum in Prague on



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13-14 June at which up to 350 participants are expected. Government representatives, social partners, representatives of the business world, experts from VET and higher education, Lifelong Learning Programme national agencies, experts on the European tools, practitioners and newcomers will meet and discuss how to go forward and deepen the community of practice. You will find more details in this issue of the ECVET magazine.

Efforts are needed both in the area of ECVET for geographical mobility and in a lifelong learning perspective. We observe that the evolving requirements of the labour market, the tough competition which employers face and the need for individuals to upscale their skills has prompted the ECVET community to increasingly reflect on the role of learning outcomes and credit to ease the learner's progression route through to higher education or to employment. This is in line with the objective, recently highlighted in the Commission's policy document on Rethinking Education, of a European Area for Skills and Qualifications. At the heart of this should be greater convergence and coherence of the tools of the European Qualifications Framework (EQF), EQAVET, Europass and ECVET as well as ECTS. Follow-up of the recent evaluations of EQF, EQAVET and Europass and the upda-

ting of the ECTS users' guide will certainly feed into this reflection process.

Similarly, ECVET activities have fed into the joint European work programme of the instruments addressing learning outcomes which the EQF Advisory Group adopted in February. The programme is a rolling agenda to be updated in line with needs and invites the stakeholders to work together on issues of common interest.

One major instrument as of next year to support European VET policy objectives through cooperation in the field should be the proposed new integrated programme for education, training, youth and sport, Erasmus for all. While negotiations are approaching their conclusion, preparatory work is underway. Application forms and a users' guide are being developed and the ECVET Users' Group had a fruitful discussion on how the European templates for the Memorandum of Understanding and Learning Agreement could be used in the future pro-

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gramme. Templates which are flexible enough to mirror national, regional or sectoral needs serve the purpose of a common European understanding and mutual trust. Underpinned by a learning outcomes approach as the "shared language" of the Eu-

ropean instruments they would ease cooperation across borders and increase the quality of mobility projects.

Looking further ahead, the Commission will next year report to the European Parliament and the Council on ECVET implementation, so evidence based reflection is essential. In this context, we are looking forward to receiving in December the first outcomes of the external evaluation of ECVET which is now being launched.

Working together in a community of practice to optimise resources and maximise results is the order of the day; I am confident that shared expertise and commitment will build on achievements so far to help ECVET develop to its full potential. ■



# Implementing ECVET mobility in initial VET – a look from Germany



Gunnar Bindá, National ECVET expert

## Experiences of an ECVET expert in Hamburg

In 2012 8.5% of Hamburg's VET students completed a work placement abroad – this set a new benchmark for Germany. Within these programmes an increasing number of institutions used ECVET to support mobility. These figures show that Hamburg can be seen as a role model for fostering mobility especially in relation to ECVET. The following text looks at the factors that have contributed to this success. In addition we will look at how the industrial and the logistics sectors have tackled problems relating to mobility.

## The regional mobility agency 'Arbeit und Leben Hamburg'

One of the most important reasons for the increasing number of work placements undertaken abroad is the regional mobility agency "Arbeit und Leben Hamburg". For nearly ten years the Agency's 44 staff have taken a lead role in mobility projects. Their work includes making applications, managing and coordinating mobility projects funded by different programs such as Leonardo da Vinci or the European Social Fund (ESF). They also offer language courses and intercultural training. Last but not least they are involved in the development of units of learning. For VET schools in Hamburg this has reduced their work load in relation to mobility. Their role is now to promote mobility and select students and learners who are interested in studying or working abroad.

## The strategy of the Hamburg Institute for VET

In close collaboration with "Arbeit und Leben Hamburg", the local authority in Hamburg introduced a strategy for implementing VET mobility two years ago. The local authority – the Hamburg Institute for Vocational Education (HIBB) – is responsible for all 44 vocational schools in the area. With three members of staff

dedicated to the work they provide information, guidance and support in the field of ECVET mobility to VET schools in Hamburg. They also work on units of learning which focus on retail services.

## Net3L – the link to companies and training providers for further training

The third reason for Hamburg's success has been the ESF-funded project in lifelong learning – Net3L. This aims to disseminate information about EQF/NQF and ECVET among providers of further training and companies in Hamburg. The collaboration between "Arbeit und Leben Hamburg", HIBB and Net3L is very productive as all the institutions are working on the design and delivery of qualification and units in line with the ECVET principles.

## The network

These three organisations make up the three core partners in a city wide network. The network also includes the:

- Chamber of Commerce and Chamber of Crafts which provide information to companies about work placements abroad;
- University of Applied Science Hamburg use their specialist expertise in areas such as renewable energies to

contribute to the description and design of units

- Authority for Schools and VET – Department of Further Training which works on units and standards to support adults who wish to access further training

A key part of my role in this network is to initiate collaboration and joint activities, and develop proposals for new projects.

**"The success and impact of any network depends on on-going and strong collaboration."**

### **Joint activities of the core partners**

The success and impact of any network depends on on-going and strong collaboration. The three core partners of the network meet regularly - usually every fortnight. In these meetings the following topics are discussed so that decisions can be made on:

- Which conferences and workshops to organise
- The content of presentations
- Mailings lists to ensure information is distributed
- Consultancy plans
- Development of instruments and guidelines
- Development of units
- Discussion of standards
- Dissemination activities
- Development of new projects

This close collaboration enables the core partners to make swift progress e.g. in 2012 the network focused on technical issues and covered:

- in workshop one - the problem of describing learning outcomes;
- in workshop two - preparing a draft version of a Memorandum of Understanding;
- in workshop three – the design of a new Learning Agreement;
- in the fourth and last workshop in November 2012 –an international conference to set up mobility projects between the existing partner institutions.

Due to the success of this focused sequence of workshops, they will be repeated this year.

### **The approach for ECVET mobility's in the sectors industry and logistics**

Our experiences from these workshops helped us to identify different mobility scenarios and the associated challenges. With a small team we focused on the problems being experienced in the industrial and logistics sectors. These sectors faced two specific problems:

- all the students who went abroad were 'free movers' and this meant we had to design a new mobility arrangement for every person;
- the host institutions were mainly small organisations or subsidiaries of larger businesses. In these sectors there were no intermediary institutions in the host countries and the host companies are often not able to specify all the Learning Agreement in advance.

To tackle those two problems we developed a tailored-made approach with the following elements:

- discussions with the home companies in Hamburg to determine how to divide up the work and establish the best conditions of success for the mobility;
- involving the apprentices before they started their work placement;
- preparing descriptions of a set of standardised work process which could be used during the placements;
- prior consultation with the host company on what activities had been planned for the apprentices to undertake when they arrived;
- the creation and use of an online platform to share information and improve collaboration;
- an expert in Hamburg developed documents which were then checked and validated before being used by the host company.

