

# EDUCATIONAL HANDBOOK

## “Implementing ECVET documents”

**Project:**  
**"Innovative Methodologies and  
 PRactices on VET"**  
 Acronym:  
**IMPROVE**

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## WHAT IS IT ABOUT?

The educational handbook "IMPLEMENTING ECVET DOCUMENTS" is a guide for organizations (schools, vocational training centers, and organizations involved in VET) aimed to use the ECVET system, both within and outside the Erasmus Plus program.

The handbook, clearly and with useful suggestions for users, describes what the ECVET system is, what it is used for, how it is applied, and what are the principles and documents to be used.

The handbook also includes a section where the scenarios relating to ECVET in the countries involved in the partnership are presented, and the case studies and good practices for using ECVET.

Finally, there are two annexes: some examples of ECVET Documents used by Informamentis Europa and a glossary of key terms.

The educational handbook "IMPLEMENTING ECVET DOCUMENTS" is produced within the project "IMPROVE" - Erasmus + Key Action 2 - KA202 - Strategic Partnerships for vocational education and training project.

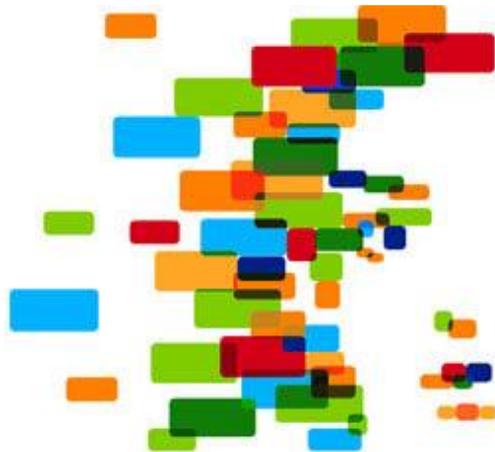
IMPROVE project aims to satisfy the need for innovation in VET systems, thanks to alternative and successful methodologies/approaches to the learning environment, in order to create a successful experience in job-oriented learning.

The partners who support the "IMPROVE" project have the common goal of promoting innovative practices and tools in Vocational Education and Training, in order to encourage people to consider it as "an important choice in their professional career", as showed by the European Commission in one of the "Ten Actions" of the new and complete "Skills Agenda for Europe" (2016).

As underlined in the aforementioned Agenda, the UE Commission's purpose is making Vocational Education and Training (VET) a "first choice" by enhancing opportunities for VET learners to undertake a work-based learning experience and promoting greater visibility of good labour market outcomes of VET.

Thanks to the "IMPROVE" project, innovative tools and guidelines can be introduced in the countries involved, used by staff working in various ways in VET, disseminated among students to support them employability and self-employment, shared by organizations in Europe, as a starting point of further projects and initiatives to improve VET systems.

## CHAPTER 1: WHAT IS ECVET?



ECVET is a technical framework for the transfer, recognition, and, where appropriate, accumulation of individuals' learning outcomes to achieve a qualification. ECVET tools and methodology comprise the description of qualifications in terms of units of learning outcomes with associated points, a transfer and accumulation process, and complementary documents such as learning agreements, transcripts of records, and ECVET users' guides<sup>1</sup>.

ECVET should facilitate the recognition of learning outcomes following national legislation, in the framework of mobility, to achieve a qualification. It should be noted that ECVET does not imply any new entitlement for citizens to get the automatic recognition of either learning outcomes or points. Its application for a given qualification is under the legislation, rules, and regulations applicable in the Member States and is based on the following principles and technical specifications

Developed by the Member States in cooperation with the European Commission, ECVET has been adopted by the European Parliament and the Council in 2009. The adoption and implementation of ECVET in the participating countries are voluntary.

ECVET is one of several European tools launched in the last decade as an integral part of the 'education and training 2010-20' and Copenhagen processes. Their impact depends on their consistency and interaction, but their implementation will increase the transparency of qualifications, support mobility, and benefit citizens by providing a systematic and transparent way to present, document, and validate their knowledge, skills, and competence.

ECVET as part of the European strategy that aims to promote lifelong learning for the growth and employability of citizens in the European labour market has the twofold objective of:

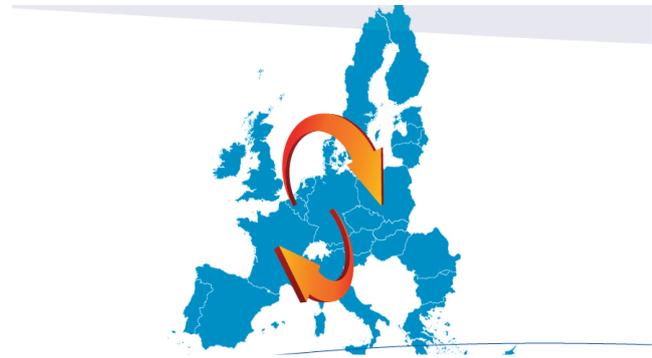
- Facilitate the mobility of students and workers (ECVET for mobility);

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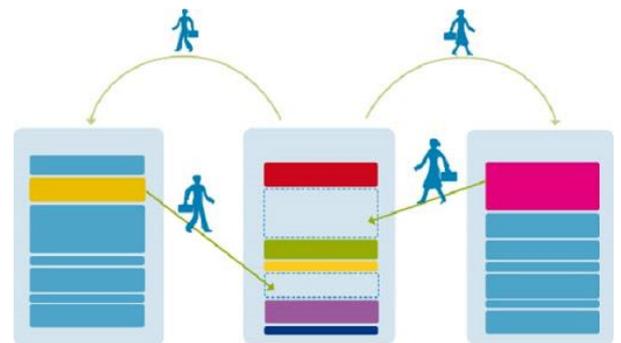
<sup>1</sup> RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) - 2009/C 155/02

- Making national qualification systems more flexible and suitable for recognition and transfer (ECVET for lifelong learning).

To support mobility, ECVET acts to improve the possibilities for recognition of learning outcomes and thus to enable people to build on what they have learned abroad, in different education and training institution, or in different situations. In other words, thanks to ECVET, it should become easier to fully integrate mobility into learners' learning pathways and to make visible and recognised what they have learned abroad. The success of ECVET will depend on the development of mutual trust among competent institutions.



To Support Lifelong Learning ECVET acts to improve transfer recognition and accumulation of what has been learnt in the past. So, can be easier the development of individualised lifelong learning paths which enable people to gain knowledge, skills, and competence and ultimately also a qualification progressively and building on what they learnt previously. In other words, ECVET can facilitate individuals' transition between different employment positions, companies, or sectors, but also the transition from unemployment or inactivity into employment.

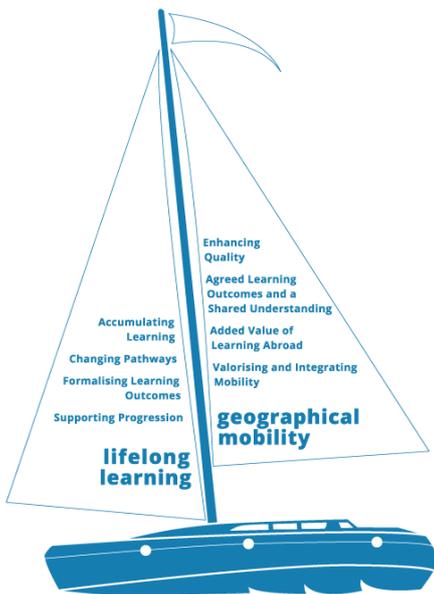


At a systems level, ECVET aims towards greater compatibility between the different vocational education and training (VET) systems in place across Europe, and their qualifications.

It means that from a systems-level perspective, the aim is for ECVET, and its technical components, to become embedded within existing education, training, and qualifications systems, making ECVET a regular feature of European VET, at all levels. For this to happen, Government commitment is required, in all European countries, supporting the incorporation of ECVET principles into existing education, training, and qualifications systems and frameworks.

## 1.1 ECVET — PRINCIPLES AND TECHNICAL SPECIFICATIONS

### 1.1.1 Units of Learning Outcomes



ECVET is focused on a series of *Technical Components* that, together, facilitate the process of learning recognition, irrespective of the country or education system in which the learning took place.

Successful ECVET implementation requires that qualifications be described in terms of learning outcomes, with learning outcomes brought together in units, and units often accumulated to form the basis of qualifications or awards. Assessment, validation, and recognition processes must also be agreed, among all those participating, and should respect existing national, regional, sectoral or institutional practice.

The **Units of Learning Outcomes**<sup>2</sup> is a component of a qualification, consisting of a coherent set of knowledge, skills, and competence that can be assessed and validated with some associated ECVET points. A qualification comprises in principle several units and is made up of the whole set of units.

Thus, a learner can achieve qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes.

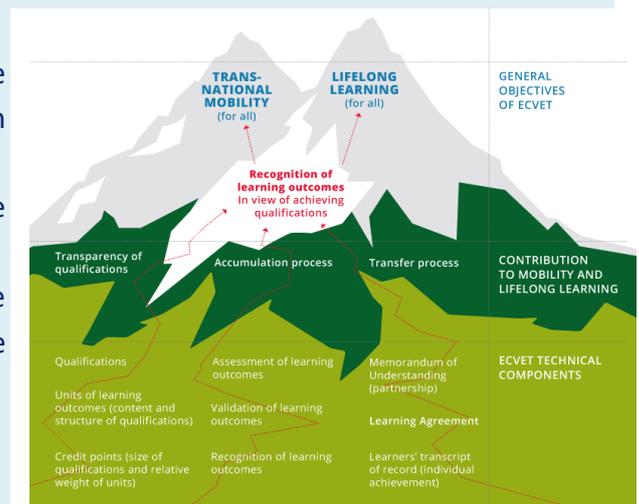
#### SUGGESTION FOR USERS

The units that make up a qualification should be:

- described in legible terms by referring to the knowledge, skills, and competences contained in them,
- constructed and organised coherently about the overall qualification,
- constructed in a way that enables discrete assessment and validation of learning outcomes in the unit.

The specifications for a unit should include:

- the generic title of the unit,
- the generic title of the qualification (or qualifications) to which the unit relates, where applicable,

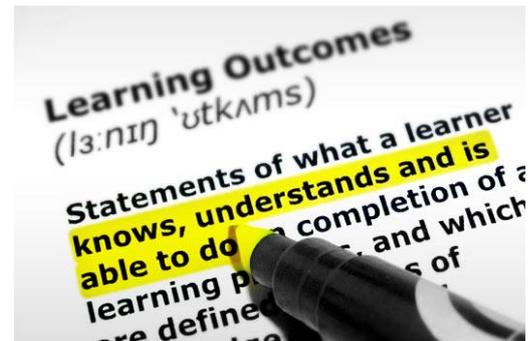


<sup>2</sup> RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) - 2009/C 155/02

- the reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework (NQF) level, with the ECVET credit points associated with the qualification,
- the learning outcomes contained in the unit
- the procedures and criteria for the assessment of these learning outcomes,
- the ECVET points associated with the unit,
- the validity in time of the unit, where relevant.

A unit may be specific to a single qualification or common to several qualifications. The expected learning outcomes defining a unit may be achieved irrespective of where or how these have been achieved. Thus, a unit is not to be confused with a component of a formal learning program or training provision.

The rules and procedures for defining characteristics of units of learning outcomes and for combining and accumulating units for a given qualification are defined by competent institutions and partners involved in the training process according to the national or regional rules.



These requirements may be restrictive depending on the tradition and practice of the qualifications system and the way qualification standards are designed. Units can also structure the formal education and training program.

In countries where qualifications are not designed in terms of units or where they do not allow for the accumulation of units, it is possible to use ECVET for mobility by creating units used only for mobility. The credit achieved for these units can then be transferred. The learning outcomes will be validated by exempting the learner from the corresponding part of the education and training pathway in the home institution (meaning s/he will not have to undergo the learning process again). However, these learning outcomes will only be recognised when the final assessment, leading to the award of the qualification, is completed by the learner.

To group the learning outcomes into units it is necessary to identify those outcomes that relate to each other. There are different criteria according to which learning outcomes can be grouped into units and the choice of which criteria to use depends on the qualifications system.

#### **SUGGESTION FOR USERS**

Some examples of criteria used for grouping are provided by [ecvet-secretariat.eu](https://www.ecvet-secretariat.eu)<sup>3</sup> and shown below:

- the grouping of learning outcomes based on correlation to the same set of professional activities/tasks (e.g. learning outcomes in a unit called "shampoo and hair treatment");
- the grouping of learning outcomes based on correlation to the same product or production technique (such as the learning outcomes in a unit entitled "prepare grilled dishes");

<sup>3</sup> <https://www.ecvet-secretariat.eu/en>



Two aspects are important: the clarity of the terminology used as well as the way the text is organised in a user-friendly manner.

#### **SUGGESTION FOR USERS**

During the meeting "*Flexible Qualifications for a Changing Labour Market*" (November 2015)<sup>4</sup>, further potentials of the Units of Learning Outcomes emerged, as described below.

- Units of Learning Outcomes can be used to make qualifications more transparent for employers, obviating the general mistrust of "traditional" qualifications.
- Units of Learning Outcomes can support the job market in defining their needs.
- Units of Learning Outcomes can support the validation of previous learning also in the learning provider, identify how much of qualification is already acquired and what must be developed for the attribution of a complete qualification. This may consist in a process of maturing people as subjects in learning, making them aware of their path, and making the training interventions shorter and more relevant.
- Units of Learning Outcomes and assessment mechanisms can be linked to requests for recognition of non-formal and informal learning (NFIL).

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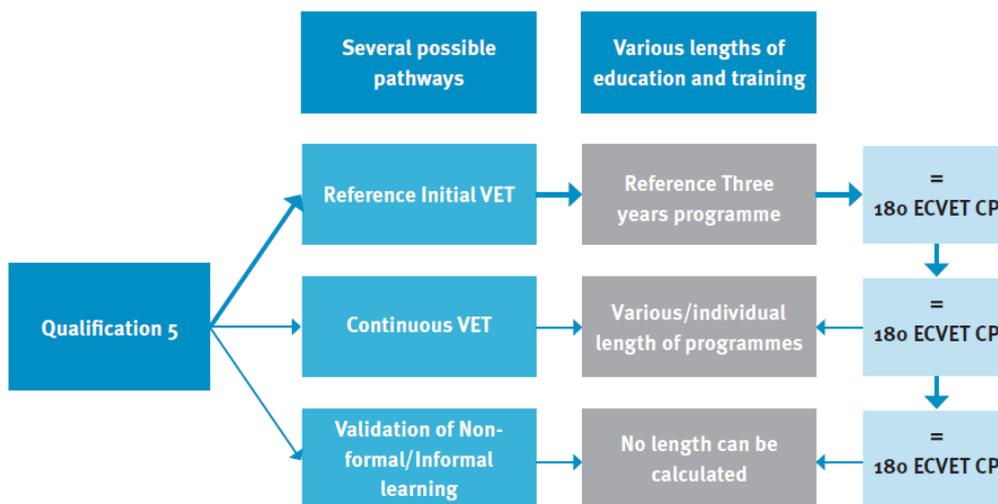
<sup>4</sup> 253 registered participants, including ECVET national coordinators and experts, representatives of the world of economics and the social world, and other experts (VET, Higher Education ...).- Source: ECVET TEAM - ECVET Forum 2015 – Evaluation.

### 1.1.2 ECVET Points

ECVET points are a numerical representation of the overall weight of learning outcomes in a qualification and the relative weight of units concerning the qualification. Together with units, descriptions of learning outcomes, and information about the level of qualifications, ECVET points can support the understanding of a qualification. The number of ECVET points allocated to a qualification, together with other specifications, can indicate for example, that the scope of the qualification is narrow or broad. The number of ECVET points allocated to a unit provides the learner with information concerning the relative weight of what s/he has accumulated already. It also provides the learner with information concerning what remains to be achieved.

#### SUGGESTION FOR USERS

To allocate ECVET points to a qualification, a reference learning pathway is chosen. This can be, for example, the most typical pathway (in terms of the number of learners). Using the convention concerning ECVET points, the number of ECVET points for the qualification is defined (one year = 60 ECVET points). For example, 180 points for a qualification that has a reference pathway that lasts two years. In consequence, the qualification is allocated 180 ECVET points even though it can be prepared through a shorter or a longer pathway.



For example, in France, the upper-secondary qualification Baccalaureate professional (vocational Baccalaureate) can be achieved through:

- Initial school-based VET – normal duration of the program is three years;
- Through apprenticeship training – the normal duration is also three years;
- Continuing VET – the duration varies depending on the prior experience of the learner or his/her previous qualification
- The full qualification can also be achieved through validation of non-formal and informal learning or by combining continuing training and validation.

(Source: Ministry of National Education- France)

If the initial VET program is taken as the reference pathway (this is the most pursued route) the vocational baccalaureate qualification would have 180 ECVET points. This number of ECVET points would apply independently of the route followed to achieve the qualification.

**SUGGESTION FOR USERS**

ECVET points are not to be confused with credit.

While credit designates the learning outcomes the learner has achieved (see section “Credit Transfer and Accumulation”), the ECVET points provide information about the qualification and the units.

In other words, while credit is related to a person and his/her achievement (credit does not exist on its own without someone having achieved it), ECVET points are linked to the qualification structure and description (independent of whether or not someone has achieved the qualification).

Credit can be transferred and accumulated if the competent institution recognises that the credit the learner has achieved is relevant and can be considered as part of the qualification the learner is preparing (or seeks recognition for).

ECVET points provide information about the credit the learner has transferred and accumulated (e.g. what is the relative weight of units the learner has already achieved).

### 1.1.3 Credit Transfer and Accumulation

Credit for learning outcomes (i.e. credit) designates individuals' learning outcomes that have been assessed and which can be accumulated towards a qualification or transferred to other learning programs or qualifications.

Credit refers to the fact that the learner has achieved the expected learning outcomes which have been assessed positively and the outcome of the assessment was documented in a personal transcript. Based on this documentation, other institutions can recognise learners' credit.



Credit is a unique concept than ECVET points. For the distinction between credit and ECVET points see the section on ECVET points.

Credit transfer is the process through which learning outcomes achieved in one context can be considered in another context. Credit transfer is based on the processes of assessment, validation, and recognition.

To be transferred, learning outcomes must be assessed. The outcome of the assessment is recorded in a learner's transcript and constitutes credit. Based on the assessed outcomes, the credit can be validated and recognised by another competent institution.

Two cases of credit transfer exist:

- Transfer in the framework of partnerships
- Transfer outside partnerships

These are further explained below:

When the credit transfer takes place in the framework of organised mobility, underpinned by a learning agreement, if the assessment is positive, credit should be validated and recognised automatically.

Credit accumulation is a process through which learners can gain qualifications progressively by successive assessments and validation of learning outcomes.

Accumulation of credit is decided by the competent institution responsible for the award of the qualification. When the learner has accumulated the credit required and when all the conditions for the award of the qualification are fulfilled, the learner is awarded the qualification.

ECVET accumulation is enabled using units of learning outcomes that can be progressively assessed, validated, and recognised. It is based on qualification systems' rules and requirements on accumulation. These rules define which learning outcomes are accumulated towards which qualification and how they are assessed and validated.

Is possible to combine the assessment for each unit and the consequent accumulation of units with a final assessment. The role of such final assessment is not to verify again that every learning outcome already assessed, has been achieved. The final assessment aims to verify that learners can combine the learning outcomes achieved in different units because of performing complex tasks or developing products/ projects.

In the framework of ECVET partnerships, credit transfer is foreseen in the learning agreement. This agreement specifies which learning outcomes are to be achieved during mobility and how these will be assessed.

If the learner has been positively assessed by the hosting institution<sup>5</sup> it implies that the learning outcomes expected for units concerned have been achieved. This is recorded in the learner's transcript. The home institution<sup>6</sup> validates and automatically recognises the learner's credit, as specified in the learning agreement.

In the case of learning outcomes achieved in other settings and contexts and that are only corresponding to part of the unit in the home system, it is possible to validate and recognise the assessment results as part of the continuing assessment (if it exists). In any case, the learner should be exempted from the

Concerning the validation of formal, non-formal, or informal learning, outside a partnership, it is the competent institution which is empowered to award qualifications or units or to give credit that validates (possibly after organising an assessment) the learning outcomes of a learner.

The partnership should ensure that learners who are assessed in another context and whose credit is transferred are not disadvantaged compared to other learners in the home system. If, for example, the home system uses grades for condoning, the partnership should find a way to ensure that the mobile learner will receive grades that correspond to his/her performance.

Is possible to transfer learning outcomes that do not correspond to a full unit, but it depends on the rules concerning assessment, validation, and/ or recognition in the qualifications system.

Especially in the case of geographical mobility, it may be difficult to achieve learning outcomes that correspond to a full unit.

#### **SUGGESTION FOR USERS**

Some ECVET pilot projects have envisaged solutions to transfer learning outcomes that do not correspond to a full unit. However, how these parts of units can be validated and recognised in the home system differs from one qualification system to another.

Concerning the possibility to organize a credit transfer outside the framework of ECVET, is necessary to underline that outside the framework of ECVET partnerships, no learning agreement exists. Therefore, the decision on recognition lies fully in the hands of the competent institution in the system in which the learner wants his/her credit recognised. This institution should examine whether the learning outcomes the learner has achieved, and which were assessed (as possibly documented in the personal

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<sup>5</sup> The "hosting" institution is the one that delivers training for the learning outcomes concerned and assesses the achieved learning outcomes. In the context of ECVET partnerships it is the hosting institution that receives the mobile learner and provides learning activities (modules, courses, placements etc.), as well as assessment.

<sup>6</sup> The "home" institution is the institution which will validate and recognise learning outcomes achieved by the learner. In the context of ECVET partnerships it is the home institution that sends the learner out and where the learner comes back to.

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transcript) are comparable to the requirements of their system (e.g. are they comparable to the qualification standards?). If so, the competent institution may decide to validate and recognise learners' credit.

In cases where learning outcomes have not been previously assessed, the competent institution may ask the learner to undergo a procedure for validation and recognition of formal, non-formal, and informal learning.

### 1.1.4 Assessment of Learning Outcomes

Before the mobility period the partners discuss and agree on the way(s) in which learning outcomes will be assessed during the mobility period. They also agree on how the quality of this process is ensured. The requirements on assessment are described in the learning agreement and may be formalised in an MoU



The home institution validates the learning outcomes assessed by the hosting institution. In this process, the home institution uses a learner’s transcript of record to verify that the learning outcomes defined for the mobility period have indeed been positively assessed in the hosting institution.

The hosting institution organises the assessment of learning outcomes as specified in the Learning Agreement. The assessment can be done by teachers, trainers, employers, etc. depending on the education and training and assessment arrangements and procedures that are used in the host context.

#### **SUGGESTION FOR USERS**

Is important that the hosting and home institutions discuss, before the mobility, the assessment methods used, and the profile of assessors. In this way could be assured quality assurance requirements expected by the home institution, which will validate the credit (note that this does not mean that the assessment methods and profile of assessors should be the same between the home and the hosting institution).



Concerning the validation of formal, non-formal, or informal learning, outside a partnership, it is the competent institution which is empowered to award qualifications or units or to give credit that validates (possibly after organising an assessment) the learning outcomes of a learner.

#### **SUGGESTION FOR USERS**

The partnership should ensure that learners who are assessed in another context and whose credit is transferred are not disadvantaged compared to other learners in the home system. If, for example, the home system uses grades for condoning, the partnership should ensure that the mobile learner will receive grades that correspond to his/her performance.

Using units of learning outcomes strengthens the quality of the assessment process because:

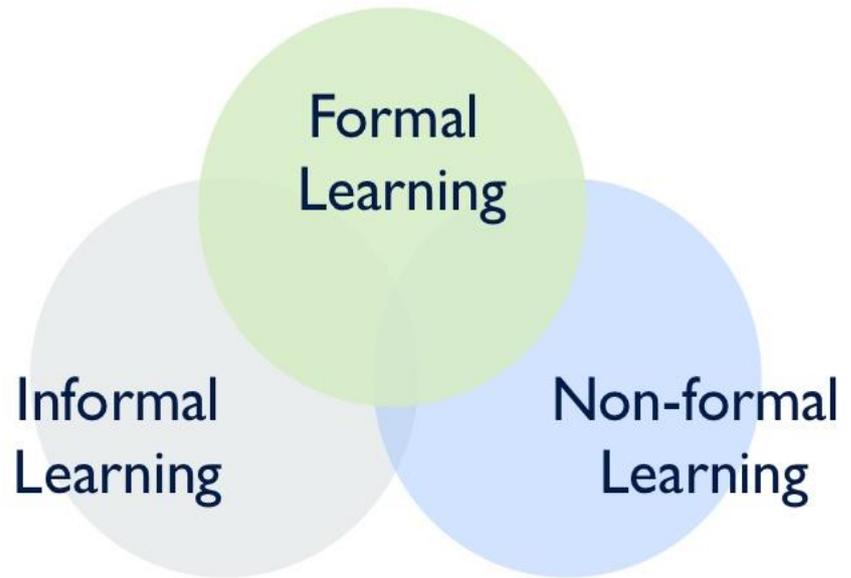
- the assessor can easily make the link between the content of the unit and the assessment criteria clear;
- the indicators and criteria of satisfactory achievement by the learner can be expressed clearly.



### 1.1.5 ECVET and non-formal learning

The Recommendation (2009/C 155/02) states that

- ECVET facilitates the development of flexible and individualised pathways and the recognition of those learning outcomes that are acquired through non-formal and informal learning.
- For applying ECVET to learning outcomes achieved in a non-formal and informal learning context or outside the framework of an MoU. The competent institution which is empowered to award qualifications or units or to give credit should establish procedures and mechanisms for the identification, validation, and recognition of these learning outcomes through the award of the corresponding units and the associated ECVET points.



#### SUGGESTION FOR USERS

The validation process for non-formal and informal learning because of achieving a qualification typically follows these phases:

- Identification of knowledge, skills, and competencies developed during voluntary activities, in a family or work environment, or during leisure.
- Documentation of these learning outcomes through the collection of evidence such as descriptions of previous working activities, development of a portfolio, or assessment.
- Validation of these learning outcomes against standards, referential, or a list of expected learning outcomes.
- Award of qualification or part of a qualification (recognition of learning outcomes).

