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# Study on the feasibility of an ECVET system for apprentices (test phase)

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## FINAL REPORT

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Education and Culture DG

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### List of abbreviation

ANFA	Association Nationale pour la Formation Automobile
CEC	Cadre Européen des Certifications
CEDEFOP	Centre Européen pour le Développement de la Formation Professionnelle
DGEAC	Directorate-General for Education and Culture (direction générale éducation et culture)
EEE	Espace Economique Européen
ECVET	European Credit Transfer in Vocational Education and Training
EQF	European Qualification Framework (Cadre Européen des Certifications)
ETF	European Training Fundation (fondation européenne pour la formation)
FPI	Formation Professionnelle Intiale
MENESR	Ministère de l'Education Nationale, de l'Enseignement Supérieur et de la Recherche (France)
SWOT	Strength Weakness Opportunities Threats (Forces, faiblesses, Opportunités, Menaces)

# INTRODUCTION

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In the frame of the feasibility studies related to ECVET device ordered by the DGEAC of the European Commission, the study ECVET Connexion focuses specifically on the perspectives of implementation in the initial vocational education and training provision. A parallel study, ECVET REFLECTOR<sup>1</sup>, focuses specifically on the certification components. The results of the both studies were presented together at a European seminar held in Berlin on 30 November 2006 (See. Appendix G).

The study should contribute to finalize the Recommendations of the European Commission to the Members States on the implementation of a European credit system in VET. Moreover, the analysis and the tools developed could help the different national stakeholders in determining their position according to the other systems and to identify the opportunities to adapt their own system<sup>2</sup>. Finally, the concrete proposals for action and the priorities underlined can be applied both by the European Commission and the national stakeholders<sup>3</sup>.

This study has been lead by the Association Nationale pour la Formation Automobile (ANFA) [French Training Organisation of the Automobile Services sector] and the French Ministry of national Education, higher Education and research (MENESR). The ANFA is a joint body and the Training Insurance Funds for the Motor Trade and Repair sector in France. The MENESR is the main awarding body and training provider in Initial vocational education and training in France. Moreover, these two institutional stakeholders brought together several country experts and a steering committee whose composition was diversified in order to ensure the objectivity of the conclusions.

The analysis of the text produced by the technical working group on the ECVET mechanism, then the analysis of the draft text submitted for consultation, showed that the projected recommendation focuses first on the certification system, and the impact on the training offer is implicit and never clearly formulated. So, the explication of this impact is the preliminary subject of the study.

After defining the integration condition of ECVET within the training organization, the objective of the study is to assess its acceptability by the systems and the distance needing to be covered to implement it, to determine the priority actions to be lead and to identify the main actors who can be vectors for these actions. If the ECVET mechanism is often presented as a modern expression of vocational education and training, the study is neither a comparison of the systems in term of performance, nor an attempt to find the best system. It looks deep into the systems, which leads to subtle conclusions, to a grading system based on several dimensions corresponding to the ability to integrate the ECVET mechanism, one of the main objectives<sup>4</sup>, being to serve the young in initial vocational and education training.

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<sup>1</sup> Conducted by a research institute for vocational training and Bundesinstitut für Berufsbildung (Germany)

<sup>2</sup> See. "ECVET Connexion instruction for use" chapter 5.2

<sup>3</sup> See. "ECVET Connexion instruction for use" chapter 5.2

<sup>4</sup> Considering the scope of the study, it is to serve an individual in its integral acceptance

# 1 EXECUTIVE SUMMARY

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## 1.1 Objectives of the study

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The “ECVET CONNEXION” study, on the one hand, aims at analysing the IVET system in Europe from the angle of the training offer (nature, organisation, programs, offer delivering,...); on the other hand, at identifying the obstacles to the implementation of the proposed ECVET mechanism; and to formulate recommendations favouring its development.

## 1.2 Methodological approach

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The study covers initial vocational and education training and apprenticeship in Europe<sup>5</sup> – members states, EEE countries, candidate countries and pending membership countries – from the angle of the nature, the organisation and the delivery of the vocational training offer and the mutual recognition process based on a ECVET type system.

ECVET covers the whole of vocational and education training in the perspective of long life learning<sup>6</sup>. Nevertheless, the study is limited to the scope of initial vocational and education training. This essential information is detailed in the Terms of references of the study from the contracting Authority. This means that continuous vocational training has not been included in the results and in the recommendations, even though the issue was raised by the interviewees in the course of investigations. For the same reasons, non formal and informal learning have not been included.

The notion of the training offer covers “*the whole of training actions proposed by the training providers<sup>7</sup> (private, public, or associations). Those training actions whose objective is obtaining a certificate and/or qualifications are elaborated on the request of the public or private financing institution*”.

In the training process (identification, conception, delivery, evaluation, certification), the training offer comes after the conception of training pathways and precedes training delivering. The training offer specifies notably: title, domains, speciality areas, grading, pathway (and sequentiality), objectives, modes, target public, means of access, the targeted qualification/certificate. So, it is a catalogue describing the training courses provided in order to obtain a specific qualification.

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<sup>5</sup> In accordance with the terms of reference (EAC 64)

<sup>6</sup> Seen from this perspective, ECVET is concerned with formal learning, informal, non-formal and the study is limited to formal learning.

<sup>7</sup> Training provider: any organisation or individual providing training services. *Comment:* training providers may be organisations specifically set up for this purpose, or they may be others, such as employers, who provide training as part of their business activities. Training providers also include independent individuals who offer training services. Source: Cedefop, 2003.



In the ECVET CONNEXION study, the definition has been enlarged in order to present the training offer in a dynamic perspective aligned to the whole process. Consequently, the training offer becomes all stages going from the offer conception to the evaluation of learning outcomes through the training delivery.

The ECVET mechanism, which was submitted for consultation, is based on political intentions such as improving the general quality of vocational and education training in Europe, disseminating the European systems of vocational and education training, both within our territory and outside, as well as developing long life learning, which should prevent social exclusions. One of the strategic axes of action for achieving the objectives is the mobility of learners between different systems. Mobility favours the dissemination of innovations and good practice, but it also imposes the implementation of devices favouring cooperation between the systems and the development of mutual trust. The ECVET CONNEXION study fits into three problem-related areas:



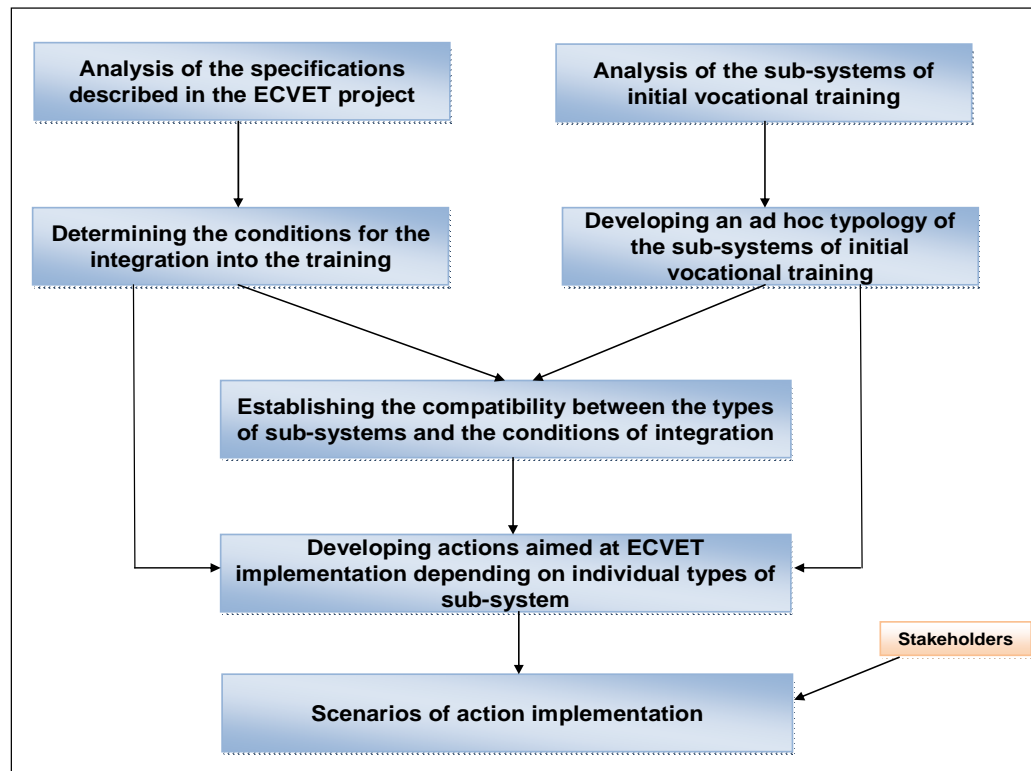
1. Does the concept of the ECVET mechanism question the fundamental principles of specific vocational and education training systems in Europe and thus changes their social function and organisation?
2. If the ECVET mechanism does not question the fundamental principles, will the implementation of the system create substantial changes in the relations between the stakeholders and the functioning of actual mechanisms? What conditions do those systems have to meet? What is the distance between the actual systems and the ECVET mechanism?
3. Finally, what are the main actions that should be undertaken on the national and European level so as to facilitate the implementation of the ECVET system (so that citizens and learners can effectively benefit from it) and how to make those actions most effective?

Answering underlines 2 difficulties:

- ▶ The first difficulty is to obtain a global though incomplete picture of the vocational and education training systems in Europe which reflects their diversity. Since the objective is not to make a diagnosis of each system, but rather to assess the feasibility of implementing the ECVET mechanism at the European level, it is necessary to refer to an ad hoc typology to enable every stakeholder to position their own system.
- ▶ The second difficulty is to present the ECVET mechanism in terms of its impact on the training offer. The mechanism, as it is presented, concerns the description of certification in terms of units, expressed in learning outcomes, accumulated and with credit points allocation. So, there are recommendations to competent bodies, responsible for certification, whereas the impact on the other stakeholders of the system has not been covered in the technical specifications or in the consultation document. The study was concerned with presenting the ECVET system in relation to

all aspects, in particular, those linked to its implementation, bearing in mind that the definition of some points has not yet been finalized..

The ECVET Connexion study is structured according to the following methodology:



### 1.3 Organisation of partnership

The “Association Nationale pour la Formation Automobile” and the French Ministry of National Education, Higher Education and Research have decided to cooperate on the study. The cooperation between a Ministry – the main provider of vocational and education training in France – and a branch – also significantly involved in this field– illustrates symbolically the necessity to approach the ECVET device taking into consideration the diversity of approaches. This appears in the variety of experts networks (total of 38) who were invited to contribute to this study (central administration 13, regional administration 3, sectoral organisations 8, training providers 8, organisations specialized in the training analysis 5).

The ECVET CONNEXION study was conducted from January 2006 to December 2006. The first phase “dynamic study of the systems of initial vocational and education training” was held between January and June 2006, the second phase “research action” finished in December 2006.

The approach includes the action research principle consisting in establishing a permanent dialogue - with the Steering Committee, the country experts, the stakeholders



- in order to verify the information and hypotheses, and to approve the initial research and the obtained results.

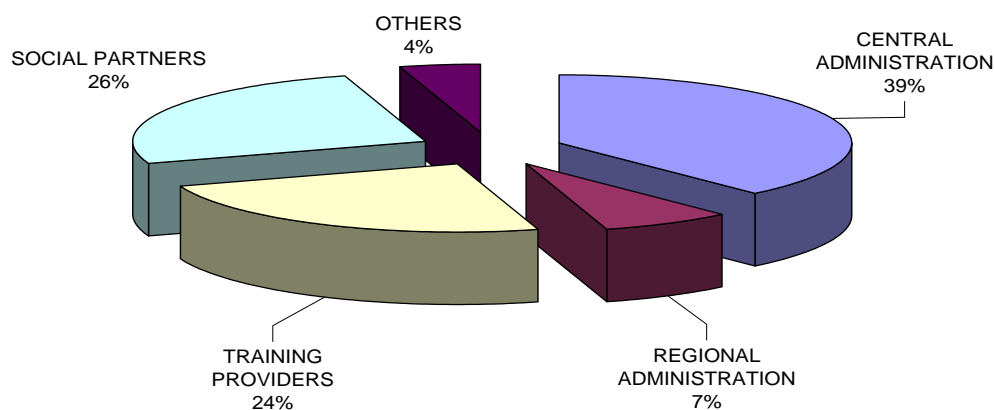
The typical stages for this kind of study have been respected: collection of information, analysis of the systems with respect to the implementation of the ECVET mechanism, diagnosis and action plan.

The information was collected in two ways: a first phase with individual<sup>8</sup> interviews with the country experts based on the questionnaire, a second phase based on group meetings (platforms) with concrete case studies currently being tested. For each of these phases area leaders were appointed among the members of the Steering Committee.

After achieving the first stage, country-studies have been produced. A first analysis was carried out and the first trends were identified. These tendencies were confirmed and adjusted through platforms established in 19 countries. The country-experts held a debate on the feasible implementation of the ECVET mechanism in the national systems of vocational and education training, illustrated with sectoral case studies based on concrete projects.

The questionnaire was administered to 170 representative stakeholders involved in the training process (minimum 7 stakeholders per country covered by in-depth study). The platforms gathered more than 190 people.

DIVISION OF INTERVIEWEES WITH RESPECT TO STRUCTURE (grouping)



## 1.4 Analysis of sub-systems

ECVET is a project designed to facilitate the transfer and the accumulation of learning outcomes, according to an approach enabling the description of certification in terms of units of learning outcomes that can be transferred and accumulated (knowledge, skills, and competence) and with which credit points are allocated.

<sup>8</sup> 21 countries covered by in-depth study (research based on documentation and meetings), 9 countries covered by documentary research with national studies produced by the local experts, 2 countries (Malta and Iceland) covered by documentary research, but the collected information cannot be included in the study.

The technical specifications are concerned with the scope of certification. They constitute the first “condition”. However, this single condition is insufficient; others conditions have also been identified.



The ECVET mechanism cannot be narrowed down only to the technical specifications to be applied to systems of initial vocational and education training, but the ECVET mechanism should be integrated into a wider project, to give it its full meaning.

The term **CONDITION** refers to the steps and measures taken, to enable the training provider to integrate the ECVET device.

The objective is to assess the characteristics of the sub-systems of initial and education training with regard to the implementation conditions and the use of the ECVET mechanism, from the perspective of the training offer.

Consequently, adopting the ECVET mechanism, with technicality as a preliminary condition, implies taking into account the three others conditions (flexibility, autonomy, permeability) in order to apply this method in the national sub systems of initial vocational and education training.