To make sure the apprentices maximised their learning during their time abroad, we established a staged process. The first step usually occurs when a student or a training manager expresses interest in mobility. This enquiry leads to a meeting where the needs and demands of the company are discussed. This is also an opportunity to explain the ECVET process and divide the work between the training manager, the apprentice, the host company, "Arbeit und Leben Hamburg" and the organiser (me). The third step involves making the apprentice aware of ECVET as well as the standardised work processes that have been developed for

the sector. The fourth step involves working closely with our mobility agency ("Arbeit und Leben Hamburg") in order to ensure all the information is included on our online platform and can be shared across our network.

At this stage in the process, the apprentices contact the host company and agree on the tasks they will be asked to complete during their time abroad. This information forms the basis for the draft Learning Agreement.

During their work placement apprentices send me a description of the work processes they have completed. I use this information to develop competence standards, evaluation sheets and proposals for the Euro Pass Mobility. I also complete the validation of their learning based on the General Training Plan from the learner's home VET institution. All those documents are sent to the host company and they conduct the learner's evaluation and assessment and sign the Euro Pass Mobility.

### Learning from our experience

The involvement of the apprentices has emerged as a crucial factor in improving the quality of the mobility process. Our apprentices have been highly motivated and they have sought demanding tasks during their discussions with the

host companies. This staged process also led to the managers of the host companies developing their interest in the ECVET process.

As our process was developed to respond to the challenge of 'free movers' the use of standardised

work processes gave the apprentices a new way of tackling task at work and they therefore developed additional skills. This also helps them to prepare for a wider range of employment opportunities.

The development of the documentation (Learning Agreements, evaluation sheets, Euro Pass mobility forms etc.) in Hamburg helped us to produce precise descriptions of learning outcomes in line with the ECVET principles.

We found that our structured step-by-step approach to the 'free mover' challenge encouraged representatives from companies to find out more about using ECVET to support mobility. We have also realised that some companies struggle to find well trained VET students and those who have been involved in an international programme are more in

**"Our next step will be to develop greater transparency in our processes and produce simple, easy-to-understand guidelines on ECVET mobility for training managers."**

demand – and this helps to make mobility more popular with learners. Mobility that is in line with ECVET principles meets the requirements of companies as well as the expectations of students. Implementing mobility in VET is an advantage for companies as they are

looking for A-level students and internationalization makes VET more attractive for young people.

### Outlook

Our next step will be to develop greater transparency in our processes and produce simple, easy-to-understand guidelines on ECVET mobility for training managers. We will also intensify our work with students and encourage them to discuss their evaluation and assessment with the responsible managers of the host companies. And finally we are thinking about developing some type of certificate which can be given to companies which give their apprentices the opportunity to learn abroad.

In summary I would say that it is an exciting and rewarding time to be involved in supporting ECVET. We hope to achieve 10% learner mobility by 2014. ■

### Links

<http://www.mobilitaetsagentur-hamburg.de/startseite.html>  
<http://www.ecvet-info.de/>  
<http://www.netz3l.de/>  
<http://www.hibb.hamburg.de/index.php>

# Coordinators of national teams of ECVET experts Peer Learning in the Netherlands

Tristan Reilly,  
ECVET Secretariat



In April 2013, a peer learning activity (PLA) in Amsterdam brought together the coordinators of the national ECVET expert teams.

The PLA was designed to support the coordinators with their managerial responsibilities particularly in relation to 'training' and informing the ECVET national experts. The PLA also focused on the 'external' role of expert teams as they reach out and respond to enquiries for ECVET-related information. The second day concluded with a presentation on the new internet tool dedicated to the ECVET Communities of Practice.

## The role of the ECVET experts

In an introductory speech, Ms. Ute Haller Block (European Commission, EAC Executive Agency) outlined the prime task of national expert teams as being able to explain ECVET. The role of the experts varies substantially between Member States and can be vast: there is a training dimension, an advisory role (how to make ECVET a reality), a strategic



role in supporting the implementation of ECVET at a national level, a promotional role and the development of the ECVET Communities of Practice.

The original proposals to appoint national teams had included five broad tasks for the ECVET experts. As part of the PLA, the coordinators were invited to identify the two activities which took up most of their time. Out of the five possible tasks, a large majority of coordinators identified training, advising and developing promotional activities as what they do most. They were less involved in other tasks such as assisting in policy-making and contributing to the develop-

ment of a network which could support the implementation of ECVET.

## The experience from Germany

Mr. Gunnar Binda, one of the ECVET experts from Germany explained how he is working with stakeholders in Hamburg who are focused on creating an ECVET-related VET mobility project. Currently approximately 8.5% of VET students in Hamburg are mobile and the objective is to increase this to 10% in 2013. A strong network brings together key stakeholders such as the City of Hamburg, the Mobility Agency, the Hamburg Institute for Vocational Training, a network of or-





organisations previously involved in Leonardo da Vinci, VET schools and most importantly companies and representatives from the employers' associations. This network meets regularly to develop supporting instruments, disseminate information, develop new projects and agree on standards etc.

Mr. Binda is part of this network and has the opportunity to provide information on ECVET. He can also establish his own networks, visit companies, support the development of resources, provide advice and training on ECVET and introduce elements from ECVET into the mobility projects.

### Updating the experts' knowledge of ECVET

The coordinators were invited to share their experiences of how they had trained the experts in their country and how they had helped them to keep their knowledge up-to-date.

Some of the approaches included monthly meetings in the Czech Republic, standardised and regular seminars in Austria, PLA in Italy, and study visits to Finland in the case of Portugal. Nevertheless was underlined that team-building activities can be easier to organise in smaller countries where networking with less stakeholders is facilitated.

### Keeping stakeholders informed of ECVET

The coordinators were invited to imagine what message could be used to convince mobility providers to use ECVET for geographical mobility. The message would need to focus on teachers in order for them to become familiar with learning outcomes so that they could divide training into small bits which focus on learning outcomes. As mobility periods are often very short, the coordinators emphasised the importance of planning with realistic and achievable goals. It was also important to maintain flexibility so that everyone's needs could be met.

The coordinators also considered how best to engage employers. There was consensus on the value of creating good links and contacts with professional associations in order for ECVET to be part of their ongoing agenda. A second step could be the production of ECVET-related articles which could be published in specialist or employers' magazines.