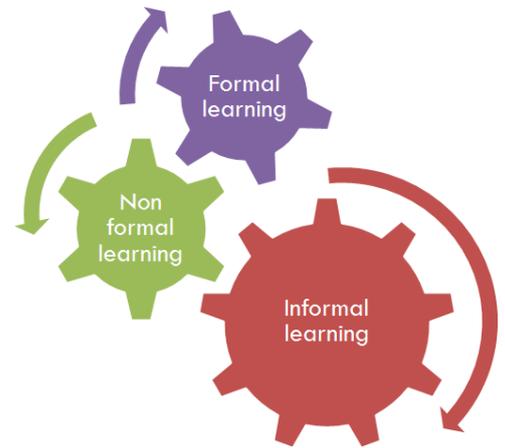


ECVET facilitates this process because it:

- describes the knowledge, skills, and competence required for qualification and the associated units. This makes it easier for the competent institution to identify what learners have already achieved compared to what is required in view of a qualification;

- can be used to enable learners to achieve some units through validation of non-formal and informal learning and others through formal learning;
- Facilitates the documentation of learning outcomes achieved using tools such as personal transcripts.

ECVET, therefore, enables learners to achieve qualifications partly by having non-formal and informal learning validated and recognised and by achieving the remaining units through formal learning.



## 1.2 ECVET —Essenzial documents (Mou - LA - Personal Transcript)

ECVET practitioners can benefit from the use of common European documents, or templates, that promote quality in learning mobility, namely: Memorandum of Understanding (MoU), Learning Agreement (LA) Personal Transcript.

### □ Memorandum of Understanding

An MoU is an agreement between competent institutions that sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved. It also establishes the partnership's procedures for cooperation.

A memorandum of Understanding is needed because Credit transfer is supported by mutual trust between the competent institutions involved. As stated in the ECVET Recommendation, this should be promoted by establishing MoU.

,To recognise credit, the competent institution in charge needs to be confident that the required learning outcomes have been assessed reliably and validly. It also needs to trust that learners' credit does

concern the learning outcomes expected and that these are at the appropriate level.

By setting up an MoU, competent institutions should acknowledge their partners' approaches to designing units, assessment, validation, recognition as well as quality assurance. Through this process, they make informed judgments about the conditions under which they can recognise credit achieved in partner systems.

Competent institutions, each of which is empowered, in their setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation, conclude MoU.

It is important to note that one institution can be competent for more than one function in the qualifications system as well as in ECVET, depending on the set up of the qualification system. These may be ministries, qualifications authorities, regional authorities, employers' representatives or chambers, etc.

Concerning the possibility to use Memoranda of Understanding outside geographical mobility, can be underlined that Partnerships for credit transfer using ECVET can be set up for transnational geographical mobility but also for other purposes.

ECVET principles and the use of agreements in form of MoU are one of the methods that can facilitate the process of recognition of learning outcomes in a lifelong learning perspective for purposes such as:

- *Horizontal progression of learners* (at the same level). MoU can exist between competent authorities in different qualifications systems to enable learners with a qualification from one



qualification system (for example for adult learning) to get recognition if they desire to obtain a similar qualification from another qualifications system (for example a broader qualification normally prepared through initial education and training);

- *Vertical progression of learners (across levels)*. MoU can exist between competent authorities governing qualifications at different levels to enable recognition of credit for learners passing from one level to another in cases where the lower level qualification has some common or comparable learning outcomes with the higher-level qualification. This is possible in qualifications systems where qualifications are designed in terms of pathways with multiple entries and exit points. It can also be possible to progress from tertiary VET (in some systems at EQF level 5) to higher education qualifications at EQF level 6.

### **SUGGESTION FOR USERS**

An MoU contains statements through which the parties concerned:

- accept each other's status as competent institutions,
- accept each other's quality assurance, assessment, validation, and recognition criteria and procedures as satisfactory for credit transfer. This agreement is based on the transparency of information concerning the above processes.
- agree on the conditions for the operation of the partnership, such as objectives, duration, and arrangements for review of the MoU. Such conditions will depend on the purposes and the context of partnerships.
- agree on the comparability of qualifications concerned for credit transfer, using the reference levels established by EQF. The level of detail regarding this point will vary depending on the partnership.
- identify other actors and competent institutions that may be involved in the process concerned and their functions. MoU defines the roles of other competent institutions regarding functions such as the signature of learning agreements, assessment, issuing of learners' transcripts, etc.

### **□ Learning Agreement (LA)**

A learning agreement is an individualised document which sets out the conditions for a specific mobility period. It specifies, for a learner, which learning outcomes and units should be achieved together with the associated ECVET points.

The learning agreement also lays down that, if the learner achieves the expected learning outcomes and these are positively assessed by the "hosting" institution, the "home" institution will validate and recognise them as part of the requirements for a





qualification. Therefore, the learning agreement constitutes a commitment to the learner that his/her achievement, if in line with the expectations, will be recognised.

Acknowledgement of credit accomplished during coordinated mobility is encouraged using learning agreements. These ensure that the hosting and the home institutions as well as the learner, have information about the objectives and conditions of the mobility period as well as their roles.

Compliance with the learning agreement enables automatic recognition of credit upon the learner's return. This is done without additional assessment or examination of the mobility period content.

### SUGGESTION FOR USERS

The learning agreement is always signed by these parties:

- the **home institution** (the institution which will validate and recognise learning outcomes achieved by the learner);
- the **hosting institution** (that delivers training for the learning outcomes concerned and assesses the achieved learning outcomes);
- the **learner** (sometimes, the Learning Agreement may also contain the signatures of the student's parents, if he/she is a minor). This ensures that the student's family is also aware of the expected learning path and the training results achieved.

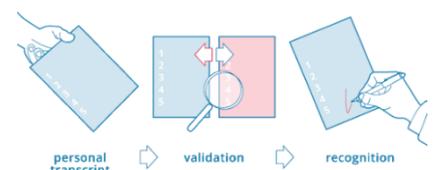
Concerning the **difference between a Learning Agreement and an MoU**, we can underline that:

- the learning agreement contains information concerning the identity of the learner; duration of the mobility period, learning outcomes to be achieved by the learner, and the associated ECVET points (as corresponding to the relative weight of the unit in the home system);
- the MoU is a framework document that defines the conditions under which credit achieved in partner systems can be recognised. It can concern a group or even many qualifications.

The learning agreement is a more specific document. It is written for a case of mobility and describes the learning outcomes concerned as well as how these will be assessed.

### □ Personal Transcript

The personal transcript is a record of learning achievements. It contains information on learners' assessed learning outcomes, units, and ECVET points awarded. It also specifies the identity of the learner and the competent institution(s) that assessed, validated, and recognised learners' credit.



### SUGGESTION FOR USERS

While the learning agreement describes what the learner is expected to achieve, the personal transcript documents what s/he has achieved the personal transcript is a document that belongs to the learner.

### 1.3 ECVET and EQF Recommendations

The European Qualifications Framework, or EQF, is one of a series of instruments developed to support European cooperation in education and training (other instruments include EQAVET, ECTS, NARIC, and Euro pass).



European  
Qualifications  
Framework

Developed and tested over many years, the EQF was officially launched in 2008 and is now guided by a more recent *Recommendation of the European Parliament and the Council (2018)*<sup>7</sup>.

In Recommendation, there is a reference to the need to reference and compare all types and levels of qualifications, of the importance of renewed or revised referencing of national frameworks, and of the ambition for including references to the appropriate EQF level on all newly issued qualification documents.

Acting as a translation device for existing national qualifications, the EQF aims at promoting the mobility of workers and learners, facilitating lifelong learning and qualifications recognition, and increasing understanding, and comparison, of the qualifications levels in different European countries through linking national qualifications systems to a common European reference framework.

The EQF encompasses all levels and all types of learning and centers on eight reference levels, known as EQF levels, that describe what a learner knows, understands, and can do (learning outcomes descriptors). The EQF does not describe specific qualifications, however, relying instead on the leveling of qualifications and awards against existing National Qualifications Systems and Frameworks (NQFs).

The referencing of different national qualifications systems and frameworks to the EQF is ongoing, with some countries having completed this activity and other countries continuing to work on the development and referencing actions. Where referencing has been completed, results have been uploaded to the European Commission's *Learning Opportunities and Qualifications in Europe Portal*<sup>8</sup> to allow the comparison of different NQFs, to the EQF, and to each other.

The principles developed by the Working Group of ECVET SECRETARIAT<sup>9</sup> are not defined in the ECVET Recommendation and they do not replace the ECVET Recommendation, however, the principles were developed with the EQF Recommendation in mind.

The EQF shares common transparency goals with ECVET, with each of these instruments making use of learning outcomes. In ECVET, learning outcomes are used as a basis for credit transfer and accumulation. ECVET does not, however, provide a template or taxonomy for the development of learning outcomes,

<sup>7</sup> <https://www.ecvet-secretariat.eu/en>

<sup>8</sup> [https://ec.europa.eu/ploteus/search/site?f%5b0%5d=im\\_field\\_entity\\_type%3A97](https://ec.europa.eu/ploteus/search/site?f%5b0%5d=im_field_entity_type%3A97)

<sup>9</sup> <https://ec.europa.eu/ploteus/sites/eac-efq/files/en.pdf>

relying instead on models already in use at the national, regional or systems-level (for example, as a part of existing NQFs).

**SUGGESTION FOR USERS**

What is essential for ECVET is ensuring that learning outcomes are identified and described to enable the mutual understanding of qualifications and judgments on:

- whether the qualifications covered in the framework of a partnership for geographical mobility lead to the same or similar occupation.
- whether learning outcomes, as described in one setting or context, are comparable with those able to be achieved in another setting or context.

Intending to promote synergy between these two important instruments, many European countries have designated the same body or organisation to act as a national contact point for EQF and ECVET.

## 1.4 Using ECVET in Geographical Mobilities

ECVET supports the valorisation of learning mobility because:

- The learning outcomes approach ensures a better understanding and comparability of qualifications and learning achievements across countries. When using ECVET for learning mobility, the learning outcomes that the learner is expected to achieve abroad are agreed upon by the partner institutions and stated in a Learning Agreement. Consequently everyone, including the home institution, the host institution, and the learner; has a shared understanding of the objectives of the mobility. Following the participation in appropriate learning activities, learners acquire the expected knowledge, skills, and competence and they are assessed on what they have achieved. The learning outcomes that they have achieved abroad are documented in a transcript of record and thus made visible.
- The validation and recognition of learning outcomes are in the framework of mutual trust among partner institutions. Individuals' mobility periods are set in a broader framework of agreements. Partner institutions set the conditions for smoother exchanges of learners and develop mutual trust. They also agree to the conditions under which learners' credit (i.e. assessed learning outcomes) achieved abroad will be validated and recognised. These agreements are formalised in Memoranda of Understanding. ECVET can accommodate different validation and recognition of learners' learning outcomes, such as:
  - Awarding credit for the unit(s) of learning outcomes concerned.
  - Exemption from an assessment or its part.
  - Transcription of the learning outcomes achieved abroad in learners' transcripts of record.
  - Awarding additional credit to what s/he would have normally achieved.
- Integrating mobility into learning pathways. When using ECVET all interested parties (learners, employers, education, and training providers) will have a clearer understanding and evidence about the added value of learning in a partner institution. ECVET can improve the validation and recognition of both key competencies (such as foreign language skills) as well as more technical skills and competencies. Learners will have the chance to enrich their learning pathway by acquiring abroad the knowledge, skills, and competencies which they would not have had the possibility to achieve in their home institution (for example, because of the differences in technologies used or because of the variety of products). ECVET may also help VET providers to respond to certain labour market needs by sending learners abroad for units they cannot deliver themselves (for example, because of the investment necessary to purchase the technology). For the same reasons, VET providers may be able to attract new learners from abroad.

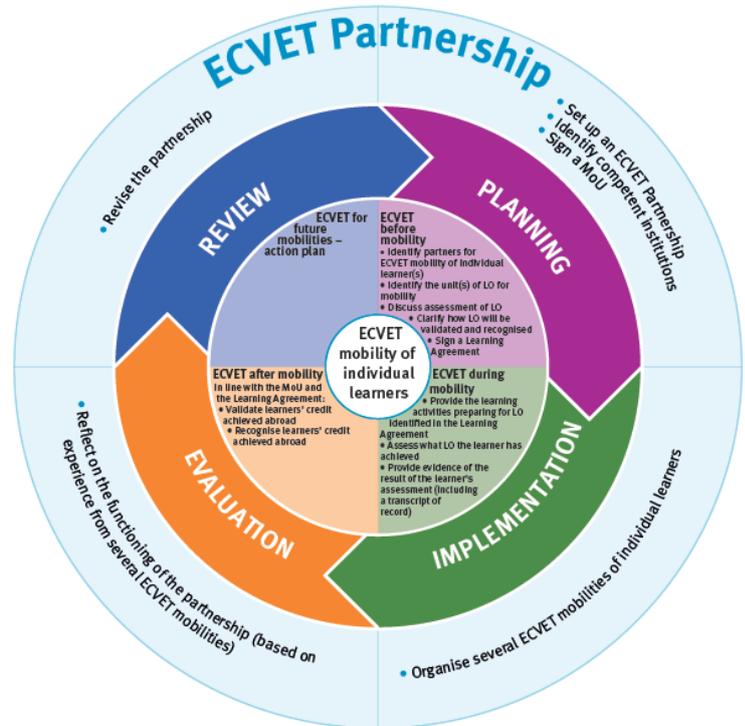
### **SUGGESTION FOR USERS**

In short, using ECVET for transnational mobility implies that:

- In one country, the competent institution (the host institution) assesses the learner's achievement of learning outcomes (as defined in units) and provides evidence of the results of the assessment (written statement on learning outcomes achieved or an assessment grid for example).
- In another country, the competent institution (the home institution) validates and recognises credit for units of learning outcomes. ECVET credit points are allocated to the learning outcomes, enabling the

learner to add these credit points to those necessary to achieve a qualification. The unit(s) of learning outcomes achieved abroad is (are) recorded in a learner’s transcript of record.

The quality assurance procedures underpinning the use of ECVET for geographical mobility are based on the EQAVET quality circle: planning – implementation – evaluation – review. On the one hand, this circle applies to the process of arranging each specific mobility experience: from the planning of the mobility experience to credit recognition and continuation of the learner’s pathway. On the other hand, the quality circle also applies to the quality management of each mobility partnership. Ideally, ECVET is implemented in partnerships. They are set up to support regular mobility exchanges (larger numbers of learners) and are expected to last for a duration that is longer than a specific mobility exchange. Therefore, two quality circles (one for individual learner mobility and another one for partnerships), using the same approach, can be distinguished and are summarised below.



### □ Quality circle for ECVET mobility of an individual learner

#### • Planning

The planning phase includes all quality assurance measures related to the activities in the phase ‘ECVET before mobility’. A crucial point is setting clear goals for the mobility period. In case the specific mobility is organised in the frame of an already established partnership (formalised by an MoU), the already agreed aspects need to be considered, but do not need to be laid down or changed for each individual mobility.

#### • Implementation

The implementation phase refers to the learning period abroad (‘ECVET during mobility’). It concerns quality assurance measures for the acquisition of agreed learning outcomes, the assessment of achieved learning outcomes, and the documentation of the results of the learner’s assessment.

#### • Evaluation (of the mobility experience)

After the mobile learner has returned to the home institution (‘ECVET after mobility’), the person in charge checks whether the learning outcomes achieved are in line with the Learning Agreement. If this is the case, the learner’s credit achieved abroad is validated and recognised. After all, three phases (before, during, and after) of the mobility process have been completed, the whole process needs to be evaluated. The crucial question is whether the main aim of using ECVET for geographical mobility has been achieved for the specific mobile learner, in other words, whether it was possible to recognise the knowledge, skills, and competence he or she has acquired abroad. If the credit

achieved abroad cannot be (fully) validated and recognised as planned, the procedures put in place before, during, and after the mobility need to be evaluated and reviewed to ensure that for future mobility exchanges credit can be recognised. Regardless of whether recognition has been achieved or not, the evaluation and collection of feedback are recommended. This will help identify potential areas for improvement (for example, regarding the time spent on specific issues, the instruments used, or the quality assurance procedures implemented). All actors involved in the mobility period (in particular, host and home institution and the mobile learner) should also be involved in the evaluation process to ensure that all perspectives can be taken into account in the review of the ECVET mobility process.

- *Review*

Based on the results of the evaluation process, an action plan can be developed for improving future mobility exchanges.

□ **Quality circle for ECVET partnerships for transnational mobility**

This quality circle and the related processes do not focus on individual learners, but overall ECVET partnership:

- **Planning:** The Memorandum of Understanding specifies the objectives of the partnership and contains clear statements on how the partnership will be evaluated.
- **Implementation:** The partnership is implemented by carrying out several mobility exchanges of individual learners and applying quality assurance measures during this process.
- **Evaluation:** After a certain time and after several mobility exchanges have been carried out by the partners, the functioning of the partnership is evaluated. For example, data on assessment results, data on mobile learners' success after the mobility phase, the impact of the mobility experience on their further pathway, or feedback from all actors involved in the mobility projects can be analysed to reflect on the overall functioning of the partnership. This should result in identifying potential areas for improvement.
- **Review:** The partnership is revised based on the evaluation results.

**SUGGESTION FOR USERS**

It may initially seem that ECVET is a complex instrument because a great deal of work is necessary in the preparatory phase (i.e. before the mobility takes place). To balance this perception of complexity, it is worthwhile to keep in mind that:

- the preparation phase is needed to make sure that when the learner returns, the knowledge, skills, and competence s/he has achieved can be validated and recognised and consequently accumulated. It can be considered as part of a quality assurance process.
- Once a partnership is operating and a Memorandum of Understanding is in place, the preparatory phase becomes much simpler.
- As the mutual trust among partners progressively develops, the partners become familiar with the other qualifications systems and their constraints; the opportunities for cooperation are clarified and the three stages become much smoother.

The use of ECVET for mobility is structured according to the three main phases: before, during, and after mobility.

□ *ECVET before mobility*

The activities to be carried out before mobility are

- Set up a partnership
- Sign an MOU
- Identify the unit(s) of LO for mobility
- Discuss assessment of LO
- Clarify how LO will be validated and recognised
- Sign a Learning Agreement

□ *ECVET during mobility*

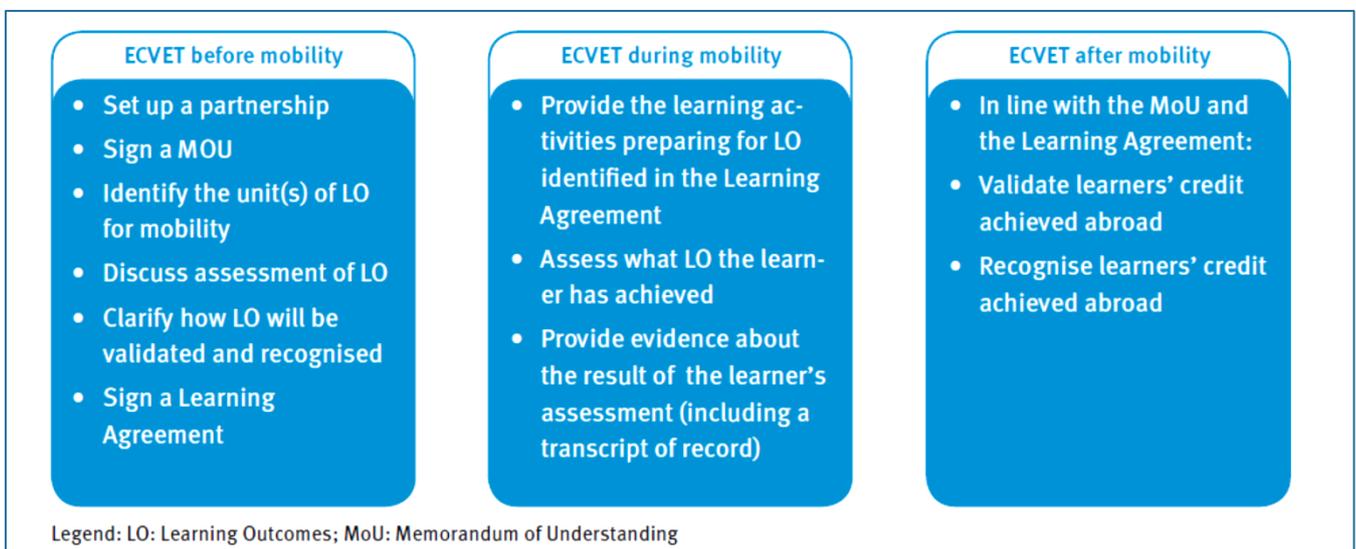
The activities to be carried out during mobility are

- Provide the learning activities preparing for LO identified in the Learning Agreement
- Assess what LO the learner has achieved
- Provide evidence about the result of the learner’s assessment (including a transcript of record)

□ *ECVET after mobility*

The activities to be carried out during mobility are, in line with the MoU and the LA, are

- Validate learners’ credit achieved abroad
- Recognise learners’ credit achieved abroad

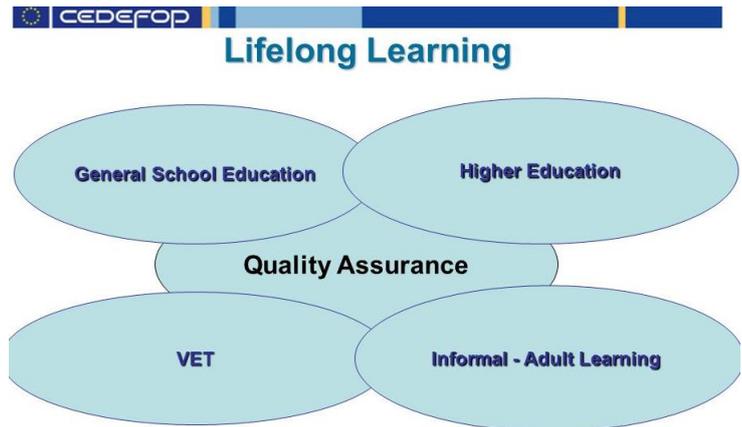


Implementing ECVET in geographical mobilities, realizing correctly the activities described above, given the chance to improve the recognition of learning outcomes and thus to enable people to build on what they have learned abroad, in different education and training institution, or different situations.

Thanks to ECVET, it can be easier to fully integrate mobility into learners’ learning pathways and to make visible and recognised what they have learned abroad. The success of ECVET, in any case, depends on the development of mutual trust among competent institutions.

## 1.5 Using ECVET in Lifelong Learning Policies

ECVET is a tool that can assist lifelong learning by improving transfer, recognition, and accumulation of what a person has been learnt in the past. It can ease the development of individualised lifelong learning paths which enable people to gain knowledge, skills, and competence and ultimately also a qualification progressively and building on what they learnt previously.



As presented in the ECVET Recommendation, ECVET includes several technical components and processes into a methodological framework that forms the ECVET technical specifications.

The core element of ECVET technical specifications is the use of learning outcomes. Learning outcomes describe what a person knows and can do and therefore they are neutral to how, in which context, and over what duration individuals' have developed their knowledge, skills, and competence. They make it possible to recognise learning because of achieving a qualification independent of where the learning took place and over what duration.

Another core aspect of ECVET technical specifications is the use of units of learning outcomes (units). Using units creates the possibility to recognise learning outcomes that correspond to a part of qualification and to achieve the remaining learning outcomes through further learning.

The assessment, validation, and recognition of units enable credit transfer and accumulation. This may help competent institutions to develop approaches whereby learners can build on the knowledge, skills, and competence they have achieved in the past, be it informal education and training, non-formal learning, through work, leisure activities, or any other learning, to qualify.

The processes of credit transfer and accumulation can be used within a predefined education and training pathway, but they can also facilitate transitions as part of individuals' learning paths. The Cedefop glossary<sup>10</sup> distinguishes between following education and training path and pathway:

- The education and training path are the sum of learning sequences followed by an individual to acquire knowledge, skills, and competence;
- The pathway is a set of related education and training programs provided by schools, training canter, higher education institutions, or VET providers that facilitate individuals' progression within or between sectors.

<sup>10</sup> Cedefop 2008. <http://www.cedefop.europa.eu/EN/publications/13125.aspx>

**SUGGESTION FOR USERS**

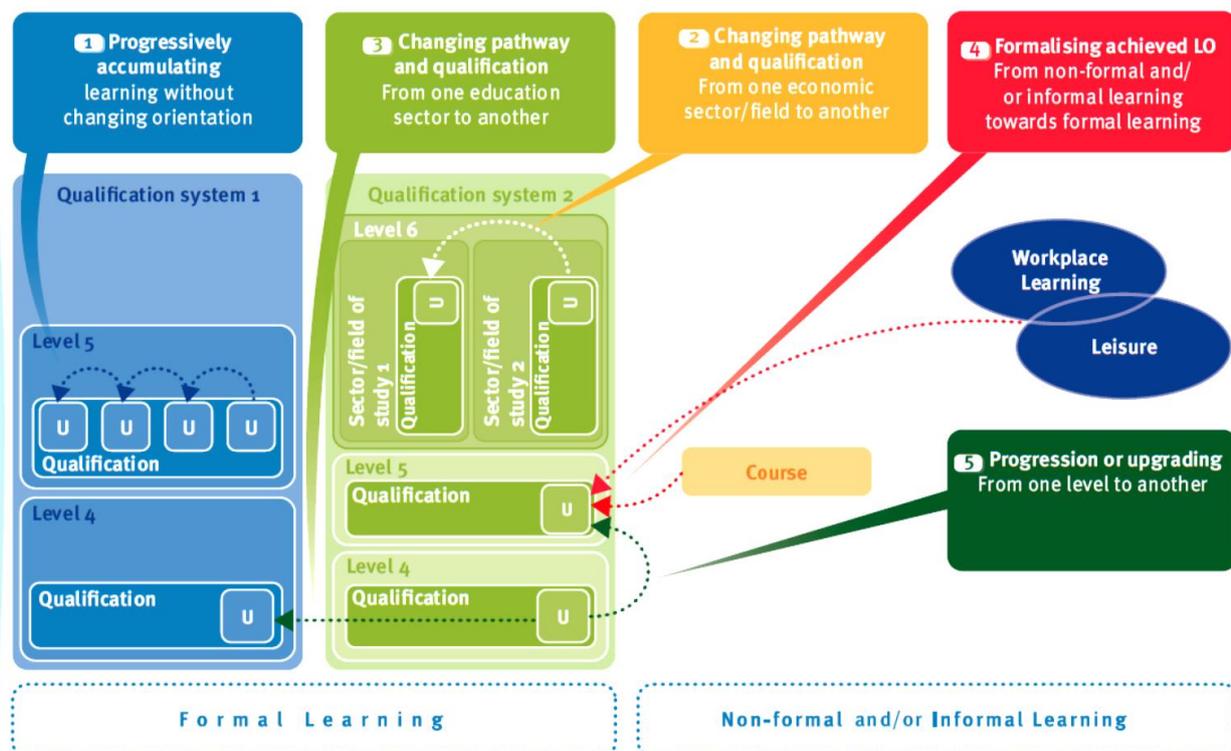
Paths and pathways are different concepts: the former is the result of an individual’s choice and the latter concerns the institutional setup and predefined linkages. This note concerns more specifically the use of ECVET for individuals’ paths, even though some examples also refer to predefined pathways.