The 4 conditions identified are the following:

- ▶ Technicality: integration of ECVET technical specifications
- ▶ Flexibility of training pathways
- ▶ Autonomy of training centres
- ▶ Permeability: openness to mobility, trust between partners.

Each of the 4 conditions is a response to specific and imperative needs for the implementation of the ECVET mechanism. It underlines that the formal adoption of the ECVET mechanism by the competent bodies is insufficient to make the training providers able and/or willing to implement the system.

The first level of analysis provides us with an overall picture of the sub-systems of initial vocational and education training in Europe with respect to the conditions of the ECVET mechanism implementation.

Generally, approximately 50% of the sub-systems reach or exceed the minimum threshold (for the implementation of the ECVET device) established for 3 conditions. In case of “autonomy”, only one third of the sub-systems reach this minimum level.

Nevertheless, a given system may be favourable to one condition, it may not be favourable for another one. The table below presents the situation in 30 analysed sub-systems.

#### Division of sub-systems with respect to the number of conditions with the evaluation above 4

Number of sub-systems which reached level 4 for 4 conditions	8
Number of sub-systems which reached level 4 for 3 conditions	5
Number of sub-systems which reached level 4 for 2 conditions	2
Number of sub-systems which reached level 4 for 1 condition	10 (*)
Number of sub-systems which did not reach level 4 for any condition	5 (**)

(\*) including 8 systems under reform (\*\*) including 4 systems under reform.

Several observed elements show recurrences in functioning, organisation and processes between different sub-systems of initial vocational and education training. Moreover, many of those sub-systems could be grouped together, as long as the sub-systems apply similar solutions and attitudes to the whole of the observed points. The general logic of their organisation suggests we can define their underlining purpose and to name it: the group then becomes a sub-system type.

The typology is fundamental for the study: if there is a conflict between the principles of the ECVET mechanism and the sub-system foundations, such a sub-system cannot adopt the ECVET mechanism without questioning its own nature. The “foundations” of a given sub-system of vocational and education training are determined by the mission which stakeholders (or even an entire society) attribute to vocational and education training. They are significant carriers of social values, including perception of the notion of profession, confidence in the training system to ensure the competitiveness of enterprises and the economy. Consequently, the fundamentals should be distinguished from the functioning modes which are considered to be more flexible over time.

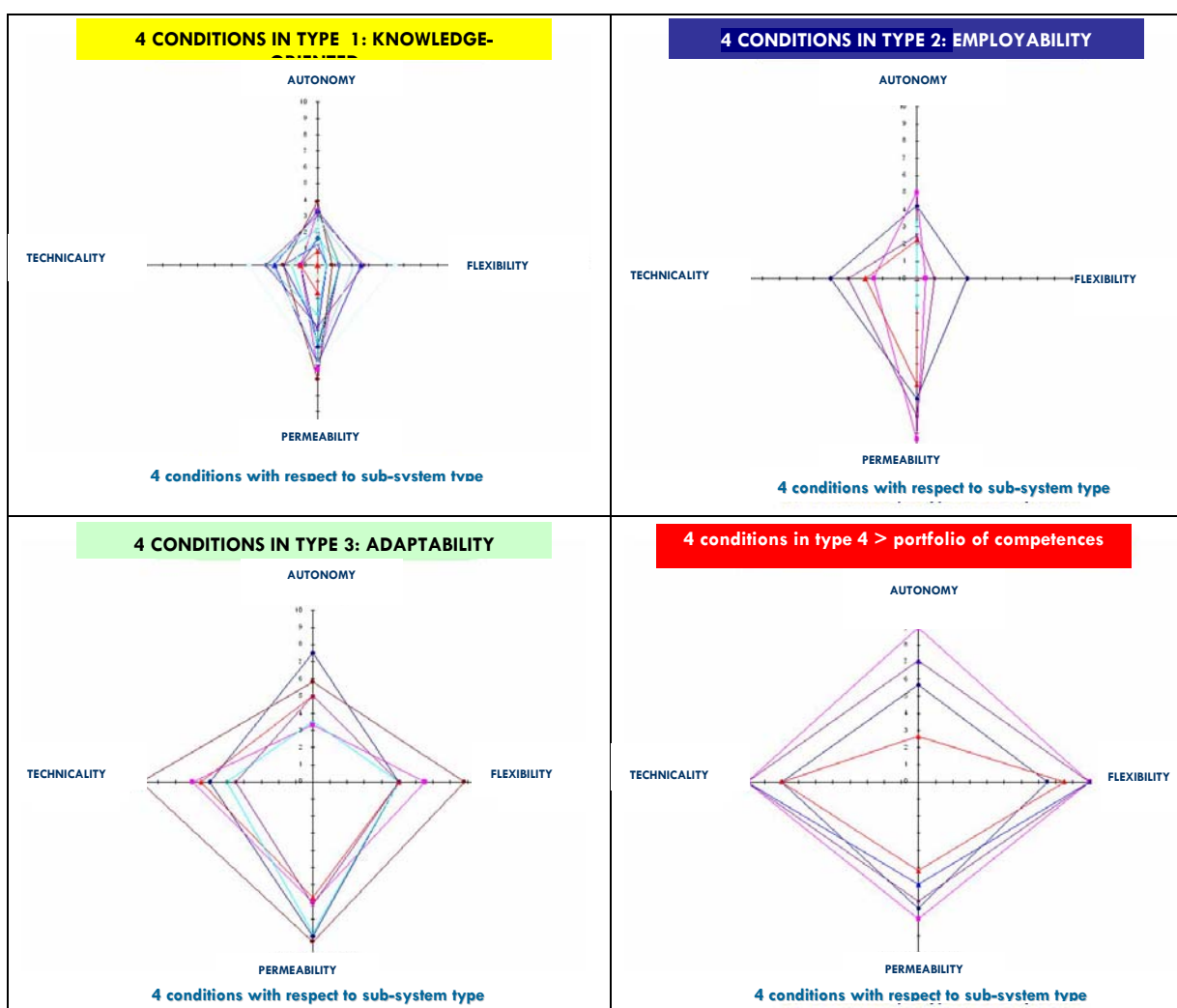
In order to set up the typology, the observations were summarised and grouped into determining characteristics. A given sub-system was classified into the type it was the nearest to. All the training sub-systems aim at introducing young people into the labour market, developing their knowledge, favouring employability, transmitting competences facilitating adaptation to changes. However, each of the types stresses different specific aspects. The typology is established on the intentions (the values carried by the sub-systems) and not on the performance of the systems.

## Typology of 4 sub-systems of vocational education and training

<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>KNOWLEDGE- Directed</b></p>	<p>Training is perceived as a preliminary period before active professional life, a moment during which the basics are acquired, they will be used after, then employability will be built on this base. At the end of this period, the learner will face the complexity of real professional situation: the learner acquires skills and competences in a laboratory, and the employer will adapt him to real-life situations.</p> <p><b>Employability of the learner is deferred</b></p>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>EMPLOYABILITY</b></p>	<p>Training is based on occupation. Close association of professional circles across all stages of the process constitutes an essential element of the system. Companies are a key stakeholder of the process. Learners should be operational (capable of undertaking work) at the end of the training.</p> <p><b>Immediate employability of the learner is expected</b></p>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>ADAPTABILITY</b></p>	<p>Training is focused on professional adaptability: the notion of occupation is wide. The occupation is considered as learnt after an adaptation period during which the acquired competences are verified. This contextualization takes place during the first employment.</p> <p><b>Employability of the learner is potential</b></p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>COMPETENCES PORTFOLIO</b></p>	<p>Training is focused on progressive and individual acquisition of qualifications. It is composed of autonomous modules which can be combined/ gathered depending on the circumstances, in order to fit to the requirements of employment/position held. The training pathway is composed of successive validation of the learning outcomes enriching progressively the competences portfolio of a learner. The employability of the learner allows him a “flexible” constitution of a competences portfolio.</p> <p><b>Employability is constructed by assembling by the learner</b></p>

## 1.5 Diagnosis and proposals

The graphs below show the functioning of the sub-systems of vocational and education training. The graphs represent the combination of the 4 conditions established for the implementation of the ECVET mechanism. Consequently, the closer the system is to 0 points, the lower is the correspondence to the 4 conditions. On the other hand, the further the system is from 0 point (it is open), the more the system favours the 4 conditions and appears as potentially ready for the implementation of the ECVET device.



The comparison between the 4 graphs gives a global vision of the European sub-systems according to the implementation of the ECVET mechanism. It shows also the possible cooperation between the sub system from the same type or from another type.

The cooperation within the same type facilitates the identification and the implementation of actions favouring a stronger adequacy to the necessary conditions for implementing the ECVET device. For all types (except type 1), there are always sub systems which have a better performance in one particular condition and which are already compatible to the mechanism.

The cooperation between systems from different types is possible to optimize the compatibility level, based on the existing practices.

The propositions and actions are aimed at overcoming the obstacles for the implementation of the ECVET mechanism in initial vocational and education training. They are based on the results of the analysis, the interviews held with more than 180 people as well as the conclusions of the platforms, which were implemented in nearly 20 countries and which gathered more than 190 people. A difference was made between the propositions which concern the technical specifications of the ECVET mechanism and the conditions existing in the system of initial vocational and education training for implementation.

<b>Propositions</b>
<b>WORK ON THE COMBINATION OF THE TECHNICAL SPECIFICATIONS OF THE ECVET DEVICE (TECHNICALITY)</b>
<i>Sharing of good practices</i>
<i>Identification of the elements of the most receptive systems to the implementation of the technical specifications</i>
<i>Works on the crucial importance of the units organization</i>
<b>Actions</b>
<b>FAVOURING “RECOGNISED MOBILITY” AND FACILITATING INDIVIDUALISATION OF THE PATHWAY (FLEXIBILITY AND PERMEABILITY)</b>
<i>1. Favouring the implementation of modularized training adapted to recognised mobility</i>
<i>2. Increasing the average period of geographic mobility</i>
<i>3. Facilitating the recognition of learning outcomes through mutual trust in evaluation</i>
<i>4. Making compatible the trainings organisation for a managed mobility</i>
<i>5. Promoting the information and guidance for in order to facilitate the “positioning” (assessment of the level)</i>
<b>DEVELOPING THE EXPERTISE OF THE STAKEHOLDERS (AUTONOMY)</b>
<i>1. Developing the expertise in the production of qualifications</i>
<i>2. Developing the expertise in the area of evaluation</i>
<i>3. Developing the expertise in the implementation of mobility projects</i>
<i>4. Training the Training Centres to modular approach and to the management of individualised training pathways</i>
<b>BUILDING BRIDGES ACROSS THE SYSTEMS (PERMEABILITY)</b>
<i>1. Making the training offer compatible</i>
<ul style="list-style-type: none"> <li>▶ Accessible writing methodologies</li> <li>▶ Presentation and procedures (formalisation and comparison)</li> <li>▶ Construction of common curricula (top-down approach)</li> <li>▶ Use of current experiments (bottom-up approach)</li> </ul>
<i>2. Developing networks</i>
<i>3. Appreciation and using the relations between the ECVET mechanism and the existing European tools (EUROPASS, EQF, etc.)</i>
<i>4. Developing specific units (dedicated to mobility)</i>

## 1.6 Main training providers

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There is a whole range of stakeholders in initial vocational and education training such as: central administration bodies, editors of the training support and teaching materials, research institutions in the area of teaching, training centres, professional branches, consular chambers, enterprises, labour unions, trainees' parents, and trainees themselves. It is difficult to come up with an exhaustive list and to carry out a detailed analysis of the role and influence of all stakeholders in the process of training. Consequently, the decision was made to limit the study to the "key stakeholders" who were determined in other studies and surveys related to the area and who can have a significant influence on the achievement of the ECVET mechanism implementation.. The stakeholders included in the study have been divided into usual categories<sup>9</sup>:

- ▶ **Institutions of "administrative" type**
- ▶ **Institutions representing the "world of economy"**
- ▶ **Training Centres**
- ▶ **Enterprises/companies**

The analysis of the training process showed a whole range of functions for stakeholders of vocational and education training. Consequently, all of these stakeholders, depending on the sub-system and the stage of the process, may have one of the following functions: pilot, supervisor, facilitator or counsellor. Those 4 roles<sup>10</sup> are presented below:

- **Pilot**
- **Supervisor**
- **Facilitator or provider of services**
- **Counsellor**

These functions (roles) exist in all sub-systems of initial vocational and education training. In the case of centralised systems, when the management is conducted by a dominant stakeholder, often the Ministry, the pilot and supervisor functions (sometimes conception's functions) can be brought together in a single stakeholder. Diversity is nevertheless the main rule, which means that the role of a given stakeholder and not its nature is the key point for any action.

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<sup>9</sup> The typology of the stakeholders used in the ECVET Reflector study differs to a certain extent with respect to the objectives. It appeared that it was important to distinguish the representatives of enterprises and the enterprises sensu stricto due to the specific role every type of "structure" can play in the training offer.

<sup>10</sup> The term role should be understood as "action in the process"

## 1.7 Implementation of actions

PROPOSALS & ACTIONS	INVOLVED STAKEHOLDERS (PLAYERS)				COMMISSION*
	PILOT	SUPERVISOR	FACILITATOR <sup>11</sup>	COUNSELLOR	
<b>COMBINATION OF THE TECHNICAL SPECIFICATIONS OF THE ECVET MECHANISM (TECHNICALITY)</b>					
Sharing of good practice	X			X	X
Identification of the system receptive to the implementation of the technical specifications of ECVET				X	
In-depth work on the distribution of units	X	X			
<b>FAVOURING “RECOGNISED MOBILITY“ AND FACILITATING INDIVIDUALISATION OF THE PATHWAY (FLEXIBILITY AND PERMEABILITY)</b>					
1. Favouring the implementation of training modules adapted to recognised mobility	X	X			X
2. Increasing the average period of geographic mobility					X
3. Facilitating the recognition of acquired skills thanks to mutual trust in evaluation		X			
4. Making organization of the training programmes compatible( in training centres and in companies) in order to manage the mobility	X	X	X		
5. Promoting the information and guidance for in order to facilitate the “positioning” (assessment of the level)					
<b>DEVELOPING THE EXPERTISE OF THE FIELD STAKEHOLDERS (AUTONOMY)</b>					
1. Developing the expertise in the production of qualifications			X	X	
2. Developing the expertise in the area of assessment			X	X	
3. Developing the expertise in the implementation of projects related to mobility			X	X	X
4. Training the Training Centres to modular approach and to the management of individualised training pathways			X	X	
<b>CONSTRUCTING BRIDGES ACROSS THE SYSTEMS (PERMEABILITY)</b>					
1. Making training offers compatible <ul style="list-style-type: none"> <li>▶ Promotion of writing methodologies</li> <li>▶ Construction of common curricula (top-down approach)</li> <li>▶ Use of current experiments (bottom-up approach)</li> </ul>	X	X			
2. Developing networks			X	X	X
3. Assessing and using the relations between the ECVET device and the existing European tools (EUROPASS, EQF, etc.)					X
4. Developing specific units (devoted)	X	X			

\* European Commission was added to the concerned stakeholders as initiator, expertise provider, and counsellor (adviser).