### The ECVET Communities of Practice web platform

ECVET's 2012 Forum focused on the building of a Community of Practice. Mr. Raphaël Gnanou from the ECVET Team outlined the ECVET Communities of Practice web platform prototype that has to be tested by the experts and will be launched (and opened to everyone)



at the ECVET Forum in Prague in June. He illustrated the range of topics which formed part of the test ECVET Communities of Practice and encouraged the coordinators to use this platform in advance of the Forum. This would provide an additional opportunity for feedback as their experience of testing would be of interest to other users.

### Taking the next steps

Mr. Erik Hess (European Commission, DG EAC) outlined the current situation in relation to ECVET. He commented that ECVET is not enough known and VET providers did not all seem to be keen to use it. It would be helpful if they were encouraged to make more use of learning outcomes. This is very important in

the development of a credit system. Mr. Hess noted that awareness raising and dissemination needs to speed up, and greater effort is needed to increase the involvement of VET practitioners and employers.

In December 2012 there had been a proposal to create a European work programme on learning outcomes – this highlights the interest in creating a common understanding and approach in Europe. He also reminded the participants of the forum which will also gather people from EQAVET and EQF, before highlighting the European Commission communication “rethinking education: investing in skills for better socio-economic outcomes”, i.e. a summary of the actions to be taken in the perspective

of creating an area of skills and competences. This communication reminds us that all the European education instruments do not work separately – rather they support each other. “Erasmus for all” programme can encourage the use of ECVET. A forthcoming publication on the added value of ECVET will soon be available to use as a marketing tool – it is deliberately not too technical. This can be used with middle and senior managers in VET schools to show them how ECVET can support European developments. ●



### ECVET Marketplace



Participants were asked to bring all kinds of promotional objects their experts teams could have produced.

A wide range of objects were presented, from the Maltese ECVET mug, or the British ECVET booklet “getting the credit your learners deserve” to Polish ECVET pens, and various booklets.

# The implementation of ECVET in Estonia



Külli All - Estonian Ministry of Education and Research



Ramia Allev  
Foundation Archimedes

Discussions and debates about the benefits, risks and the different ways to use the ECVET framework have taken place since 2006. The idea of ECVET has been introduced to a wide range of stakeholders (including VET providers, qualification designers and policy makers) but the concept was initially seen as too (complicated and hard to understand. Most stakeholders were sceptical about the possibility of making the full use of ECVET. However in recent years, alongside the implementation of other European instruments and the development of the Estonian VET provision (e.g. the Estonian qualification framework, a curriculum based on learning outcome-based, the development of a quality assurance network and the recognition of prior learning) the idea of ECVET increasingly began to be seen as a logical development. This was seen as particularly sensible when the Estonian NQF was linked to the European Qualifications Framework (EQF) and the Qualifications Framework in the European Higher Education Area (EHEA) - in 2011. These links to the EQF and the EHEA bring together four sub-frameworks for (a) higher education, (b) formal VET, (c) formal general education and (d) qualifications awarded outside formal education and training.

In recent years Estonian stakeholders have participated in several EU pilot projects (the INTERREG- funded project HETA-ECVET has been the most

influential), which provided valuable experience and understanding of the ECVET framework. The Foundation INNOVE was designated as the national coordination point for ECVET and this led to many stakeholders participating in an ECVET Forum or an ECVET peer learning activity. These events helped to develop and disseminate knowledge and understanding about ECVET.

In 2013 Estonia will legislate for the use of ECVET. From the Estonian perspective, the main value of ECVET relates to its use in recognising prior learning (which allows for greater flexibility in the design of VET programs), the use of units/modules to support qualifications, and its role in the design of high quality mobility and practical placement for students. The Ministry of Education and Research has overall responsibility for implementing ECVET. As part of the new Vocational Institutions Act, the Estonian credit system for VET (EstVETCP) will be introduced from September 2013 based on the principles of ECVET.

This new Act will modernise VET in Estonia in many ways. It will introduce a unit-based credit system and EstVETCP will be assigned to all modules. Alongside this development, the qualification standards which underpin the VET curricula will be renewed and all the learning outcomes (skills and competences) will be expressed using EstVETCP. Stakeholders (including schools, cham-

bers of commerce, employers' organisations and student organisations) have been involved in developing the legislation which has helped to everyone to approve and understand the idea of EstVETCP.

At the same time as the new VET ACT is being prepared, there is a systematic shift towards developing learning outcomes based curriculum. The VET curricula in Estonia are based on competence-based occupational standards - all of which will be renewed by the end of 2014. The new VET programs based on learning outcomes will use EstVETCP and will be introduced on a step-by step basis during 2013 - 2015. Since 2008 the validation of non-formal and informal learning has been mandatory for VET schools. Consequently every school has some experience of using credit and this provides a good basis for the introduction of EstVETCP.

The implementation of a new learning outcome based curricula and EstVETCP, along with reforms to teacher training, will be financed by the Government.. The development and recognition of competence is particularly important in order to strengthen individuals' personal and occupational competitiveness, and support employment and social cohesion within the context of the European Union's targets for education by 2020. In anticipation of the new Act, a two year European Commission project introduced ECVET to Estonia in May 2012. This project (ECVET EESTI) is financed by the European Commission and is being implemented in a cooperative way by the

Archimedes Foundation, the Innove Foundation and the Estonian Qualification Authority. ECVET EESTI is based on the ECVET principles and technical conditions – it is a framework for describing and recognising learning outcomes. It also includes the transfer and accumulation of the learning outcomes which can be achieved through formal, non-formal or informal learning.

The introduction of credit in VET arose from an analysis of practice in EU Member States. By evaluation this information, we were able to design a series of customised measures which would support the introduction of ECVET in Estonia. One important early output from the project has been the introduction of Estonian statutes, professional standards and curricula based on learning outcomes. In addition the Estonian recognition systems have

been reviewed. We continue to work on adjusting our practice in line with the European Commission materials and within our national context. As part of our project eight ECVET experts have been trained. These experts are from different organisations and this helps to create a team with a range of experiences who can towards the same goal.

The project's goals are to raise public awareness of the ECVET principles and offer support on the introduction of ECVET to our target groups (e.g. VET providers, training centres, professional councils, employers etc.).A recent seminar series focused on "How to adapt the credit system for vocational education in Estonia?" The seminars were very successful as they enabled us to find out there was a more positive attitude than we had expected towards

#### The benefits for Estonia in introducing ECVET

- Modules based on learning outcomes support the delivery of the curriculum
- Professional standards are based on competence
- The expected results from training or study are expressed in learning outcomes
- Learning is organised in terms of units
- It is easier to recognise previous study or learning
- Improvement in how educational mobility is organised

#### The challenges facing Estonia in introducing ECVET

- Determining which proportion of a training programme is completed at work
- The importance of being explicit about recognising achievement and the validation process
- Creating greater mutual trust
- Keeping a documentary record of a period of mobility according to the principles of the system

# How we spread the word about ECVET in Denmark!



Katrine Kruse- International Adviser  
Ministry of Science, Innovation  
and Higher Education  
Danish Agency for Universities  
and Internationalisation

Danish institutions are using parts of the European Credit System for Vocational Education and Training (ECVET) – but they just don't know it. We are going to tell them.

