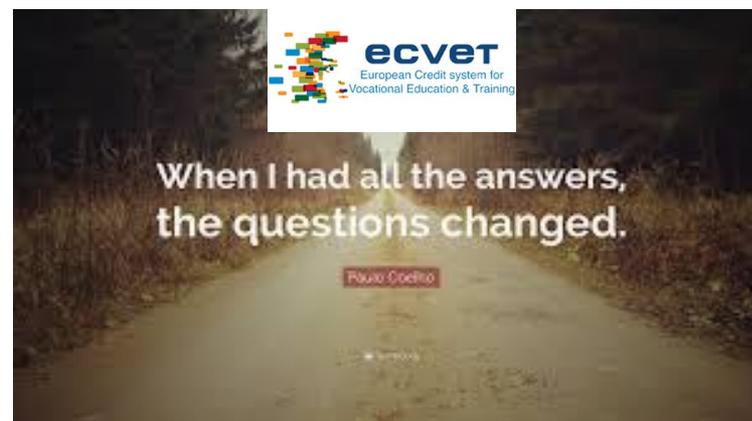




ECVET 2020 – state of the art in times of changes

- *New EU funding 2021-2027*
- *COUNCIL RECOMMENDATION on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience (01.07.2020)*
- *How to achieve learning outcomes through virtual mobility*





Background :

The ECVET Recommendation **was developed to improve the recognition, accumulation and transfer of learning outcomes, supporting mobility and lifelong learning.**

This responded to the **2002 Copenhagen Declaration** on the future priorities for enhancing European cooperation in VET, which stated a need for a system which supported 'the transparency, comparability, transferability and recognition of competence and/or qualifications, between different countries and at different levels'.

Council Recommendations on two instruments, the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) and the European Credit System for Vocational Education and Training (ECVET) **were adopted in 2009.**



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[menti.com](https://www.menti.com)

What do you associate with the topic of ECVET?

Are you using ECVET in your daily work?

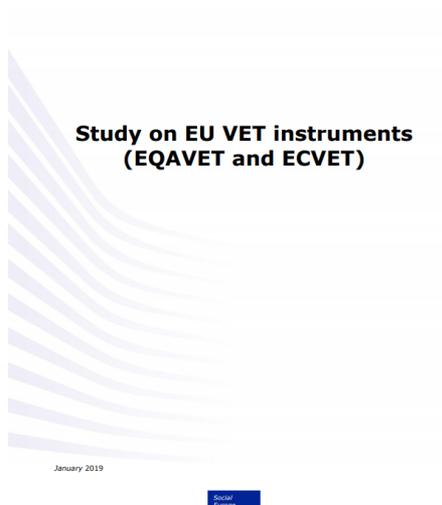


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Both the EQAVET and ECVET Recommendation were adopted in 2009; at a time when the EU had to navigate the turbulence caused by the economic crisis which started in late 2007....



CEDEFOP 2019:
Stakeholder consultation and the experience gained with the ECVET implementation over the last 10 years....

...incorporates and reinforces some elements of the 2009 ECVET Recommendation and abandons others that do not bring an added value or respond to a real need in the VET systems.

<https://op.europa.eu/de/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>



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Overview...

Country	Units/modules in in place before 2009 (IVET) ¹⁶⁴	Credit systems in 2011 (starting point proxy) ¹⁶⁵	Credit systems in 2018 (IVET) ¹⁶⁶	Shift to outcome orientation ¹⁶⁷	National mechanism to coordinate validation ¹⁶⁸	IVET students ¹⁶⁹ as % of all upper sec. students	IVET work-based students ¹⁷⁰ as % of all upper secondary IVET	Stage of NQF development ¹⁷¹
Estonia	Yes	Legislative proposal for Estonian credit system (tbc)	Credit system in place	Recent developer	None	35.7	1.4	Operational
Finland	Yes (credit system + points)	Credit system in upper secondary VET	Credit system in place	Early developer	None	71.3	13.6	Operational
France	Yes	No credit system	Credit system in place	Early developer	National level	41.5	24.7	Operational
Germany	No	No credit system	No credit system	Recent developer	None	46.8	86.0	Operational
Greece	No	No credit system	No credit system	Recent developer	National level	29.9	n.d.	(Early) operational stage
Hungary	Yes	No credit system	No credit system	Early developer	None	32.2	100.0	(Early) operational stage
Ireland	Yes (credit system + points)	Credit system in place ¹⁷³	Credit system in place	Early developer	National level	0.0	n.d.	Operational
Italy	No	No credit system	Credits used in	Recent developer	National level	55.8	0.0	Formally

ECVET-Germany

National VET policy in Germany is developed independently from ECVET. ECVET is currently not discussed at system level. Modularisation as well as units of learning outcomes are still being heavily debated. Partial qualifications do exist in some places, and many programmes have become more modularised over time.