<sup>11</sup> Facilitator and provider of services



## 1.8 Conclusion

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Generally speaking, the stakeholders of vocational and education training in Europe are favourable to the implementation of the ECVET device.

The ECVET Connexion study reveals the following leading ideas:

- 1- The ECVET mechanism cannot be reduced to the adoption of the technical specifications, other conditions should also be taken into account, such as the flexibility of the training offer, the autonomy granted to the training providers, the permeability (openness to mobility and European stakeholders) of the stakeholders of vocational and education training. In the case of some sub-systems, work should be done to bring them closer to the technical specifications. In case of all the sub-systems, and the majority of types, the condition of “Autonomy” is the one where the most work needs to be done.
- 2- Potentially, ECVET can be implemented in the different sub-systems. The technical specifications exist in a more or less marked way in all the types of systems. Consequently, the implementation of the ECVET mechanism could be more or less long according to the different types of systems.
- 3- Apart from the strictly technical principles, mutual trust constitutes the most important element of the whole device. It is an aspect going across all the elements of the ECVET device and the implementation conditions.
- 4- The actions which need to be undertaken to match the sub-systems to the identified conditions, are aimed mainly at acculturation of stakeholders, development of expertise (in terms of individualisation of the training pathways, evaluation, etc.), development of projects on common construction of curricula, expansion of the potential of the current projects and information to the young (final beneficiaries).

ECVET can not be reduced to the study, which is limited to initial vocational and education training, but it also falls within the framework of long life learning. Its analysis and its implementation should take into account continuous training, informal and non formal learning outcomes, validation of hand on learning experience, etc.

Finally, it should be stressed that the individual is at the centre of the ECVET mechanism. Within the scope of the ECVET Connexion study, the final beneficiary is a young person in initial vocational and education training (particularly apprentices).

## 2 METHODOLOGICAL APPROACH

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### 2.1 DELIMITATION OF THE SCOPE OF THE STUDY

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The study is concerned with initial vocational and education training and apprenticeship<sup>12</sup> in Europe – Member States, EEE countries, candidate countries and pre-accession countries – with respect to the nature, organisation and implementation of the offer of vocational and education training and the process of mutual recognition of qualifications based on an ECVET type system.

#### 2.1.1 ECVET: a definition in progress

The definition of the ECVET system evolved along with the whole project. At first, in April 2005<sup>13</sup> the technical working group of the European Commission used the following definition: “European **system** of accumulation, capitalisation, and transfer of units created for vocational and education training and apprenticeship in Europe. It consists in certifying and registering the learning outcomes gained by an individual involved in a training process leading to a qualification, diploma or certificate of vocational education”.

Next, the definition included in the Consultation document published in October 2006 was approved: “ECVET is a **method** which enables the description of certification in terms of units of learning outcomes<sup>14</sup> (knowledge, skills and competences) that can be transferred and capitalised (accumulated) and with which certain credit points are associated.

ECVET is designed to facilitate the transfer and capitalisation (accumulation) of learning outcomes gained by an individual moving from one learning context into another, from one system of vocational certification to another and it says:

“ECVET is also:

- a practical and specific **tool** designed to facilitate the transfer and capitalisation (accumulation) of the learning outcomes by an individual who moves from one learning context into another, from one system of vocational certification to another.
- an **approach** which enables a methodological description of certification in terms of units of learning outcomes that can be transferred and capitalised(accumulated)

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<sup>12</sup> In accordance with the terms of reference (EAC 64)

<sup>13</sup> Working document EAC/A3/MAR 04/04/2005 and Technical Specifications / report of the technical working group on the ECVET system of 28/06/2005

<sup>14</sup> Depending on the context, the term “acquired skills and competences” should be understood as objectives to be accomplished or obtained results

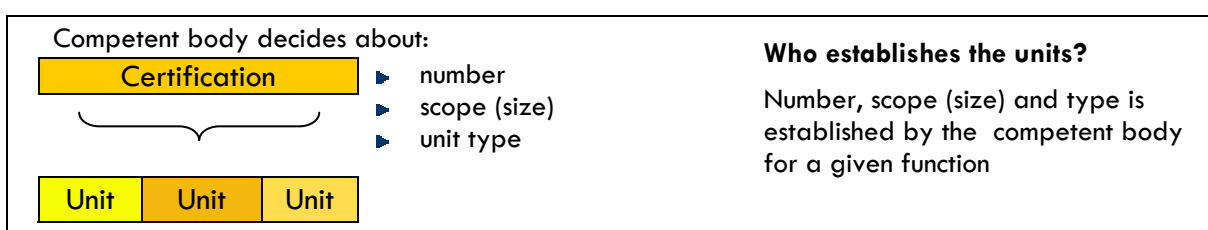
(knowledge, skills and competences) and with which certain credit points are associated”.

The evolution of the definition was not to the detriment of the study as it did not affect the principles, but it rather simplifies the technical specifications and their formulation. The basic principles of the ECVET system concerned with launching of the Consultation<sup>15</sup> are as follows:

### Certification in terms of units of learning outcomes:

Certification presented in terms of units of learning outcomes enables the definition of the knowledge, skills, and competences specific to each certification and improves their readability for the learners, awarding bodies, and employers. The learning outcomes required to obtain a given certification can be presented in a catalogue of units, in a certification curricula or in another document concerned with certification.

### ECVET core: units of learning outcomes



**What is a unit?**

A unit covers a set of knowledge, skills, and competences constituting a part of the certification. A unit can be the smallest part of a certification which can be the object of an evaluation, validation or certification. A unit can be specific to a given certification or common to several certifications.

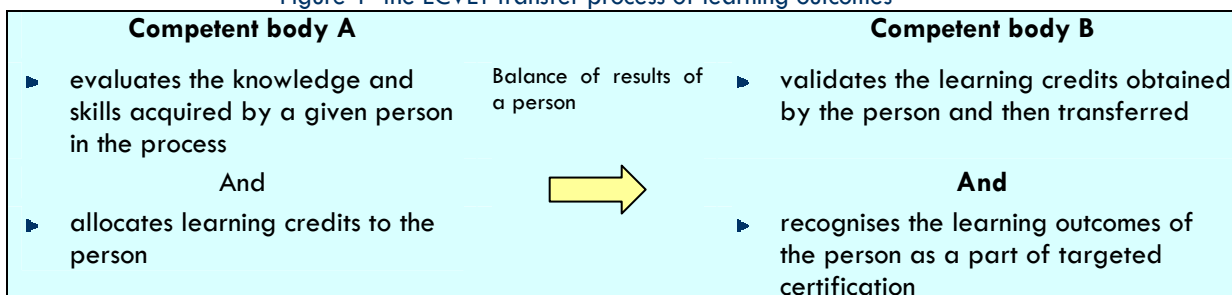
**What is a “competent body” in ECVET?**

Every administration, national, regional, local or sectoral institution or organisation, which, according to the rules and practices of a given country, is responsible for one or many functions concerned with the implementation of the ECVET mechanism or which is involved in one or many such functions.

### ECVET as a process of transfer of learning outcomes

The process of transfer of learning outcomes can be presented as a transaction between competent bodies to issue learning credits to learners (*learning credits define the set of learning outcomes of a given person, which once evaluated can be officially transferred, validated or recognised in order to obtain a certification*):

Figure 1 the ECVET transfer process of learning outcomes



<sup>15</sup> Extract from the working document of the Commission Services: European credits of learning in vocational training and education, a system for the transfer, capitalisation and recognition of the skills and competences acquired in Europe, Brussels 31/10/2006 – SEC(2006) 1431

As a supplement and in order to enable an easier understanding of certification and units, the ECVET credit points are used to numerically represent each unit and show its weight and value within the certification.

### 2.1.2 Vocabulary and Glossary

The technical terminology concerning both the text of the Commission and the tools developed for the purpose of the study (questionnaire, interviews guidelines, research guidelines,...) used during the investigations necessitated some clarification for the national interviewees as well as the homogenisation of some concepts among the experts. During the first meeting of the Steering Committee, the following hierarchy of different glossaries was defined:

1. Definitions approved by the “technical working group” concerning ECVET
2. Additional definitions in the EQF glossary
3. Definitions in the CEDEFOP multilingual glossary.

The glossary of the technical specification constitutes the basis for the applied definitions. Since some terms are not included in the glossary a second glossary of the European Qualification Framework is used. For the terms not defined in the two glossaries, the CEDEFOP glossary is used. If necessary, there are other sources listed in the footnote at the bottom of a given page.

### 2.1.3 Offer of initial vocational and education training

ECVET covers the whole of vocational and education training in the perspective of life long learning<sup>16</sup>. However, the study is limited to initial vocational and education training. This essential information is specified in the terms of references given by the contracting authority. This means that continuous vocational training, even though the issue was raised by the interviewees during the investigations, has been included neither in the results nor in the recommendations. For the same reason, informal and non-formal learning has also not been taken into consideration here.

*“Initial Education and Training covers all levels of general and vocational training (full time at school and alternating) or Apprenticeship”* source CEDEFOP/EQF<sup>17</sup>. As far as ECVET CONNEXION is concerned, levels 3, 4 and 5 of the European Qualification Framework have been privileged.

Initial vocational and education training covers in particular *“education of general and/or vocational type under the system of initial education and training, usually prior to starting active professional life<sup>39</sup>”*. Moreover, the general framework of the study is focused on feasibility of the ECVET mechanism implementation, only the training offers leading to certification recognised by competent authorities were taken into account.

<sup>16</sup> Seen from this perspective, ECVET is concerned with formal learning, informal, non-formal and the study is limited to formal learning.

<sup>17</sup> EQF: consultation document 8/7/2005 glossary.

The notion of training offer covers “the whole of training actions proposed by the training providers<sup>18</sup> (private, public, or association). Those training actions whose objective is obtaining a certification and/or qualifications are developed at the request of the public or private financing institution”.

In the training process (identification, conception, delivering, evaluation, certification), the training offer follows the conception of training pathways and precede the training delivering. The training offer specifies notably: title, domains, speciality areas, grading, pathway (and sequentiality), objectives, modes, target public, modes of access, the targeted qualification/certificate. So, it is a catalogue describing the training courses provided in order to obtain a specific qualification.



In the ECVET CONNEXION study, the definition has been enlarged in order to present the training offer in a dynamic perspective aligned to the whole process. Consequently, the training offer becomes all stages going from the offer conception to the evaluation of learning outcomes through the training delivery.

#### 2.1.4 European dimension of the study

As concerns the call for tender, the ECVET Connexion study had to cover all member states of the European Union, the associated countries and the candidate countries. In conformity with the specific objectives of the terms of reference<sup>19</sup>, the study is aimed at the analysis of the SYSTEMS of vocational and education training and education in the countries concerned.

The exhaustiveness of the study has to be considered according to the time and resources allocated. Consequently, the study covered a group of 32 countries<sup>20</sup> with varying degree of deepness and expertise:

- majority of countries underwent in-depth analysis (documentary research, interviews, research action) of the principal component.
- some systems were only covered by a documentary research validated later by the countries experts.

However, this difference in the approach does not invalidate the obtained results.

<sup>18</sup> Training provider: any organisation or individual providing training services. *Comment:* training providers may be organisations specifically set up for this purpose, or they may be others, such as employers, who provide training as part of their business activities. Training providers also include independent individuals who offer training services. Source: Cedefop, 2003.

<sup>19</sup> EAC/64/05 – annex 1

<sup>20</sup> Among 32 countries 30 systems were studied (sufficient level of information).

## 2.2 METHODOLOGICAL FRAMEWORK

Since the objectives were fixed in the terms of references, it seems necessary to establish the approach used to reach the objectives by delimiting the range of questions, determining the organisation to be implemented and the tools to be developed. The framework is presented below.

### 2.2.1 Some of the issues

The ECVET mechanism, which was submitted for Consultation, is based on such political intentions as improving the general quality of vocational and education training in Europe, disseminating the European systems of vocational and education training, both within our territory and outside, as well as developing long life learning, which should prevent social exclusion. One of the strategic axes of action for accomplishing the objectives is the mobility of learners between different systems. Mobility favours the dissemination of innovations and good practices, but it also imposes the implementation of devices favouring the cooperation between systems and the development of mutual trust.

Every member state is free to adopt the mechanism voluntarily (principle of subsidiarity), but the proposals should not imply substantial modifications to their own systems (principle of proportionality).

The following questions were raised:



1. Does the concept of the ECVET mechanism question the fundamental principles of specific vocational and education training systems in Europe and thus changes their social function and organisation?
2. If the ECVET device does not question the fundamental principles, will the implementation of the system create substantial changes in the relations between the stakeholders and the functioning of actual mechanisms? What conditions do those systems have to meet? What is the distance between the actual systems and the ECVET mechanism?
3. Finally, what are the main actions which should be undertaken on the national and European level so as to facilitate the implementation of the ECVET system (so that citizens and learners can effectively benefit from it) and how to make those actions most effective?

Response to the above underlines 2 difficulties:

- ▶ The first difficulty is to obtain a global though incomplete picture of the vocational and education training systems in Europe which reflects their diversity,. Since the objective is not to make a diagnosis of each system, but rather to assess the feasibility of implementing the ECVET mechanism at the European level, it is necessary to refer to an ad hoc typology to enable every stakeholder to position their own system.

- ▶ The second difficulty is to present the ECVET mechanism in terms of its impact on the training offer. The mechanism, as it is presented, concerns the description of certification in terms of units, expressed in learning outcomes, accumulated and with credit points allocation. So, there are recommendations to competent bodies, responsible for certification, whereas the impact on the other stakeholders of the system has not been covered in the technical specifications or in the consultation document. The study was concerned with presenting the ECVET system in relation to all aspects, in particular, those linked to its implementation, bearing in mind that the definition of some points has not yet been finalized..