## Background

The Danish Agency for Universities and Internationalisation is an agency within the Ministry of Science, Innovation and Higher Education. It is also the National Agency that administrate the Life Long

Learning programme in Denmark including the Leonardo da Vinci-programme. We therefore have the responsibility for the ECVET expert team. We have the knowledge and competence to engage with the institutions that are active in transnational mobility. We are working closely with the Ministry for Children and Education which has the responsibility for Vocational Education and Training (VET) in Denmark. So far this cooperation has led to the on-line publication of –guidance on using ECVET in transnational mobility. This guide will soon be published by the Ministry for Children and Education. The Danish VET system is based on competences and therefore has, to some extent, the necessary conditions for applying ECVET are in place. The Danish Government has decided that ECVET should be tried and tested within the context of transnational mobility. However, this testing will omit the use of ECVET points. There are differences between the Danish way of describing knowledge, skills and competences and the European approach – and this is a challenge we need to address.

From our perspective ECVET is both an instrument and a method to explain what an apprentice or student will learn and gain from a work placement abroad. Thus ECVET is a useful way of providing greater transparency within the European VET system.

## The ECVET expert team

Denmark has five ECVET experts appointed by the Ministry for Children and Education. Each has a background in VET and has plans on how to approach this difficult task of encouraging the adaptation of ECVET. Two are from Technical Colleges, one is from a Business College, one is from a Social and Healthcare Center and the last expert is a private consultant with a lifetime experience in mobility in Europe. This is a strong team with a wide range of expertise, experience and knowledge about transnational mobility which helps us in launching ECVET. To that work we have our website [www.ui.dk/ecvet](http://www.ui.dk/ecvet) and a short folder about the basic of ECVET.

## What have we done so far?

In late 2011 we organised a survey to identify international coordinators' knowledge of ECVET. The results were very revealing. The large majority of those who were surveyed did not know anything about ECVET and only a very small minority found it interesting and usable. With that in mind the ECVET expert team met for the first time in June 2012. The first item on the agenda was STRATEGY – how do we tackle this task? How can we convince VET institutions that ECVET is a good idea? We figured out that we should not “sell” ECVET as added value or an easier way to do mobility. But we should spread the word about the advantages of ECVET



**“an offer to  
the institutions  
to have an ECVET  
expert to come  
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a cup of coffee.”**

and the fact that the majority of institutions in Denmark are already using parts of ECVET – without realising it. It is easy

to understand this non-realisation as the majority of the work placements abroad are an integral part of the student's or apprentice's education. The major change that VET providers would need to make to use ECVET is related to where the assessment would take place. We also decided to emphasise a particular benefit of ECVET, namely the development of a common language in Europe, so that it in the long run learners' achievement in VET will be transparent in Europe. This is a huge advantage to students, apprentices, the VET institutions and employers.

We agreed that each ECVET expert would devote 15 minutes to ECVET during every network meetings they attended or held. In autumn 2012 we attended a lot of meetings - national meetings, regional meeting, PIU <sup>(1)</sup> -network-meetings, seminars and conferences and each time we made a 15 minute presentation about ECVET.

We also distributed our ECVET folder to all the VET institutions and Trade Committees in Denmark. This folder included an offer to the institutions to have an ECVET expert to come to meetings to talk about ECVET over a cup of coffee.

The next step was in spring 2013 when we organised two ECVET seminars. We began with a large whole-day seminar

in Copenhagen with presentations from the Ministry for Children and Education and from international ECVET-projects. It was well visited by the Ministry, the VET institutions and trade committees from all over the country. The second smaller scale seminar was held in Kolding focused on designing Units of Learning Outcomes. Each seminar was well received. In forthcoming events we intend to become even more specific and explore the different aspect of using ECVET for transnational mobility.

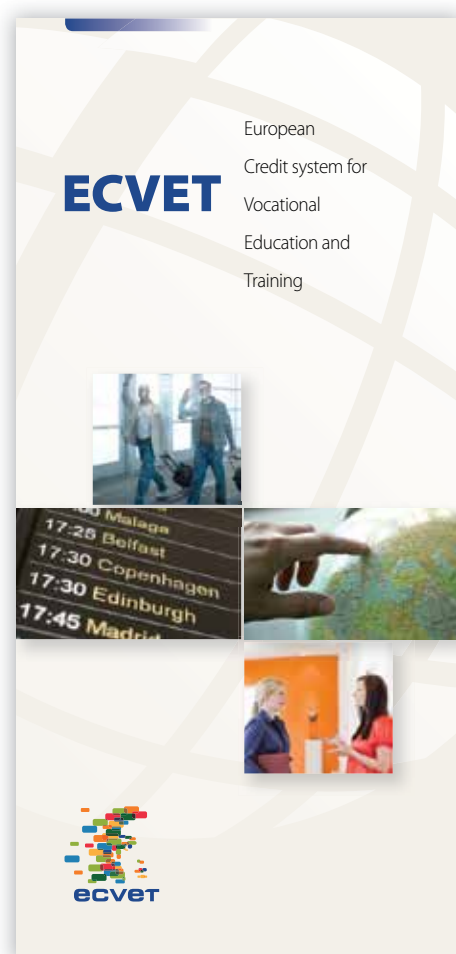
### **Future activities**

We have had a good year spreading the word about ECVET. Our strategy for autumn 2013 is to be more explicit and focus more on the details in ECVET. We will organise more seminars around the country – these will be focused on specific sectors and how they can use ECVET for transnational mobility.

It is in our conviction that ECVET has had a positive beginning in Denmark. We have noticed that in the 2013 Leonardo da Vinci mobility applications, several institutions had used ECVET terms like Memorandum of Understanding, Learning Agreements and Units of Learning Outcomes. We intend

to organise a survey during the first meeting of each of the for Leonardo da Vinci mobility projects in 2013 – in this survey we expect the results will show a greater knowledge about ECVET than in 2011.

And hopefully the Danish ECVET experts will be invited to a lot of institutions for an ECVET chat over a cup of coffee. ■



(1) PIU is "Praktik i Ulandet". It is a Danish national programme to stimulate work placements abroad within the VET-system.