The use of ECVET is expected to be facilitated by the development of partnerships. Partnerships can have different objectives. Some may aim at improving geographical mobility of learners (for example partnerships among training centers in different countries, as was described in the previous section), others at strengthening the possibilities for lifelong learning (for example, partnerships between providers of VET and providers of adult learning, or partnerships between VET providers and higher education institutions in the same geographical area).

Partnerships may be formalised through a Memorandum of Understanding (MoU), though in situations where other forms of agreements (explicit or implicit) exist, such formalisation may not be necessary. Setting up MoUs for lifelong learning may be particularly useful for situations where it is expected/ desired that the pathway created by credit transfer and accumulation will be used by a larger number of learners to avoid each case needing to be examined on an individual basis.

The documentation of what qualifications and credit (positively assessed learning outcomes) a person has achieved over the lifetime, in form of a learner’s transcript, serves as evidence to enable validation and recognition in another education institution, sub-system, or sector.

All these characteristics make it easier for a person to gain recognition for their learning progress and independent of where they have acquired their knowledge, skills, and competence.



The life trajectories of individuals are varied, and people have different needs in terms of learning, recognition of learning outcomes, and qualifications, depending on their situations and paths.

The idea behind credit systems is that once people have achieved specified learning outcomes, these remain an acquis over a certain time. Asking people to undertake to learn leading to the same outcomes would be a waste of their time and resources with possible negative impacts on their motivation. Therefore credit can be transferred and accumulated to achieve a qualification.



### **SUGGESTION FOR USERS**

The situations where credit transfer and accumulation can be useful are varied, some examples are listed below.

- Adults may want to upgrade their qualifications or achieve an additional qualification without having the possibility to attend a full-time training program because of their work or other commitments. They may wish to achieve the qualification by obtaining one unit after another and accumulating the units using ECVET in view of gaining the full qualification.
- People who are already qualified may wish to or need to achieve another qualification which shares some learning outcomes with the qualification that they already hold. The credit from the qualification that they already hold could be transferred using ECVET and the education and training program that they need to undergo could be shortened.
- Young people who have dropped out of education and training and who wish to return after one or two years could use ECVET to be able to build on the units of learning outcomes they have achieved in the past without having to go through the whole program from the beginning.
- People who have been exercising a profession without having the related qualification may want to achieve such a qualification to progress in their career or for other reasons. They may have achieved several relevant learning outcomes through informal learning which could be validated and recognised and the person would achieve some of the units of the qualification. The person could achieve the remaining units of the qualification through formal learning and accumulate credit, using ECVET, to get the full qualification.

Overall, five situations can be distinguished in how ECVET can be used in a lifelong learning perspective.

#### **1. Progressively accumulating learning**

Accumulating credit progressively over time with possible disruptions in the learning path, but preparing for a single qualification (no change of pathway).

**2. Changing the pathway and qualification within the same qualification system**

Transferring and accumulating credit within the same qualification system and at the same level, from one qualification and pathway to another (for example, from a qualification in one economic sector to a qualification in a related economic sector).

**3. Changing the pathway and qualification from one system to another**

Transferring and accumulating credit at the same level from one education or qualification sector to another (for example, from a narrower continuing VET qualification achieved through a public employment training program towards a broader initial VET qualification that gives the person more opportunities).



**4. Formalising achieved learning outcomes**

Validating and recognising learning outcomes achieved in non-formal or informal learning towards a qualification in a formal qualifications system.

**5. Progressing or upgrading a qualification**

Transferring and accumulating credit from a qualification at one level towards a qualification at another level (for example, from a post-secondary VET qualification towards a qualification in the same field in higher education).

## CHAPTER 2: ECVET 2009-2019

### 2.1. ECVET History and Timeline

The "Copenhagen Declaration"<sup>11</sup> (2002) contains the first references for the construction of a system to recognize skills and qualifications, to promote innovation and improvement of the VET sector.



The priorities set out in the Copenhagen declaration provide the basis for voluntary cooperation on VET. With the 2010 target, they aimed to:

- strengthen the European dimension in VET;
- increase information, guidance, advice, and transparency in the field of VET;
- develop tools for mutual recognition and validation of skills and qualifications;
- improve the quality assurance of VET.

In the years that followed, subsequent communiqués (Maastricht 2004, Helsinki 2006, Bordeaux 2008) confirmed a continuing commitment to a credit transfer system for VET. At the same time, a range of national and European-level testing and consultation activities were launched, involving many sectors and institutions, to build a convincing ECVET proposal that could be presented for approval by the governing authorities.

Centralised project funding was also made available by the European Commission, in 2008, to support the development of ECVET partnerships and to encourage the testing and experimentation of ECVET, focusing particularly on mobility in VET.

On 18 June 2009, a *Recommendation of the European Parliament and the Council on the establishment of a European Credit Systems for Vocational Education and Training (ECVET)*<sup>12</sup> confirmed common ECVET principles, provided detailed technical specifications for ECVET, and recommended wider ECVET promotion and implementation by all Member States.

Since then, the focus has been on progressive implementation, with the Member States encouraged to create conditions that will allow ECVET to be employed for all learners in VET. In 2010, the European Commission supported the second round of ECVET testing and experimentation activity, resulting in the funding of a further 8 pilot projects, this time with a focus on national implementation. Additionally,

<sup>11</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=LEGISSUM:ef0018&from=IT>

<sup>12</sup> <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>



ECVET was confirmed as a priority within the Lifelong Learning Programme (2007-2013) and, more recently, within the Erasmus+ program (2014-2020).

In 2011, a group of 14 national agencies responsible for overseeing the implementation of the Lifelong Learning Programme (now Erasmus+) came together, under the leadership of the German national agency (NA beim BIBB), to support geographical mobility practitioners working with ECVET: this network of national agencies, known as NetECVET, was responsible for the production of the current ECVET Mobility Toolkit.

In 2014, the Report on Evaluation of the Implementation of ECVET<sup>13</sup> confirmed strengths and successes - such as mainstreaming of the learning outcomes approach - whilst providing recommendations for future development - such as the need to underline the benefits of ECVET for all parties and the need to better align ECVET with other recognition and transparency tools.

These recommendations were made concrete in the Riga Conclusions (2015) with direct reference to EU-level support for the continuing development of ECVET and with a particular focus on achieving greater coherence between ECVET and other recognition and transparency tools. Only a few months later, the Draft Joint Report of the Council and the Commission on the Implementation of ET2020 (2015) highlighted the need for simplification and rationalisation and confirmed the transparency and recognition of skills and qualifications to facilitate learning and labour mobility as one of six new priority areas for European cooperation in education and training.

In 2016, the European Commission's *New Skills Agenda for Europe*,<sup>14</sup> confirmed ten actions to help equip people in Europe with better skills, among which ambitions for "Making VET a First Choice" also talk of the possible future revision of ECVET.

The document states that the EU aims to:

- encourage, for VET learners, opportunities to combine learning experiences acquired in different contexts, based on existing VET tools on quality assurance and credits, and in line with the new EQF recommendations
- increase the attractiveness of VET through a quality offer and a flexible organization, allowing a progression towards higher professional or academic learning and ensuring closer links with the world of work
- improve the involvement of businesses and the social partners in the conception and delivery of vocational education and training at all levels, as demonstrated in the dualistic apprenticeship system.

<sup>13</sup> <https://op.europa.eu/en/publication-detail/-/publication/ae216efd-c653-11e5-a4b5-01aa75ed71a1/language-en>

<sup>14</sup> <https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A52016DC0381>

VET should include a strong work-based dimension, where possible combined with international experience.

More recently<sup>15</sup> the Council Recommendation 2018/C 444/01 confirmed the importance of learning recognition across borders and specifically referenced the value and importance of transparency tools such as those developed and used within ECVET (Memorandum of Understanding, Learning Agreement).




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<sup>15</sup> COUNCIL RECOMMENDATION of 26 November 2018 on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad (2018/C 444/01) <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32018H1210%2801%29>

## 2.2. EU level policy updates related to ECVET



Ten years after the introduction of ECVET, the European Commission has carried out a *"Study on EU VET instruments (EQAVET and ECVET)"*<sup>16</sup>. The main aim of this study is to examine the effect EQAVET and ECVET have on policy developments at the national and European level, as well as their relationship with other EU instruments such as the European

Qualifications Framework (EQF), EUROPASS, and the Validation Recommendation. Finally, the Study considers if and how the instruments can build on what has been achieved so far and maximize their future impact.

The document mentions that in November 2017, the European Commission introduced its vision for a European Education Area by 2025, in which learning, studying, and doing research would have no limitations.

In its *"Communication on Building a stronger Europe: the role of youth, education and culture policies"*<sup>17</sup> (published in May 2018), the Commission set the promotion of cross-border mobility and cooperation in education and training as one of three key objectives of the European Education Area. In the context of this initiative, the European Commission, in May 2018, presented a proposal for a Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education diplomas and the outcomes of learning periods abroad. This document (previously mentioned in section ECVET History and Timeline) was adopted on 26 November 2018.

The objective is to ensure that every student, apprentice, or student who completes a learning experience abroad, whether for a qualification or learning mobility, can have that experience automatically recognised for the purposes of further study. The proposal suggests that the Member States will be invited to put in place the steps necessary to achieve, by 2025, automatic recognition of higher education and upper secondary qualifications, as well as recognition of the outcomes of learning periods, without making learners go through a separate recognition procedure. In this regard, the proposal explicitly refers to the use of a Learning Agreement and Transcript of Records.

The proposal furthermore suggests exploring synergies between EU transparency tools and, where appropriate, develop them further, to improve cooperation and mobility between education and training sectors. As such, it refers to the Diploma Supplement, the European Credit Transfer and Accumulation System (ECTS), ECVET, the EQF, and Euro pass. The document also calls for action to foster

<sup>16</sup> <https://op.europa.eu/it/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1>

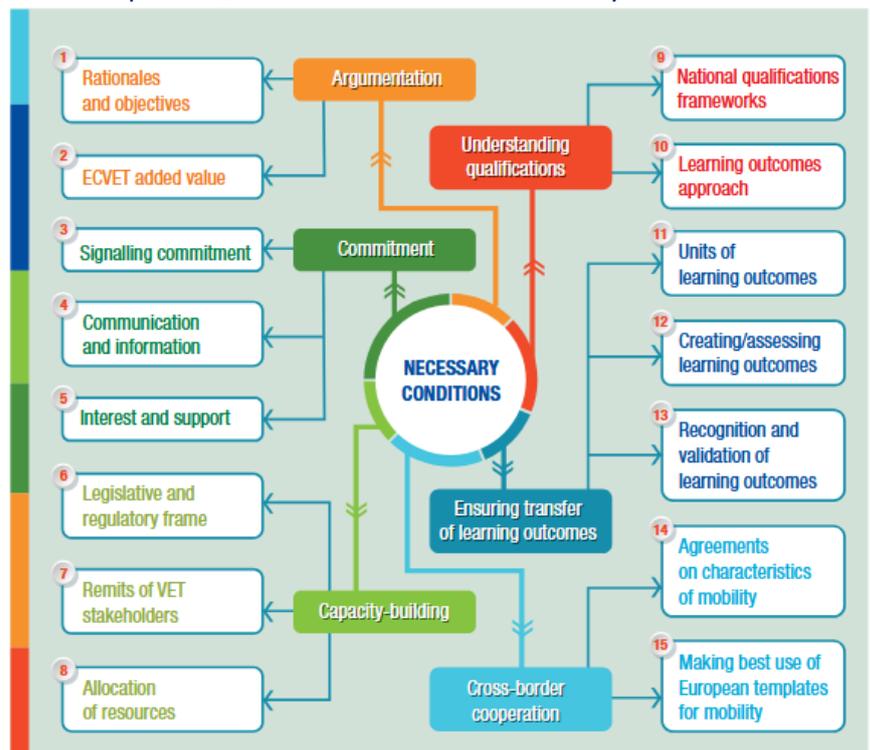
<sup>17</sup> [https://ec.europa.eu/commission/presscorner/detail/en/IP\\_18\\_3704](https://ec.europa.eu/commission/presscorner/detail/en/IP_18_3704)

transparency and build trust across secondary education and training systems by developing further quality assurance instruments in vocational education and training in line with the EQAVET.

According to current approach framework coming to a close by 2020, there is a debate of future -2020 strategy priorities. It is expected that another EU VET strategy plan will be received in 2020. To help the detailing of the post-2020 VET strategy, the Advisory Committee for Vocational Training (ACVT13) embraced an Opinion on the eventual fate of VET post-2020 (03 December 2018).<sup>14</sup>As a consequence, for ECVET, recent policy ambitions have emphasised the promotion of flexible pathways and opened up discussions on a possible revision of the ECVET Recommendation. Three very recent policy proposals (EFQEA, the proposal for a Council Recommendation on promoting automatic mutual recognition, and the launch of Erasmus PRO long-duration mobility) might provide new policy applications for ECVET.

By its very definition, ECVET is not a stand-alone element in European education and training. It is intended to be intrinsically linked to national education and training systems and European tools for mobility and transparency, such as the EQF, EQAVET, Euro pass, and the Recommendation on the validation of NFIL.

ECVET shares close conceptual links to the European Qualifications Framework. They share common principles and concepts, with both ECVET and the EQF being: (a) focused on learning outcomes expressed in terms of knowledge, skills, and competence; (b) based on the concept of qualification (as distinct from that of an education and training program); (c) covering all learning contexts and lifelong learning; (d) geared towards enabling the mobility of people. The ECVET technical specifications also specifically refer to the use of EQF levels as a reference for deciding on the comparability of qualifications and the possibility for transfer credit. However, the transition from the existence of a qualifications framework and arrangements for credit transfer towards an open system allowing learners to follow flexible learning pathways involves more than implementing the framework and mechanisms for credit transfer.



In May 2017, the Council adopted the revised European Qualifications Framework and the related annexes<sup>29</sup>. Annex V of the revised Recommendation refers to credit systems concerning the EQF. It outlines seven principles for credit systems that are related to NQF systems referenced to the EQF. These principles emphasise that credit systems should support flexible learning pathways for the benefit of individual learners and support the transfer of learning outcomes and progression of learners across institutional and national borders. The principles also refer to seeking synergies with arrangements for

validation of prior learning. The annex does not refer to the concept of units of learning outcome but instead uses the term components of a qualification.

Existing credit systems in many countries operate within sub-sectors of education and training which limits their potential to support the transfer of learning outcomes and progression across sectors. ECVET and ECTS have been developed independently from each other, and as ECVET is not used as a credit point system, they are not applied in a coordinated way. Utilizing the thorough and general nature of the EQF as a vehicle for these standards for credit frameworks (that are connected to NQFs) could add to improving the penetrability of frameworks and lessening obstructions to progression and portability. Linkages between credit systems and validation arrangements are essential for this. The potential of this newly added Annex V however clearly lies in the future, since although there are quite a few credit systems

"EU level policy updates related to ECVET", was also the first item on the agenda"Thematic Seminar on Tools for VET learner mobility, Brussels (Belgium)- 3-4 October 2019.

During the Seminar, Jan Varchola (Team leader at DG EMPL, Unit E3) declared that in his recent Parliament hearing, Commissioner-designate Nicolas Schmit (Luxembourg), highlighted the importance of VET for school-work transitions of young people, stressed the role of dual VET and work-based learning, and the relevance of VET for labour market needs. He also recalled that wherever VET systems are strong, youth unemployment is low. The new funding period will put a focus on high-quality VET, flexible learning pathways (possibly supported through individual learning accounts), and upskilling and reskilling of adults. Regarding ECVET, this means that all the topics addressed by ECVET are still very much in the focus. In her mission letter to Commissioner-designate Schmit, Commission President Ursula Von Der Leyen referred explicitly to the implementation and update of the Skills Agenda. An overarching policy framework for the area of VET and lifelong learning is currently discussed; going together with a joint governance structure and monitoring framework. This would be in line with stakeholders' views for the post-2020 period: the Member States, social partners, and others have called for a simplification and streamlining of tools already on earlier occasions. In his welcoming words, Koen Bois d'Enghien (DG EMPL, Unit E3) summarised progress with ECVET implementation according to a recent study<sup>2</sup>.

The following trends have been observed:

- An increase from 15 to 21 countries with unit-based or modular VET systems,
- An increase from 8 to 17 countries with credit systems,
- Progress in the use of Learning Outcomes.

However, ECVET did not result in the development of a European credit system for VET (in the same way as ECTS for HE). This is a lesson to take on board for further development. According to the research, the main impact of ECVET is related to improving the VET learner.

### 2.3. ECVET What follows?

The study carried out in 2019 by the European Commission highlights what has worked well and what has done less well since 2009 as regards the application of ECVET. From the conclusions reached emerge the scenarios for future developments of ECVET.

#### □ *What works well*

##### - **Delivery processes/implementation**

A key reported strength of the delivery process was the use of PLAs and other events (Annual Fora, Users Group, and Network Meetings) serving as fora for mutual learning and exchange of experience. This was felt to provide important benefits in terms of circulating knowledge about different models through peer learning, building country capacity through new ideas and the dissemination of good practice, and empowering individuals to drive forward developments in their country. Some interviewees even argued that this was critical to implementation, as it helps translate the Recommendation into practical actions. The use of PLAs also allows the Commission to guide country developments, and share information on approaches to align ECVET to new policy developments.

The topics covered through these events were generally felt to be appropriate and reflecting country needs. There was also generally positive feedback on the materials provided before and after the PLAs for countries. This indicates the approach used by the Commission and Secretariat to identify needs and share information is largely effective.

The User Group was also felt to be valuable in identifying country leads for ECVET. This was felt to create an accountable person to liaise with on progress, while also creating an ECVET ‘advocate’ to take forward the Recommendation in national authorities.

##### - **Achievement of intended impacts**

The research suggests ECVET has significantly contributed to helping to introduce and strengthening efforts towards the use of the learning outcomes approach and unit-based systems. A particularly strong influence of ECVET on national strategies and plans for VET qualifications could be identified for Estonia, Latvia, Lithuania, Malta, and Romania.



ECVET has also contributed to the development of a better-quality mobility experience, through more effective documentation for learning during mobility, by using the common language for learning outcomes (KSC: knowledge, skills, and competence), and through its credit transfer process. This has increased the recognition of competences undertaken abroad in some countries (e.g. HR), whereas previously only time was recognised.

In a few countries, it has also contributed towards supporting more flexible vocational pathways. Countries such as Malta, Estonia, and Latvia have reported that this has supported permeability, while countries such as Finland, which already has a flexible VET system, reported that it helped improve the recognition of education and training taking place outside the formal system. Other countries (IE, HU, PT) also report it has supported learners from disadvantaged communities or with barriers to learning to accumulate learning outcomes achieved in formal or NFIL learning.

The widespread acceptance of ECVET as an important underpinning tool for international mobility has ensured that it is commonly used by a range of providers. This has motivated a wide range of providers to implement ECVET principles on mobility programs. With the increase in Erasmus+ funding post-2020 it is likely that this will continue in the next European Commission VET policy framework period.

**- Alignment with other tools and instruments relevant to VET**

There is explicit mention of ECVET in other relevant EU VET instrument Recommendations, such as the EQF. This demonstrates that it is recognised as playing a role in supporting other instruments and policies such as VNIL, EQF, and Europass. Most respondents understand that there is a clear logic that demonstrates its linkage to other instruments – it supports the flexibility of VET which ultimately supports engagement and achievement, and a more responsive VET system.

On a practical level, ECVET has also supported the use of learning outcomes among the Member States, which is an important requirement for referencing to the EQF. There are also examples of VNIL being defined in terms of units, which is then used to provide access and/or exemption to other VET programs. There is also some cross-working between the EQAVET NRP network and ECVET User Group to share information. This helps develop a shared understanding of the two instruments.

**What works less well**

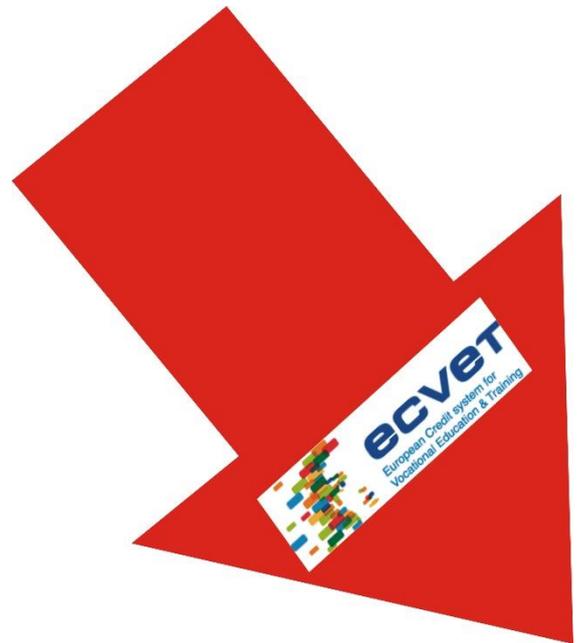
**- Delivery processes/implementation**

The User Group is largely comprised of technical experts, which reflects how ECVET is implemented at a national level (in most cases it is led by dedicated teams specialising in mobility (e.g. NARIC centers) or in implementing EU projects). This appears to be resulting in knowledge of ECVET being largely compartmentalised in the Member States and not part of mainstream VET policy formation. It is illustrated by the fact that in the KIIs, many of the contacted individuals in Government VET policy areas referred the interviewer to an ECVET lead as they felt they did not have sufficient knowledge to conduct the interview.

A limitation of this approach is that it does not necessarily elicit wider national stakeholder buy-in. In countries where the implementation of ECVET is more advanced, it is instructive that there is a wider community of practice taking forward implementation, with elements of the Recommendation incorporated within-country policies and their wider approach to system design.

Some stakeholders also reported dwindling attendance and a high turnover of experts in the User Group. This in part was attributed to a perception that the authority of the group has decreased in recent years but it may indicate less country engagement in ECVET.

Additionally, the peer learning activities are generally considered effective in engaging national authority staff, but there is little current engagement of providers. While engaging a range of providers in European PLA activity would be unfeasible given the diversity and size of the VET providers base, some level of information sharing would help improve the implementation of ECVET principles and increase their impact.



#### - Achievement of intended impacts

Some countries are resistant to introducing credit systems, as there is a perception this requires units to be assessed and certified separately for accumulation, a concept which some believe incompatible with their core system characteristics. Some countries traditionally place a strong emphasis on achieving full qualifications, as they believe that quality in VET is best achieved through comprehensive ('full') qualifications that ensure the holder's full occupational proficiency<sup>82</sup>. Furthermore, it increases the volume of learner assessments. Some also argue that a unit has little value unless the learner achieves it within the context of a whole qualification. While ECVET does not currently position itself as a credit system but rather a set of principles<sup>83</sup>, some countries are still under this impression and therefore are unwilling to use it outside the field of international mobility.

In other countries, there appears to be a lack of political will to drive forward developments in line with ECVET principles, beyond the use of learning outcomes. In some cases, this reflects a lack of learner and provider awareness of the instrument which means there is little demand for its benefits. However, some country stakeholders also reported that the ECVET processes for credit and unit-based systems are considered overly burdensome, particularly when countries have well-established standards for VET programs and employ other credit systems (national systems or ECTS).

#### - Alignment with other tools and instruments relevant to VET

The implementation of ECVET at a national level is not always being considered holistically with the other EU VET instruments. This means that in some countries the link between the instruments

is being lost. It is resulting in some inconsistencies/ confusion around the use of documentation for mobility for example (perceptions of overlap with Europass).

The perception of ECVET as a standalone tool, rather than as a pillar for a wider ambition to create a stronger and more flexible VET, may also reduce countries' willingness to implement the instrument. ECVET does not have the same visibility as instruments such as EQF and Europass, and when it is understood it is generally considered as a tool for mobility, rather than for flexible VET learning and progression more broadly.

□ **The future scenarios identified**

Based on the examination of the feedback from the Commission, the stakeholder group, and the Delphi survey, the eight scenarios on the future of ECVET, which initially emerged in the EC study, were refined into five more detailed options. These options combined elements of different scenarios taking into account opinions on their benefits/costs and their practicality.

*ECVET Option 1: Enhanced status quo*

In this option, the Recommendation would be revised to incorporate changes to the technical components and significant changes to branding. The strategic focus and governance of the tool would not change and no changes would be made to other EU VET instruments or policies

*ECVET Option 2: Embedding the functions of ECVET into other existing EU instruments and programs*

It proposes to further promote the use of credits in the framework of Annex V of the EQF while ECVET tools such as the MoU and the LA could be mainstreamed and further developed in the framework of Erasmus Key action 1 on mobility and/or integrated into Europass. Besides, the aim of creating flexible learning pathways specifically in VET programs and qualifications could be added as a specific quality descriptor of a revised EQAVET Framework to encompass wider measures than only those limited to the use of credits and the LO approach in qualifications.