### 2.2.2 Choosing foundations for the study

The approach suggested in the terms of references is to characterize the national systems<sup>21</sup> of initial vocational and education training in European countries. From the very beginning of the study, it appeared that the national systems were very composite and did not present the required coherence to develop the analysis. It was necessary to go to a deeper level: the analysis is concerned with national sub-systems which in reality are delimited by awarding bodies. The awarding bodies are the bodies issuing certificates, titles, diplomas formally recognising the level of qualification achieved by an individual, following standard assessment procedure (according to CEDEFOP/EQF). The awarding bodies can coexist within a given national system: ministries, regional administration, branches, chambers of commerce, chambers of crafts. Each sub-system is delimited by the autonomy of the awarding body. Consequently, an exhaustive analysis was impossible and the study is focus on the main national sub-systems of certification and refers to other sub-systems whenever possible. So, the conclusions are concerned with the types of sub-systems.

Choices have to be also made on the stakeholders influencing the offer of vocational and education training. The stakeholders are diverse and the roles they play in sub-systems vary. In case of some sub-systems, the stakeholders are not involved at all. Consequently, the stakeholders were determined taking into consideration the most “rich<sup>22</sup>” sub-systems; and their role, behaviour and action was observed, registered and analysed. In the last resort, public administration bodies were also accepted including ministries or regional administration, professional branches, some representative professional organisations such as consular chambers or professional federations, representatives of training providers (directions and teachers), trade unions and finally enterprises (in the field stakeholders). In some cases learners were also associated in the study.

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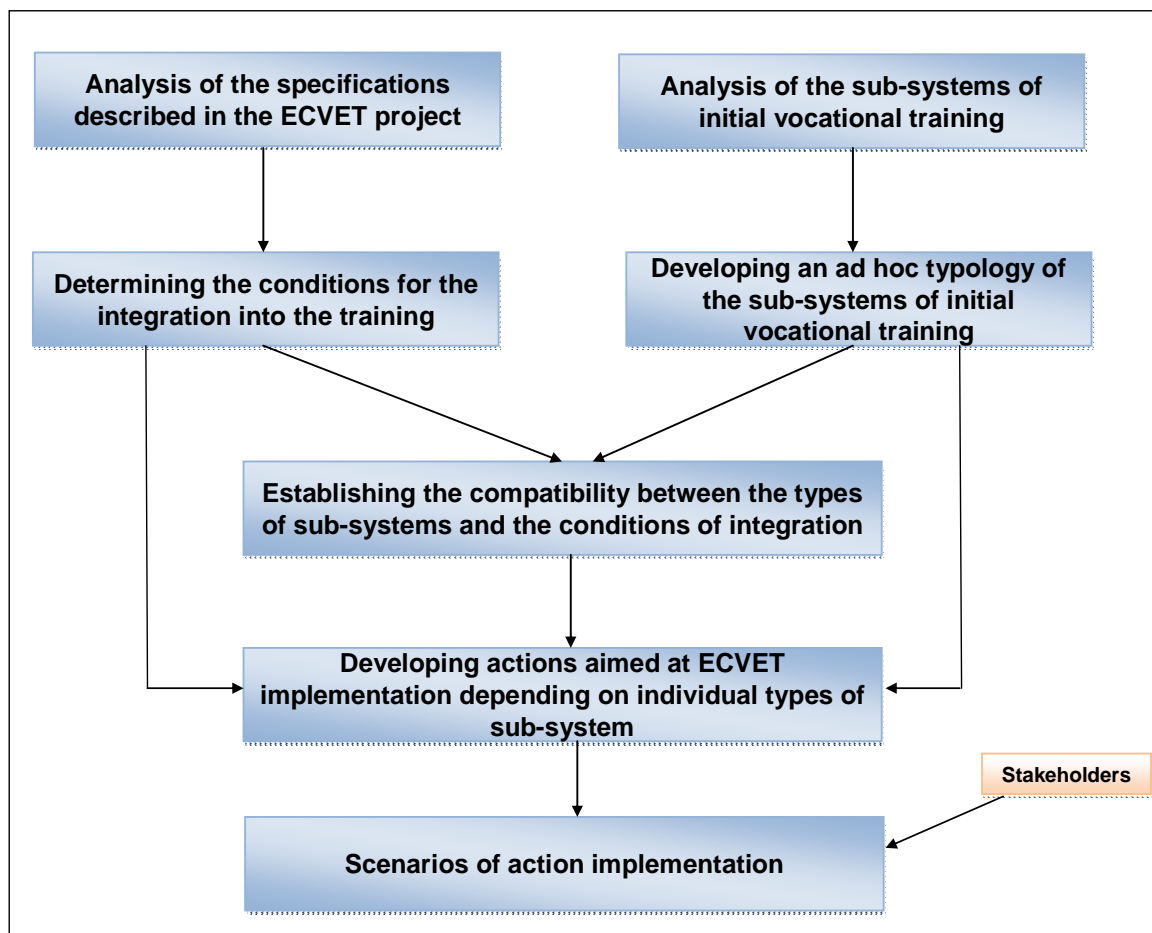
<sup>21</sup> In conformity with the terms of reference and CEC terminology

<sup>22</sup> Rich = determined by the number, nature, and diversity of stakeholders

### 2.2.3 Methodological framework: general outline

The analysis had the following stages:

Figure 2 General study outline





## 2.3 WORK ORGANISATION

The ECVET CONNEXION study was conducted from January 2006 to December 2006. The first phase “dynamic study of the systems of initial vocational and education training” was held between January and June 2006, the second phase “research action” finished in December 2006.

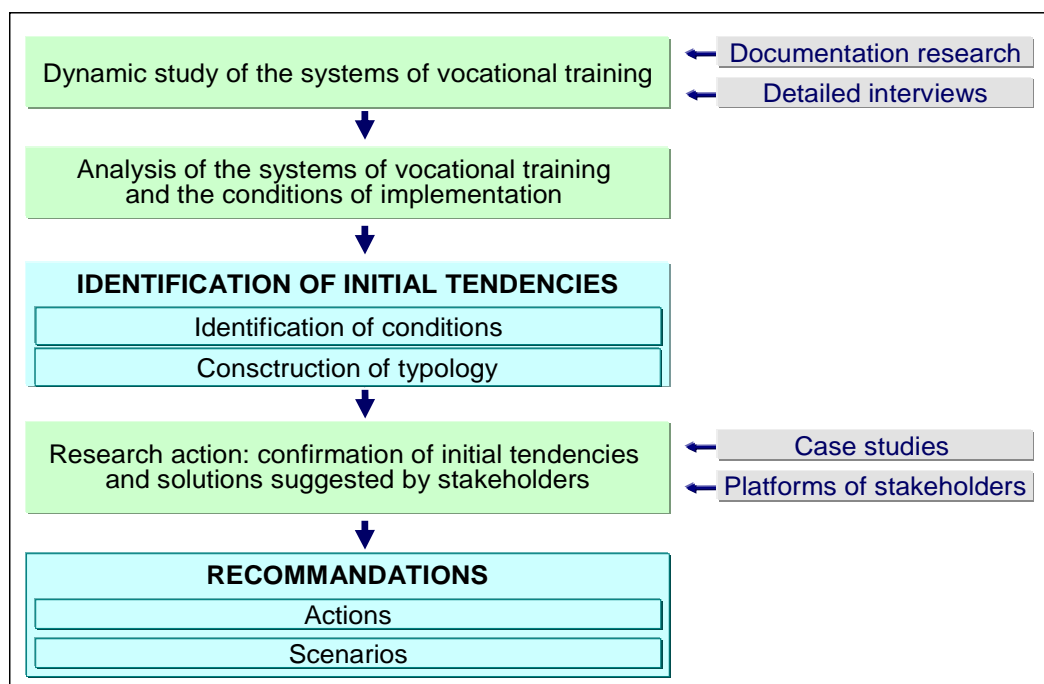
### 2.3.1 Organisation of the study

The approach includes the action research principle consisting in establishing a permanent dialogue - with the Steering Committee, the country experts, the stakeholders - in order to verify the information and hypotheses, and to approve the initial research and the obtained results.

The typical stages for this kind of study have been respected: collection of information, analysis of the systems with respect to the implementation of the ECVET mechanism, diagnosis and actions plan.

To obtain such results a whole range of tools and methods were applied in the areas of both the management of teams and research techniques: documentary research, questionnaires, individual and group meetings, brain storming, techniques of qualitative and quantitative analysis.

Figure 3 Organisation of the study and the developed tools



### 2.3.2 Project Steering Group

The “Association Nationale pour la Formation Automobile” and the French Ministry of National Education, Higher Education and Research decided to cooperate on the study. The cooperation between a Ministry – the main provider of vocational and education training in France – and a branch – also significantly involved in this field– illustrates symbolically the necessity to approach the ECVET mechanism taking into consideration the diversity of approaches. This appears in the variety of experts networks who were invited to contribute to this study.

Table 1 – Division of the ECVET CONNEXION experts into categories

Affiliation category	Members of the Steering Committee (*)	Countries-experts	Total
Central administration	4	9	13
Regional administration	1	2	3
Sectoral organisations	2	7	8
Training providers	3	5	8
Organisations specialising in training analysis	-	5	5
Total	10	28	38

(\*) 4 are members of the Steering Committee and Countries-experts

The steering group was in charge of the material coordination of the project and the animation of the teams. Having access to data, it also initiated the work on analysis, synthesis and use of the results aimed at creating action proposals.

Table 2- Composition of the Steering Committee

Project leaders		
<b>D. GELIBERT</b>	Association Nationale pour la Formation Automobile	(France)
<b>R. MANIAK</b>	Ministère de l'Education Nationale	(France)
Communication leader		
<b>M-E. RUDOWSKI</b>	CR2i / CIEP	(France)
Coordinating group		
<b>S. BARTHOMEUF</b>	Association Nationale pour la Formation Automobile	(France)
<b>F. BIBBY</b> <b>puis M. TESSIER-SOYER</b>	Ministère de l'Education Nationale	(France)
<b>D. KRUPKA (*)</b>	Association Nationale pour la Formation Automobile	(France)
<b>M. LEVREUX</b>	Chargée d'étude	(France)

(\*) also the Team Leader of the Sectoral Group

The pilots of the project wish to stress the invisible though significant contribution of Fiona Bibby, David Krupka, Martine Levreux and Muriel Tessier-Soyer which was crucial for the achievement of the study.

### 2.3.3 Project Steering Committee

The Steering Committee of the project was responsible for determining the scope of the study, proposing the method of the organisation of investigations and assuring their homogeneity as well as validating the axes of the initial, intermediary, and final reports. Those actions were conducted in close cooperation with the European Commission. While establishing the committee, the principle of balance between different types of stakeholders of vocational and education training was respected and the regional approach was introduced.

Table 3- Composition of the Steering Committee

Project leaders		
<b>D. GELIBERT</b>	Association Nationale pour la Formation Automobile	(France)
<b>R. MANIAK</b>	Ministère de l'Education Nationale	(France)
Communication leader		
<b>M-E. RUDOWSKI</b>	CR2i / CIEP	(France)
Members of the Steering Committee		
<b>C. DEMARTINI</b>	Politecnico de Torino	(Italy)
<b>P. MARE</b>	Kenniscentrum Handel	(The Netherlands)
<b>I. LE MOUILLOUR</b>	Bundesinstitut für Berufsbildung (BIBB)	(Germany)
<b>G. THIEL</b>	DEKRA Akademie	(Germany)
<b>K.KOŁODZIEJSKA</b>	Zakład Doskonalenia Zawodowe	(Poland)
<b>R. MANIAK</b>	Ministère de l'Education Nationale	(France)
<b>X. FARRIOLS</b>	Generalitat de Catalunya	(Spain)
<b>A. BULTOT</b>	Conseil de l'Education et de la Formation	(Belgium)
<b>D. KRUPKA</b>	Association Nationale pour la Formation Automobile	(France)

The meetings of the steering committee were held by the pilots of the study in order to validate the tools available to the country experts and to prepare the regional meetings which they later had to manage. Moreover, the leaders ensured feedback of the summarised and qualitative information gathered in the course of regional meetings.

### 2.3.4 Organisation of the data collecting process

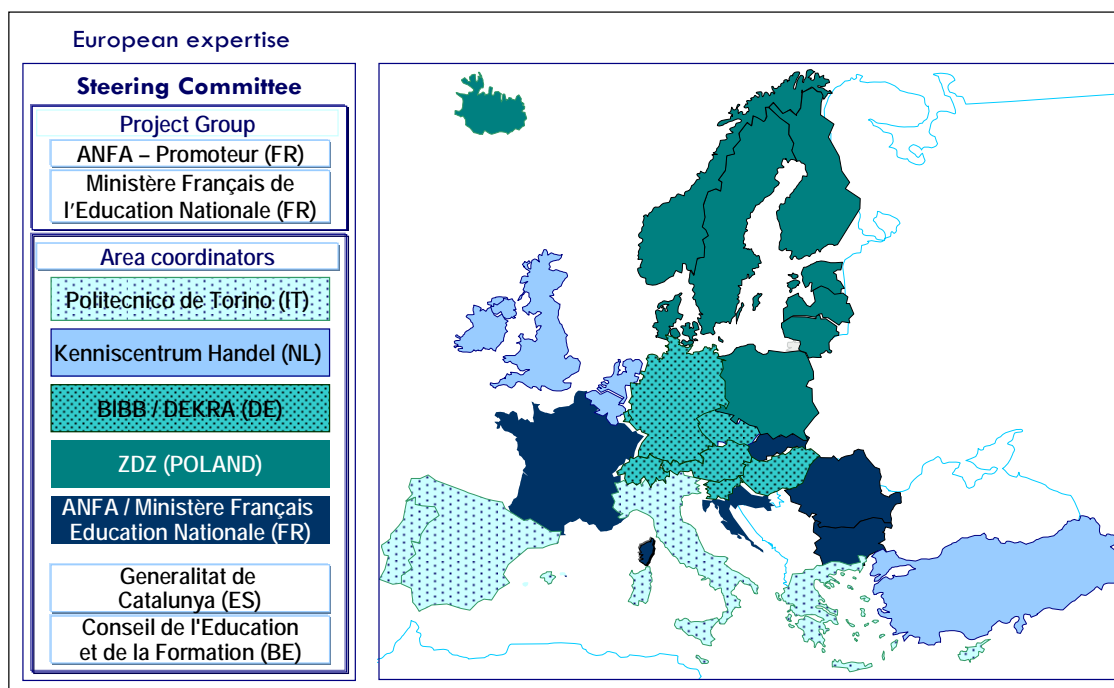
The information was collected in two ways: a first phase with individual<sup>23</sup> interviews with the country experts based on the questionnaire, a second phase based on group meetings (platforms) with concrete case studies presently in experimentation. For each of these phases area leaders have been appointed among the members of the Steering Committee.