# ECVET in practice - secrets for success geographical mobility



Tatiana Soler - VET trainer and mobility project manager at the Joan Brossa VET School in Barcelona.



Segundo González: Technical advisor at the Unit for Projects and Programmes for the promotion of VET – Ministry of Education – Government of Catalonia

Among the myriad of European projects, some stand out as being especially successful in attaining the much looked for sustainability. This is the case of COMINTER and RECOMFOR1 which were at the heart of the NETINVET2 network of VET providers in the fields of international trade and transport and logistics. Both the regional Ministry of Education of the Government of Catalonia and the French Ministry of Education had been partners in the RECOMFOR project that, among other things, compared the curricula in both countries in the international trade sector. The Institut Joan Brossa, a public VET school from Barcelona, and the Lycée Ozenne from Toulouse were involved in the technical parts of the project.

Perhaps it was not too surprisingly that in this field of study both systems were highly compatible and shared almost identical units related to some of the professional competences. This realisation, as part of the project, led to the development of exchange opportunities for learners as part of a recognised classroom-based mobility initiative. Several of the essential building blocks for mobility were already in place such as the necessary mutual trust between the competent institutions, the deep knowledge of the other partner orga-

nisation as a result of their close collaboration on the project, and agreement on the methodology to be used for the exchange - ECVET - which had been at the centre of the project.

Alongside establishing the learner exchange, the partnership had been trying to find ways to ensure the sustainability of the activities – their solution was the creation of a network which would lead to several benefits for its members. Each partner would benefit from an easier way to find reliable organisation willing to be involved in mobility, a quality approach, common units which could be used for mobility, a the common use of the ECVET tools..

NETINVET began in 2010 and two of its members (the Institut Joan Brossa and the Lycée Ozenne) were determined to capitalise on the existing progress and take the relationship to the next level i.e. the exchange of international trade students for extended periods of time (three months) through a classroom-based recognised mobility project. This would also significantly improve the students' language skills.

Even though each partner had the advantage of involvement in the previous work and was very experienced in or-

ganising mobility project, a lot remained to be done. Two trainers from the partner organisations, Tatiana Soler and Nathalie Brahim, became very involved in all aspects of the work such as comparing training methods, planning schedules, working on the assessment procedures, getting all the logistics ready and securing funds for the activity. But when they were asked about their experiences, they highlight different things such as the need for an ECVET-friendly framework<sup>3</sup>.

NETINVET avoided the need of a Memorandum of Understanding by each member of the network signing the membership agreement. This agreement was also validated by the competent bodies involved in the RECOMFOR project. And although it is the training providers who are members of the network, the competent bodies are kept informed of the activities and of the quality standards that are being applied.

The network was also able to use an existing learning agreement and transcript of record - each of these was fundamental to the validation and recognition of the learners' experiences. However documentation is of little use by itself. Our trainers identified **five secrets** which lead to a successful mobi-

lity experience - the **first** and most important of which would be the need to develop a strong mutual trust between the partners.

The work of Ms Brahim and Ms Soler was remarkable, but as they themselves stress no battle is won by a one-man army. Their **second secret** of success is the need to develop teamwork in their respective schools – there is a need to gain support from other colleagues at all levels in each organisation.

Their **third secret** is the commitment of colleagues and the management team in each school. This is needed at many levels as many changes could be needed e.g. rearranging the timetable, or follow-up activities so that students who are abroad can keep up with the development of their course at home, or the creation of additional exercises which relate to the units that are not offered at the host school. One example of this commitment can be seen by the change to the teaching language: Spanish was used in Barcelona while the French trainees were there (usually Catalan is the teaching language) and French was used in Toulouse.

The **fourth secret** is all about constant communication at all levels – between

project coordinators and between coordinators and students. In addition establishing a student-to-student tutoring system helps young learners to adapt and feel integrated into their new environment. And last but not least, the **fifth secret** is the importance of selecting the right participants. Unmotivated students will not be able to take advantage of the opportunity compared with those who have a good predisposition from the start. ●

The benefits to students are many and well known, but the trainers who have been involved stress the far from negligible benefits for themselves. They find their language skills have improved, they have met other professionals and have been able to share different approaches which range from teaching methodologies to materials for their day-to-day work. They have also found new ways to develop their careers and they are now exploring mobility programmes for themselves and their colleagues.

# The quiet revolution: Modular structures and units within European vocational training<sup>(1)</sup>



Loukas Zahilas- Senior Expert  
Area Enhanced Cooperation  
in VET and LLL

The issue of modularisation and/or unitisation in VET has been the subject of debate at European level for more than 20 years. It has been taken forward in most European countries as an answer to the needs for greater flexibility and responsiveness of VET to changes in the labour market and in individual learning paths.

The unitisation of qualifications has gained momentum with the development of credit arrangements based on learning outcomes and progress in the field of recognition and validation of non-formal and informal learning. A focus on the transfer and accumulation of learning outcomes and the European Credit system for VET (ECVET) has renewed the interest for unitisation of qualifications in policy and practice. Alongside this increase in interest, possible drivers for modularisation of VET programmes and the unitisation of qualifications are the development of validation mecha-

nisms, the need for increased access, progression and quality of mobility in education and training and the modernisation of training systems and offer that is made to learners.

To look at these challenges, Cedefop completed a study on “Unitisation and modularisation for flexibility and mobility in VET”. The study analysed the existing patterns of modularisation and unitisation in 15 EU countries<sup>(2)</sup>, considered how unitised and modularised programmes and qualifications have an impact on the wider VET systems, and analysed how programmes are validated in each country with a specific focus on the links to ECVET.

The analysis included characterising national processes of unitisation and modularisation along different dimensions (for instance stakeholders’ perspectives, the role of legislation and regulation, input and outcomes based approaches to education and training) and the mapping of the different solutions adopted in response to the challenges. The analysis also focused on the interrelation between unitisation and modularisation processes and the implementation of credit arrangements at Member State and European level.

(1) Summary of (initial) results from Cedefop study Unitisation and modularisation for flexibility and mobility in VET, forthcoming.

(2) Austria, Denmark, Germany, Finland, France, Italy, Luxembourg, Latvia, England, Hungary, the Netherlands, Poland, Portugal, Scotland and Slovenia





**“The rationale for introducing modularisation and/or unitisation is that it allows easier updating of qualifications to incorporate, for instance, new technologies or ways of working by replacing or updating individual modules when they are needed..”**

On the basis of the initial findings of the study, three of the 15 countries (Germany, the Netherlands and Scotland) were selected for an

in depth analysis of the structures of programmes and qualifications in six occupational areas representing a range of crafts, industries and trades (automotive, butchery, financial services, hair-dressing, retail warehousing and logistics).