Option	Benefits	Costs	Unintended consequences	Feasibility	Description
<b>ECVET Option 1: Enhanced status quo</b>	1	0	0	5	<p><b>Benefits:</b> The modifications to the Recommendation would improve perceptions of ECVET, as it would avoid the misconception that ECVET is a credit system.</p> <p><b>Costs:</b> The cost for implementing this option is relatively small. For the European Commission, it will require the release of an updated Recommendation. Countries are unlikely to experience any additional costs.</p> <p><b>Unintended consequences:</b> Some national stakeholders may feel the lack of changes suggests a lack of ambition, which may affect perceptions of the tool and country buy-in. The enhanced status quo is also unlikely to engage countries and providers that are not already supportive of ECVET.</p> <p><b>Feasibility:</b> The option can be implemented relatively easily as it requires little change to the existing Recommendation.</p>
<b>ECVET Option 2: Embedding the functions of ECVET into other existing EU instrument and programmes</b>	2	1	-1	4	<p><b>Benefits:</b> Linking ECVET to widely used instruments such as EQF, EQAVET and Europass should increase the implementation of ECVET principles/objectives. Linking to the VET mobility charter / Europass 2 will ensure it is used more consistently for cross-border learning.</p> <p><b>Costs:</b> the cost to the Commission would mainly be in the revision of Recommendations and guidance to inform countries of the changes. The dissolution of the ECVET governance structure will free up resources.</p> <p><b>Unintended consequences:</b> The discontinuation of the ECVET brand might be perceived as giving a lower priority for flexible pathways and mobility in VET.</p> <p><b>Feasibility:</b> The changes are feasible as they require repeal of ECVET Recommendation and little change to the EQAVET Recommendation.</p>

*ECVET Option 3: Instruments become part of a broader European policy framework for VET*

It describes an option for embedding ECVET within a broader European policy framework for VET and LLL – there are margins for the definition of the scope and the related governance structure, which would be organised around a single policy group (either the ACVT or a new body). Sub-groups would be used to take forward priority actions for particular instruments and policy areas. A PLA program would exist, which would be instigated by a single policy group and supported by a secretariat.

*ECVET Option 4: VET and HE instruments are more aligned to each other, with an ambition of more convergence between HE and VET*

It presents a description of an option for aligning ECVET with ECTS, with the ambition of creating more convergence between HE and VET. In this option, the ECVET Recommendation would be repealed and replaced by a new act. The new act would include elements of the ECTS requirements but also some ECVET components such as learning outcomes, MoU, and LA. Consequently, it would differ from the HE act.

Option	Benefits	Costs	Unintended consequences	Feasibility	Description
<b>ECVET Option 3: Instruments become part of a broader European policy strategy framework for VET</b>	3	1	1	4	<p><b>Benefits:</b> Having an overarching VET Recommendation is likely to raise awareness of and interest in ECVET-related principles among national policy makers. Moreover, it would also result in closer alignment and complementarity with other instruments.</p> <p><b>Costs:</b> May provide cost savings for the Commission as it will only need to support one group, although there will be some sub-groups and task-and-finish groups. The main costs incurred by the Commission will be in developing a new Recommendation. Countries are unlikely to incur any additional costs.</p> <p><b>Unintended consequences:</b> A lack of focus on ECVET-related principles may result in less progress with the aims related to this the instrument, or it may 'fade away'. There is also a risk that the national stakeholders are unable to dedicate sufficient time to steer the combined VET agenda effectively, which may slow implementation of EU VET policies and instruments.</p> <p><b>Feasibility:</b> The option is quite feasible as the 'umbrella' Recommendation would contain content of and reference to other VET Recommendations. It would however require considerable change to EU VET governance structures</p>
<b>ECVET Option 4: Align to VET and HE instruments to each other</b>	3	-4	-3	2	<p><b>Benefits:</b> The option would improve opportunities for permeability between HE and VET and potentially raise the profile of VET learning. The option is also likely to engage some countries to implement ECVET principles that have previously been reluctant to do so, as they would see additional benefits for implementing a system in VET aligned to HE. However, it may similarly discourage some countries from participating as many have in the past reported that they do not wish to implement a credit point system in VET.</p> <p><b>Costs:</b> The option would require the introduction of a VET credit point system in all national VET systems, requiring huge efforts by providers, national authorities and the Commission. There will also be costs associated with promoting opportunities for permeability to students</p>

*ECVET Option 5: European framework for transferring learning achievements and flexible progression pathways*

A new Recommendation on a 'European framework for the transfer of learning achievements and flexible progression pathways' would be developed and adopted). Its key purpose would be: to facilitate transfer, recognition, and accumulation of assessed or validated LO between various contexts; and to support flexible individual learning pathways based on a unit-based approach and progression that support lifelong learning and mobility.

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The option would build on the Validation recommendation but would focus on learning in all contexts and not just NFIL (learning that takes place within the education and training system or any other work context, or volunteer activities). It would also ensure the principles of the 2018 Council Recommendation on 'Promoting automatic mutual recognition of HE and upper secondary education diplomas and the outcomes of learning periods abroad' could be expanded to formal VET provision, while also supporting recognition of VET learning outcomes in HE and vice versa.

Future developments of ECVET were also discussed during "ECVET Thematic Seminar: Tools for VET-learner mobility" (3 and 4 October 2019, Brussels).

Koen Bois d'Enghien referred to the work undertaken by an ad hoc working group of the ACVT<sup>18</sup>, to discuss options for the future of ECVET. In the first semester of 2019 the Working Group developed the following two options (which are not mutually exclusive):

- ***Option 1: develop ECVET as a tool supporting mobility to be mainstreamed in the new Erasmus Programme***
- ***Option 2: Embed the functions of ECVET within other EU instruments: EQF, Europass, Erasmus program, a possible overarching VET Recommendation DG EMPL will further discuss with the Member States which options should be proposed as a follow-up to the work that has been achieved already.***

However, it should be borne in mind that ECVET objectives and principles will remain relevant and it can be expected that these issues will be further discussed at the EU level, independent of the 'form' that ECVET will have in the future.

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<sup>18</sup> Advisory Committee for Vocational Training (X01803). The Committee has the task of assisting the Commission in implementing a Community vocational training policy.

### 2.3.1 Key messages from the Thematic Seminar in October 2019

As indicated above, the 2019 thematic seminar addressed the topic of future ECVET developments, first analyzing the research conducted by the European Commission in 2019, which has already been discussed. In particular, the seminar analyzed one of the most important aspects that



emerged from the study: the main impact of ECVET is linked to the improvement of the mobility experience of VET students and that the ECVET LA and MoU tools are frequently used.

The seminar then focused on the lessons learned from the use of ECVET tools for student mobility of the VET (Learning Agreement (LA), Memorandum of Understanding (MoU) and Personal Transcript) for ten years, to help DG EMPL to gather information for further discussion of these options and other ideas. The ACVT outlined the possible options for the further development of the ECVET mobility tools (transforming the current tools into a VET mobility tool in support of the new Erasmus program, using the ECVET functions within other EU tools like Europass).

However, there are other aspects to consider, e.g. a possible digitalization of the workflow and an expansion of the use of European mobility tools to mobility programs that use sources of funding other than the Erasmus program.

Consequently, the seminar focused on four main topics: 1. Similarities and differences between the various models of the Learning Agreement in use; 2. The requirements of a model Learning Agreement for use in mobility outside Erasmus +; 3. Digitized workflow: Erasmus paperless in VET; 4. The new Europass and how it can potentially support the mobility of VET students.

However, there are other aspects to consider, e.g. a possible digitalization of the workflow, and an expansion of the use of European mobility tools to mobility programs that use other funding sources than the Erasmus program.

Consequently, the seminar focused on four main topics:

1. Similarities and differences across several Learning Agreement templates in use;
2. The requirements of a Learning Agreement template for the use in mobility outside of Erasmus +;
3. Digitalized workflow: Erasmus without paper in VET;
4. The new Europass, and how it can potentially support VET learner mobility.

### 2.3.2 Similarities and differences across several Learning Agreement templates in use

The European templates for the Learning Agreement and the Memorandum of Understanding were launched in 2013, however, similar predecessor templates exist for almost two decades already.

Now, six years on, what are the experiences? Are the templates broadly used, and are they still fit for purpose? These key questions were up for discussion. It quickly emerged that the Learning Agreement template is indeed broadly used and generally considered indispensable. However, practice shows that the core European templates are used as a starting point that is adapted for specific purposes. The first in-depth discussions, evolved around similarities and differences between the different templates. What types of amendments are being made and what do they show? Are they pointing out certain gaps and shortcomings in the templates? In several sub-groups, the participants worked together to add information about their templates to the comparative analysis that was provided by the background paper



Ten additional templates were added to the analysis. As per their content, the picture below shows that the different Learning Agreement templates used across the different participants cover a lot of common ground. In line with the ECVET Recommendation, the templates provide information about

- the learner
- home and host institution
- duration of mobility
- targeted learning outcomes,
- assessment and monitoring of the learning.

Almost all templates are signed by the participating parties (including employers, in case of apprenticeships or work placements).

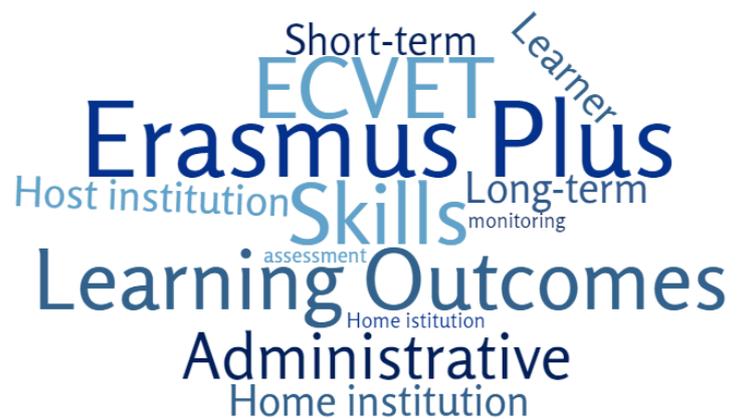
The examples discussed showed variations, e.g. whether any intermediary organisations would also sign. Many, but not all templates layout the preconditions of validation and recognition. As not all countries work with credit points (or compare their national credits to use used in other countries), credit points are rarely covered by the templates.

An important difference was also made between short-term and long-term mobility. For short-term mobilities of two to four weeks, the Learning Agreement is as difficult to fill in, as it is difficult to anticipate a set of Learning Outcomes that can be achieved in such a short period. For longer-term mobility, completing a Learning Agreement is quite work-intensive, especially the sections on assessment, validation, and recognition. Yet in the context of long-term mobility, it becomes even more important to ensure that credit transfer can take place, as a period of absence for 3-6 months cannot

be compensated easily upon return. Participants also pointed out that VET mobility is a tool to promote VET as a high-quality learning pathway.

Therefore, learning mobility should be as easy as possible for the parties involved. When using Erasmus funding, there are many administrative requirements, and many documents, which can make the process onerous. VET learners are often young, they request simpler tools. Any further developments should try to reduce the workload, e.g. through further integration. Some potential was seen in merging the ECVET and Erasmus+ Learning Agreement. Sometimes, additional information is provided, such as clarifications on the (units of) learning outcomes, quality criteria, or personal responsibilities during the mobility period.

As a conclusion from the discussions, it can be said that, while the Learning Agreement template was considered to be indispensable for VET learner mobility, users must solve a couple of practical dilemmas. Depending on their context, they have to take decisions on seven aspects that will impact the form they want to use:



**1. Purpose of the LA: Pedagogical and/or administrative?**

While some providers use the LA as a purely administrative tool, others also consider it useful for pedagogical purposes, e.g. to help define the monitoring and assessment process.

**2. Target group: Education professionals vs. non-education professionals?**

Many practitioners stated that the templates would need to be drafted differently for different target groups. Education professionals use different languages and need different information than non-education professionals (learners, employers, and parents). 3. Nature of mobility: School stays vs. work placements? Employers play a crucial role in work placements. Experience shows that learning outcomes need to be planned in terms of work tasks to be understandable for them.

**4. Learning environment: Dedicated vs. non-dedicated** (how much control do you have over the learning process in an enterprise?)

A certain flexibility is needed as companies' operational procedures cannot be adapted to the needs of learner mobility. Hence alternatives need to be clear, to make sure certain learning outcomes can be achieved.

**5. Duration: Short-term vs. long-term?**

Long-duration mobility and short duration mobility are following a different logic. While short-duration mobility often places a lot of emphasis on transversal skills or language skills, long-duration mobility focuses on learning outcomes related to a profession/qualification.

**6. Rationale: Recognition of required LO in the context of the national qualification vs. added value?**

Some mobility projects do not focus on learning outcomes that are part of the qualification or VET

course. They rather aim to provide an added value for the learner in terms of experiences they could not have made at home.

**7. Outcomes: *intended outcomes vs. non-intended outcomes.***

Some mobility projects bring about ‘unexpected’ outcomes, as learners seized certain ad-hoc learning opportunities that presented themselves on site. While such opportunities cannot be foreseen, planned, and described in the LA, there should be enough flexibility nonetheless to validate and recognise them upon return.

What emerges from the discussions is that while on one hand, practitioners call for simplification, there is also a need for target-group specific information. Hence it can be concluded that it is difficult to develop a one-size-fits-all template – adaptations depending on the context are almost unavoidable and will need to be factored in.

### 2.3.3 The requirements of a LA template for the use in mobility outside of Erasmus

The ECVET tools and templates have predominantly been used in the context of the Erasmus+ program. Yet, VET mobility is more than those activities financed through the Erasmus+ program, with an undergrowth of schemes and initiatives that promote cross-border VET-mobility at the national, bi-national, and multinational levels. Relatively few of these schemes make use of ECVET tools and templates. One case from Finland was mentioned, where providers use ECVET tools for mobility with third countries (Asia, Canada) because in these cases solid Quality Assurance is needed, in particular when setting up new partnerships.

Arguably, non-Erasmus+ mobility promoters might simply be unaware of the existence of the ECVET tools, but this may only be part of the explanation. Particular projects may also have developed their procedures and templates for assessment, recognition, and validation, or they may operate in contexts (e.g. company internal mobility) where this is not considered a major issue.

Enhanced flexibility of the ECVET templates (Learning Agreement template and Memorandum of Understanding) could theoretically help to enhance their use in a context outside of Erasmus+. However, this may need to be further explored. A comparative analysis of wider tools and templates, including those used in other fields of an educational activity (e.g. higher education) and those developed by frontline VET mobility practitioners operating within and beyond Erasmus+, might provide useful indications in this respect.

At the seminar, participants discussed tools and templates across broader user perspectives and landscapes, confirming those elements which are perceived to be necessary (=core) and other elements that are “nice to have” (=more).

From the discussions emerged that

- In some countries, VET learner mobility outside of Erasmus+ plays a very marginal role, and any investment in that sector would need to be carefully examined as to its benefits;
- So far this has not been reported as an issue by practitioners;
- Some mobility programs outside of Erasmus+ come with their requirement of using programme-specific tools and templates, so there is a risk of duplicating work;
- The development of one integrated (digital) VET mobility tool supporting the new Erasmus program would potentially make life easier for Erasmus mobility, but would probably not be accessible for mobility stakeholders outside Erasmus.

### 2.3.3 Digitalised workflow: Erasmus without paper in VET



The ECVET Recommendation was adopted in 2009. Consequently, the ECVET tools were also developed about a decade ago. Since then, technology has significantly advanced: practitioners and users have called for improvements regarding digitalisation.

To discuss this aspect, it might be useful to distinguish between digitisation (a process of converting information into a digital format) and digitalisation (transformation of work processes as a consequence of digitisation).

For example, it could be argued that having the templates available for download is digitisation yet there are many degrees of sophistication in digitisation. Digitalisation, on the other hand, would in its ultimate form mean that all necessary documentation can be accessed - and all administrative procedures handled - from a single electronic platform. Digitised data would allow for automatic transfer between documents and would ease any updating or review processes. Within the context of past mobility programs and initiatives (most notably, the Lifelong Learning Programme and Erasmus+), systems and procedures have undergone digitalisation through introducing electronic platforms for application and reporting and through allowing for data transfer therein. However, when it comes to the different steps in delivering VET mobility (i.e. before, during, and after mobility), significantly less progress has been made.

Harpa Sif Arnarsdottir, European Commission DG EAC, presented the state of play related to the European Student Card Initiative in Higher Education. This initiative has two core objectives: to digitise and streamline student mobility administration processes both for students and staff; and to roll out the 'European Student Card', a pilot project finalised in 2018, funded by the French National Agency.

The European Student Card Initiative circumscribes a set of four different projects, which are being brought together to create a single-entry point for students and mobility coordinators for various matters related to student mobility, including electronic applications and nominations, but also support for arriving on campus. These four projects all started as bottom-up initiatives, launched by universities:

- Erasmus Without Paper: digitising administrative processes, secure data transfer between higher education institutions, and single-entry point for administrators
- Erasmus+ Mobile App: the single entry point for students
- MyAcademicID: developing unique student identification numbers and secure online authentication services
- European Student Card: turning existing student cards into European Student Cards

One of the key features of this new single-entry point for mobility coordinators will be that it allows automatic export of data to Mobility Tool+. Furthermore, it will be able to manage inter-institutional agreements and online learning agreements, as well as nominations and transcript of records. The initiative also cooperates with the Europass initiative dedicated to digitally-signed credentials.

The existing Erasmus+ Mobile App is being redeveloped (for relaunch at end of 2021) as a single- entry point for students, intended to take students through their mobility experience in a step-by-step approach. It will allow students to manage their online learning agreements and host the Virtual European Student Card on a mobile device, but will also provide some additional services, such as online information and services for students before, during, and after their mobilities; access to online linguistic support, research for partnering universities and courses. While the app is owned by the European Commission, data ownership will remain with the users, and data remains stored with the universities.



Erasmus Without Paper (EWP) seeks to facilitate the secure transfer of data between home and host universities and students. Universities can connect to it either through their in-house mobility management system, through a third-party provider, or the free EWP Dashboard. Students can connect to it through the Erasmus+ Mobile App and its associated web-responsive websites. The use of EWP data transfer will be mandatory for the next Erasmus programming period starting in 2021. With already over 1,000 universities using elements of the Erasmus Without Papers system, it is quickly progressing from its concept phase to a full roll out across Europe.

This state of play presentation was met with prime interest from participants of the seminar. While the initiative currently focuses on the Higher Education sector only, participants expressed the hope that it will provide an impetus for similar developments in vocational education and training. Guillaume Jagle, European Commission DG EAC, provided a brief update on the ongoing work related to updating the Erasmus+ Learning Agreement template. With the project being in the early stage of conception, it was not possible to share specific plans or specifications with the group yet. However, the European Commission expressed an obvious need for simplification, digitalisation, and modernisation of the template. Digitalisation entails a re-thinking of the entire process, and definitely must go beyond providing a template in digital format. The template will also have to be adapted to the new Erasmus program (as of 2021). Flexibility and ease of use are key aspects to take into account in this work. To inspire the discussion, it will be interesting to look at ‘trailblazer’ projects implemented at the national level or through international collaboration. These projects have piloted innovative digital solutions for VET learner mobility using ECVET, including a digital workflow.

**Using digital tools for VET learner mobility: Project examples**

*As the first of two examples of digital platforms for VET mobility, the European Initial Vocational Training Recognition Gateway (EURspace)<sup>19</sup> platform was delivered, in 2018, following three years of Erasmus+ funding and involving eight partners from seven European countries. Recognising the importance of VET without borders, and the contribution of mobility opportunities in the delivery of modern VET programs, partners worked together to develop, test, and deliver a methodological framework and digital platform for VET mobility practitioners.*



<sup>19</sup> <https://eurspace.eu/>

*Methodologically-speaking, EURspace worked to deliver a series of guidelines and tools through which both theoretical understanding and the practical delivery of future mobility programs could be enhanced. The resultant platform provides guides in which ECVET and its principles are introduced to key beneficiary audiences (learners; professionals) as well as a dedicated pedagogical resource for those involved in defining, grouping, and managing learning outcomes, as part of a mobility program, as well as processes centered on facilitating learning recognition. The concept of a matching matrix was also introduced as a means of identifying and mapping learning outcomes across different programs and qualifications and registered organisations have the option of full registration to facilitate future exchanges. EURspace demonstrates the value of digital technology in helping to build knowledge and understanding of the key principles of ECVET, as well as the capacity for delivering future VET mobility programs, yet represents only the first step towards full digital reliance, having a focus on tools and templates rather than full systems-level digitalisation.*

*As the second example of digital platforms for VET mobility, the Express VET Mobility Database and*



*Guides for ECVET Cluster of Countries <sup>20</sup>(VETExpress) platform was delivered, in 2019, to promote the value of ECVET and its principles as well as facilitate the process of delivering VET mobility programs. Bringing together seven partners from four countries, under the coordination of the Turkish Ministry of National Education, and involving partners at different stages of*

*readiness in terms of adopting and facilitating the use of ECVET, ambitions centred on the delivery of a series of intellectual outputs, including guides, templates policy papers and a digital mobility platform. Beyond promoting the principles and benefits of ECVET, the digital platform provides a partner search function, as well as a means of preparing and signing core documents, such as the Memorandum of Understanding (MoU) and Learning Agreement (LA), and recording progress in the signing and upload of all such documents. A step-by-step process is prompted, which positively reflects the core steps required to be followed by those delivering a VET mobility program, relying on partner identification, MoU signing, the assignment of learners and mobility flows and steps towards learning evaluation or assessment. The digitisation of core documents, including the use of electronic (scanned) signatures, and the use of a digital process to prompt, initiate, host and monitor the use of these documents confirms the inherent value of the VETExpress digital platform. Whilst not achieving full digital exchange, in which data on (targeted and achieved) learning outcomes is passed from one phase of mobility to the next, the VETExpress is a positive example of digitalisation of mobility processes, confirming the potential of digital technologies for the delivery of VET mobility programs in the future.*

There was a general agreement that a digitalised workflow is a ‘natural’ next step for VET learner mobility, especially as the VET-sector seems to be lagging behind the Higher Education Sector, where Erasmus without paper has already been introduced. Therefore, a digital mobility platform would be a good idea, in particular to ensure data transfer between the various documents (e.g. MoU, LA and PT), as this will save a lot of time. Moreover, data storage needs to move on from physical storage to

<sup>20</sup> [http://vetexpress.meb.gov.tr/?page\\_id=42&lang=en](http://vetexpress.meb.gov.tr/?page_id=42&lang=en)

electronic storage. A representative of a VET college reported that they have 500 learners going on work placement each year. If MoUs and LA need to be stored as original documents for each learner, these are several thousand pages of paper per year. An option for electronic signatures is therefore a must.

The key messages from the discussions can be summarised as follows:

- Practice shows that the ECVET tools facilitate good communication between sending and hosting organisation. While the use of the documents could be simplified and made more user-friendly, it should be noted that they have an important function which should not be diminished in the process.
- Currently, there is a lot of paperwork involved in organising and implementing a mobility project, and alone for this reason, digitalisation is a worthwhile investment. ECVET components like the MoU and the LA could be integrated into a more comprehensive mobility Tool used for Erasmus+ projects. However, such a solution should also cover the Online Linguistic Support (OLS), as this is used in the assessment of improvements in foreign language proficiency during the stay abroad.
- ECVET has always claimed that it puts the learner in the centre. All efforts made have the aim to support learners in achieving their goals. Yet, in practice, students are not always aware of the intended learning outcomes related to the mobility period. If student cannot see a connection between the mobility and their study programme, then this is a problem. The Learning Agreement can help in this regard, especially if the learner ‘owns’ the LA. This can be achieved by involving students in the process of completing the LA, ensuring they understand the content and the learning outcomes. A situation must be avoided where they just receive the LA in an envelope with the request to have it signed by their parents and the host institution.
- In the current Erasmus+ funding period, the use of the ECVET tools and templates is just a suggestion. As using ECVET for mobility helps to ensure the quality of mobility, it would be useful to make the use obligatory in the new funding period.
- Technically, it is perfectly feasible to construct a digital platform for mobility, but in any digital solution, usability and interoperability must be the paramount concerns – it should serve to make life easier for the users. However, we also need to be conscious of the fact that we cannot rely entirely on devices – the procedures of assessment, validation and recognition still need to be closely monitored, and quality must be maintained at all times. If digitalisation comes at the cost of this, it is not a positive development, even if it saves time and paper.
- We must include a GDPR-perspective into every step of the process. In some countries, there are costs for the user related to electronic signatures. There are, however, other ways of protecting data and living up to the demands of the GDPR (e.g. by the use of passwords). Electronic signatures should therefore not be the main issue in the discussion about digital

## 2.4.5 The new Europass and how it can potentially support VET learner mobility

As no European template for the Personal Transcript exists, many projects and initiatives have tested the use of Europass mobility for the purpose of documenting learning outcomes from mobility. Other initiatives have developed ways of linking the tools. An example from the Czech Republic was presented.

### ***Linking ECVET documents and Europass documents: The Green Wheels project***

*Green Wheels<sup>21</sup> is a Sector Skills Alliance project that addresses the challenge that many secondary VET schools are not sufficiently prepared for one of the key trends in the automotive industry: electromobility, i.e. the production and development of electric vehicles. 14 partner organisations from four countries (CZ, SK, HU, UK) cooperate in the Green Wheels project, which is set to be finalised by end October.*



*Green Wheels provides VET schools with a set of innovative teaching, methodological and training materials for maintenance, servicing and repair of electric and hybrid vehicles. These tools have been developed based on ECVET principles; units and related materials were pilot-tested in partner schools. A set of seven units of learning outcomes (each complemented by a set of assessment criteria) related to maintenance, servicing and repair of electric and hybrid vehicles form the core of the project outputs. Further outputs include 82 student worksheets and methodological guidelines for teachers that are directly linked with the units of learning outcomes. Furthermore, the partnership has developed 15 educational videos related to these student worksheets.*

*Green Wheels has made use of the templates for Memorandum of Understanding and Learning Agreement. For the documentation purposes, both a Personal Transcript and Europass Mobility are used. While the benefits of Europass Mobility are acknowledged, its section 'Skills acquired during the mobility experience' was not considered very well suited for documenting the learning outcomes from mobility, hence the development of a separate Personal Transcript template.*

As shown by the example of the Green Wheel project, many ECVET users currently utilise both Europass and the ECVET Personal Transcript. Obviously, a streamlining of templates would ease the workload for mobility providers. Yet it is an open question whether and how the new Europass platform lends itself to fulfil the functions now performed by the ECVET Personal Transcript. For dating back to 2004. The new Europass platform (to be launched in spring 2020) is set up in a much broader way and is understood as a tool for lifelong learning and career management. It consists of three main elements:

Digitally-Signed Credentials are a key feature of the new Europass. A Europass learning credential states that the owner has certain skills or has achieved certain learning outcomes through formal, non-

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<sup>21</sup> <https://www.gwproject.eu/home/>

formal or informal learning. A digital signature (e-Seal) guarantees the origin and integrity of the document. A Digital Credential consists of four components: information about metadata (data about the credential), issuer, subject (e.g. claims related to activities, assessment, achievement of a person) and an e-Seal. The e-Seal, i.e. digital signature, guarantees the origin, integrity and authenticity of the document. Digital Credential may include qualification awards, Europass Supplements, Certificates of Attendance, Certificates of Enrolment, Letters of Recommendation, Transcripts of Records and Professional Licences. The infrastructure is set up in a flexible way, to allow for stacking and combining credentials and concepts, and to open to any credential which arises from formal, non-formal or informal learning achievements. Piloting of the Digital Credentials with Member States will take place until the end of 2020, with phase 1 of the Digital Credentials to be launched in April 2020.