#### 2.3.4.1 The first stage of individual interviews based on the questionnaire

The area team leaders coordinated the work of the group of countries, they were in charge of: communication of the specifications/criteria of the study, verification of the produced documents and work progress, organisation of the implementation of the study in their region, elaboration of the synthesis of the study for their study area in order to prepare the European capitalisation/compilation.

<sup>23</sup> 21 countries covered by in-depth study (research based on documentation and meetings), 9 countries covered by documentary research with national studies produced by the local experts, 2 countries (Malta and Iceland) covered by documentary research, but the collected information cannot be included in the study.

Map 1 – Division into geographical areas



### 2.3.4.2 The second stage of platforms based on illustrative case studies

The platforms<sup>24</sup> were organized in 19 countries. The countries experts held a debate concerning the feasibility of the ECVET mechanism implementation within the national systems of vocational and education training using illustrations from sectoral case studies based on existing projects.

The methodology, the case studies and the conditions for running the platforms were presented at regional meetings:

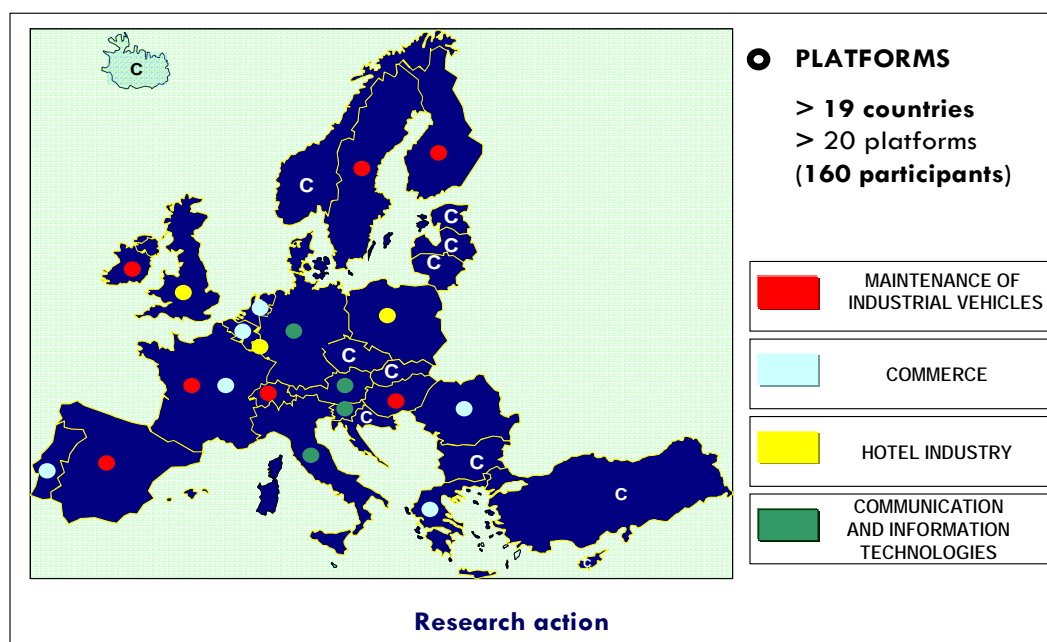
Table 4 - Composition of the platforms

Case study A: Car services Coordinator: France (ANFA)	Case study B: Commerce Coordinator: The Netherlands (KC Handel)	Case study C: Communication and Information Technologies Coordinator: Germany (Dekra Akademie)	Case study D: Hotel industry Coordinator: Poland (ZDZ)
Spain (Catalonia)	Austria	Germany	Luxembourg
Finland	France (MEN <sup>25</sup> )	Austria	Poland
France (ANFA)	Greece	Italy (Politecnico de Torino)	United Kingdom
Hungary	The Netherlands	Italy (VPO)	
Ireland	Portugal	Slovenia	
Sweden	Romania		
Switzerland			

<sup>24</sup> See definition 2.1.1.2

<sup>25</sup> Ministère Education Nationale

Map 1 – Division of the platforms with regard to case studies



### 2.3.5 National expertise

The Countries-experts had to conduct the entire study in their countries, including documentary research, detailed individual interviews, elaboration of the country-study, managing and running the platforms, synthesis of the completed work. Every expert was a specialist in the area of vocational and education training in his/her country.

The Countries-experts participated in meetings supervised by the area team leader, in the presence of a representative of the pilot of the study, in order to receive information/training on the tools used to collect the data and to prepare the work. At the same time, after the launching of the study, the Countries-experts complemented the collected data with their remarks and comments representing their overall impression, which often allowed them to clarify their positions.

The experts represent 3 categories of major stakeholders of vocational and education training:

**Professional branches**, stakeholders in the field close to enterprises, developing the tools, elaborating the conditions of training, implementing the strategies of training for their contractors. The consortium represented a whole range of sectors: Car Services, Plastics Industry, and Commerce. The partners of the project also included enterprises (Dekkra, Germany involved through its training provider).

**Institutional stakeholders**, particularly the Ministries of Education, which prepare diplomas, issue certificates, develop tools which impact the offer of vocational and education training, train; they are leading decision-makers in the area of training. The partners of the project included several central ministries (France, Greece, Romania, Luxembourg, Germany).

**Training centres**, central stakeholders of the training offer. The assumption behind the study was to be as close as possible to the training providers. The partnership included several training centres (involved in the European mobility) (The Netherlands, Portugal, United Kingdom, Poland, Italy). It should also be stressed that many of the partners; as head of networks, were able to associate training centres into the project.

Among 32 covered countries:

- ▶ 21 countries were directly studied by the countries-experts: all the geographical areas, all the major types of training devices, countries of all types (members, new members, candidate countries, associated), and sizes are represented.
- ▶ for 9 countries without a national expert a relay process was introduced. Generally speaking, it was either an expert from the consortium who had some experience related to a given country and conducted the study there (3) or the documentation was investigated based on the information provided by other recent European research (CEDEFOP or EFT). Afterwards, a synthesis was made and the results were submitted to validation by a local expert.
- ▶ 2 countries<sup>26</sup> were covered by documentary research. However, the collected information cannot be included in the study.

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<sup>26</sup> Iceland and Malta

## 3 ANALYSIS OF SUB-SYSTEMS

### 3.1 DATA COLLECTING AND PROCESSING

A number of study-specific tools were elaborated by the study team and finalized within the steering group.

#### 3.1.1 Data collecting tools

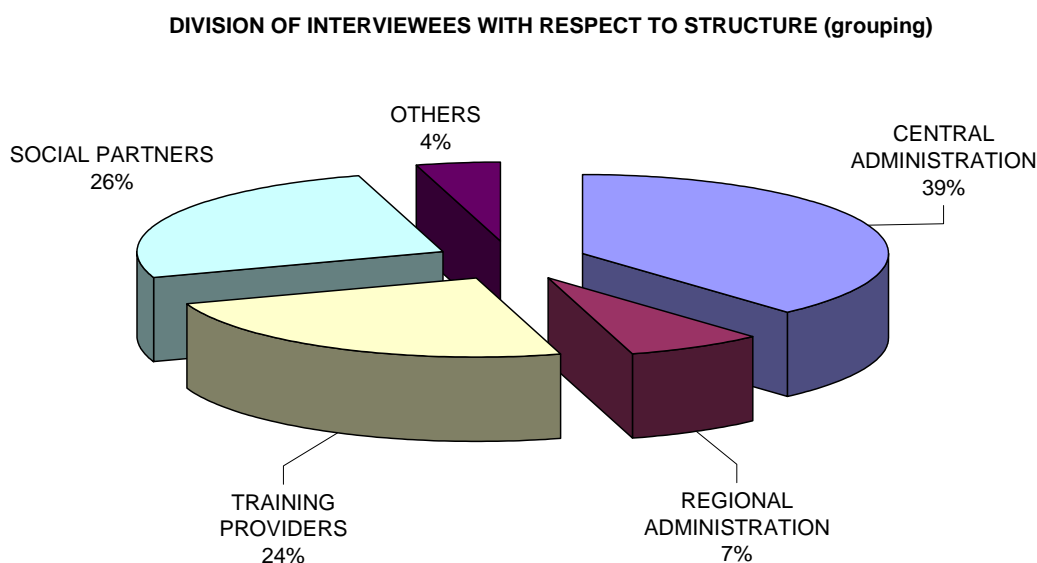
##### 3.1.1.1 Data collecting by means of a questionnaire and research action

Data was collected with the use of the questionnaire, in French and English, and the obtained results were confronted with documentary research. As it was established during the first meeting with DGEAC, the objective of the documentary research was not to create a database, which already exists, but to complete the existing documentation. Developed for a live interview situation, the questionnaire was administered to seven interviewees (minimum) in each country.

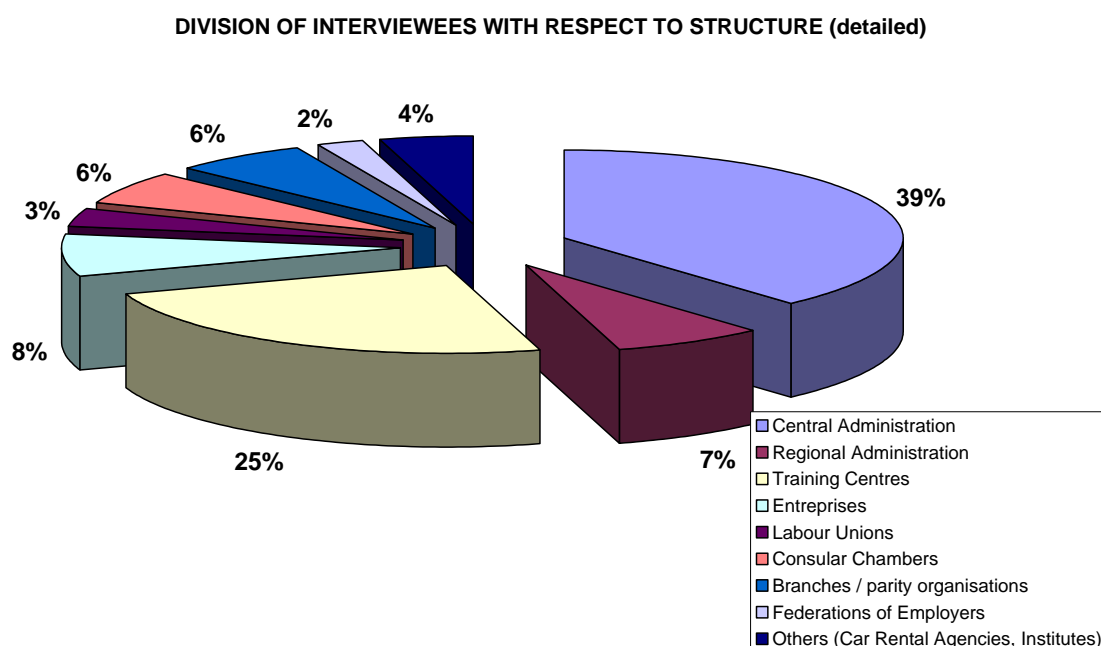
The interviewees were representatives of the main training providers:

- ▶ Main awarding bodies in a given country:  
central, regional, local administration, consular and trade chambers, ...
- ▶ Training centres;
- ▶ Enterprises/companies
- ▶ Social partners.

Graph 1: Division of the interviewee's according to structure



Graph 2: Division of the interviewees according to type of structure



The structure of the questionnaire included five major parts:

1. The design of the training offer
2. The implementation of the training offer
3. The impact of the procedures of recognition and validation
4. The characteristics of the cooperation at the European level and in general
5. The general opinion about the ECVET system

Each part aimed to evaluate the situation in each system according to technical specifications concerning the offer of the initial training:

- ▶ Training design in terms of learning outcomes
- ▶ Organisation of the training into training modules<sup>27</sup>
- ▶ Expression of the modules content in targeted learning outcomes
- ▶ Validation of individual results of learning in terms of units expressed in learning outcomes.
- ▶ Allocation of credit points to units
- ▶ Possibility of accumulation of units
- ▶ Process of mutual recognition of learning outcomes

Each part was also aimed to:

- ▶ measure the difference between the situation within each system and the components of the technical specifications
- ▶ use a dynamic approach by integrating the reforms which are currently under way and by attempting to find a possibility to use all dimensions of the ECVET.

<sup>27</sup> A module is a part of the training characterised by a sufficient coherence owing to which it can constitute a separate / autonomous training unit. A module is related to the organisation of training. It concerns the sequence of training which can consist of one unit, a number of units or even a part of a unit.



Moreover, the questionnaire makes it possible to express any opinion concerning both the general objectives of the ECVET mechanism and the different specifications, which should lead to suggestions to facilitate implementation. For each ECVET dimension, the relationship between the different stakeholders was identified in order to define their influence on the evolution of the existing national systems.

The synthesis of the questionnaires administered in each country was prepared based on a framework with the answers to different questions in the first part and a combination of the answers with the information from the documentary research in a second part. The structure of the reports makes it possible to apply the developed analytical tools presented in the next part of the report.

The study framework for each country is structured in three main parts:

1. The main stakeholders of initial vocational education and training and their relations; the main awarding bodies and training providers – their role and impact on the evolution of the existing system
2. The content and the organisation of initial vocational education and training: the content of training, the training modules<sup>28</sup>, the impact of certification, the partnership agreements, the geographic sensitivity to the European geographic mobility.
3. The pathways favouring the implementation of ECVET: the opportunities, the obstacles, the action levers.

### 3.1.1.2 Platforms

After completing the analysis at the first level, it was necessary to measure the possibility of implementation of the ECVET in the different national systems.

National platforms were established and run on the basis of four sectoral illustrations taken from actual projects. The purpose of the platforms was to formulate propositions enabling a progressive implementation of the main principles of the ECVET. A platform is a round table including the stakeholders of vocational and education training and of European mobility<sup>29</sup>.

The “country experts” conducted a debate on the feasibility of the ECVET mechanism implementation in the national systems of vocational and education training.

The choice of sectoral cases studies was approved during the second Steering Committee. The methodology, the case studies, and the conditions for running the platforms were presented at the regional meetings of sectoral groups.

A total of 190 people were involved in the activities of the platforms.

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<sup>28</sup> A module is a part of the training characterised by a sufficient coherence owing to which it can constitute a separate / autonomous training unit. A module is related to the organisation of training. It concerns the sequence of training which can consist of one unit, a number of units or even a part of a unit.

<sup>29</sup> Optimal division of participants (context of a given country): 1/5 official bodies (national and regional administration, consular chambers, competent authorities, etc.), 1/5 training centers (managerial level), 1/5 trainers, teachers, 1/5 enterprises (or their representatives), 1/5 “apprentices” (young people in initial vocational training).