The learning outcomes approach was widely adopted. This is partly attributed to the impact of ECVET. Modularisation of IVET qualifications is a heavily debated subject, as stakeholders see an endangerment of the 'completeness' of qualifications.

IVET qualifications are developed around 'learning fields', which can be considered 'units of LO'. The individual assessment of these modules and units of LO is perceived too costly, especially for dual VET. CVET is already more modularised.

Partial qualifications exist for a number of dual VET programmes, which are composed in a way that they are fully recognised for further learning at a later stage or directly afterwards. Systems for transfer, recognition and accumulation of assessed learning outcomes. Germany has not developed a credit system. Credit points were tested in projects but not rolled out on a wider level. Recognition of learning outcomes achieved in international mobility

The focus of ECVET in Germany is on international mobility.

Case study on the future of ECVET templates...

Recommendation:

...according to all interviewees, the templates should be in digital format.

...there absolutely is a need for user-friendly digital versions of the templates !!!

Benefits	Constraints
Memorandum of Understanding (MoU)	
⊕ Important in the context of quality assurance	⊖ Need for competent authorities to sign
⊕ Ensures a well-documented process	⊖ Not required and not commonly used in Erasmus+
⊕ Helps to clarify roles	
⊕ Helps to formalise commitment	
Learning Agreement (LA)	
⊕ Constitutes a multi-party commitment (learner, sending and hosting organisation)	⊖ Limited learner involvement observed
⊕ Can be individualised for each learner/mobility case	⊖ Great variety in practice of completion (guidelines needed)
⊕ Supports tracking and follow-up	⊖ Need to be realistic in terms of what LOs are actually possible to achieve at the placement (need to adapt LO targets)
⊕ Creates transparency and learner reassurance	⊖ Can be time consuming to fill in; needs simplification
⊕ Can include aspects of workplace security/insurance, hence protects all parties	⊖ Assessment and documentation not always obvious or specified in the LA
Personal Transcript (PT)	
⊕ Can record achieved LOs and more	⊖ Lack of connectivity with other tools (no data transfer possible)
⊕ Has an empowering character as it shows the learner what s/he has achieved in view of their employability	⊖ Needs to be simpler (open text boxes may be a deterrent)
⊕ There is increasing awareness that Europass Mobility can be utilised as PT, as no ECVET template has been developed	⊖ No single identity: many varieties of a PT are currently in use



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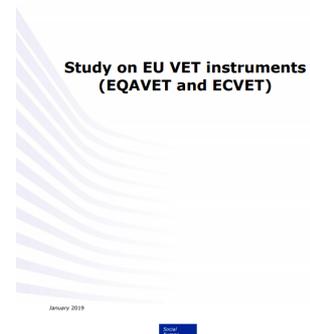
MISSION



VISION



VALUES



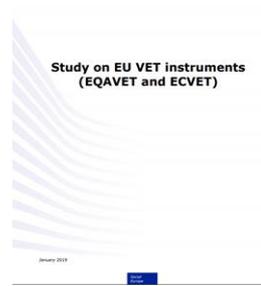
- ECVET is acknowledged to have enabled learning from trans-national mobility to be recognised.
- It is widely used across all countries for VET mobility, with most countries reporting that their VET providers use the instrument to record, describe and plan learners' mobility experience.
- Compared to EQAVET, ECVET has received less universal support from countries.

The biggest barrier which is well known to the Commission is the lack of support for credit points. This was not helped by the way in which ECVET was communicated in its early days and the use of the term 'credit system' in the recommendation!



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The option for ECVET & EQAVET...

...it is suggested to integrate it in a wider policy strategy framework for VET to support flexible learning pathways that enhance lifelong learning.