- E-Portfolio: To make full use of the new portal, users can create a user account and develop their personal e-portfolio. However, they may continue to build their CV without an account too.

- Information related to skills and qualifications: The Europass platform will contain reliable and transparent information on education, training, learning opportunities and skills needs. In this sense, the new Europass portal will bring together information currently stored in different locations.

One of the key transversal features of the new Europass is interoperability. Based on interoperability with EURES (EUROpean Employment Services), Europass can be used for job matching, making use of the ESCO classification, i.e. allowing users to get job offers through Europass. The European Commission has recently started a piloting phase for the new Europass e-portfolio, with 16 countries on board.

With the Digital Credentials too, interoperability is a key aspect. The system is designed in a way that any system which stores student data can be coded to export its data as Europass xml, and be fully compatible across the Europass ‘ecosystem’. For the development of Digital Credentials, Europass makes use of CEF (Connecting Europe Facility) building blocks for digital credentials (e-Sign, eID), with the support of CNECT & DIGIT entities within the European Commission. Much emphasis is placed on secure mechanisms for verification of identity and authenticity.

While the Decision does not include a reference to current key Europass documents (such as Europass Mobility, Certificate Supplement and Diploma Supplement), they continue to remain key elements of the initiative. Europass Mobility is not in the focus in the current phase of implementation of the new Europass. However, there is an ongoing working group of National Europass Centres focusing on the Europass Mobility, which is due to present its results in late November. While learning mobility is not in the focus of current Europass developments, it would certainly be possible to consider its integration in the Digital Credentials at a later stage.



There is a newly set up Europass Advisory Group to accompany the implementation process. It includes representatives from Member States, social partners, VET providers and civil society. At national level, National Europass Centres will support the implementation. There is close coordination with the European Student Card initiative.

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Many participants found that the information in the credentials seems similar to the information currently contained in a Learning Agreement, incl. validation/recognition by a competent institution. Therefore the participants agreed that these modernisations constitute a significant improvement for Europass in the context of its potential use for VET learner mobility. Collaboration with Erasmus Without Paper should be continued in view of VET learner mobility.

However, there is still a need for tools and templates to support the organisation of the mobility process. As discussed, ECVET has proven to have an added value in streamlining and quality assuring the process before, during and after mobility, and clarify the roles of the participating individuals and organisations. As this requirement remains, interoperability between mobility process tools and tools used for the documentation of outcomes should be ensured.

## CHAPTER 3: ECVET AND STUDY CASE IN COUNTRIES INVOLVED

### 3.1 ECVET IN ITALY

The “ECVET National Expert Group”, coordinated by the Erasmus + INAPP National Agency, supports the implementation of the ECVET system in Italy.

The group was born from the need to create opportunities for exchange and comparison between the multiple reform processes underway both at national and regional level.

The transparency of qualifications and skills and the validation of non-formal and informal learning are considered as central steps in the enhancement of the more merged training contexts (such as initial and continuing vocational education and training), but also of the less usual ones ( such as working contexts, experiences abroad, etc.).

The Group includes: members of the Erasmus + INAPP National Agency; researchers in the field of vocational education and training policies, labour market, skills and qualifications; members of the ECVET Users' Group established at Community level; experts involved in pilot projects on ECVET.

The key impact of ECVET in Italy was in the context of transnational mobility. Within the context of lifelong learning, ECVET had a smaller role to play<sup>22</sup>. There has been no official adoption of ECVET as a framework of reference. It is possible to define a more detailed scenario of the application of ECVET in Italy, thanks to the studies conducted by the ECVET National Expert Group, which analyzed the situation from two perspectives:

- Legislative innovations
- ECVET in Erasmus + Mobility projects

#### ■ *Legislative innovations*

<sup>23</sup> The evolution of European transparency policy corresponds to an Italian national context increasingly characterized by significant reform processes:

- in lifelong learning policies
- in systems and tools for the transparency of skills and qualifications
- in the learning that takes place through the apprenticeship
- in work-based learning, on which various legislative interventions have been focused at national level (including Legislative Decree 81/2015 aimed at creating a dual system that integrates education, training and work).

There are many measures, standards and acts recently adopted in our country which, in line with European guidelines, are contributing to the definition of a national professional training system which is based on:

- on the dialogue between the world of training and work;
- on the enhancement of formal, non-formal and informal learning;

<sup>22</sup> Study on EU VET instruments (EQAVET and ECVET)- European Commission January 2019

<sup>23</sup> RAPPORTO SULLE ATTIVITÀ DI MONITORAGGIO ERASMUS+ 2018- INAPP Febbraio 2019

- on the recognition of qualifications, including regional ones, on the whole national and European territory (through EQF).

The legislative measures introduced are:

1) The law 92/2012 of labor market reform, the legislative decree 13/2013

Defines the general rules and essential levels of performance for the identification and validation of non-formal and informal learning and the minimum service standards of the national system of certification of skills

- Interministerial Decree of 30/6/2015

It established the operational framework for the national recognition of regional qualifications and related competences

-Interministerial Decree of 8/01/2018

It established the National Qualifications Framework which serves as a link with EQF.

These laws strengthen and coordinate the various education systems that contribute to the offer of lifelong learning in Italy, and to a national system of validation and certification of skills with which citizens will be able to see their learning gained in formal contexts recognized and certified, non-formal and informal of every order, degree and territory.

The QNQ<sup>24</sup> (Quadro Nazionale delle Qualificazioni italiano - Italian National Qualifications Framework) in particular, acting as a link with the European EQF framework, gives greater value to the qualifications achieved by VET learner, improving the usability of them at national and European level.

Below are two "pilot projects" at national level, based on the legislative innovations described above, analyzing the applicability of ECVET to them

#### **- Validation pilot action from on the job experience**

Some Italian regions (since 2015 and is now in its third phase) have activated actions to validate the skills acquired during the "civil service" under the framework of "Youth Guarantee" Through the presentation and subsequent analysis of a personal dossier prepared by the participants, the validation process begins and a commission of experts is appointed by the competent Region.

In the identification phase, the applicant's experiences are made transparent and the tests produced by the participant and the learning outcomes deriving from the evaluation carried out during the on the job experience are evaluated. In the assessment phase, skills are tested. In the case of non-formal and informal learning, practical tests can be used. The skills acquired and validated can be directly linked to full recognition in the labor market (practical experience) or to the acquisition of a qualification within the education and training system.

In this direction, the validation of non-formal and informal learning can act as a bridge among the critical points of education and training systems and the rapid innovation and change of work processes.

<sup>24</sup>

[https://www.gazzettaufficiale.it/atto/serie\\_generale/caricaArticolo?art.progressivo=0&art.idArticolo=1&art.versione=1&art.codiceRedazionale=18A00411&art.dataPubblicazioneGazzetta=2018-01-25&art.idGruppo=0&art.idSottoArticolo1=10&art.idSottoArticolo=1&art.flagTipoArticolo=1](https://www.gazzettaufficiale.it/atto/serie_generale/caricaArticolo?art.progressivo=0&art.idArticolo=1&art.versione=1&art.codiceRedazionale=18A00411&art.dataPubblicazioneGazzetta=2018-01-25&art.idGruppo=0&art.idSottoArticolo1=10&art.idSottoArticolo=1&art.flagTipoArticolo=1)

The potential of the system could create a new model to regulate the labor market, in particular for unemployed young people or disadvantaged groups (such as migrants, for example).

At the end of the process, the competent authority (usually the competent region) issues the "skills validation certificate" which is linked to the regional repertoire and recognized at national level in line with the national skills certification system.

***The main elements of compatibility with ECVET:***

- Evaluation process of learning outcomes used to establish to what extent the participant obtained results in terms of knowledge, skills and competences, using the personal dossier and the evaluation of the experience of the civil service;
- Validation process, verifies that the LOs achieved by the participant correspond to the specific results required for a qualification of the regional repertoire and recognized at national level according to the national system of certification of skills
- Process of recognition of learning outcomes, through an official verification of the results achieved with consequent release of the certificate of validation of skills.

***- Pilot action "L'alternanza scuola-lavoro" (school-work alternation)***

In 2015 the Italian law n. 107/2015 (so called "La Buona Scuola") started a reform process within the education and training system at national level. This has produced innovation in many aspects of the education and vocational training system, with a particular focus on improving the skills and competences necessary for students, with a view to better inclusion in the job market.

This reform provides, among other innovations, also a learning period in an organization / enterprise for all students (16-19 years) in the last three years of the secondary education and training cycle

Learning in working contexts were already widespread in technical and professional institutes, but with this reform the on the job experience is extended to all secondary schools, even in those paths traditionally considered less suitable for learning through experiences working (eg. Liceum).

***The main elements of compatibility with ECVET:***

- Parcellization of qualifications: the definition of part of the qualifications takes into account learning in different contexts (practice / working environment) to stimulate students' attitudes and creativity;
- Identification of Units of Learning Outcomes which must be carried out during the alternation;
- The flexibility of the offer made by companies and organizations facilitates individualized paths;
- Enrichment of skills through experience within an organization to develop entrepreneurship (understand how to translate ideas into actions) and other transversal skills (connected with the set of skills defined in the European Recommendation 2006/962 / EC such as creativity, innovation and risk management, together with the ability to plan and manage projects to achieve results;
- Accumulation of learning outcomes over three years (construction of individual courses)

■ ECVET in Erasmus + Mobility projects

Since 2014, the Erasmus + INAPP National Agency, in collaboration with the ECVET Group of national experts, has carried out an annual survey aimed at exploring among the promoters of the Erasmus KA1 VET projects:

- the level of ECVET knowledge

- the added value perceived by the beneficiaries of Erasmus + projects thanks to the use of ECVET
- the potential obstacles related to the use of ECVET in the context of Erasmus + transnational mobility experiences

Below are some data of the investigations that were conducted in the period 2014-2018, which examine: ECVET theoretical and practical knowledge; practical experience with ECVET; type of ECVET instruments most used; added value deriving from the use of ECVET.

#### *1) Theoretical and practical knowledge of ECVET*

Over the years, greater knowledge (both theoretical and practical) of medium-high level of ECVET has been recorded. In fact, 72.1% of the respondents to the 2018 questionnaire declared to have a very good or good level of theoretical knowledge of ECVET and 59.5% of the respondents have a very good or good level of practical knowledge.

#### *2) Practical experience with ECVET*

However, at the growing level of knowledge of ECVET principles and tools, there is no greater practical experience of applying them in transnational mobility experiences.

In 2016 the percentage of bodies promoting KA1 Vet projects that declared practical experience on ECVET was 68.7, instead, in 2018 there was a drop of over 10% (58.2)

#### *3) Type of ECVET tools most used (outside the Learning Agreement which is considered a mandatory annex of the Agreement for the financing of Erasmus KA1 VET projects)*

The most used tool has been confirmed over the years by the Memorandum of Understanding, used for 85.1% of the VET organizations interviewed in 2018).

A lower but substantial percentage of the VET bodies interviewed (61.7%) still stops experimenting with the stages of defining units of learning outcomes, sharing the methods for evaluating units of learning outcomes and identification of validation methods and recognition of learning outcomes acquired during the transnational mobility experience.

51.5% of the VET organizations interviewed have started systems for the formalization of transnational mobility experiences through the attribution of training credits, for the purposes of the final evaluation and for the qualification exam. This data confirms the progressive evolution towards full recognition of the learning results developed through different learning paths, methods and contexts.

The most difficult phase of experimentation in transnational mobility projects continues to be the recording (for the purposes of accumulation) of the learning results in the learner's personal booklet (experienced only in 17% of cases).

#### *4) Added value deriving from the use of ECVET.*

The data collected in 2018 highlighted two elements as most relevant:

- on the one hand, the opportunity that ECVET offers in facilitating the recognition of on-the-job experiences abroad (also in relation to the national experimentation of "school-work alternation");
- on the other hand, the contribution that ECVET experimentation makes in enhancing the process of assessing learning outcomes acquired in mobility experiences, through the sharing of common assessment procedures and criteria, for the purpose of certification.

In addition to the advantages deriving from the application of ECVET, the research carried out by INAPP has also allowed us to focus on the possible critical issues related to the implementation of the system,

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confirming, also in 20018, the persistence of elements that have already emerged in the surveys of the previous years.

Following are listed the possible critical issues related to the use of ECVET in transnational mobility (in order of priority as reported by organization involved in the research)<sup>25</sup>

- Low knowledge of ECVET by the world of work
- Differences between the various qualification systems at regional level
- Rigidity of vocational education and training systems (at national level)
- Difficult communication of training systems and the world of work
- Limited will / ability of the competent bodies to recognize LO acquired during the mobility experience
  - Low use of training planning in terms of LO
  - Difficulty applying the system to adult beneficiaries who have completed the education and training cycle

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<sup>25</sup> Speech by Anna Butteroni (INAPP) In seminar «Apprendimento sul luogo di lavoro, rapporto scuola-impresa e sistema ECVET di trasferimento dei crediti a livello transnazionale»“Introduzione al sistema ECVET in Italia e in Europa: situazione, criticità, opportunità.

### 3.2 Interview with the Italian national agency Erasmus Plus INAPP

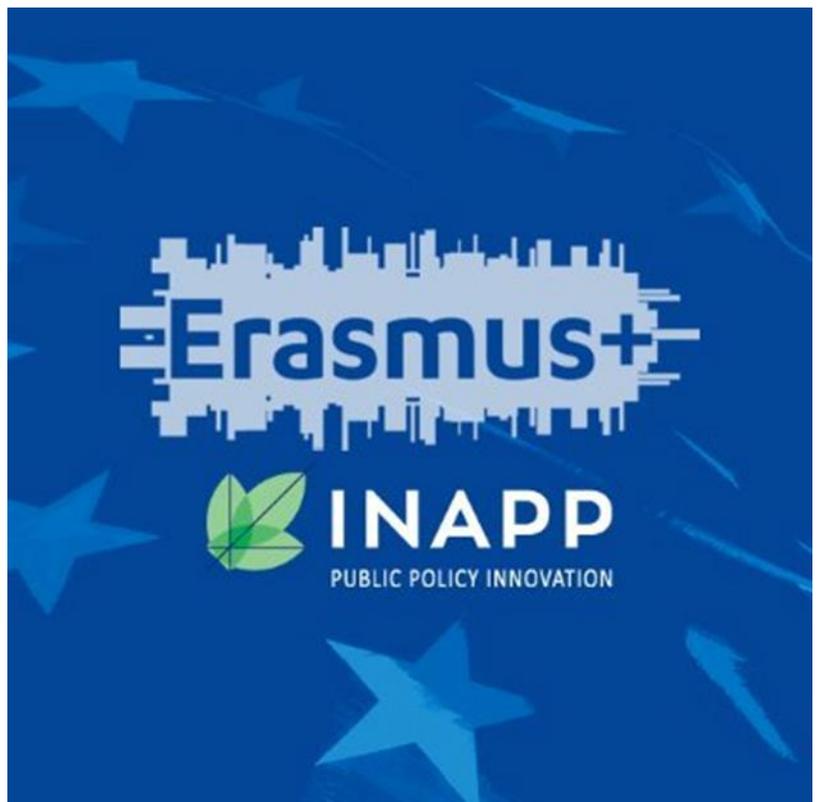
In February 2020, the referents of Informamentis Europa, involved as researchers and technicians in the construction of this IO, asked for an interview with the members of the ECVET Group of national experts, present at INAPP. The aim was to complete the research work "Implementing ECVET", including the point of view of the Italian National Agency which manages the VET actions for the Erasmus Plus program.

The interview was conducted by Vincenzo Girfatti and Elisabetta Leone of Informamentis Europa with Mrs. Michela Volpi and Mrs. Roberta Grisoni of the Erasmus Plus INAPP Agency and members of the ECVET National Expert Group

Following are the questions asked by Informamentis Europa and the answers received by the ECVET national experts

#### Question N.1 "What is the status of ECVET in Europe?"

The recommendation ECVET started 10 years ago, this year will be the 11<sup>th</sup>, and is a recommendation adopted voluntarily by individual Member States, therefore, its full implementation has taken place unevenly in the different states. Therefore, if the objective was to establish a methodological framework for the transfer, recognition and accumulation of learning outcomes to foster, on the one hand, transnational mobility but also lifelong learning. Today we can say that the recommendation has led to significant results. The European Commission in this regard has launched a study, published in early 2019, to verify the impact that transparency tools, such as ECVET and ICAVET, have had on vocational education and training systems on education and training policies of the individual states. And what emerged from this research is that the biggest contribution that ECVET has made has been to raising the quality of mobility experiences, focusing particularly on recognition learning outcomes. A further outcome is that it has contributed to the spread of a common language among the various states, which is important given the diversity and unevenness of the states, especially the Italian situation. It has undoubtedly contributed to making available user-friendly and easy-to-understand tools such as the "Memorandum of Understanding" or the "Learning Agreement" are commonly used not only in transnational mobility projects but also in other partnerships. These tools are used by almost all countries and this is a significant achievement. In some countries it has also helped



to increase the flexibility of education and training paths, perhaps regarding the results have been more varied, has had less effect in introducing modular routes and has certainly had less influence in encouraging countries to take credit systems and has certainly not created a European credit system. The ECVET recommendation has produced tangible but varied results in all European countries. In addition, the big revolution was to go from defining the experience of mobility through what the kids would go to do or go to do, to going to tell what they were going to learn. It was a real cultural transition, helped by the equipment, by the forms evolved over the years; it was a real change of mentality and cultural language, to begin to reason in the design for skills, the "Learning Outcome".

**Question N.2 “What is the relationship among ECVET and other EQF and EUROPASS tools? And what is the status?”**

This connection between all these instruments is very strong, because they are born under a common need that is to ensure transparency of skills and qualifications. Even if they are born with different purposes, they have specific technicalities, the common thread that unites them is the approach to learning outcome and it is what has facilitated the dissemination of these tools. The fact of having used a common language, which on the one hand facilitated the dissemination of all these tools, which, while maintaining different purposes, has created a link between these tools. For example, now that the EUROPASS system has actually entered the world of education, compared to 10 years ago, the next step will be to try to bring it into the world of work as well. So what has happened is an important change of mentality, not only of the tools that are used in everyday life, that points, not only to what you have studied but to what you have really learned and knowledge.

**Question N.3 “Regarding your 2016 release, were there any updates?”**

Both from a national and European point of view, there have been very substantial reform processes in recent years, which, in line with European developments, are leading to the establishment of a national system of certification of skills, the enhancement of formal and non-formal learning and the recognition of qualifications. Taking a brief historical excursus, it can start from the Law 92/2012, reform of the labour market, the “Act of Legislative Decree 13/13” that has lead the way for the national system of certification of skills, the “Interministerial Decree” of June 2015, which established the operational framework for the recognition of regional qualifications, and finally the most recent “Interministerial Decree” of January 2018 which, established the national framework of qualifications.

**Question N.4 “Was the fact that in Italy vocational training is delegated to the regions an obstacle? Has this regionalization of competences slowed down this process for Italy?”**

It was necessary working first at the national level, after the Interministerial Decree of January 2018, which established the national framework of qualifications that coordinates the different regional systems and lays the foundations for a national system of skills. Through this system, citizens will be able to be recognized certificates and learning acquired in formal/ non-formal contexts of any order, degree and territory. This is why the national skills framework is important because it gives more value to qualifications and allows for usability and comparability not only throughout the national territory, but also abroad. Guidelines for the competence certification system will also have to be approved, complementing the work already approved by the social partners and which will have to go to the state-

regional conference and then be adopted by Decree. The framework of the national system of competences also makes use of a technical group that also follows the regional systems of certification of competences, which act within the national framework, in turn regulated by the Interministerial Decree of 2018. If, on the one hand, this system slowed down the process, on the other hand, it is particularly rich because the regions have developed systems and there have been regions which have gone much further on the issues of certification of recognition of skills and also in formal/non-formal contexts. The important thing is to ensure that this wealth does not become an obstacle, but that it is grasped in its richness; finding good practices in another region and each can learn from the experience of the other in definition and construction. There are two important regional experiences, one in Lazio region and one in Abruzzo region, these two projects have been set up for the recognition of training credits and the certification of skills; they are a set of regional rules which have been developed by these two regions but in compliance with the national regulatory framework. This confirms that, while respecting individual regional competences, it is possible to operate in a coordinated manner in compliance with a national certification system of competences. The specific nature of the regions' activities makes it possible to have a national certification framework. So it can be said that this flowering of regional experiences can be considered a wealth.

***Photos at the end of the interview***

***(Mrs. Michela Volpi and Mrs. Roberta Grisoni \_Erasmus Plus INAPP; Mr. Girfatti and Mrs. Elisabetta Leone- IFM Europe)***



**Question N.5 “How much ECVET is impacting on the process of restructuring vocational training, in the sense of making it more capable of exploiting the learning outcomes obtained outside the formal environment? How much is it affecting the system?”**

Surely, in the context of cultural change and the Learning Outcomes approach, has determined in the construction of the formative paths a different orientation that has meant having to reprogram of the learning paths that traditionally were not constituted for unit of competences, and therefore to retranslate them or to rewrite them with a different language. So as the National Erasmus Agency, we can say that we have perceived a great change. In addition, having built a common language that has come into use and that has helped to make the education system and the training system dialogue; the first more focused on school curricula, while the second to the response of the labour market. The ability to use also in this field a Learning Outcome, a common language, approached the two systems. In general, this has led to an increase in the quality of training, an increase in the processes of internationalization, has generated expectations of the systems on this issue, in fact this will need to invest more in the future. Alternance, which has been a very positive contribution to the enhancement of learning outcomes, integrated into the school systems, linked to the Erasmus Plus system, has helped to give the mobility system its own dignity and value that it did not previously have. Finally, ECVET has provided tools, a form, tools easy to use.

**Question N.6 “Could you provide us European and National Good Practice, and why they are Good Practice?”**

Good Practice, according to the National Agency, must meet a set of criteria, shared by all countries participating in the program and defined by the European Commission; are concluded projects that must meet a set of criteria to be defined Good Practices. There is a catalogue of Best Practices, updated each year as the projects are completed. Actually, no ECVET Good Practice are identified, there are good project practices according to those criteria that can be defined as Good Practices (e.g. some have worked on the topic of transparency). ECVET has been adopted in many projects, a result is certainly to be emphasized a strong impact and good practice has produced it among paper owners, since the long-term perspective that the paper has offered and has stimulated a great deal the use of ECVET tools and principles, also on the basis of surveys carried out in recent years and the fact that the ECVET experiment has had a major impact on the internationalization strategy of these bodies, has brought a great change to the mentality and international openness of these bodies, and this is good practice and a change that has produced ECVET in paper-holding projects. The implementation of ECVET requires time and the collaboration of all subjects, also requires the involvement of certifying subjects such as regions, schools or ministries.

**Question N.7 “Where should those who have never had approaches starts?”**

You should start from the existing, that is to say, from what has already been done in the past as “paper holders” who are starting to lay the foundations for a community of practices and succeed in networking with those who have more experience in transnational mobility and being able to share tools, the practices or even the difficulties and the criticalities. There is the tool kit and all that made available by the European Commission, Secretariat and States that have made available to the community that wants

to approach ECVET in terms of both tools, but also models of experience. Everything that has been achieved with ECVET has been achieved with a "bottom up" process, that is, not waiting for the institution to act but move independently. Then proceed in stages without pretending to immediately reach the final stage of recognition, because already starting from the design of a teaching unit learning results is important. Beginning to share criteria and evaluation procedures is a very strong resistance that bodies have, the so-called "Mutual trust" which is very difficult to apply because it means accepting the evaluation of the learning outcomes made by another body and validating it upon the return of the body. This presupposes a great change of mentality and these processes take time, it is the establishment of a relationship of trust that requires time. So step by step: building a partnership with as many competent bodies as possible, defining units of learning outcomes, sharing evaluation criteria and methodologies. This will lead to a change that will make the next steps happen automatically as far as possible.

**Question N.8 “What will be its future in the next programme?”**

Starting from the beginning, that is, from the rationalization of the various instruments, the debate on the future of ECVET is still going on in the Commission and the need to make a reflection that includes not only ECVET but also all the other transparency instruments. The way that the European Commission is taking, is probably to have an all-embracing recommendation which tends to define a broader strategy, covering all vocational education and training and incorporating the positive elements which have worked in the various instruments (great improvement in the quality of mobility experiences, which has helped to spread a common language, flexibility of education and training paths), will be elements/ concepts taken in charge of the European Commission and we will review in the future. Very likely the all-encompassing Recommendation. This will follow on from the new Erasmus Plus Programme, where the international dimension of mobility will still play a very central role and learning becomes even more important. There will also be in the new program a great focus on transparency of outcomes, to recognize learning outcomes, transfer of credits and units of learning outcomes.

### 3.3 Study case in Italy

o complete the scenario of the Italian situation, regarding the implementation of ECVET, in addition to the pilot projects at national level which have been previously described (pages 57-58) an Erasmus mobility project promoted by Italian organizations is presented below. That project is recognized as good practis at European level, precisely for the correct and innovative use of the ECVET system.

#### **Study case**

**Project : VET Port - Strategic partnership 2014-1-IT01-KA202-002480**

**Applicant : Autorità di sistema portuale di Livorno (IT)**

Project aims were to support national and regional rules on skills recognition according to ECVET system as following:

- Make easier for people to achieve validation and recognition of work-related skills and knowledge acquired in different countries;
- increase the employability of VET graduates and the confidence of employers in specific skills and knowledge in VET qualifications.

Thank to the project was successful developed a method of recognizing core skills in the port and logistics fields. VETPORT focused on the professional figures:

- Terminal Manager-
- Planner/ Supervisor
- Drivers.