One of the difficulties in understanding unitisation and modularisation developments relates to terminology. For the purpose of the study, Cedefop definitions of modularisation and unitisation were used. Modules are components of education and training programmes and units are a set of learning outcomes which constitute a coherent part of a qualification. In relation to ECVET, these units can be assessed and validated. However, evidence from the study showed that in some cases modularisation and unitisation are used as synonymous.

The research methodology included both secondary and primary data col-

lection. The findings indicate that there is currently widespread use of modularisation and unitisation within VET qualifications in Europe - and we can describe this trend as a ‘quiet revolution’. This gradual introduction of modular and unitised structures is, by and large, responsive to the perceived needs or demands of employers and stakeholders. The rationale for introducing modularisation and/or unitisation is that it allows easier updating of qualifications to incorporate, for instance, new technologies or ways of working by replacing or updating individual modules when they are needed.

Student choice and individualisation are also factors in the move to modularisation and unitisation; however, none of the countries offer students an entirely free choice. Flexibility with respect to learners can be seen in terms of programme duration and multiple entry points. In some countries, devolved structures of governance and ‘bottom-up’ approaches to decision-making allow enormous scope for providers to plan and implement modular structures of learning. However, ‘top-down’

approaches to decision making are more prevalent in the 15 countries. The overwhelming majority of countries in the study have a legal framework that underpins the use of modular and unit-based qualifications. In a small number of cases there exist ‘enabling’ frameworks that support the development of unitised structures, but leave individual institutions to decide how this will be implemented.

The modularisation structures adopted in the 15 countries vary and typically respond to local needs. The four main types of modular forms are:

- mandatory structures (components of qualifications that are required to be completed by learners);
- core and elective structures (programmes structured to combine general compulsory core modules and free choice modules);
- specialisation structures (modular programmes which include additional specialised elements);
- introductory modules (designed to give learners an experience of a range of linked occupational training areas, providing a progression route to college or to higher vocational schools).

There are different forms of modularisation and unitisation that can be seen as representing a range of dimensions

across a spectrum. There are 'radical' forms of modularisation at one end of the spectrum and the Berufskonzept or traditional 'holistic' training, such as apprenticeships and some school based approaches at the other end. In the 'radical' form the system takes a student-centred approach and offers flexibility in terms of time and content. The units are delivered potentially by different providers, can be assessed independently within qualifications and often form clusters to give awards at Certificate and Diploma level. At the opposite end of the spectrum in the holistic approach individual units are validated only as part of the full award and form an integral part of it. The majority of the approaches used by the 15 countries are towards the middle of the spectrum and can be said to represent a combination of both models.

Few examples of the use of ECVET were found in the cases studies. In the occupations examined ECVET is just one of a number of 'tools' to encourage mobility and it is relatively new. However, there is some evidence that the infrastructure to support the implementation of ECVET is beginning to emerge. From the case studies, we found little widespread use of credit transfer arrangements between modular and unitised qualifications, despite the extensive use of modular structures across the 15 countries. In some countries this can be

explained by a lack of systems which attach credit value to individual modules and units. However, in those countries with a credit-based modular and unit system in place, funding acted as a barrier to transfer.

In the hairdressing qualifications funding arrangements act as a barrier under the Dutch system, particularly with regard to movement between institutions. Although mobility is technically possible in reality it rarely happens because schools are funded according to the number of students who pass their diploma. This means there is an incentive to encourage students to remain rather than moving between courses or sectors. Funding is also an issue for mobility and credit transfer in Scotland. Units are usually combined in a flexible way; however the funding is delivered as 'milestone payments' when regular progress reviews are completed. Students must complete a unit within three months in order to meet the milestone target and they must complete all the units in order for the training provider to access full funding.

The study also shows that modularisation provides flexibility for employers to train their workforce in skills which suit their needs, but training is still embedded in an overall framework or pro-

gramme. Modularisation also allows qualification designers to respond more quickly to changes in the world of work (for example in terms of technological developments). At the same time, in some cases, modularisation also allows learners the flexibility to select courses and competences which most suit their needs. There is the possibility to organise courses to meet the needs of different learning groups (for example by duration), and more options for collaboration between training providers in terms of delivering combined programs. The step-by-step certification provided by some forms of modularisation also has the potential to reduce the number of 'drop outs' due to regular assessment which can be formal or informal

However, despite the fact that these potential benefits were outlined by research participants and the literature, little empirical evidence was found which evaluates or measures the actual impact of modularisation and unitisation. This weakness associated with modularisation is linked to the fear that learners will leave the system with only partial qualifications (which are not necessarily needed or recognised by the labour market). There are also concerns that flexible structures lack transparency and can be difficult to understand by all those who are involved. ■

### Contact

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# The Croatian National Team of ECVET Experts



Vlasta Jelašić Kerec, Coordinator for the Croatian National Team of Experts

In response to the restricted call for proposals in October 2011, the Agency for Mobility and EU Programmes was designated as the coordinating organisation for the National Team of ECVET experts in Croatia.

The team consists of seven experts from the Agency for VET and Adult Education, the Croatian Education and Teacher Training Agency and from the Ministry of Science, Education and Sports. The institutional background in vocational education and training at national level, on which our national team also draws while pursuing their work programme, includes the Act on Vocational Education and Training (2009), the Act on Primary and Secondary Education (2008), the Strategy for the Development of Vocational Education 2008-2013, and the new Act on the Croatian Qualifications Framework (February 2013).

In 2012, the Croatian team worked intensively to build their capacities in order to become fully familiar with all the aspects of the ECVET piloting and promotion that is to enhance their knowledge on the system. They also surveyed all the aspects of the national VET system (e.g. the curriculum, qualification standards, VET and general subjects in view of their assessment and validation, etc.) trying to determine the conditions and environment which would support the integration of ECVET.

The experts meet every month in order to discuss and survey a wide range of VET/ECVET-related topics, to agree on the most effective promotional strategies which meet the needs of social partners and other target groups, and to plan the 2013 publications which

support the implementation of ECVET. These meetings have enabled the national ECVET team to:

- advise on the introduction of the Euro-pass Certificate Supplement for Croatians with VET qualifications (primarily regarding the content and purpose of the document);
- discuss the National Framework Curriculum in VET;
- adapt the European ECVET leaflet, which has been translated into Croatian, for the national context;
- draw up the content of a national webpage (<http://www.mobilnost.hr/index.php?id=640>) dedicated to the group's activities within the National Agency's website;
- follow the activities of the committee for the National Qualifications Framework;
- hold a meeting with the representatives from the Ministry of Science, Education and Sports in order to explore the joint activities regarding the ECVET piloting and implementation in Croatia along with the introduction of the Act on the Croatian Qualifications Framework;
- identify the appropriate context for the promotion of ECVET among the national stakeholders, as well as to develop the promotional strategies aimed at a high uptake of the system and of its good visibility in the VET community.