### 3.1.2 Data processing tools

All the information collected during the interviews and the documentary research was summarised in the national survey. The whole of the 30 national surveys were examined according to 8 dimensions of the ECVET mechanism and the SWOT<sup>30</sup> analysis.

#### 3.1.2.1 Analysis matrix

The main IVET systems have been identified for each country. The technical analysis based on the country report aims at assessing the systems according the ECVET mechanism through 8 dimensions describing the vocational and education training offer.

The 8 dimensions include:

- 1- The impact of certification on the training offer
- 2- The level of autonomy of the training centres
- 3- The flexibility of the training offer design
- 4- The flexibility of the training provision
- 5- The openness of the stakeholders to European mobility
- 6- The mutual trust between individual training providers
- 7- The expression of the learning outcomes in terms of knowledge, skills, and competence
- 8- The acceptance of the system of accumulation of prior learning and the recognition of prior learning.

These dimensions constitute the first analysis matrix of the national studies which make it possible to assess the elements which facilitate or restrain the implementation of the proposed ECVET mechanism in each country.

#### 3.1.2.2 SWOT

The national reports were subject to the SWOT analysis according to each sub-systems and the purpose was to take a dynamic approach which would indicate the factors restraining and favouring the evolution towards the ECVET system. The SWOT analyses complement and specify the data collected earlier through their contextualisation within the ECVET mechanism.

The data analysed for each sub-system aim at assessing:

- ▶ strengths,
- ▶ weaknesses,
- ▶ opportunities,
- ▶ threats.

The above points are related to the following 4 domains of investigation:

- 1- training design
- 2- training delivering
- 3- validation/evaluation of the outcomes
- 4- European cooperation/stakeholders of mobility.

The SWOT analyses intend to give a dynamic approach of the systems of vocational and education training. The analysis of the vocational and education training system related to the four domains of investigation favours the elaboration of recommendations which take into account the context of each sub-system.

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<sup>30</sup> SWOT means "Strength, Weakness, Opportunities, Threats"

## 3.2 ANALYSIS OF THE POSSIBILITY OF THE ECVET MECHANISM IMPLEMENTATION IN THE TRAINING OFFER

ECVET is a mechanism which aims to facilitate the transfer and the accumulation of learning outcomes and enables the description of a certification in terms of units of learning outcomes that can be transferred and accumulated (knowledge, skills, and competence), and to which credit points are allocated.

The technical specifications are concerned with the scope of certification. They constitute the first “condition”. However, this single condition is insufficient to implement the device and other conditions have also been established.



The ECVET mechanism can not be read only as a set of technical specifications to apply in systems of initial vocational education, but as part of a global project which gives them meaning

### 3.2.1 Establishing the integration conditions

The term **CONDITION** is considered as a set of arrangements which enable the training providers to integrate the ECVET mechanism.

The objective is to assess the characteristics of the sub-systems of initial vocational and education training according to the conditions of implementation and use of the ECVET mechanism from the perspective of the training offer.

Consequently, adopting the ECVET mechanism, with the technicality as a preliminary condition, implies taking into account three others conditions (flexibility, autonomy, permeability) in order to apply this method in the national sub systems of initial vocational and education training.

The 4 conditions were identified as:

- ▶ Technicality: integration of ECVET specifications
- ▶ Flexibility of training pathways
- ▶ Autonomy of training centres
- ▶ Permeability: openness to mobility, trust between partners.

Each of the 4 conditions is an answer to specific needs necessary for the ECVET device implementation. The formal adoption of the ECVET mechanism by the competent bodies is insufficient to make the training providers able and/or willing to implement it.

#### Condition 1: Technicality

Definition	Identified need
Capability to adopt to the technical specifications of the ECVET device.	This condition is concerned with the necessity to have the same base for each sub-system and taking the same approach, i.e. using a “common grammar”. The ECVET mechanism requires cooperation between the stakeholders of initial vocational and education training in different sub-systems. For an efficient cooperation, the common references should be available.

### Condition 2: Flexibility

Definition	Identified need
Capability of training providers to propose and manage individualised training pathways : level of <sup>31</sup> . Flexibility in the design and the organisation of training	This condition is concerned with the necessity for individualisation <sup>32</sup> in the perspective of mobility in different contexts (long life learning). The device includes the validation of learning outcomes acquired within an external training context. The purpose is to validate learning outcomes including units (minimal and basic component of certification). Subsequently, the training offer should propose an organization allowing individualisation <sup>13</sup> of training pathways (module <sup>33</sup> ) and the management of the system inputs/outputs within the system.

### Condition 3: Autonomy

Definition	Identified need
Degree of the delegation of power: capability of training providers to participate in the process of training from the design stage to the evaluation, to mobilise the necessary resources, to take initiatives and conclude agreements.	This condition is concerned with the need to assess the impact of ECVET implementation on training providers. In order to implement ECVET a minimum autonomy of training providers is required. The use of ECVET by training providers requires a minimum degree of freedom of the beneficiaries so as to organise the offer and implement necessary resources (human, technical and financial). The autonomy should include the conclusion of agreements with other partners (degree of freedom allowing alignment to the requirements of the ECVET device, in particular in the area of validation of outcomes).

### Condition 4: Permeability

Definition	Identified need
Capability to recognise the learning outcomes acquired in another system or environment: acknowledgement of prior learning <sup>34</sup> within training and recognition of the assessment carried out.	This condition is concerned with the need of openness to mobility and other systems. adoption of the ECVET mechanism only by the competent authorities does not guarantee that the tool will be used. The stakeholders of training sub-systems (particularly competent bodies and training providers) should be permeable and open to other contexts. They should accept the evaluation and the allocation of credit points given by partners and possess appropriate tools, in particular in the area of quality assurance, facilitating the development of mutual trust.

<sup>31</sup> Individualised training means programming the training taking into account the learning outcomes by a given person earlier, the objectives of the training and the personal dimension of the learner.

<sup>32</sup> Individualisation of training is opposed to standardisation. Basing on the assessment of the needs of each learner, individualisation is concerned with creating individual pathways of training adjusted to fixed objectives.

<sup>33</sup> A module is a part of the training characterised by a sufficient coherence owing to which it can constitute a separate / autonomous training unit. A module is related to the organisation of training. It concerns the sequence of training which can consist of one unit, a number of units or even a part of a unit.

<sup>34</sup> Acknowledgement of Prior Learning of an individual within training consists in excusing him/her from a part of the standard training by recognising prior learning. Acknowledgement of Prior Learning does not necessarily mean exemption from the evaluation.

### Measuring the proximity to the conditions

In order to assess how far the system matches with the technical specifications, the flexibility of training pathways, the autonomy of training centres and permeability, 32 descriptive elements were used, 22 of which were selected as indicators used in evaluating if the conditions are present for implementing the ECVET mechanism within the training offer.

#### 3.2.1.1 Indicators used

Conditions	Indicators used
<b>TECHNICALITY</b>	<ul style="list-style-type: none"> <li>&gt; % of training offer expressed in learning outcomes.</li> <li>&gt; units defined in terms of learning outcomes expressed in knowledge, skills, and competence (KSC<sup>35</sup>).</li> <li>&gt; evaluation / certification based on the main activities related to a given profession and attested skills and competences.</li> <li>&gt; evaluation based on knowledge.</li> <li>&gt; procedures of the acknowledgement of prior learning (APL<sup>36</sup>) are available or are partially used by academic system.</li> <li>&gt; procedures of acknowledgement of prior learning (APL) are not available or are not used.</li> <li>&gt; credit transfer system is available.</li> </ul>
<b>FLEXIBILITY</b>	<ul style="list-style-type: none"> <li>&gt; Curricula defined in units.</li> <li>&gt; Curricula not defined in units<sup>37</sup>.</li> <li>&gt; training offer organised in modules.</li> <li>&gt; permanent inputs/outputs or several recruitment periods.</li> <li>&gt; individualised pathway in place or developed.</li> <li>&gt; process of continuous evaluation in training centres.</li> <li>&gt; final evaluation (central examination system).</li> </ul>
<b>AUTONOMY</b>	<ul style="list-style-type: none"> <li>&gt; standards (profile, required competences) defined by awarding body<sup>38</sup>.</li> <li>&gt; defining training content and curricula<sup>19</sup>.</li> <li>&gt; participation of training centres in defining standards.</li> <li>&gt; participation of training centres in defining content or methods of training.</li> <li>&gt; participation of training centres in defining and implementing evaluation.</li> <li>&gt; possibility of generating financial resources by training centres.</li> <li>&gt; fixed resources allocated by regional, national, sartorial structures, etc.</li> <li>&gt; possibility of concluding agreements on international cooperation by training centres.</li> </ul>
<b>PERMEABILITY</b>	<ul style="list-style-type: none"> <li>&gt; initiatives of several bodies<sup>39</sup> in promoting mobility<sup>40</sup>.</li> <li>&gt; limited or no initiatives of stakeholders in the area of mobility<sup>21</sup>.</li> <li>&gt; placement (periods) abroad being developed.</li> <li>&gt; foreign languages, European Citizenship, intercultural modules are included in vocational and education training.</li> <li>&gt; cooperation networks exist or are under construction.</li> <li>&gt; validation of learning outcomes acquired abroad.</li> <li>&gt; process of mutual recognition started.</li> </ul>

<sup>35</sup> Abbreviation: Knowledge, Skills, Competences

<sup>36</sup> Abbreviation: Acknowledgement of Prior Learning

<sup>37</sup> Pilot projects (experimental) are not included here

<sup>38</sup> In some sub-systems, training centers have up to 40% of autonomy in defining the training content.

<sup>39</sup> Stakeholders

<sup>40</sup> Mainly European

### 3.2.1.2 Measurement and dealing with finer points: grading

After the first analysis, it appeared difficult to give a binary answer concerning the conformity of the sub-systems to the implementation conditions. In reality, each condition is fulfilled to a greater or lesser extent. To become aware of the finer points, it was decided to allocate a performance grade) of each sub-system to each condition. Below follows the explanation of the grading method.

#### Grading scale

Each indicator is at first valued on a binary basis: present / absent. At the next stage, the grading becomes more detailed, according to additional information<sup>41</sup> (example: occurrence of a part of the used indicator, implementation anticipated, etc.).

In order to make the evaluation clearer, a coefficient/weighting was applied to obtain a scale of 10. Consequently, the sub-systems were graded for each condition on a scale of 0 to 10. Value 0 shows that none of the indicators used is “present” in the sub-system concerned: the condition is not met. Value 10, on the other hand, shows that all indicators are “present”.

#### Limit of evaluation

It is not possible to conclude that a sub-system which obtained an intermediate quote, for example 4, can be considered to meet the conditions by 40%. The grade gives the same value to all indicators. Calendar constraints meant that a hierarchy (in-depth analysis) of the indicators, appreciating the weight (importance) of each of them could not be developed. The grade is representative of the global situation of each sub-system. The position (value) on the axis illustrates in a general way the gap between the actual position of a given sub-system and the optimal situation required from the point of view of the ECVET mechanism.

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<sup>41</sup> Each detail of the evaluation was defined and applied in an exactly the same way for all the analysed sub-systems.

Table 5- Sample evaluation

TABLE OF EVALUATION OF INDICATORS ECVET CONNEXION 32 COUNTRIES			evaluation	Coefficient	
<b>LEVEL OF AUTONOMY OF TRAINING CENTRES</b>					1
<b>1- IMPACT OF AWARDDING BODIES</b>					
1-1	Defining the norms (profile, required competences) for awarding bodies	1	1,67		
1-2	Defining the training content, references	0		1,67	
<b>2- LEVEL OF AUTONOMY OF TRAINING PROVIDERS</b>					
2-1	Participation in identification of needs / defining of standards (vocational profile)	1	1,67	1,67	
2-2	No participation in identification of needs / defining of standards	0	0		
2-3	Participation in defining of the content and methods training	1	1,67	1,67	
2-4	No participation in defining of the content and methods of training	0	0		
2-5	Participation in defining or implementation of evaluation	1	1,67	1,67	
2-6	No participation in defining or implementation of evaluation	0	0		
2-7	Possibility for training centres to generate financial resources	1	1,67		
2-8	Fixed resources allocated by local or regional structures	0	0	0	
2-9	Possibility of signing international contracts (Pilot/Mobility/Projects)	1	1,67	0,83	
2-10	Possibility of signing international contracts (Pilot/Mobility/Projects)	0	0		
<b>AUTONOMY</b>			<b>6</b>	<b>10</b>	<b>7,51</b>
<b>FLEXIBILITY OF TRAINING DESIGN AND ORGANISATION</b>					
<b>3- FLEXIBILITY OF TRAINING DESIGN</b>					
3-1	Process of continuous evaluation in training centres	1	2,5	1,25	
3-2	Final evaluation (central examination system).	0	0		
3-3	References defined in units (for a part of the academic system)	1	2,5	2,5	
3-4	References not defined in units	0	0		
<b>4- FLEXIBILITY OF TRAINING ORGANISATION</b>					
4-1	Permanent inputs/outputs or many recruitment periods	1	2,5		
4-2	One recruitment period	0	0	0	
4-3	Individualised training course used or being developed	1	2,5	1,25	
4-4	Individualised training course not used and not being developed	0	0		
<b>FLEXIBILITY</b>			<b>4</b>	<b>10</b>	<b>5</b>
<b>OPENNESS OF STAKEHOLDERS TO MOBILITY / TRUST IN STARTING COOPERATION</b>					
<b>5- OPENNESS OF STAKEHOLDERS TO MOBILITY</b>					
5-1	Initiatives of some stakeholders for promoting mobility (eg: "Europe" module)	1	2	2	
5-2	No or few initiatives of stakeholders for mobility	0	0		
5-3	Placements (periods) abroad being developed	1	2	2	
5-4	Placements (periods) abroad non-existent	0	0		
5-5	Foreign languages, European Citizenship, intercultural modules integrated in initial tra.	1	2	2	
5-6	Foreign languages, Eur. Citiz. intercultural modules not integrated in training voc. training	0	0	0	
<b>6- MUTUAL TRUST BETWEEN TRAINING CENTRES</b>					
6-1	Cooperation networks exist or are being constructed	1	2	2	
6-2	Occasional cooperation	0	0		
6-3	Validation of the skills and competences acquired during placement abroad	1	2	1	
6-4	No validation of the skills and competences acquired during placement abroad	0	0		
<b>PERMEABILITY</b>			<b>5</b>	<b>10</b>	<b>9</b>
<b>PROCESSES OF MUTUAL RECOGNITION (technical compatibility)</b>					
<b>7- ACQUIRED LEARNING DEFINED IN TERMS OF COMPETENCES</b>					
7-1	75 to 100% of training offer expressed in acquired skills and competences	1	2	2	
7-2	0 to 25% training offer expressed in acquired skills and competences	0	0		
7-3	Units defined as acquired skills and competences expressing knowledge, skills, and com.	1	2	1	
7-4	Units not defined as acquired skills and competences	0	0		
7-5	Evaluation based on main activities related to a given profession and proved skills and com	1	2	2	
7-6	Evaluation based on knowledge	0	0		
<b>8- ACCEPTANCE OF CAPITALISATION</b>					
8-1	Procedures of acknowledgement of acquired prior learning (APL) are used partially	1	2	1	
8-2	Procedures of acknowledgement of acquired prior learning (APL) non-existent or not used	0	0		
8-3	Credit transfer system exists	1	2		
8-4	Credit transfer system does not exist	0	0	0	
<b>TECHNICITY</b>			<b>5</b>	<b>10</b>	<b>6</b>

System no.