These roles have been selected because they are essential for port activities. The roles are transferrable from port to port and can be adopted in other sectors.

The Consortium in charge of project was composed by six members:

Livorno Port Authority

Provincia di Livorno Sviluppo Srl

Fundacion De La Comunidad Valenciana Para La Investigacion, Promocion Y Estudios Comerciales De Valenciaport

Stichting Stc-Group

Cork Institute of Technology

Consorzio Per La Formazione Logistica Intermodale.

The primary activities of VETPORT were:

- Studies and Resources on the three port common professional profiles.It was compared qualification framework and occupational standards, designed common grounds and defined the key work processes for each profile.
- ECVET definition of skills, knowledge and competences has been used to describe the core abilities to carry out the work processes. This has resulted in groupings of abilities connected to actual work processes, reflecting the complexity level of occupational standards.

The result was the definition of pilot transnational occupational profiles to which all partners have contributed. Pilot profiles, linked to ECVET standard, have been detailed to become training standards, identifying LO and including breakdown in Units corresponding to ECVET indicative points.

A master training programme was designed for the profiles, and tested during the training mobility weeks. A Technical English training program was included for port handling vehicle. Partners signed the MOU which contains the salient features according to the ECVET standards and indications on how the learning outcomes related to the mobility would be assessed and validated. A communication plan was provided, for the dissemination and valorization of project deliverables. A video documentary was provide to explain the activities developed. It was designed a guidelines, to propose, at local, national and EU level, a mutually recognizable framework on training of port workers in view of extending this system to all port professions.

79 workers from partner ports were involved visiting terminals in ports of Cork, Livorno, Rotterdam and Valencia. 9 training mobility weeks were carried out between November 2016-April 2017. (18 Drivers, 29 planners and 32 port terminal managers took part in training weeks.

The training had a major impact both on workers and employers. Participants stressed the value of the program in terms of topics discussed and improved skills and knowledge; increased participation in mobility as opportunities for a professional growth.

The results achieved by the partnership were:

- Definition of based core competences to be improved during the one-week mobility and the minimal training program required to be assessed in term of ECVET for the profiles and recognised by the partnership embedded into ECVET standard;
- Design a Technical English training program for port handling vehicle for the acquisition of based competences;
- Collect VET best practices of the professional training program.

All the results and tools developed thanks to the project are available at the following link:

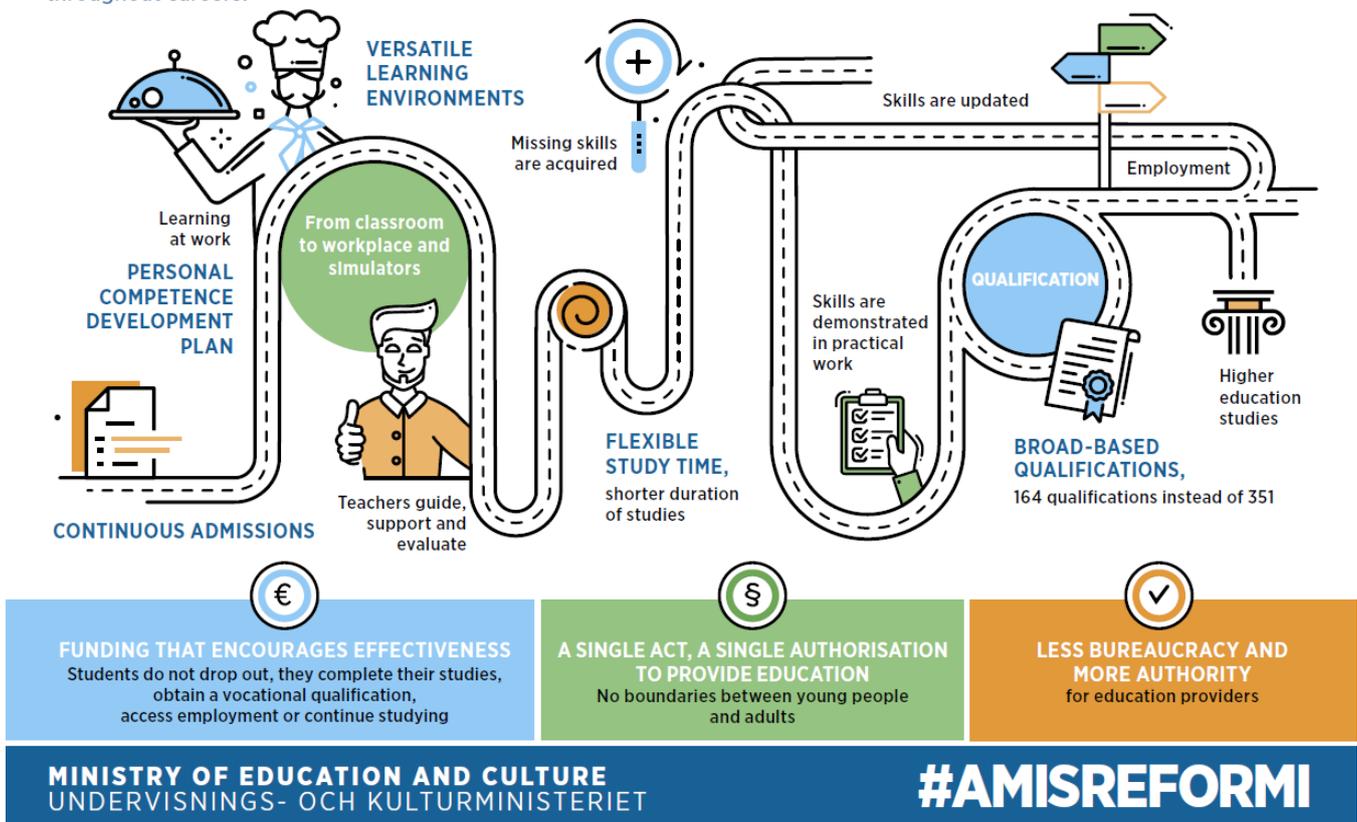
<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-IT01-KA202-002480>

### 3.2.1 ECVET IN FINLAND

Vocational Education and Training (VET) is perceived as an attractive learning pathway in Finland, with around 280,000 students enrolled in VET schools each year (200,000 for IVET and 80,000 for CVET). Around 44% of comprehensive school leavers continue their studying through IVET. There are 165 VET providers in Finland, including municipalities, joint federations of municipalities and private organisations.

## NEW VOCATIONAL EDUCATION AND TRAINING as of 1 January 2018

**Working life is undergoing changes.** New occupations keep on emerging and old ones disappear. Technology advances. Revenue models are renewed. Students' needs are becoming more and more individualistic. Skills need to be updated throughout careers.



Because of the changes in working life and in the needs of the businesses, the VET schools had to adapt to individual competence needs rapidly. In the future, the number of qualifications is likely to decrease while the content of the qualifications is likely to be widened, supporting individual study paths and enabling more rapid responses to the changing needs of working life<sup>26</sup>.

<sup>26</sup> Flexible vocational learning pathways: the Finnish VET Reform, August 2019

The implementation of ECVET in Finland is part of the current reform in Finnish Vocational Education. Within the new system the competence-based approach has been strengthened and competence points (ECVET points) have been introduced to describe the scope of qualifications and qualification units.

The ECVET system has been in use in Finland in VET schools for already over 20 years. The vocational qualifications are composed of units of learning outcomes. Each unit of qualification is assessed independently in real working life situations and documented in students' training agreement and in their personal study record. The national framework enables transfer of assessed learning outcomes in a lifelong learning perspective. This procedure makes it possible for students to return to their studies later or update their skills. The National Qualification Requirements defines the targeted learning outcomes and the assessment criteria for each skill requirements. The assessment takes place by demonstrating skills in real working life situations. A learner's learning outcomes are assessed by comparing them with those defined in the national qualification requirements. Both the theory and the practice form a common grade. The possibility to acquire separate units of learning outcomes makes it possible to move between school and working life according to the learner's needs. The qualification requirements are drawn up under the leadership of the Finnish National Agency for Education in cooperation with employers, employees and the education sector<sup>27</sup>.

Each vocational school has a registry system where students' performance and grades are marked and follows the units of learning outcomes by national qualification requirements. The Finnish National Agency has developed a national register for studies called Koski.

Finland is among the first European countries to have adopted standards and legislations in IVET and CVET for the validation of non-formal and informal learning. A student has the right to demand the validation and recognition of prior learning corresponding to the vocational skills requirements or the objectives for competence-based learning outcomes stated in the national core curriculum. The validation of prior learning can be done based on the documentation by competent authority or by a skills demonstration. The system which enables accumulation and transfer has been in place for a long time in Finland. Flexible study pathways and the possibility to accumulate the assessed learning outcomes is the key to maintaining study motivation. The modular system with each unit assessed and documented independently helps to keep track of the already achieved learning outcomes. The recognition of prior learning is stipulated by legislation since 2006 in Finland.

The Finnish Ministry of Education and Culture has published a clear picture of new Vocational Education and Training reform in Finland to show how students' learning process takes place from the very start of Educational path until the qualification<sup>28</sup>.

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<sup>27</sup> CASE FINLAND Implementation of ECVET system in Finland, May 2019, DOI: 10.13140/RG.2.2.35110.78407, Affiliation: Utrecht University, Project: IV4J Project

<sup>28</sup> The qualifications requirements adopted by the Finnish National Agency for Education are published in electronic form on the Finnish National Agency for Education website: [https://www.ele.fi/assets/evaluation\\_framework\\_microsoft\\_final.pdf](https://www.ele.fi/assets/evaluation_framework_microsoft_final.pdf)

### 3.2.2 Case studies in Finland

**Name:** *InnoOmnia*

**Key words:** *qualification, competence, learning by doing*

**Summary:**

The Finnish project participants in Omnia introduced a new way of studying entrepreneurship skills in an open space together with teachers and entrepreneurs running their businesses. The space in InnoOmnia is open and collaborative, in which everyone can interact and choose where they would like to study and learn. It offers different programs such as education, vocational training and support for entrepreneurship, especially for start-ups in the areas of arts and services.

Professional development for teachers and educational leaders relating to all areas of basic and vocational education is also promoted. At the school, teachers, students and entrepreneurs serve as a community and regularly share their experiences. The students develop a personalized learning plan with teachers, in which the world of work forms part of their day-to-day studies. Business owners sign up to be part of this community and receive daily support for their business. Students and teachers collaborate with the entrepreneur to seek out and create innovative solutions to help each business succeed. This activity gives students an opportunity to learn by doing. When students take part in entrepreneurship studies in InnoOmnia open space environment, they are reaching towards their own qualification – following their own study plan and study pathway. The qualification of students could be from Business and Administration field, or it could be also from Social and Health care, or Clothing design field. Different types of educational fields need entrepreneurship skills. Each student has a certain unit or group of units related to entrepreneurship skills to achieve depending on the content and structure of qualification. The size of qualification and the relative weight of units have been in advance defined as competence points (ECVET credits). The assessment criteria are defined in National Qualification Requirements. The assessment is done by teachers, tutors, entrepreneurs and by student her/himself. The studies done in InnoOmnia Open space will be validated and recognized into students’ qualification by Education provider. Students are using Training Agreement and personal transcript and the grades are marked into those documents.

**Learning outcomes/objectives:**

- Student develops business idea or productizes his/her own knowhow into entrepreneurship
- Student assesses development needs based on changes in operating environments in his/her vocational sector, assesses customer needs, competition, working environment and his/her own expertise
- follows the principles of profitable business operations in his/her entrepreneurship
- considers the cost structure of the operation

Criteria	ECVET	Yes, how	No, how
Contributes to a VET teacher’s continuing	x	teachers collaborating with students and entrepreneurs serve as a community and regularly share their experiences	

professional development plan			
Is supporting development of divergent thinking skills	x	teachers, students and entrepreneurs regularly share their experiences. Business owners receive daily support for their business. Students and teachers collaborate with the entrepreneur to seek out and create innovative solutions to help each business succeed.	
Is supporting development of lateral thinking skills	x	Student develops business idea or productizes his/her own knowhow into entrepreneurship	
Is supporting development of creative skills	x	students learn by doing, they need to develop new ideas and be creative in solving the company's cases	
Is supporting employability of students	x	Qualifications are recognised and traceable in the student's pathway. Working for a company becomes part of the students day-to-day studies	
Is supporting development of DT toolkits for teachers	x	Teachers collaborate with both the entrepreneurs and students to help the companies succeed. Teachers are not only teaching to students but are also supporting directly the companies	
Is developing industrial currency of teachers and working-life relevancy of education	x	Teachers and entrepreneurs work together to assess the skills gained by the students	
Has an element of innovation relevant to teachers	x	The course takes place in an open space	
Has proof of teacher & employer co-design	x	Teachers and the entrepreneurs are part of the community and serve that community	

**Name:** *Trans-FinECVET*

**Keywords:** *European credit system, learning outcomes*

**Summary:**

The project aims at creating an open educational resources including the European Credit System for Vocational Education and Training ECVET. The scope of the project includes qualifications in occupations practical nursing child care workers and health care assistants in Finland, Poland and Spain in formal and non-formal education. The key aim is the transfer of European good practice at practical implementation of the ECVET approach, as well as development and improvement of quality of professional qualifications in occupations important for the European labour market, i.e. Practical Nursing Child Care Worker and Health Care Assistant acquired in formal and non-formal education. The project assumes preparation and more efficient use of ICT tools and open educational resources, and achievement of coherence between European and national tools concerning recognition of professional qualifications and competences.

**Source:** <http://www.trans-finecvet.eu/>

Criteria	ECVET	Yes, how	No, how
Contributes to a VET teacher's continuing professional development plan	x	Teachers are aware of other practices regarding recognition of qualifications , they get to know best practices from other countries and learning outcomes are in line with EQF/NQF requirements	
Is supporting development of divergent thinking skills	x	The project aims to develop innovativeness and internationalisation of educational institutions and through the partnership, the consortium aims at sharing practices, modernising existing practices and innovate in how the trainings are conducted	
Is supporting development of lateral thinking skills			Not clearly showed
Is supporting development of creative skills			Not clearly indicated as the project is aimed at Practical Nursing Child Care Worker and Health Care Assistant
Is supporting employability of students	x	The project aims at increasing the capacity of employment for persons with confirmed qualifications in the two mentioned occupations taught in the mode of formal and non-formal education	
Is supporting development of DT toolkits for teachers	x	The overall aim of the project is to improve the quality of professional qualifications in occupations important for the European labour market, therefor the focus is on the patients	
Is developing industrial currency of teachers and working-life relevancy of education			There is no clear evidence that the project is developed in collaboration with working life representatives. The target groups are training organisations but there is no mention of clinic, hospital, medical centre
Has an element of innovation	x	Teachers get to know about good practice and outcomes from other	

<b>relevant to teachers</b>		<b>EU countries, they get to use European tools to facilitate the recognition and transfer of qualifications, and be part of the development of European education and training in this sector</b>	
<b>Has proof of teacher &amp; employer co-design</b>			<b>It does not have a proof of teacher &amp; employer co-design. Career advisers are involved in the project but not employers directly</b>

### 3.3.1 ECVET IN GREECE

Greece's entry into the budgetary deadlock, the protracted phase of the recession and the specter of crisis, seem to create an unfavorable environment for the development of alternative policies in the field of education policy. At a second level, the crisis and the problems of the country can be a structural opportunity to revitalize and redefine the coordinates of our educational policy to promoting the European holistic perspective.

In order to do so, the need for reforms is objectively imperative. The European perspective needs to be seen in the affirmative, and above all in the light of creative skepticism rather than barren negativity. Our overall attitude must align with critical assimilation and the promotion of all the tools that can and will enhance the Greek education system, employment, social cohesion, reducing inequalities, European integration based on equality and social solidarity. (ECVET & ελληνική πραγματικότητα: όρια, δυνατότητες και προοπτικές στην εποχή της κρίσης, Nikos Fotopoulos)

Applying ECVET to Greek reality is not a simple and easy task. However, it is a major challenge for Greek society when the European perspective of the country is not only imperative but also imposed by the existing socio-economic conditions. At the same time, factors such as the country's financial deadlock, the European and international economic crisis, the rapid changes in economic and social structures, the rising unemployment, changes in demand for the professions and the qualifications corresponding to them are extremely important parameters that we must carefully consider.

Greece's entry into the budgetary deadlock, the protracted phase of the recession and the spectrum of the crisis, prima facie create an unfavorable environment for alternative policies to flourish in the field of education policy. At a second reading level, the crisis and problems of the country can be a historic opportunity to revamp and redefine the coordinates of our educational policy aimed at promoting the European perspective and integrating the country into the EU's "hard core".

It is clear that the need for national initiatives and reforms is objectively necessary, and in the face of these adverse conditions the European perspective needs to be seen affirmatively and above all in the light of what we today call creative skepticism.

This means that it is necessary to avoid barren negativity and anything related to introversion at the level of initiatives, innovations, active policies, tools of freedom. Our overall attitude must go hand in hand with critical assimilation and the promotion of all the tools that can enhance the Greek education system, employment, social cohesion, reducing inequalities, European integration on the basis of equality and social solidarity.

It is therefore necessary to focus on issues that are endemic within Greek society and to target any distortions or irrationalities that are aimed at maturing our social and political consciousness in the field of reforms and our active tools. In particular, they highlight:

- the clear national deficit in understanding European strategy and where our national education policy now stands in relation to European developments,

- the actual and significant lack of knowledge, updating and information about European education policy tools

However, important issues are still pending which, in addition to their technical nature, are broader issues of ECVET's well-meaning critical application and of DBM's overall policy in Greek reality. Such issues are:

- the fragmented and often ineffective nature of the actions so far undertaken and reforms in the fields of education, training and lifelong learning,
- the need to assess the current situation as reliably as possible, to map, analyze and understand it thoroughly and the whole
- the need to cure ourselves of the common confession, frustration or distrust of a large part of our fellow citizens of European affairs, especially today as the country is in dire straits. from the financial impasse it has come into
- the risk of 'disintegration' of qualifications and their fragmentation into knowledge, skills, competences that are fragmented and inconsistent with
- the stressful demand for qualified qualifications, especially in an economy that does not correspond to jobs and employment
- the 'ambiguity' that distinguishes the term 'learning outcomes'. More analysis and a detailed description of what the term "learning outcome" means in the knowledge society, and in particular in Greek society,
- the danger of lack of transparency in the certification and recognition of learning outcomes
- the fear of a potentially unilateral private sector hegemony in the economy. an area of certification of qualifications, without state control and safeguards in the public interest;
- the inflation of qualification and senseless search for certification ordained bounced coupled with the creation of a certification industry
- the "visual" labor mobility. How to positively enhance labor mobility for the benefit of the weaker and those in dire need of increasing occupational and social mobility.
- the employment reinforcement policies (sectoral, local, national, regional) through vocational education / training and lifelong learning;
- the need to strengthen the workforce and especially the socially and economically weaker.

The above-mentioned lead us to the conclusion that a coalescence of both political and social strategies and agreements is required, and more specifically: greater dissemination, communication and information to society about European education policy policies and tools, stronger linking of European tools to the fundamental issues of formal, non-formal education and non-formal learning, using these tools in addressing educational inequalities which are straightly reflected in the working life of people and last but not least structurally reinforcement of the link between vocational education and training with employment and the labor market. (*NATIONAL REPORT ON THE EXISTING SITUATION IN THE AREA OF VOCATIONAL EDUCATION AND TRAINING, WITH EMPHASIS ON POLICIES THAT HAVE DEVELOPED IN CONNECTION WITH THE EUROPEAN SYSTEM OF CREDIT FACILITIES FOR VOCATIONAL EDUCATION AND TRAINING (ECVET)*)

### 3.3.2 Case study in Greece

Greece, by 2011, had oriented no outcome-oriented standards and there was no information about the establishment of the European Credit system for Vocational Education and Training. (ECVET COUNTRY REPORTS 2011).

However, the ongoing ECVET projects were continuously showing that this challenge is worth pursuing. The State Scholarships' Foundation (IKY), acting as the Hellenic National Agency of the Lifelong Learning Program, implemented and coordinated the "National Team of ECVET Experts Action", under the supervision of the Ministry of Education and Religious Affairs. The Action is being funded by the European Commission within the respective grant agreement signed between the Education, Audiovisual and Culture Executive Agency (EACEA) and IKY. The role of ECVET experts concentrated on the following actions:

- Investigating the maturity and readiness degree of VET designers and providers to recognize and understand the importance of ECVET and the commitment to adopt it in practice.
- Giving training and advising in their field of expertise to staff at VET organizations, VET schools, companies, etc.
- Bench learning of lessons learnt and best practices developed within mobility schemes at European level.
- Raising awareness about the added value of ECVET and acting as enablers for the multiplication of its adoption.
- Contributing to the development of a network of different players at national or regional level aimed at putting ECVET into practice.

The duration of the action started from the 1st of September 2012 until the 31st of December 2013. Its completion has been marked by the realization of a thematic seminar titled "Implementing ECVET in Greece: Challenges and opportunities" held on the 9th of December 2013 in Athens, Greece. (*«Η εφαρμογή του Ευρωπαϊκού Εργαλείου Μεταφοράς Πιστωτικών Μονάδων ECVET στην Ελλάδα: Προκλήσεις και Ευκαιρίες»*, retrieved from <https://www.coopcampus.eu/News/Implementing-ECVET-in-Greece-Challenges-and-Opportunities>)

### 3.4.1 ECVET IN UNITED KINGDOM

Vocational Education and Training (VET) in UK is perceived as a suitable option for older professionals to transition from different employment sectors whilst learning relevant basic skills. Simultaneously, it also supports individuals that may initially chose non-traditional forms of education and later on enrol in more traditional form of higher education, such as universities degrees, therefore VET in UK is highly flexible in training practical skills and preparing for undergraduate challenges.

As a result of this flexibility, VET in UK grades are based on a unit-based system covering all the VET in the country, in which the criteria are established by the National Vocational Qualifications (NVQ), sometimes referred as Regulated Qualifications Framework (RQF) and alternatively by the Qualification and Credit Framework (QCF).

A series of reports has highlighted the importance for the UK building on key elements of its VET system. Integral to these are the following three features:

- the notion of competence, the criteria of assessment being the learning outcomes;
- the use of units of assessment – almost all UK qualifications are modular in delivery and assessment – which creates flexibility for learners, trainers and funding partners;
- the diversity of learning provision, and the belief that the delivery of learning needs to be adaptable to local circumstances (economic and social) and particularly to the individual

The unit-based marking and grading of NVQ makes its transition into ECVET relatively simple and straightforward. Despite the fact that many stakeholders in UK are not familiarised with ECVET due to the fact that these qualifications are perceived as a national qualification, private companies such as ECCTIS transfer NVQ qualifications into VET qualifications. Additionally, ECCTIS acts in partnership with UK NARIC system which translates grades and marks among European courses and qualifications, thus supporting the mobility of the workforce in VET across Europe.

Although the VET UK system seems highly compatible with ECVT, it is important to have in consideration the following point:

- Awarding bodies in the UK are independent and privately-run organisation, therefore units are their intellectual property. This means that awarding bodies could be reluctant to share units' specifications or grading criteria. Despite of these concern, firstly implementation of ECVET in UK has not reach this stage yet and secondly, awarding bodies may see the advantages of having their units recognised internationally, thus facilitating the implementation of ECVET in the country.
- Quality assurance rely heavily of English standards, therefore only if a qualification or unit has been approved by English quality transfer, a transfer to England educational is possible. For instance, Scotland has a separate VET grading system for England called SVQ, however because SVQ has been assessed by English standard it is easily transferable to NQV. Table 1 compares Scottish qualification with English while table 2 shows how to transfer between English, Scottish and European qualification for VET.

As mentioned previously, qualifications framework and programmes of study in Scotland differ from the rest of the UK. The Scottish credit and qualifications framework provides a range of academic and vocational courses and qualifications covering hundreds of subjects for learners of all ages.

In secondary schools' students aged 15-16 normally take Standard Grades but some now take national qualifications at access, intermediate 1 or intermediate 2 levels at secondary schools. Students aged 17-18 follow national qualifications courses at one of five levels from access to advanced higher.

Students can start at the level which suits best their abilities and can progress to the next. Each of the units counts as a qualification, which allows students who do not pass the whole course to get the credit for the units successfully achieved.

Higher and advanced higher can be used for entrance into higher education or a workplace. National qualification courses are also offered at FE colleges. Scottish colleges have a major role in higher education through their extensive programmes of HNCs and HNDs, from which students can progress to the second and third years of degrees at universities.

**Table 1. Comparison between England and wales NVQ and Scotland SVQ**

Stages of education And employment	Qualification can be taken at any stage or return to education	Secondary Education- Initial entry into further education	Continuation of secondary education	Progress into skilled job	Completion of secondary education	Entry into high education	Intermediate high education; Advanced skills training; Professional; Post-graduate education or employment.		
England and Wales NVQ	<b>Entry level certificate (NQF)</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 7</b>	<b>Level 8</b>
Scotland SVQ	<b>Access level 1 Access level 2 Access level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 7</b>	<b>Level 8 and 9</b>	<b>Level 10</b>	<b>Level 11</b>	<b>Level 12</b>

In 2011, NVQs were moved from the NQF (National Qualifications Framework) and were instead placed into the QCF. This enabled all qualifications (including vocational and academic) attained across England, Scotland and Northern Ireland to hold the same common currency, QCF credits and achievement levels.

Table 2: How the UK frameworks relate to the EQF

EQF (Lifelong Learning in Europe)	QCF (England, Wales and Northern Ireland)	CQFW (Wales)	SCQF (Scotland)	EHEA (Bologna) (European Higher Education)
8	8	8	12	3rd Cycle
7	7	7	11	2nd Cycle
6	6	6	10/9	1st Cycle
5	5/4	5/4	8/7	Short Cycle
4	3	3	6	
3	2	2	5	
2	1	1	4	
1	E3	E3	3	
	E2	E2	2	
	E1	E1	1	

### 3.4.2 Case study in United Kingdom

#### ***Case study 1: Ecorys UK***

Ecorys UK is a leading International management consultancy delivering innovative solutions in research and evaluation, communications and programme management services for a range of UK and European public and private sector organisations. In 2018, it was tasked by the Commission’s Directorate- General for Employment, social affairs and Inclusion (DG EMPL) to implement the campaign strategy and communication tools to promote European Vocational Skills Week (EVSW).