It has thus been decided that, in Croatia, the ECVET should initially be presented in the context of geographical mobility. So the national guidelines (as one of the objectives resulting from the group's work) would be drawn up accordingly.

In addition to the activities already mentioned, the ECVET experts went on two study visits, to the Centre of the Republic of Slovenia for Vocational Education and Training and to the National Commission for Further and Higher Education in Malta. During these visits the Croatian experts learned more about the examples of good practice and the experience gained through participation in the ECVET pilot projects.

They also discussed a range of topics, such as the transparency of qualifications, enhanced transnational mobility between different educational systems, the validation and transfer of the achieved learning outcomes, how to encourage more mobility projects and the best promotional strategies for ECVET at national level.

The national experts also worked on intensifying their cooperation with other European colleagues by participating in a number of seminars organised by the ECVET team. In November 2012, the Croatian National Team attended a two-day customised seminar conducted by Mr Richard Maniak and Ms. Gabriela Ciobanu in Zagreb. On this occasion, the group members improved their understanding of the role of each key actor in the application of the ECVET for mobility. The seminar also helped the National Team to become more familiar

with the different aspects of ECVET, to identify the major actions towards the implementation of the recognised mobility, and the importance of applying the required quality criteria.

Much has already been done to raise awareness of ECVET and to help VET providers to understand and embrace the system in their mobility projects. However, the activities conducted so far and the ones planned to be completed by December 2013 focus on intensive and effective promotion of the ECVET at seminars, info-days and meetings. The following actions are planned to be conducted:

- the guidelines for the national piloting, implementation and promotion of ECVET, mainly intended to support the decision makers and VET providers;
- a national leaflet about ECVET and the National Team's work in Croatia (for the stakeholders, social partners and general public);
- a brochure on ECVET using a clear and easy-to-understand style. This is to inform all the target groups about ECVET and will include examples of good practice;
- an online survey among the Croatian VET schools to collect information about their experience in mobility projects and readiness to integrate ECVET into their regular procedures;
- participation of the experienced VET providers in an international ECVET-mobility seminar in Slovenia in September 2013 following the final conference of the Your ECVET project;
- further promotion of ECVET among

the VET providers, training centres, employers, the Croatian Employment Service, the Croatian Chamber of Commerce, the chambers of trades and crafts with the aim of achieving its uptake and successful integration into the VET system;

- to continue our cooperation with the national authorities, especially in view of the National Qualifications Framework.

Drawing on the experiences gained so far by the Croatian National Team at seminars and presentations regarding the attitude of the social partners and VET providers towards the ECVET, we are pleased to say that their overall perception of the system is very encouraging for us to continue working with great enthusiasm. ■

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# Stay connected to implement ECVET

Prague

13 & 14  
**JUNE**  
2013

**Dorint Hotel  
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**The 2013 ECVET Forum will be on June 13<sup>th</sup> and 14<sup>th</sup> in Prague.**

350 VET policy-makers, VET providers, practitioners, social partners and representatives from sector organisations and regions will meet to build stronger relationships and improve their knowledge of developments in ECVET and the other European instruments in education.

During the Forum the ECVET Team will launch the ECVET Communities of Practice portal which will help ECVET members stay connected and support collaboration. We hope ECVET members will take responsibility for the Portal and engage in regular dialogue. The new ECVET web site will also be presented at the Forum.

ECVET is working. Increasingly Member States have established the necessary conditions for ECVET implementation. At a European level ECVET development is linked to core issues such as the building of a *European Area of Skills and Qualifications*, and at the national level it is linked to the evolution of VET systems and the revision of qualifications and educational standards. ECVET has

been successfully tested through many pilot projects and is used in a large number of mobility schemes.

At a European level ECVET has produced many resources to assist and support policy makers, project leaders, competent authorities and VET designers in Member States. These resources include templates, practical guides and information on effective communication. Networking opportunities such as the Peer Learning Activities, conferences and seminars have helped National Coordination Points, national teams of ECVET experts and projects networks to share their experiences and find out more about ECVET's implementation.

ECVET is closely connected with the other European instruments and principles - together these enhance lifelong learning and mobility in Europe. EQF/NQFs, EQAVET, ECTS, Europass and the validation of non-formal and informal learning are all part of this process. The learning outcomes approach plays a crucial role in facilitating this interaction.

**Stay connected to implement ECVET!**

The 2013 ECVET forum is co-organised by the European Commission and Cedefop with the support of ECVET team.

The forum is open to any interested member of the European ECVET network and interested parties.  
For registration: <http://www.ecvet-team.eu>

*The documentation of the previous ECVET annual forums is available at <http://www.ecvet-team.eu/en/content/annual-forums>*