Indicator

Yes / No

Coefficient &gt; scale 10

Evaluation if indicator clearly positive or negative

Detailed evaluation Case of continuous evaluation exists but cannot be certified (flexibility existy but not complete)

Final evaluation of conditions for a given system, scale 10

### 3.2.1.3 Results

#### Defining the level of accessibility

While reading the results, it appears that grade 10 is not necessary for compatibility with ECVET and it is enough to obtain 4 to consider a given condition as accessible (this means that the condition will not be applied immediately, but the system is sufficiently engaged to eventually meet the condition). The ECVET mechanism can ultimately function within a given sub-system, even though it is not fully utilised, but the overall situation favours the condition concerned.

Illustrative examples follow below.

#### Example 1

OPENNESS OF STAKEHOLDERS TO MOBILITY / TRUST IN COOPERATION	sub-system	13	17	21	28
<b>5- OPENNESS OF STAKEHOLDERS TO MOBILITY</b>					
5-1 Initiatives of some stakeholders for promoting mobility (eg: "Europe" module)		0,75	1		0,5
5-2 No or few initiatives of stakeholders for mobility				0	
5-3 Placements (periods) abroad being developed		2		2	2
5-4 Placements (periods) abroad non-existent					
5-5 Foreign languages, European Citiz.. intercultural modules integrated in training		1	1	1	1
5-6 Foreign languages, European Citiz.. intercultural modules not integrated in training					
<b>6- MUTUAL TRUST BETWEEN TRAINING CENTRES</b>					
6-1 Cooperation networks exist or are being constructed			1		1
6-2 Occasional cooperation		0		0	
6-3 Validation of the skills and competences acquired during placement abroad		0			
6-4 No validation of the skills and competences acquired during placement abroad			0	0	0
<b>PERMEABILITY</b>		<b>3,75</b>	<b>4</b>	<b>3</b>	<b>4,5</b>

The example below confirms the conclusions of the example 1.

#### Example 2

PROCESSES OF MUTUAL RECOGNITION (technical compatibility)	sub-system	22	23	28
<b>7- ACQUIRED LEARNING DEFINED IN TERMS OF COMPETENCES</b>				
7-1 75 to 100 % of training offer expressed in acquired skills and competences		1	2	1
7-2 0 to 25 % of training offer expressed in acquired skills and competences				
7-3 Units defined as acquired skills and competences expressing knowledge, skills, and competences		1		0,7
7-4 Units not defined as acquired skills and competences		0	0	
7-5 Evaluation based on main activities related to a given profession and proved skills and competences		1	1	1
7-6 Evaluation based on knowledge				
<b>8- ACCEPTANCE OF CAPITALISATION</b>				
8-1 Procedures of acknowledgement of prior learning (APL) are used partially		1		1
8-2 Procedures of acknowledgement of acquired prior learning (APL) non-existent or not used			0	
8-3 Credit transfer system exists				
8-4 Credit transfer system does not exist		0	0	0
<b>TECHNICALITY</b>		<b>4</b>	<b>3</b>	<b>3,7</b>

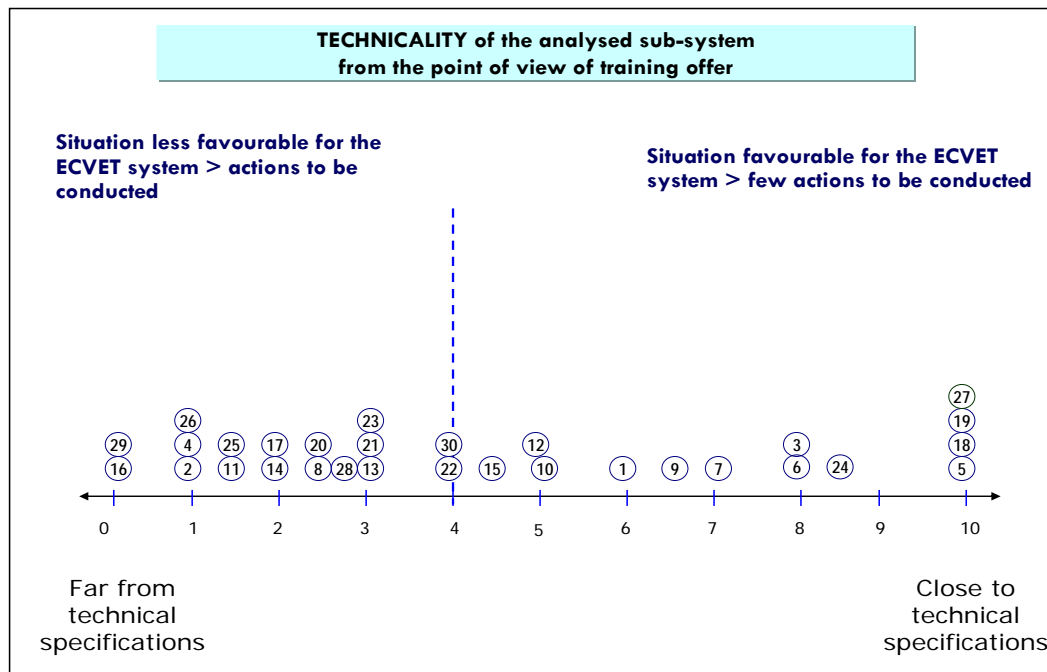
The appendices contain the entire grading for all the studied sub-systems confirming the 2 examples.



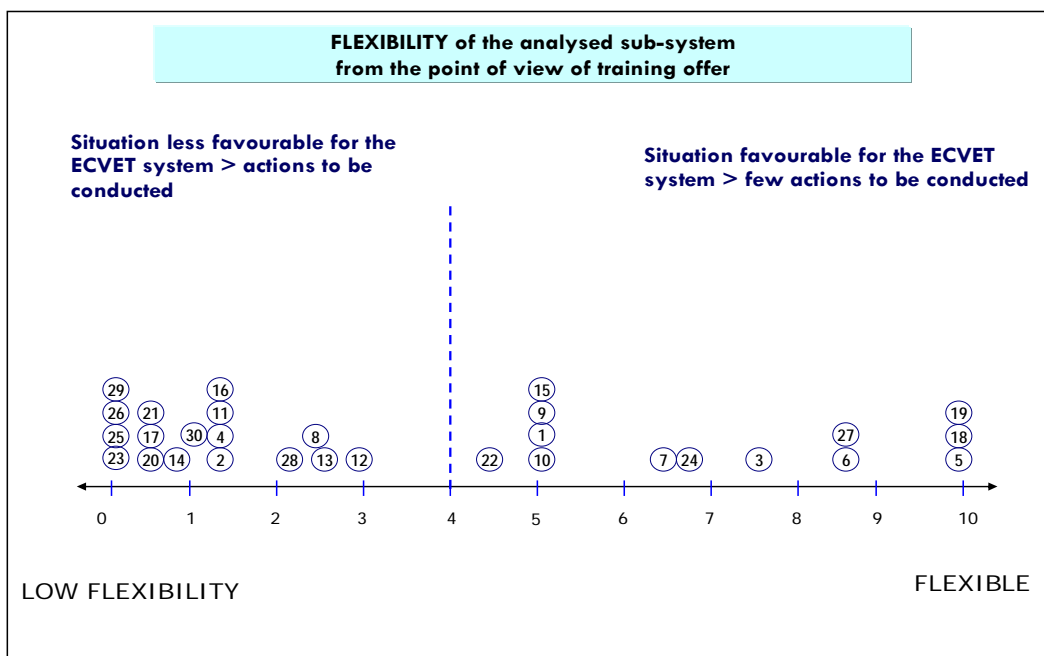
## Representation and interpretation of the results

On the graphs below each circle represents a sub-system<sup>42</sup> identified by a number. Numbers were assigned in the order the data was processed. Value 4 is the threshold of “acceptability”.

Graph 3: TECHNICALITY of the analysed sub-systems

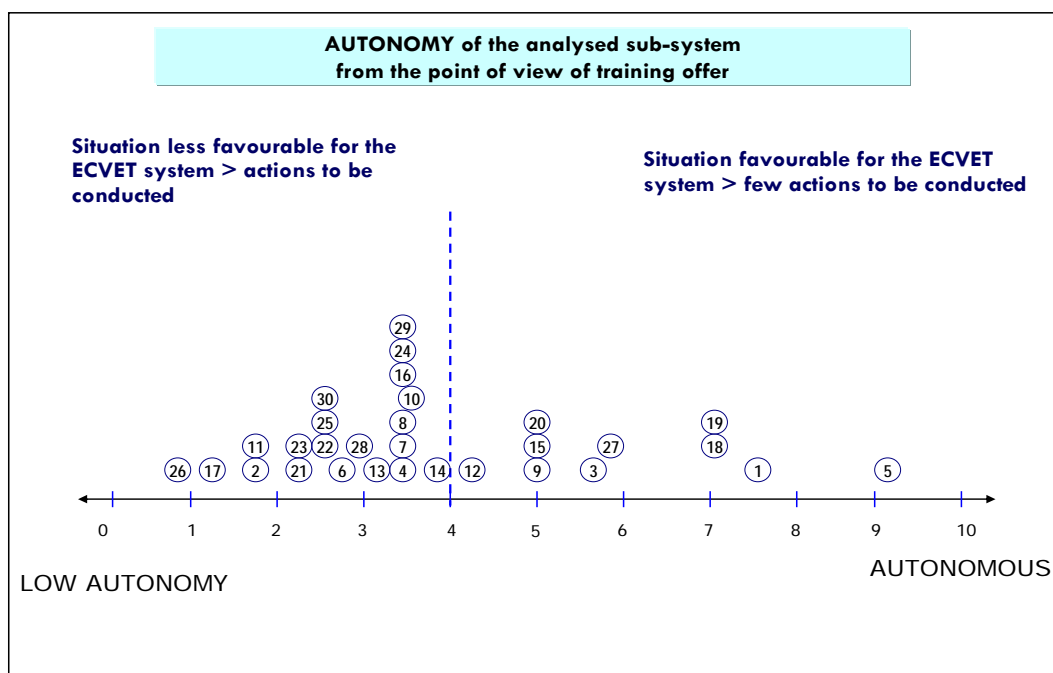


Graph 4: FLEXIBILITY of the analysed sub-systems

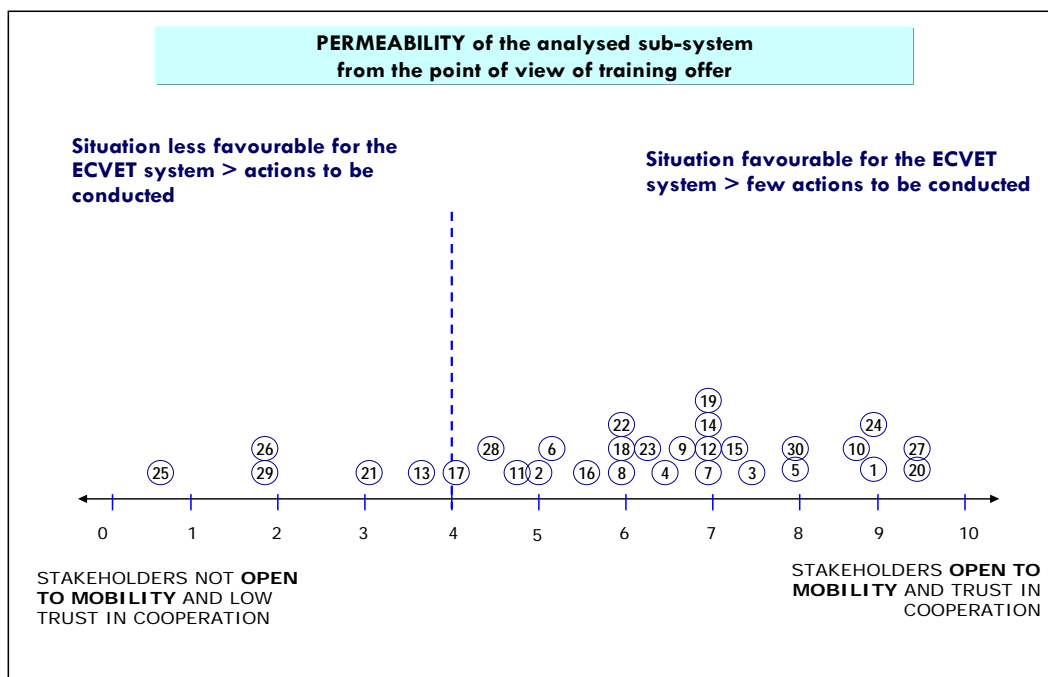


<sup>42</sup> Numbers were assigned in the order the data was processed.

Graph 5: AUTONOMY of the analysed sub-systems



Graph 6: PERMEABILITY of the analysed sub-systems



The first level of analysis presents us an overall picture of the sub-systems of initial vocational and education training in Europe regarding the conditions of the ECVET device implementation.

Generally, approximately 50% of the sub-systems reach or exceed the minimum threshold established for 3 conditions of the ECVET system. In case of “autonomy” only one third of the sub-systems reach the quote 4.

Nevertheless, a given system may favour one condition, and it may not favour another one. The table below presents the situation in the 30 analysed sub-systems.

Table 6- Division of sub-systems according to the number of conditions with evaluation above 4

Number of sub-systems which reached level 4 for 4 conditions	8
Number of sub-systems which reached level 4 for 3 conditions	5
Number of sub-systems which reached level 4 for 2 conditions	2
Number of sub-systems which reached level 4 for 1 condition	10 (*)
Number of sub-systems which did not reach level 4 for any condition	5 (**)

(\*) including 8 systems under reform (\*\*) including 4 systems under reform.

Moreover, the first level of analysis assesses the number of sub-systems ready or compatible according to some technical specifications or indicators (see. table below).