EVSW 2018 comprised a main week of events and activities in Vienna between 5 and 9 November, including a press event, conferences, workshops and an awards ceremony besides externally organised events throughout the year.

The project aims were to showcase the opportunities that VET can provide, to make companies realise the enormous potential and benefits of investing in human resources by engaging in initial skills provision for young people, as well as upskilling and reskilling of adults.

This campaign is primarily about perception change, with three primary objectives:

1. Raising awareness of VET and emphasise its opportunities;
2. Changing the perception of VET amongst the target audiences; and
3. Engaging employers and businesses for targeting adult learners.

To meet these objectives, they focused primarily on reaching stakeholders in the field of initial and continuing education and training and adult learning in Europe. Secondly, the campaign targeted the wider public, by promoting registration of and participation in the events.

#### ***Case study 2: Project: ECVET for the Creative Industries***

##### **RATIONALE**

The main priority for the ECVET for the Creative Industries (EfCI) project is the development of qualifications and curricula for the Creative Industries sector, in particular focusing on developing and integrating an ECVET approach for an existing qualification – the Level 3 Award in Entrepreneurship for the Creative Industries, accredited by Learning Resource Network.

##### **AIMS AND OBJECTIVES**

The primary aims of the EfCI project are:

- (1) To use an ECVET approach to adapt the Level 3 Award in Community Entrepreneurship for the Creative Industries qualification to enable it to be delivered and recognised in a wider range of European Countries;
- (2) To enhance the existing qualification by developing and integrating additional units for ‘Creative Industries in Europe (relating to each of the partner countries);

(3) To establish full ECVET functionality for credit transfer for the course to facilitate learner and labour market mobility.

### TARGET GROUPS

The primary target groups for the project are:

- VET institutions active in the Creative Industries sector, especially those that are interested in developing specific VET provision related to entrepreneurialism and enterprise start up and/or supporting the internationalisation of their VET provision of the sector.
- VET learners interested in pursuing a career in the Creative Industries sector, whom we expect will primarily be young people aged 19-24 facing economic and educational obstacles towards achieving labour market integration within their chosen field
- EU VET Support and the corresponding National, Regional and Sectoral Qualifications Frameworks in the participating Member States

### PROJECT ACTIVITIES

The project partnership comprises VET institutions based in Ireland, Italy, Poland, Spain and the UK and project activities incorporate a range of measures to support the development of VET training provision within the Creative Industries at national and European levels. The partners in the UK and Ireland – Capacity London and Capacity Ireland – are already accredited with Learning Resource Network to deliver the qualification but the project will support the other partners – MateraHub, Studio Inneo and 3Si – to gain accreditation to deliver the qualification and this will cause the qualification being available in Italy, Poland and Spain for the first time.

The EfCI project partnership will work with Learning Resource Network to ‘internationalise’ the qualification by creating a new ‘Creative Industries in Europe units that can be added to the existing qualification. These units will incorporate European level perspectives and focus on current status and ongoing development of the Creative Industries within the participating Member States, identifying key current sectors and areas for future growth, as well as reviewing the tradition and historical development of the sector in each country. These units will also review and analyse key regulatory, legal and economic issues related to the Creative Industries, entrepreneurship and enterprise start up in the respective partner countries.

More information on ECVT implementation in UK:

Ante, C., 2016. *The Europeanisation of Vocational Education and Training*. Springer International Publishing.

<http://www.ecctis.co.uk/ecvet/What%20is%20ecvet.aspx>

<https://www.naric.org.uk/About%20Us.aspx>

More information about Ecorys EVSW:

<https://www.ecorys.com/united-kingdom/our-work/european-vocational-skills-week>

More information for ECVET for the Creative Industries:

<https://www.creativeindustriesproject.eu>

<https://www.creativeindustriesproject.eu/about/>

### 3.4.1 ECVET IN POLAND

While the ECVET system – including ECVET points – is not implemented by Polish law, its principles are embedded in the IQS and vocational education. It could be stated that although there is no ECVET system in Poland, there is an ECVET framework (Dębowski and Stęchły, 2015).

In the case of the IQS, arrangements concerning the accumulation and transfer of sets of learning outcomes support the idea of flexible pathways in lifelong learning. This is facilitated by the fact that each set of learning outcomes has an assigned PQF level, a title, and a specified workload needed to achieve it. It is also possible to define the requirements for the validation of each set.

Additionally, market qualifications to be included in the IQS must be described using a common standard, as noted in section 2.4. Such qualifications usually have a smaller workload than diplomas and certificates in formal education. In the case of formal vocational education, learning outcomes are grouped in sets, which typically contain several learning outcomes and reflect specific professional tasks. Occupations learned in schools in the course of VET are usually comprised of more than one qualification. Additionally, ECVET principles are used in long-term mobility periods in higher education. The only situation using ECVET points in Poland is in various educational mobility projects, most of them based on an agreement between the receiving and sending institutions and financed through the Erasmus+ Programme (Cedefop, 2016b).

According to data provided by the Foundation for the Development of the Education System, the number of implemented IVET mobility projects using ECVET has increased in the last four years (from 33.1% in 2014 to 46.5% in 2017). However, even if a project does not explicitly mention ECVET, most of them use learning outcomes, sets of learning outcomes or Memoranda of Understanding and Learning Agreements (Cedefop, 2016b).

Source: The validation of non-formal and informal learning in Poland. Implementation of the 2012 Council Recommendation ONE-OFF REPORT

[https://kwalifikacje.edu.pl/wp-content/uploads/publikacje/PDF/Raport-o-walidacji-efektow-uczenia-sie-w-Polsce\\_pop.pdf](https://kwalifikacje.edu.pl/wp-content/uploads/publikacje/PDF/Raport-o-walidacji-efektow-uczenia-sie-w-Polsce_pop.pdf)

### 3.4.2 Case study in Poland

#### Case study N 1

Soft skills in the International Vocational Education – an example of EDTECH (Education Technology)

This paper presents a model of internationalization, the unique, innovative curriculum developed for the EDTECH education as well as need of market. Innovative curriculum put as much emphasis on the hard skills as well to the soft skills development.

By Monika Tomczyk

Boosting Business Integration Through Joint Vocational Education and Training (BBVET) is a research and development project aiming to strengthen the internationalization of Vocational Educational Training (VET) in the Baltic Sea Region.

It is funded by the INTERREG South Baltic Programme and embedded in the European Union strategy for the Baltic Sea Region. South Baltic is an interregional labour market for international business cooperation with access to a new skilled and qualified labour force.

BBVET International Training Year is a ten-month programme which offers companies an opportunity to share experiences with young motivated people from five countries in the EdTech sectors, involving 40 students and 5 countries, namely: Denmark, Germany, Lithuania, Poland and Sweden.

The BBVET project is as a kind of occupational mobility agency and supports the stay abroad in all three phases: preparation, implementation, and follow-up – not exclusively organizationally, but also financially.

BBVET provides a platform for cooperation between students - potential employees and employers. The platform is a link between students and the labour market - it provides current training and apprenticeships tailored to individual needs.

In 2017-2019, the BBVET consortium focused on the development of modular interregional vocational education and training programs in the South Baltic region. The goal was to develop a training program that on the one hand would take into account the continuation of vocational education and training structures in the EDTECH sector, and on the other would create a unique interregional education system using the international specificity of the region. Since January 2018, the international VET program - EDTECH has been tested. The test phase was open to young people from 18 to 35 years old, including seven students from Poland.

BBVET refers to a model based on project cycle management methodology (PCM) and consists of eight stages of implementation of the training program.

Stage 1 is marketing and recruitment of candidates in five countries participating in the project.

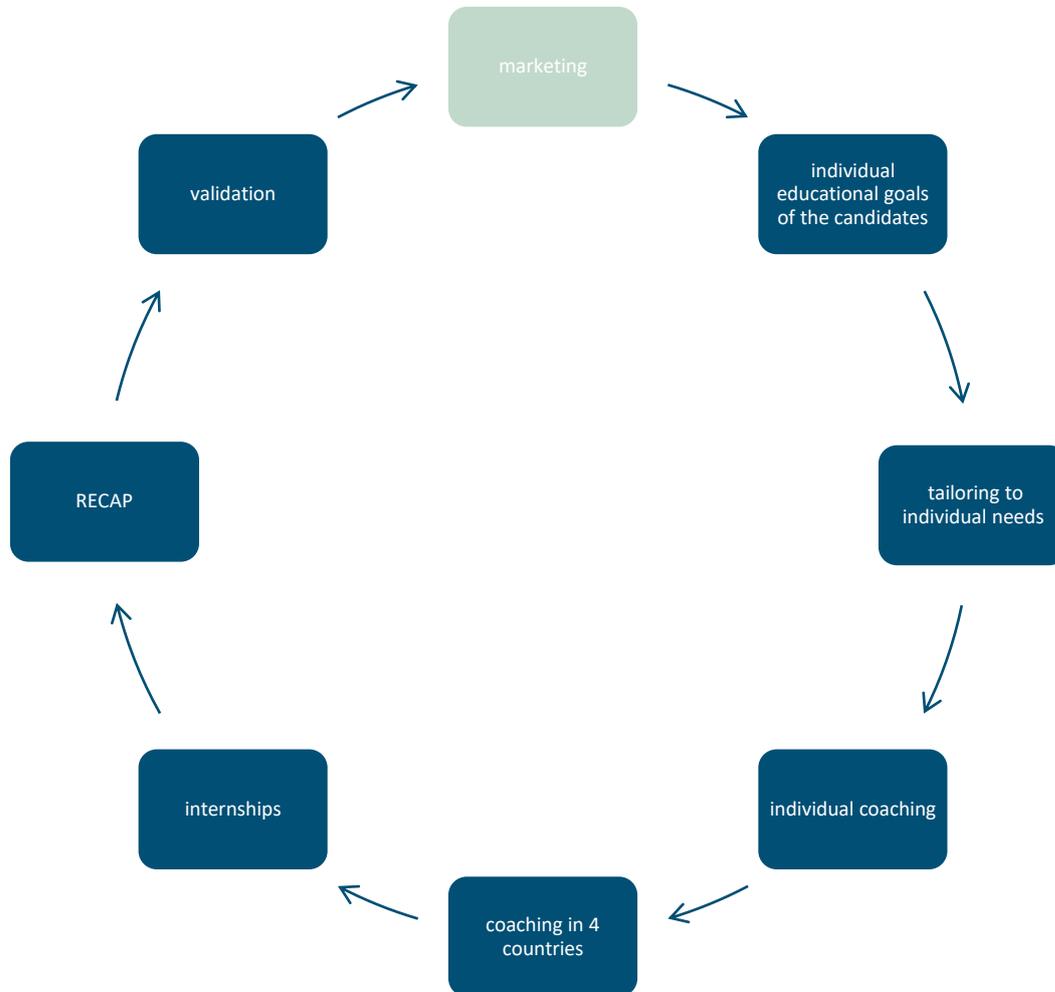
Stage 2 - determining the individual educational goals of the candidates.

Stage 3 - tailoring to individual needs by choosing the right companies and reflecting them in the subject of training.

Stage 4, which is superimposed on stages 5, 6 and 7, is individual coaching, i.e. monitoring and strengthening the development process and gaining new qualifications during training, internships.

Stages 5, 6, 7 are elements of the education stage, followed by validation of the achieved indicators.

Project cycle



BBVET students have access to a virtual platform on which they can store their data: from textbooks, instructions, tasks, learning plans, individual coaching, tests and exams, as well as videos and contacts, and use them in appropriate conditions and time.

The creation of the platform used H. Gardner's theory of seven forms of intelligence (+1) and different learning styles that students may prefer.

Those are:

language and verbal intelligence - students acquire knowledge by reading, writing and playing verbal games;

logical-mathematical intelligence - students focus more on systems and figures, they like to experiment and ask questions;

natural wisdom - students can recognize and classify the world around them well and find patterns and contexts;

spatial / visual intelligence - students who like art, read maps and charts, and think with images;

physical intelligence - students process knowledge through physical sensations and exploration of the environment;

musical intelligence - students are sensitive to sound in their surroundings and prefer to listen to music while studying or reading;

personal intelligence - students demonstrate high self-confidence and independence;

social intelligence - students like contact with other people, have many friends and take part in social activities. They develop and learn better in a group.

Bearing in mind the different types of student intelligence and different learning styles, you can choose the right techniques that lead to faster learning and student success.

Experience from the BBVET project suggests using the following elements in the design and implementation of modern vocational education:

- full-time teaching reinforced with a virtual educational platform based on information technology - access independent of time, place and speed of learning;
- individual fit that ensures optimal learning outcomes and results in much better than average results;
- coaching, individual feedback and action plans that ensure monitoring of training progress;
- developing soft skills and adaptation to various types of work in enterprises.

Source:

Kompetencje miękkie w międzynarodowym kształceniu zawodowym na przykładzie szkolenia EDTECH / Soft skills in the International Vocational Education – an example of EDTECH, by Monika Tomczyk

[http://czytelnia.frse.org.pl/media/Ksiega\\_Kreatywnosc\\_ONLINE.pdf](http://czytelnia.frse.org.pl/media/Ksiega_Kreatywnosc_ONLINE.pdf)

### **CASE STUDY n.2**

Country:	Poland
Category:	VET (vocational education and training) qualifications
Title of Best Practise:	Database on VET training courses                      Baza Usług Rozwojowych (BUR)
Organization name:	Polish Agency of Entrepreneurship Development (PARP), Ministry of Economy

<p>Give a brief summary/description of the best practise (maximum 100 words):</p>	<p><b>Why</b></p> <p>Poland pursues its comprehensive VET reform from December 2016 and sees improvement in the employability of vocational graduates. The reform includes changes in vocational pathways, curricula, the financing system and greater employer involvement.</p> <p><b>What</b></p> <p>This is an official database on training courses for VET. The database was created by Polish Agency of Entrepreneurship Development as a core of national interest in VET development and VET strategy.</p> <p><b>How does it work</b></p> <p>This database furnishes different VET courses for different sectors. All courses are offered by accredited organisations according to a Program Council on Competences. Those courses are co-financed by the state.</p> <p>The courses are divided into categories as follows:</p> <p>Ecology and agriculture, Finance and banking, IT and telecommunication, Medicine and beauty Low and administration, Driving licences, Personal development (psychology, soft skills), Technician skills, Services, Marketing.</p> <p>The platform has five stars rating for course providers and gives coaches profiles information.</p> <p>There is a clear and detailed description of the training programme, learner profile and skills and qualifications (IQR) and certificates that might be acquired.</p> <p>The learner might apply for the training directly on the platform.</p> <p>Course offer for different sectors – some examples:</p> <p>Ecology and agriculture sector:</p>
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	<p>Waste in companies - legal requirements, latest changes, records, reporting, waste management in practice</p> <p>Technician sector: A vast offer of courses for professional and specific skills development. Some specific sectors are: Automation and Robotics, construction, chemistry, electronics and electrical engineering, energy, gas, geodesy and cartography, hydraulics, engineering and metrology, mechanics and mechatronics, metallurgy and welding, papermaking and printing, fiberglass.</p> <p>The platform is also linked to Entrepreneurship Development and international cooperation for innovation thanks to Innovation Manager Academy. The academy offers trainings for entrepreneurs, Innovation Health Check of the company, new skills and knowledge for staff and network.</p> <p>The aim: Increasing employee competences in creating and implementing innovations.</p> <p>Watch video: <a href="http://www.parp.gov.pl/ami">www.parp.gov.pl/ami</a></p> <p>Watch video: <a href="https://www.youtube.com/watch?v=9uZjZF_MUCY&amp;feature=youtu.be">https://www.youtube.com/watch?v=9uZjZF_MUCY&amp;feature=youtu.be</a></p>
<p>Aim/s of the best practise in relation to VET:</p>	<p>The general aim of the platform is to build transparent and quality service in VET.</p> <p>The aim of the service is to offer competences development according to the market needs and national VET strategy.</p> <p>This system promotes VET development and encourage workers and entrepreneurs to invest in VET.</p>
<p>Further reading/Direct Links to Best Practise: (website, books, journals, articles)</p>	<p><a href="https://uslugirozwojowe.parp.gov.pl/">https://uslugirozwojowe.parp.gov.pl/</a>  <a href="https://www.facebook.com/parpgovpl/">https://www.facebook.com/parpgovpl/</a>  <a href="https://www.youtube.com/user/parpgovpl">https://www.youtube.com/user/parpgovpl</a>  <a href="https://twitter.com/parpgovpl">https://twitter.com/parpgovpl</a></p>

## Annex 1

### Examples of ECVET documents used by Informamentis Europa in Erasmus Plus KA1 VET projects

Informamentis Europa, since 2015 has experimented with the use of ECVET in the following Erasmus Plus KA1 VET projects:

- Project "Trend EU" 2018-1-IT01-Ka102-006405
- Fashion International Internship 2016-1-IT01-KA102-004987
- Project "FIVET" 2015-1-IT-KA102-004391
- Project "SAVE" 2015-1-IT01-KA102-004384

Below are some examples of the main ECVET documents used, considered correct and effective by the National Agency in the evaluation of projects and their results.



### Learning Agreement



1. Information about the participants	
Contact details of the home organisation	
Name of organisation	COMUNE DI CASAPULLA
Address	Via della Rimembranza- Casapulla (CE) - ITALY
Telephone/fax	+39 0823 497311
E-mail	protocollo@comune.casapulla.ce.it
Website	<a href="http://www.casapulla.asmenet.it">www.casapulla.asmenet.it</a>
Contact person	DOMENICO PICCICACCHI
Telephone/fax	+39 0823 497308
E-mail	affarigenerali@comune.casapulla.ce.it
Contact details of the host organisation (TO BE FILLED BY HOST OR INTERMEDIARY ORGANIZATION)	
Name of organisation	
Address	
Telephone/fax	
E-mail	
Website	
Contact person	
Tutor/mentor	
Telephone/fax	
E-mail	
Contact details of the learner	
Name	XXXXXXXX
Address	XXXXXXXX

Telephone/fax	XXXXXXXX
E-mail	XXXXXXXX
Date of birth	XXXXXXXX
Please tick	XXXXXXXX
Contact details of parents or legal guardian of the learner, if applicable	
Name	XXXXXXXX
Address	XXXXXXXX
Telephone	XXXXXXXX
E-mail	XXXXXXXX
If an intermediary organisation is involved, please provide contact details	
Name of organisation	ESMOVIA
Address	C/ Pintor Martinez Cubells, 2, pta 6 pta 6 - 46002Valencia Spain
Telephone/fax	+34963384620 +34963384621
E-mail	<a href="mailto:esmovia@esmovia.es">esmovia@esmovia.es</a>
Website	<a href="http://www.esmovia.es">www.esmovia.es</a>
Contact person	Maria Angeles Ruiz Gámez - International Relations - Director
Telephone/fax	+3496338462
E-mail	<a href="mailto:ruiz@esmovia.es">ruiz@esmovia.es</a>
2. Duration of the learning period abroad	
Start date of the training abroad	05/07/2016
End date of the training abroad	09/08/2016
Length of time abroad	5 WEEKS
3. The qualification being taken by the learner - including information on the learner's progress (knowledge, skills and competence already acquired)	
Title of the qualification being taken by the learner (please also provide the title in the language of the partnership, if appropriate)	DIPLOMA LICEO ARTISTICO (UPPER SECONDARY EDUCATION ARTS SCHOOL) EQF: 4

Information on the learner's progress in relation to the learning pathway (Information to indicate acquired knowledge, skills, competence could be included in an annex )	
Enclosures in annex - please tick as appropriate	<input type="checkbox"/> Europass Certificate Supplement <input type="checkbox"/> Europass CV <input checked="" type="checkbox"/> Europass Mobility <input type="checkbox"/> Europass Language Passport <input type="checkbox"/> European Skills Passport <input type="checkbox"/> (Unit[s] of) learning outcomes already acquired by the learner <input type="checkbox"/> Other: please specify

4. Description of the learning outcomes to be achieved during mobility	
Title of unit(s)/groups of learning outcomes/parts of units to be acquired  Learning outcomes to be achieved  HOST / INTERMEDIATE PARTNER SHOULD TICK <b>ONLY</b> THE RELEVANT BOX/BOXES	<input type="checkbox"/> Create Designs for a fashion collection (Expected result: Drawing fashion collection chiefs represented on paper and / or CAD systems) <input type="checkbox"/> Search Aesthetic solutions for the development of a collection of fashion (Feasibility study on fashion collection) <input type="checkbox"/> Use of information technology applied to clothing / footwear sector (Expected result: information technology equipment properly used) <input type="checkbox"/> Making the pattern of a piece of clothing (Expected result: Paper pattern made by hand or computer, according to the defined stylistic input) <input type="checkbox"/> Make the design of the model of a piece of clothing (Expected result: Study design of the model of piece of clothing) <input type="checkbox"/> Make the evaluation of the sample garment fit (Expected result: Cape sample occurred in its wearability) <input type="checkbox"/> -Make the evaluation of the sample shoe fit (Expected result: Functional requirements for a shoe model identified) <input type="checkbox"/> -Making the pattern of a shoe model (Expected result: Paper pattern made by hand or computer, according to the defined stylistic input) <input type="checkbox"/> -Realize the technical design of a shoe model (Expected result: Data sheet of the footwear model drawn up) <input type="checkbox"/> Use and maintenance of packaging machines (Expected result: clean the packaging machines, working and set according to the different types of processing) <input type="checkbox"/> Cutting textile materials (Expected result: textile material cut according to technical specifications and work orders) <input type="checkbox"/> Assembly Textiles (Expected result: assembled and finished head according to the reference model / data sheet) <input type="checkbox"/> Taking Care of the organizational and administrative aspects of managing a exercise (Expected result: organizational and administrative aspects properly cared) <input type="checkbox"/> Final operations on a piece of clothing (Expected result: piece of clothing ironed and controlled) <input type="checkbox"/> Cutting Of materials for realize / repair footwear (Expected result: cut materials as shown in the data sheet) <input type="checkbox"/> -Assembly and finishing footwear (Expected result: footwear assembled and finished)
Number of ECVET points to be acquired while abroad	From 0,50 point to 1 point

Description of the learning activities (e.g. information on location(s) of learning, tasks to be completed and/or courses to be attended)	At the placement the participant carried out the following activities : XXXXXXXXXX
Enclosures in annex - please tick as appropriate	<input type="checkbox"/> Description of unit(s)/groups of learning outcomes which are the focus of the mobility <input checked="" type="checkbox"/> Description of the learning activities <input type="checkbox"/> Individual's development plan when abroad <input type="checkbox"/> Other: please specify

5. Assessment and documentation	
Person(s) responsible for assessing the learner's performance	Name: XXXXXXXXX Organisation, role: Please specify XXXXXXXXXX
Assessment of learning outcomes	Date Method: TO BE COMPLETED BY THE INTERMEDIARY PARTNER
How and when will the assessment be recorded?	XXXXXXXXXX
Please include	<input type="checkbox"/> Detailed information about the assessment procedure (e.g. methods, criteria, assessment grid) <input checked="" type="checkbox"/> Template for documenting the acquired learning outcomes (such as the learner's transcript of record or Europass Mobility) <input type="checkbox"/> Individual's development plan when abroad <input type="checkbox"/> Other: Please specify

6. Validation and recognition	
Person (s) responsible for validating the learning outcomes achieved abroad	..... Teacher class coordinator
How will the validation process be carried out?	The validation process will be carried out by school of origin of the beneficiary (which is included in the sending consortium) after the trainee has completed his internship abroad through: - Examination of the documentation received by the partners abroad (host and intermediate partners) - testing of expertise / skills acquired and / or improved
Recording of validated achievements	Date: ___/___/_____ Method: laboratory teaching – cooperative learning
Person(s) responsible for recognising the learning	PROF. XXXXXXXX

outcomes achieved abroad	SCHOOL MANAGER OF ISSI RIGHI-NERVI – LICEO ARTISTICO
How will the recognition be conducted?	The points acquired to through the training abroad will be recognized in the final test to obtain the diploma

7. Signatures		
Home organisation/country	Host organisation/country	Learner
Comune di Casapulla	XXXXXXXXXX	
Name, role	Name, role	Name
Mr. Michele Sarogni, Sindaco del Comune di Casapulla	XXXXXXXXXX	XXXXXXXXXX
Casapulla, --/--/2016	Place, date	Casapulla, --/--/2016



## Memorandum of Understanding

**PROJECT PROGETTO TIME “Tourism Internship Mobility Experience”  
ERASMUS PLUS  
KA 1 VET LEARNER AND STAFF MOBILITY - 2016-1-IT01-KA102-004986**

### 1. Objectives of the Memorandum of Understanding

The Memorandum of Understanding<sup>1</sup> (MoU) forms the framework for cooperation between the competent institutions. It aims to establish mutual trust between the partners. In this Memorandum of Understanding partner organisations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit, concerning project *TIME “Tourism Internship Mobility Experience” - 2016-1-IT01-KA102-004986*

Are other objectives agreed on? Please tick as appropriate	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – these are: insert information
--	--

### 2. Organisations signing the Memorandum of Understanding

Organisation 1- Project Applicant	
Country	ITALY
Name of organisation	Informamentis Europa
Address	Via C. Santagata,1 Condominio Direzionale Contemporanea- Santa Maria Capua Vetere –81055 (CE) Italy
Telephone/fax	+390823354691
E-mail	info@informamentiseuropa.eu
Website	www.informamentiseuropa.eu
Contact person	Vincenzo Girfatti President of Informamentis Europa – Project Manager
Telephone/fax	+390823354691
E-mail	<a href="mailto:v.girfatti@informamentiseuropa.eu">v.girfatti@informamentiseuropa.eu</a>
Organisation 2 – Partner (please fill with data of your organization )	
Country	XXXXXXXXXXXX
Name of organisation	XXXXXXXXXXXX
Address	XXXXXXXXXXXX
Telephone/fax	XXXXXXXXXXXX
E-mail	XXXXXXXXXXXX
Website	XXXXXXXXXXXX
Contact person	Name Position
Telephone/fax	XXXXXXXXXXXX
E-mail	XXXXXXXXXXXX

### 3. Other organisations covered by this Memorandum of Understanding (if appropriate)

**Explanatory note:**  
For MoUs established within a broader context (such as agreements set up by sector based organisations, chambers, regional or national authorities) a list of organisations (VET providers, companies, etc.) who are able to operate in the framework of the MoU can be added. This list can consist of their names or it can refer to the type of VET providers.