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The option for ECVET means also:

- Remove or revise the concept and definition of ECVET points and reference to credit systems from the on-going definition of credit systems in VET.
- Strengthening the requirement of ECVET tools in transnational mobility by making the use of MoU and LA a requirement for VET Mobility Charter holders and making the tools digital and interactive
- Taking further action to improve the consistency of how learning outcomes are described. This could include developing a framework using pre-defined action verbs and structure or syntax, linked to **ESCO terminology**.
- Supporting a new generation of pilot projects to promote and demonstrate how ECVET principles can be used to address current issues related to flexible and individualised learning pathways.



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..based on CEDEFOP 2019 in 2020...



Brussels, 1.7.2020
COM(2020) 275 final

2020/0137 (NLE)

Proposal for a

COUNCIL RECOMMENDATION

**on vocational education and training (VET) for sustainable competitiveness, social
fairness and resilience**

{SWD(2020) 123 final}

<https://op.europa.eu/en/publication-detail/-/publication/8e89305c-bc37-11ea-811c-01aa75ed71a1/language-en>



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Based on the CEDEFOP report ...

...the present Council recommendations incorporates and reinforces some elements of the 2009 ECVET Recommendation and abandons others that do not bring an added value or respond to a real need in the VET systems.



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The principle that qualifications are made of units of learning outcomes

- is integrated and reinforced in the proposal (modularisation).
to increase flexibility of the VET programmes and facilitate
- facilitating mobility of VET learners and the recognition of learning outcomes achieved during such mobility periods
- support the automatic mutual recognition of VET qualifications and cooperation at sectoral level, including support through the Blueprints for sectoral cooperation on skills.

To this end, a concept of **European Vocational Core Profiles** will be explored with the aim to define a certain share of a common training content at European level.



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- the mobility tools developed under the 2009 Recommendation (e.g. learning agreement and memorandum of understanding) related to supporting geographical mobility of VET learners will be further developed

..in the framework of other EU instruments such as those supported by the Erasmus+ programme and linked to the further development of Europass;

The **credit points** introduced by the 2009 Recommendation **will be discontinued**, due to the very low take-up and no evidence of added value.

! In practice, ECTS (European Credit Transfer and Accumulation System) applied widely in higher education is used also for post secondary and tertiary VET.



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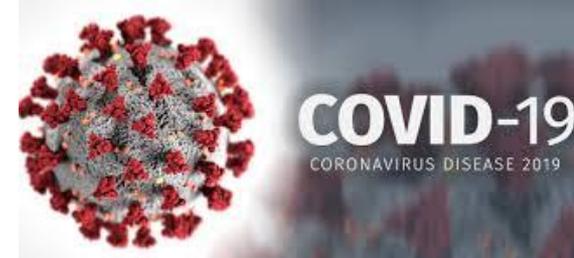


Providing **support service that caters for the various dimensions of VET systems** (e.g. apprenticeships, Centres of Vocational Excellence, continuing vocational education and training, quality assurance), bringing together the management of several separate support structures (EQAVET and ECVET secretariats, apprenticeship support services, expert working groups);

Transformation....

...from National ECVET Expert's to **National VET Expert's** (2021-2027)





The COVID-19 pandemic has **seriously disrupted standard education and training activities**, including VET across Europe.

Despite the fact that Member States have quickly **moved towards digital learning solutions**, the containment measures and ensuing crisis have put the resilience of the system to the test.

The economic recovery from the COVID-19 crisis **offers an opportunity to accelerate reforms in VET and strengthen its resilience, notably by digitising learning offers and methods and agile adaptation to changing labour market needs.**



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CHALLENGE

COUNCIL RECOMMENDATION on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience (page 25)

...

14. Internationalisation strategies support a strategic approach to international cooperation in vocational education and training, including in border regions of the EU; such strategies promote successful national practices worldwide and participation in international skills competitions;

15. Opportunities for learning mobility of vocational learners and staff, including **virtual mobility**, long-duration mobility and mobility to third countries are in place, facilitated by the **use and recognition of units** of learning outcomes and of relevant European tools;



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**THANK YOU
FOR
YOUR
ATTENTION!
ANY QUESTIONS?**

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IHK-Projektgesellschaft
www.ihk-projekt.de/international
schaefer@ihk-projekt.de
+ 49 335 56 21 2100
+49 160 90 506 506