# PROGRAMME

Day 1 | 13 June 2013

08:00 - 09:00	Registration
09:00 - 09:40	<p><b>Welcome &amp; Introduction</b></p> <ul style="list-style-type: none"> <li>- Ms. Alison Crabb, Deputy head of Unit B2 "Vocational training &amp; adult education; LdV &amp; Grundtvig" (European Commission, DG Education and Culture)</li> </ul> <p><b>Coffee table: ECVET is working!</b></p> <ul style="list-style-type: none"> <li>- Ms. Alison Crabb, Deputy head of Unit B2 "Vocational training &amp; adult education; LdV &amp; Grundtvig" (European Commission, DG Education and Culture)</li> <li>- Mr. Jakub Stárek – director for Department of Education System – Ministry of Education, Youth and Sports (Czech Republic)</li> <li>- Ms. Ramona Carmen David Craescu, CEDEFOP expert</li> <li>- Ms. Susanne Klimmer, ECVET Expert - IFA (Austria)</li> <li>- Mr. Antti Rusko, Stara Construction Services, Konepaja-Unit (Finland)</li> <li>- Ms. Sirje Ellermaa, VET teacher (Kuressaare Ametikool – Estonia) and her student Ms. Ave Vali</li> </ul>
09:40 - 09:55	Questions (for discussion with the European Commission after lunch)
09:55 - 10:15	Coffee break
<b>SESSION 1- IMPLEMENTING ECVET: STAY CONNECTED TO WHAT IS GOING ON</b>	
10:15 - 12:15	<p>Parallel workshops (round 1) - 8 in English / 1 with translation (DE-FR-EN)</p> <p>Focus 1 - the use of ECVET</p> <p><b>Workshop 1: fostering geographical mobility (EN)</b>  <b>Facilitators:</b> Mr. Tristan Reilly and M. Rolf Aslaksrud Kristiansen  <b>Introduction:</b> Mr. Rolf Aslaksrud Kristiansen (Euromasc, Norway), Mr. Paul Guest (Consultant in European Project Management, United Kingdom)  Youth on the move toolkit and NETECVET toolbox</p> <p><b>Workshop 2: fostering lifelong learning (EN)</b>  <b>Facilitators:</b> Ms. Pauline Van den Bosch and Ms. Marijke Dashorst (Support and training in education and policy, the Netherlands)  <b>Introduction:</b> Ms. Marijke Dashorst (Support and training in education and policy, the Netherlands)  Connecting EQF-ECVET-Validation: a case study to support re-integration into the labour market</p> <p><b>Workshop 3: ECVET implementation – the current state of play / CEDEFOP (EN-FR-DE)</b>  <b>Facilitators:</b> Ms. Ramona David Craescu and Johanne Kopfli Moller (Ramboll DK, Denmark) TBC  <b>Introduction:</b> Ms. Ramona David Craescu (CEDEFOP - Qualification Department)  CEDEFOP Monitoring 2012-2013</p> <p>Focus 2 - ECVET and stakeholders</p> <p><b>Workshop 4: the role of VET qualification designers in ECVET implementation (EN)</b>  <b>Facilitators:</b> Mr. Richard Maniak and Mr. Michel Aribaud (European Training Foundation)  <b>Introduction:</b> Ms. Brigitte Trocme (Ministry of Education, France)  How to recognize learning outcomes in geographical mobility?  MEN-ECVET project based on comparison between ECVET technical specifications and national regulatory framework</p> <p><b>Workshop 5: the role of VET providers in ECVET implementation (EN)</b>  <b>Facilitators:</b> Mr. Robert Van Wezel  <b>Introduction:</b> Ms. Elly Van't Hof-Smit (Albeda college Rotterdam, the Netherlands)  The NETINVET example</p> <p><b>Workshop 6: the role of companies in ECVET implementation (EN)</b>  <b>Facilitators:</b> Mr. Tormod Skjerve and Ms. Alexandra Costa Artur  <b>Introduction:</b> M. Hugh Quigley (Autostation &amp; Beacon Automotive, Ireland)</p> <p><b>Workshop 7: the role of VET teachers and trainers in ECVET implementation (EN)</b>  <b>Facilitators:</b> Mr. Segundo Gonzalez and Mr. Thierry Lefeuvre  <b>Introduction:</b> M. Gerrit Janssen (Gilde OpleidingenGilde, the Netherlands)  and Mr. Cristòfol Estrella (Vic Institut, Catalunya, Spain)  The ECVET experience at the VET school of Vic</p> <p><b>Workshop 8: the role of regions in ECVET implementation (EN)</b>  <b>Facilitators:</b> Ms. Elena Camilletti and Ms. Chiara Rossetti  <b>Introduction:</b> Ms. Myriam Olivier-Poulain (Conseil régional Rhône-Alpes, France)  The strategy of the French region "Rhône Alpes" in European mobility  and Ms. Angels Font (Generalitat de Catalunya - Departament d'Ensenyament, Spain)  From ECVET experimentation to implementation in Catalunya</p>

10:15 - 12:15	<p>Focus 3 - ECVET in the European VET context</p> <p><b>Workshop 9: Learning outcomes as a common language (EN)</b>  <b>Facilitators:</b> Mr. Keith Brumfitt and Ms. Daniela Ulicna (ICF GHK)  <b>Introduction:</b> Mr. Keith Brumfitt  European Instruments and their connections</p>
12:15 - 13:45	Lunch
13:45 - 14:15	Question and answer session with the European Commission
14:15 - 15:00	<p><b>Plenary discussion: towards a European Area of Skills and Qualifications</b></p> <ul style="list-style-type: none"> <li>- Introductory speech – Daniela Ulicna, Principal Consultant ICF GHK Consulting (Belgium)</li> <li>- ECVET, Erik Hess (EC DGEAC)</li> <li>- Sean Feerick, EQAVET secretariat Director, Ireland</li> <li>- Alain Bultot, Coordinator of the Belgian Team of ECVET Experts (Be-Fr);  ECVET National Contact Point for Belgium (Be-Fr) ; Chargé de mission Leonardo da Vinci à l'Agence Education Formation-Europe</li> <li>- Siegfried Willems, Director CINOP International Agency (Netherlands)</li> <li>- Hanna Autere, Councillor of Education Finnish National Board of Education (Finland) tbc</li> </ul>
15:00 - 15:30	Coffee break
15:30 - 17:30	Parallel workshops (round 2) - a repeat of round 1, 8 in English, Workshop 4 with translation (DE, FR, EN)
19:30 - 22:30	Networking and dinner

**Day 2** | 14 June 2013

**SESSION 2 - ECVET COMMUNITIES OF PRACTICE - STAY CONNECTED TO EACH OTHER**

09:30 - 10:00	<p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>- Presentation of the new ECVET Team website - Ms. Annick Fortin (ECVET Team - CCIP) and Mr. Didier Gélibert (ECVET Team - ANFA)</li> <li>- Presentation of the “prototype” web platform for the Communities of Practice (CoP) - Mr. Raphaël Gnanou (ECVET Team)</li> <li>- The National Teams of ECVET Experts: Ms. Ute Haller-Block : Head of unit EACEA - Education and Culture Executive Agency</li> </ul>
10:00 - 10:30	Coffee break
10:30 - 12:00	<p><b>Parallel workshops - 6 in english / workshop 1 with translation (DE-FR-EN)</b></p> <ul style="list-style-type: none"> <li>- Workshops 1 to 7: <b>The Communities of practice are yours – creating the content of the web platform</b></li> </ul>
12:10 - 12:20	<p><b>ECVET Team news</b></p> <ul style="list-style-type: none"> <li>- Mr. Didier Gélibert (ECVET Team)</li> </ul>
12:20 - 12:50	<p><b>Observers' feedback from the workshops</b></p> <ul style="list-style-type: none"> <li>- Mr. Philippe Perfetti, Deputy Director for Training and Employment (APCMA)</li> </ul>
12:50 - 13:00	<p><b>Conclusion from the European Commission</b></p> <ul style="list-style-type: none"> <li>- Ms. Alison Crabb, Deputy head of Unit B2 “Vocational training &amp; adult education; LdV &amp; Grundtvig” (European Commission, DG Education and Culture)</li> <li>- ECVET, Erik Hess (EC DGEAC)</li> </ul>
13:00	Lunch and departure



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