- Istituto Professionale Statale per l'Enogastronomia e l'Ospitalità Alberghiera E.V.Cappello

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- Istituto Professionale di Stato per i Servizi Alberghieri Ristorativi e Turistici

---

- Confindustria Caserta – Member of Sending Consortium

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- Camera di Commercio Caserta – Member of Sending Consortium

---

- Marina di Castello S.P.A.

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- BGA RESORT srl

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- (please insert all host company es example ( add all row necessary)

### 4. The qualification covered by this Memorandum of Understanding

Qualification	
Country	Sending Country ITALY Host Country XXXXXXXX
Title of qualifications	DIPLOMA ISTITUTO SUPERIORE “SERVIZI PER L’ENOGASTRONOMIA E L’OSPITALITA’ ALBERGHIERA” HIGH SCHOOL DIPLOMA IN “ENOGASTRONOMY, HOTEL AND HOSPITALITY SERVICES”
EQF level	4
Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)	<input type="checkbox"/> Prepare the spaces and environments for catering; <input type="checkbox"/> Realize the distribution service of meals and drinks; <input type="checkbox"/> Activities related to the preparation of food and drink <input type="checkbox"/> Use of kitchen equipment and appliances <input type="checkbox"/> Create payments and issue receipts; <input type="checkbox"/> Waiting and delivering food products; <input type="checkbox"/> Monitor inventory; <input type="checkbox"/> Organize operations aimed at the functionality, decoration and hygiene of the accommodation; <input type="checkbox"/> Getting the ordinary administrative aspects to support the economic management of the accommodation; <input type="checkbox"/> Welcome and attend the customer; manage customer relationships <input type="checkbox"/> -Manage relationship with clients in foreign languages, <input type="checkbox"/> -Getting reservations, arrivals and departures; <input type="checkbox"/> Customer satisfaction activities; <input type="checkbox"/> Be able to coordinate with the other professional resources and evaluate the quality of the service offered.

### 5. Assessment, documentation, validation and recognition

By signing this Memorandum of Understanding we confirm that we have discussed the procedures for assessment, documentation, validation and recognition and agree on how it is done.

### 6. Validity of this Memorandum of Understanding

This Memorandum of Understanding is valid until: 30/07/2018

### 7. Evaluation and review process

The work of the partnership will be evaluated and reviewed by:

Mr. Vincenzo Girfatti, Project manager, on \_\_\_\_ November 2017

### 8. Signatures

Organisation / country	Organisation / country
<p>INFORMAMENTIS EUROPA ITALY</p>	<p>XXXXXXXXXXXXXXXXXXXXXX</p>
<p><b>MR. VINCENZO GIRFATTI</b> Project manager President of Informamentis Europa</p>	<p>Name, role XXXXXXXXXXXXXXXXXX</p>
<p>Santa Maria Capua Vetere June 2017</p>	<p>Place XXXXXXXXXXXXXXXXXXXXXX June 2017</p>

### 9. Annexes

ERASMUS+ VET MOBILITY QUALITY COMMITMENT



## Learning Agreement



### 1. Information about the participants

#### Contact details of the home organisation

Name of organisation	Informamentis Europa
Address	Via CADUTI SUL LAVORO, 109—810100 CASERTA Italy
Telephone/fax	+390823354691
E-mail	info@informamentiseuropa.eu
Website	www.informamentiseuropa.eu
Contact person	Elisabetta Leone
Telephone/fax	+390823354691
E-mail	info@informamentiseuropa.eu

#### Contact details of the host organisation

Name of organisation	To be filled by partner
Address	To be filled by partner
Telephone/fax	To be filled by partner
E-mail	To be filled by partner
Website	To be filled by partner
Contact person	To be filled by partner
Tutor/mentor	To be filled by partner
Telephone/fax	To be filled by partner
E-mail	To be filled by partner

#### Contact details of the learner

Name	_____
Address	_____
Telephone/fax	_____
E-mail	_____
Date of birth	_____
Please tick	<input type="checkbox"/> Male <input type="checkbox"/> Female

#### Contact details of parents or legal guardian of the learner, if applicable

Name	_____
Address	_____
Telephone	_____
E-mail	_____

#### If an intermediary organisation is involved, please provide contact details

Name of organisation	_____
Address	_____
Telephone/fax	_____
E-mail	_____
Website	_____
Contact person	_____
Telephone/fax	_____
E-mail	_____

### 2. Duration of the learning period abroad

Start date of the training abroad	--/--/2019
-----------------------------------	------------

End date of the training abroad	--/--/2019
Length of time abroad	5 weeks

### 3. The qualification being taken by the learner - including information on the learner's progress (knowledge, skills and competence already acquired)

Title of the qualification being taken by the learner (please also provide the title in the language of the partnership, if appropriate)	<input type="checkbox"/> DIPLOMA DI ISTRUZIONE PROFESSIONALE - PRODUZIONI TESSILI E SARTORIALI <input type="checkbox"/> DIPLOMA UPPER SECONDARY EDUCATION VET SCHOOL - TEXTILE AND SARTORIAL PRODUCTION <input type="checkbox"/> DIPLOMA LICEO ARTISTICO INDIRIZZO "ARTE DELLA MODA E DEL COSTUME" <input type="checkbox"/> DIPLOMA UPPER SECONDARY EDUCATION - ART OF FASHION AND COSTUME
EQF level (if appropriate)	4
NQF level (if appropriate)	
Information on the learner's progress in relation to the learning pathway (information to indicate acquired knowledge, skills, competence could be included in an annex)	(TO BE COMPLETED BY THE PARTNER)
Enclosures in annex - please tick as appropriate	<input type="checkbox"/> Europass Certificate Supplement <input checked="" type="checkbox"/> Europass CV <input checked="" type="checkbox"/> Europass Mobility <input type="checkbox"/> Europass Language Passport <input type="checkbox"/> European Skills Passport <input type="checkbox"/> (Unit[s] of) learning outcomes already acquired by the learner <input type="checkbox"/> Other: please specify

### 4. Description of the learning outcomes to be achieved during mobility

Unit Technical Competence to be acquired	<input checked="" type="checkbox"/> Create Designs for a fashion collection LO: Drawing fashion collection chiefs represented on paper and / or CAD systems) <input checked="" type="checkbox"/> Search Aesthetic solutions for the development of a collection of fashion LO: Feasibility study on fashion collection) <input checked="" type="checkbox"/> Use of information technology applied to clothing / footwear sector LO: information technology equipment properly used) <input checked="" type="checkbox"/> Making the pattern of a piece of clothing LO: Paper pattern made by hand or computer, according to the defined stylistic input) <input checked="" type="checkbox"/> Make the design of the model of a piece of clothing LO: Study design of the model of piece of clothing) <input checked="" type="checkbox"/> Make the evaluation of the sample garment fit LO: Cape sample occurred in its wearability <input checked="" type="checkbox"/> Make the evaluation of the sample shoe fit LO: Functional requirements for a shoe model identified) <input checked="" type="checkbox"/> -Making the pattern of a shoe model LO: Paper pattern made by hand or computer, according to the defined stylistic input) <input checked="" type="checkbox"/> -Realize the technical design of a shoe model LO: Data sheet of the footwear model drawn up <input checked="" type="checkbox"/> Use and maintenance of packaging machines: LO: clean the packaging machines, working and set according to the different types of processing <input checked="" type="checkbox"/> Cutting textile materials LO: textile material cut according to technical specifications and work orders) <input checked="" type="checkbox"/> Assembly Textiles LO: assembled and finished head according to the reference model / data sheet) <input checked="" type="checkbox"/> Taking Care of the organizational and administrative aspects of managing a exercise LO: organizational and administrative aspects properly cared) <input checked="" type="checkbox"/> Final operations on a piece of clothing LO: piece of clothing ironed and controlled) <input checked="" type="checkbox"/> Cutting Of materials for realize / repair footwear LO: cut materials as shown in the data sheet) <input checked="" type="checkbox"/> -Assembly and finishing footwear LO: footwear assembled and finished
Unit Key – Transversal Competence to be acquired	<input type="checkbox"/> Learn to learn <input type="checkbox"/> Intercultural awareness <input type="checkbox"/> Social and civic competences <input type="checkbox"/> Transversal skills, including result orientation, spirit of initiative, adaptability, conflict management, propensity to problem solving, recognition of schemes and systemic thinking. <input type="checkbox"/> Communication skills, understood as the ability to communicate effectively in the workplace and use technical terminology
HOST PARTNER SHOULD TICK ONLY THE RELEVANT BOX/BOXES	
Number of ECVET points to be acquired while abroad To be filled by sending school	From --- point to ---- point
Learning outcomes to be achieved	<input type="checkbox"/> Linguistic: reinforcement of the B1 level of the bridge language or achieving level B2; achieving the level A1 or A2 of the language of the host country <input type="checkbox"/> Key – Transversal Competences <input type="checkbox"/> Technical - Competences TO BE COMPLETED BY THE PARTNER
Description of the learning activities (e.g. information on location(s) of learning, tasks to be completed and/or courses to be attended)	On the job the participant realized the following activities : ..... ..... .....

Enclosures in annex - please tick as appropriate	<input type="checkbox"/> Description of unit(s)/groups of learning outcomes which are the focus of the mobility <input type="checkbox"/> Description of the learning activities <input type="checkbox"/> Individual's development plan when abroad <input type="checkbox"/> Other: please specify
--	--

### 5. Assessment and documentation

Person(s) responsible for assessing the learner's performance	Name: TO BE COMPLETED BY THE PARTNER Organisation, role: Please specify TO BE COMPLETED BY THE PARTNER
Assessment of learning outcomes	Date: dd/mm/yyyy TO BE COMPLETED BY THE PARTNER Method: TO BE COMPLETED BY THE PARTNER
How and when will the assessment be recorded?	TO BE COMPLETED BY THE PARTNER
Please include	<input type="checkbox"/> Detailed information about the assessment procedure (e.g. methods, criteria, assessment grid) <input checked="" type="checkbox"/> Template for documenting the acquired learning outcomes (such as the learner's transcript of record or Europass Mobility) <input type="checkbox"/> Individual's development plan when abroad <input type="checkbox"/> Other: Please specify

### 6. Validation and recognition

Person (s) responsible for validating the learning outcomes achieved abroad	..... Teacher class coordinator
How will the validation process be carried out?	The validation process will be carried out by school of origin of the beneficiary (which is included in the sending consortium) after the trainee has completed his internship abroad through: - Examination of the documentation received by the partners abroad (host and intermediate partners) - testing of expertise / skills acquired and / or improved
Recording of validated achievements	Date: ___/___/_____ Method: laboratory teaching – cooperative learning
Person(s) responsible for recognising the learning outcomes achieved abroad	Name: Please insert SCHOOL MANAGER OF _____
How will the recognition be conducted?	The points acquired through the training abroad will be recognized in the final test to obtain the diploma

### 7. Signatures

Home organisation/country	Host organisation/country	Learner
Informantis Europa	To be filled by the partner	
Mr. Vincenzo Girfatti – President Informantis Europa	Name, role	Name
	TO BE COMPLETED BY THE INTERMEDIARY PARTNER	.....



## Memorandum of Understanding

**PROJECT Trainership Experience New skills Discovering Europe  
ERASMUS PLUS  
KA 1 VET LEARNER AND STAFF MOBILITY –  
Reference Number \_\_\_\_\_**

### 1. Objectives of the Memorandum of Understanding

The Memorandum of Understanding<sup>1</sup> (MoU) forms the framework for cooperation between the competent institutions. It aims to establish mutual trust between the partners. In this Memorandum of Understanding partner organisations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit, concerning project *Trainership Experience New skills Discovering Europe Reference Number \_\_\_\_\_*

Are other objectives agreed on? Please tick as appropriate	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – these are: insert information
--	--

### 2. Organisations signing the Memorandum of Understanding

#### Organisation 1- Project Applicant

Country	ITALY
Name of organisation	Informamentis Europa
Address	Via Caduti sul lavoro -81100 CASERTA Italy
Telephone/fax	+390823354691
E-mail	info@informamentiseuropa.eu
Website	www.informamentiseuropa.eu
Contact person	Elisabetta Leone +390823354691
Telephone/fax	info@informamentiseuropa.eu
E-mail	Informamentis Europa

#### Organisation 2 – Partner

Country	.....
Name of organisation	.....
Address	.....
Telephone/fax	.....
E-mail	.....
Website	.....
Contact person	Name Position
Telephone/fax	.....
E-mail	.....

### 3. Other organisations covered by this Memorandum of Understanding (if appropriate)

Explanatory note:

For MoUs established within a broader context (such as agreements set up by sector based organisations, chambers, regional or national authorities) a list of organisations (VET providers, companies, etc.) who are able to operate in the framework of the MoU can be added. This list can consist of their names or it can refer to the type of VET providers.

#### National VET Consortium :

INFORMAMENTIS EUROPA  
LICEO ARTISTICO STATALE SAN LEUCIO- CASERTA  
CONFINDUSTRIA CASERTA  
ISTITUTO STATALE ISTRUZIONE SECONDARIA SUPERIORE G. MARCONI – VAIRANO  
IS "G.MARCONI" – GIUGLIANO  
A.G.K. ITALIA S.R.L.  
RETE SAN LEUCIO TEXTILE

#### Partners in Hosting Countries

COUNTRY : AUSTRIA  
AMADEUS

COUNTRY : SPAIN- VALENCIA  
ESMOVIA  
CHORDA TOT EN MODELS SL

COUNTRY : PORTUGAL  
EUROYOUTH

COUNTRY:FRANCE  
CAP ULYSSE  
ORIGINBY

COUNTRY : SPAIN  
IMOT  
MI ROPA VINTAGE  
BELULAH

COUNTRY : Portugal  
EUROYOUTH

### 4. The qualification covered by this Memorandum of Understanding

Qualification	
Country	Sending Country ITALY Host Country .....
Title of qualifications	<input type="checkbox"/> DIPLOMA DI ISTRUZIONE PROFESSIONALE - PRODUZIONI TESSILI E SARTORIALI <input type="checkbox"/> DIPLOMA UPPER SECONDARY EDUCATION VET SCHOOL - TEXTILE AND SARTORIAL PRODUCTION <input type="checkbox"/> DIPLOMA LICEO ARTISTICO INDIRIZZO "ARTE DELLA MODA E DEL COSTUME" <input type="checkbox"/> DIPLOMA UPPER SECONDARY EDUCATION –« ART OF FASHION »
EQF level	4
Unit(s) of learning outcomes for the mobility phases (refer to enclosure in the annex, if applicable)	<input type="checkbox"/> Create Designs for a fashion collection <input type="checkbox"/> LO: Drawing fashion collection chiefs represented on paper and / or CAD systems) <input type="checkbox"/> Search Aesthetic solutions for the development of a collection of fashion <input type="checkbox"/> LO: Feasibility study on fashion collection) <input type="checkbox"/> Use of information technology applied to clothing / footwear sector <input type="checkbox"/> LO: information technology equipment properly used) <input type="checkbox"/> Making the pattern of a piece of clothing <input type="checkbox"/> LO: Paper pattern made by hand or computer, according to the defined stylistic input) <input type="checkbox"/> Make the design of the model of a piece of clothing <input type="checkbox"/> LO: Study design of the model of piece of clothing) <input type="checkbox"/> Make the evaluation of the sample garment fit <input type="checkbox"/> LO: Cape sample occurred in its wearability <input type="checkbox"/> -Make the evaluation of the sample shoe fit <input type="checkbox"/> LO: Functional requirements for a shoe model identified) <input type="checkbox"/> -Making the pattern of a shoe model <input type="checkbox"/> LO: Paper pattern made by hand or computer, according to the defined stylistic input) <input type="checkbox"/> -Realize the technical design of a shoe model <input type="checkbox"/> LO: Data sheet of the footwear model drawn up <input type="checkbox"/> Use and maintenance of packaging machines <input type="checkbox"/> LO: clean the packaging machines, working and set according to the different types of processing <input type="checkbox"/> Cutting textile materials <input type="checkbox"/> LO: textile material cut according to technical specifications and work orders) <input type="checkbox"/> Assembly Textiles <input type="checkbox"/> LO: assembled and finished head according to the reference model / data sheet) <input type="checkbox"/> Taking Care of the organizational and administrative aspects of managing a exercise <input type="checkbox"/> LO: organizational and administrative aspects properly cared) <input type="checkbox"/> Final operations on a piece of clothing <input type="checkbox"/> LO: piece of clothing ironed and controlled) <input type="checkbox"/> Cutting Of materials for realize / repair footwear <input type="checkbox"/> LO: cut materials as shown in the data sheet) <input type="checkbox"/> -Assembly and finishing footwear <input type="checkbox"/> LO: footwear assembled and finished
Unit Key –Transversal Competence to be acquired	<input type="checkbox"/> Learn to learn <input type="checkbox"/> Intercultural awareness <input type="checkbox"/> Social and civic competences <input type="checkbox"/> Transversal skills, including result orientation, spirit of initiative, adaptability, conflict management, propensity to problem solving, recognition of schemes and systemic thinking <input type="checkbox"/> Communication skills, understood as the ability to communicate effectively in the workplace and use technical terminology

Linguistic competence	Hosting Country language Level _____
	Other language used _____ Level _____

### 5. Assessment, documentation, validation and recognition

For signing this Memorandum of Understanding we confirm that we have discussed the procedures for assessment, documentation, validation and recognition and agree that it will be done, as following.

#### EVALUATION

- 1) Host partners will have the LEARNING AGREEMENT of each trainee and verify that the tasks assigned to the workplace are consistent
- 2) Host companies will identify a mentor / mentor who will follow the trainee's learning path
- 3) The tutor in the host company will take care of filling out and checking the traineeship's PERSONAL TRANSCRIPT
- 4) The tutor in the host company will evaluate the learning of the Technical Competence Units through:
  - direct observation in the field (using indicators and descriptors shared with sending schools);
  - evaluation forms;
  - interview / final exam ;
 The results of the evaluation will be reported on PERSONAL TRANSCRIPT
- 5) Foreign partners evaluate learning with respect to transversal and linguistic skills through:
  - direct observation in the field (using indicators and descriptors shared with sending schools);
  - evaluation forms;
  - interview / final exam ;
 The results of the evaluation will be reported in the final reports of the foreign partners

#### VALIDATION

The sending schools will check the correctness and completeness of the documentation received from abroad and may decide to carry out a further test / interview with the beneficiary to verify the assessments received abroad. Then they will carry out the validation and recognition of the learning, assigning training credits

### 6. Validity of this Memorandum of Understanding

This Memorandum of Understanding is valid until: \_\_/\_\_/\_\_\_\_

### 7. Evaluation and review process

The work of the partnership will be evaluated and reviewed by:

Legal representative of applicant organization, mr. Vincenzo Girfatti

### 8. Signatures

Organisation / country	Organisation / country
Informamentis Europa	_____
Vincenzo Girfatti	Name, role _____

Caserta	Place _____
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### 9. Annexes ERASMUS+ VET MOBILITY QUALITY COMMITMENT

## Annex 2

### Glossary<sup>29</sup>

<i>What do you mean by ...</i>	
<b>Assessment of learning outcomes*</b>	Methods and processes used to establish the extent to which a learner has attained particular knowledge, skills and competence.
<b>Competence**</b>	The proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional and personal development.
<b>Competent institution*</b>	Institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as the allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes under the rules and practices of participating countries.
<b>Credit accumulation</b>	Process through which learners can acquire qualifications progressively by successive assessments of learning outcomes.
<b>Credit for learning outcomes (credit)*</b>	Set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications.
<b>Credit transfer</b>	Process through which learning outcomes achieved in one context can be considered in another context. Credit transfer is based on the processes of assessment, validation and recognition.
<b>ECVET points*</b>	Numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.
<b>Formal learning***</b>	Is learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.
<b>Knowledge**</b>	The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that are related to a field of work or study.
<b>Learning agreement</b>	Individualised document which sets out the conditions for a specific mobility period. It specifies, for a particular learner, what learning outcomes s/he should achieve and how they will be assessed, validated and recognised.
<b>Learning outcomes*</b>	Statements of what a learner knows, understands and can do on completion of a learning process defined in terms of knowledge, skills and competence
<b>Learning (education and training) programme***</b>	Inventory of activities, content, and/or methods implemented to achieve education or training objectives (acquiring knowledge, skills and/or competences), organised in a logical sequence over a specified time.
<b>Memorandum of Understanding</b>	An agreement between competent institutions sets the framework for credit transfer and accumulation. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved. It also establishes partnerships' procedures for cooperation.
<b>Non-formal and informal learning****</b>	Non-formal learning is not provided by an education or training institution and typically does not lead to certification. However, it is intentional on the part of the learner and has structured objectives, times, and support.

<sup>29</sup> Get to know ECVET better - Questions and Answers (Revised February 2011) - EUROPEAN COMMISSION Education and Culture

	Informal learning results from daily activities related to work, family life, or leisure. It is not structured and usually does not lead to certification. In most cases, it is unintentional on the part of the learner.
<b>Qualification*</b>	The formal outcome of an assessment and validation process is obtained when a competent institution determines that an individual has achieved learning a given standard.
<b>(National) qualifications system**</b>	All aspects of a Member State's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment, and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework.
<b>(National) Qualification Framework**</b>	An instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression, and quality of qualifications related to the labour market and civil society.
<b>Recognition of learning outcomes*</b>	The process of attesting officially achieved learning outcomes through the awarding of units or qualifications.
<b>Skills**</b>	The ability to apply knowledge and use know-how to complete tasks and solve problems.
<b>The Personal Transcript</b>	A document containing credit information (positively assessed learning outcomes learner has achieved. It is a record of his/her learning achievements.
<b>Unit of learning outcomes (unit)*</b>	Component of a qualification, consisting of a coherent set of knowledge, skills, and competence, which can be assessed and validated.
<b>Validation of learning outcomes*</b>	The process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes that may be required for a unit or a qualification.
<b>Vocational education and training provider***</b>	Any organisation or individual providing education or training services. Education and training providers may be organisations specifically set up for this purpose, or they may be other, such as employers, who provide training as a part of their business activities. Training providers also include independent individuals who offer training services

\* Definition adopted as part of the ECVET Recommendation

\*\* Definition adopted as part of the EQF Recommendation

\*\*\* Definition extracted from Cedefop (2008) Terminology of European education and training policy. Luxembourg: Office for Official Publications of the European Communities<sup>30</sup>

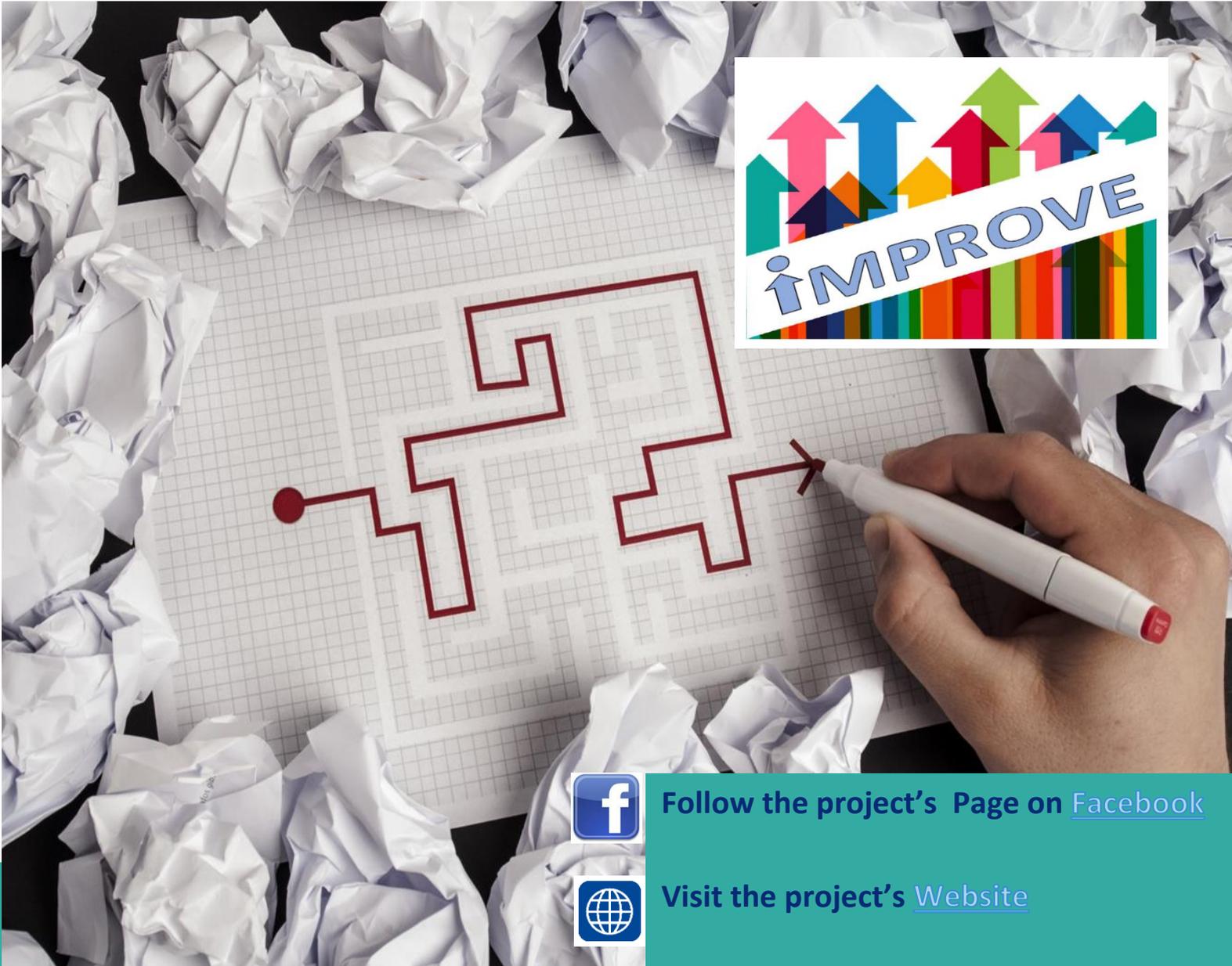
\*\*\*\* Definition from the DG EAC website on validation of non-formal and informal learning

<sup>30</sup> Available at <http://www.cedefop.europa.eu/EN/publications/13125.aspx>

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- <https://inapp.org/>



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