Table 7- Sub-systems behaviour with regard to some indicators

Indicator	Number	% of the analysed sub-systems
Sub-system whose 75 to 100 % of training offer is expressed in learning outcomes.	18	60%
Sub-systems or procedures of the acknowledgement of prior learning (APL <sup>43</sup> ) are used.	15	50%
Sub-systems whose pathway is defined in modules (wholly or partially).	19(*)	63%
Sub-systems where individualised pathway is used or is being developed.	15	50%
Sub-systems where continuous evaluation is applied.	18	60%
Sub-systems with initiatives of stakeholders promoting mobility	25	83%

(\*) 12 for sub-systems with nearly the whole of the offer defined in units (i.e. 40%)



**Generally, a number of sub-systems have an environment favourable to the implementation of the ECVET system**

<sup>43</sup> "Acknowledgement of Prior Learning"

### 3.3 ANALYSIS UNDER THE SCOPE OF THE CHARACTERISTIC FEATURES OF SYSTEMS

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Several observed elements reveal recurrence of functioning, organisation and processes between different sub-systems of initial vocational and education training. Moreover, many of those sub-systems could be grouped together, as long as the sub-systems apply similar solutions and attitudes to the whole of the observed points. The general logic of their organisation suggests defining their foundations and being able to name them: the grouping becomes a sub-system type.

The typology is fundamental for the study: if there is a conflict between the principles of the ECVET device and the sub-system fundamentals, such a sub-system cannot adopt the ECVET mechanism without questioning its own nature. The “fundamentals” of a given sub-system of vocational and education training are determined by the mission which stakeholders (or even entire society) attribute to vocational and education training. They are significant carriers of social values, perception of the notion of profession, confidence in the training system to ensure the competitiveness of enterprises and economy. Consequently, the fundamentals should be distinguished from the functioning modes which are considered to be more flexible over time.

The presented typology is based on general characteristic features prevailing in sub-systems. There is no complete tightness between different types. The criteria defining one type may not be wholly respected by a given sub-system. Nevertheless, such a sub-system can be classified as a given type (convergence of criteria). The typology is relevant because the discovered differences are marginal. It is representative of the reality of the sub-systems of vocational and education training, which do not constitute incompatible blocks, which would negate any constructive cooperation.

#### 3.3.1 Observation points of the sub-systems

The identification of the observation points was not made from the start.. After obtaining exhaustive information from the questionnaire, a SWOT analysis was performed which showed the most pertinent areas. The advantage was their simplicity and unambiguity. The combination of all the options creates the specificity of the conditions of functioning of the sub-systems.

#### Defining the training needs

The different stakeholders considering that a certification should be created, define a reference point which constitutes the basis of the design of training content and evaluation.

The process involves ministries, regional authorities, professional branches, consular chambers, social partners, and training centres. The process is formalised to a greater or lesser extent and its duration may also be longer or shorter. The relationships between the stakeholders is quite diverse: the stakeholders are different, consultation and discussion is more or less balanced, often there is one dominant stakeholder (different for sub-systems).

### **Training location**

Training centres and enterprises constitute the typical location where vocational and education training is held. One of the major differences between the systems is the position of enterprise within the process of training: awareness of work environment, illustration for theoretical learning,..., place of acquisition of certain specific competences, place of acquisition of core competences.

The duration of immersion in an enterprise/company is also an important indicator because it varies from few days to 80% of the entire period of training (duration in line with the level of training).

### **Training content and its provision**

Training content can be expressed more or less precisely according to the point of reference. It can take the form of academic knowledge or professional competences which then translate into training programme and learning outcome.

The organisation of training can be defined in a more or less autonomous way, depending on a given training centre.

- It is based on academic disciplines or teaching projects, which can be more or less complex;
- Impact of evaluation can be stronger or weaker;
- In some cases, training is modular, which is a source of relative flexibility;
- Generally, trainers enjoy a considerable freedom in the area of teaching.

### **Assessment of the outcomes**

The assessment can be conducted by competent bodies responsible for certification or delegated by the competent body to training centres or an exterior body, according to the complexity of organisation. The quality control can be internal or external.

The subject of evaluation covers diversified content (example: academic knowledge, professional skills), exhaustive or not (example: surveys), global or divided into units. Assessment can be conducted by trainers, external experts, branch professionals, or committees associating several stakeholders.

### **3.3.2 Typology of the sub-systems of initial vocational and education training**

In order to set up the typology, the observations were summarised and gathered into determining characteristics. A given sub-system was classified into the type it was the nearest to.

All the training sub-systems aim at introducing young people into the labour market, developing their knowledge, favouring the employability, transmitting competences facilitating adaptation to changes. However, each of the types stresses different specific aspects. The typology is established on the intentions (the values carried by the sub-systems) and not on the performance of the systems.

**Type 1: Sub-systems focused on knowledge**

Table 8- Characteristics of sub-system of type 1

Observations	Characteristics
Training needs definition	Representatives of employers and employees are usually consulted in the training needs definition, but they do not lead the process, they only accompany it. The professional profiles are defined generally and the awarding bodies play a determining role at this stage.
Training place	Training is mainly held in training centres. There are also alternating periods in enterprises (placements), but they are relatively limited in time as compared with the duration of the whole training. Their role is also to simulate the professional environment or illustrate the practical or organisational knowledge. Enterprise is not the essential place where competences are acquired.
Training content and its provision	Major part of the training content is academic (disciplinary). Practical skills are acquired in laboratory or during a sequence of practical classes. The teaching methods are mainly based on academic standards.
Assessment process	Assessment is essentially conducted by trainers or teachers. The assessment tools (exams) are most often theoretical and assess mainly knowledge. The “professionals branch” are not involved (or to a limited extent) in the assessment process.

In this type of the VET sub-system, the training is regarded as a period preceding active professional life, a moment during which the basics are acquired, which will be used later. After the period ends, learners will be confronted with the real complexity of professional situation: the learners have acquired skills and competences in laboratory, and the employer should adapt them to the real situation. The employability of the learner is deferred.

## Type 2: Sub-systems focused on immediate employability

Table 9- Characteristics of sub-system of type 2

Observations	Characteristics
Training needs definition	Training needs are defined jointly by representatives of employers and employees and the awarding bodies. As far as the practical part of the training is concerned, the major role is played by the representatives of employees and employers. The element of “occupation and adaptation to employment” is determining. There are several professional profiles and they are contextualised. The spectrum of activities is limited <sup>44</sup> .
Training place	Enterprise is a key stakeholder. It is also a key training place, where the key competences are acquired to perform a given occupation. The training period in real professional situation are proportionally long and weighted. Companies guarantee the quality of training.
Training content and its provision	Theoretical content is supposed to support practical content. Placing a learner within a real professional situation constitutes an essential element of the pedagogy which guarantees employability.
Assessment process	Evaluation is generally based on the global concept of the ability to perform an occupation. It is carried out by the personnel providing training, depending on the required competences. The professional associations are closely involved in the assessment process. The main criterion of the evaluation is the ability to immediately perform the occupation.

In this type of sub-system, training is based on the occupation. Close association of professional circles across all stages of the process constitutes an essential element of the mechanism. Companies are key actors of the process. Learners should be capable of undertaking work after completing training. The immediate employability of the learner is expected.

<sup>44</sup> Example: shop assistant

### Type 3: Sub-systems focused on adaptability

Table 10- Characteristics of sub-system of type 3

Observations	Characteristics
Training needs definition	Training needs are defined jointly by representatives of employers and employees, awarding bodies, and training centres. The number of professional profiles is limited by the identification of transversality <sup>45</sup> . The notion of occupation is usually broader than in type 2. The work effectiveness of the learner is targeted, keeping in mind adaptability to different professional contexts. The awarding body has a determining role. The spectrum of activities is broad.
Training place	Balance is sought between the part of the training implemented within professional environment and the part in training centres. The period spent in a training centre is usually longer. The period in a company is obligatory. During that time professional and social competences are acquired. Training centre and enterprise complement one another.
Training content and its provision	Training content is aimed at achieving a balance between the so-called theoretical teaching content and the professional content. The teaching situations are defined depending on the nature of knowledge and competences to be acquired.
Assessment process	Evaluation is conducted by professionals and/or trainers, depending on the subject of assessment. It consists of a set of disciplinary tests and simulations and an assessment of a real and simulated professional situation. Continuous Evaluation exists.

Training is focused on adaptation to a variety of professional situations: the concept of occupation is wide (generic professional profile, example: qualification “shop assistant” without any inclination towards sectoral specificity). The occupation is considered as learnt after an adaptation period during which the acquired competences are verified in a real professional situation. Such contextualisation will be done during the first employment. Employability of the learner is a potential one at this stage.

<sup>45</sup> Which uses, accounts for, covers many areas and techniques (e.g.: management is a transversal discipline)



**Type 4: Sub-systems focused on the acquisition of a portfolio of competences**

Table 11- Characteristics of sub-system of type 4

Observations	Characteristics
Training needs definition	Training needs are defined in a close cooperation between competent bodies, representatives of the world of economy, sectors, employers and employees. The needs are closely connected with a given undertaken occupation. The approach to occupation is analytical, and it is described as a fragmented set of different professional situations.
Training place	In initial training, the training centre is the main training place, but placement periods in companies can be organised, depending on the competences to be acquired. These choices are usually made independently on a local level.
Training content and its provision	Training content is established in terms of objectives to be accomplished by the end of training with reference to standards (national, regional, etc.). Teaching strategies can vary, depending on a given training centre. Training is always seen as a set of independent modules enabling an individualised training pathway for each apprentice.
Assessment process	Assessment is adjusted to the rhythm of learning. Assessment and certification are implemented unit by unit by qualified evaluators in both the training centre and on the workplace. Each unit is considered as a qualification in itself. The guarantee of the certification quality is essentially based on the work placement which can be conducted by bodies exterior to the training process.

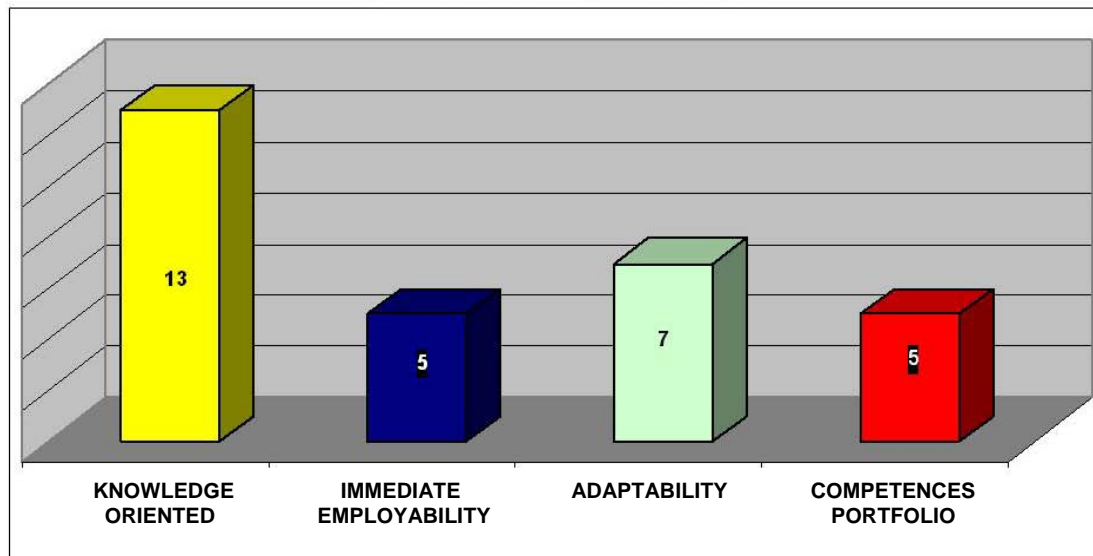
Training is focused on progressive and individual acquisition of qualifications. It is composed of autonomous modules which can be combined/assembled depending on the circumstances so that they meet the requirements of employment/position held. The training pathway is divided into stages separated by successive validation of the learning outcomes progressively enriching the portfolio of learner's competences. Employability of an individual allows for "flexible" development of the portfolio. Employability is constructed progressively by the learner

Table 12- Typology of 4 sub-systems of vocational education and training

<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>KNOWLEDGE-BASED</b></p>	<p>Training is perceived as a preliminary period before the active professional life, a moment during which the basics are acquired, they will be used after, then employability will be built on this base. At the end of this period, the learner will face the complexity of a real professional situation: the learner acquires skills and competences in a laboratory situation, and the employer will adapt himself to real-life situations.</p> <p><b>Employability of the learner is deferred</b></p>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>EMPLOYABILITY</b></p>	<p>Training is based on occupation. Close association of professional circles across all stages of the process constitutes an essential element of the device. Companies are key stakeholders of the process. Learners should be operational (capable of undertaking work) at the end of the training.</p> <p><b>Immediate employability of the learner is expected</b></p>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>ADAPTABILITY</b></p>	<p>Training is focused on professional adaptability: the notion of occupation is wide. The occupation is considered as learnt after an adaptation period during which the acquired competences are verified. This contextualization takes place during the first employment.</p> <p><b>Employability of the learner is potential</b></p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>COMPETENCES PORTFOLIO</b></p>	<p>Training is focused on progressive and individual acquisition of qualifications. It is composed of autonomous modules which can be combined/ brought together depending on the circumstances, in order to fit to the requirements of employment/position held. The training pathway is composed by successive validation of the learning outcomes enriching progressively the competences portfolio of learner. The employability of the learner allows him a “flexible” constitution of a competences portfolio.</p> <p><b>Employability is constructed by assembly by the learner</b></p>

### 3.3.3 Distribution of the European sub-systems into types

Graph 7 Distribution of the analysed sub-systems into types



In 30 analysed sub-systems, type 1 is the most numerous type of sub-system and represents approximately a half of the analysed sub-systems. Most of them are in the course of renovation<sup>46</sup> (undergoing reform or modernization). In accordance with the announced reforms, the majority of those sub-systems will aim at type 2 and 3.



Conception differences appear and enable a better understanding of the difficulty in the dialogue between individual sub-systems. For example, the stakeholders of sub-system of type 2 believe that the approach of type 1 is too theoretical, type 3 is too general, and type 4 is too “atomized”. However, clear areas of possible cooperation appear depending on the arrangement of the future partners. For example, cooperation between type 1 and 3 is possible in the area of technical rather than theoretical issues. As far as technical and professional issues are concerned, cooperation is also possible between type 3 types 2 and 4. Consequently, the ECVET approach facilitates the cooperation between sub-systems and the circulation of learners from one system to another.

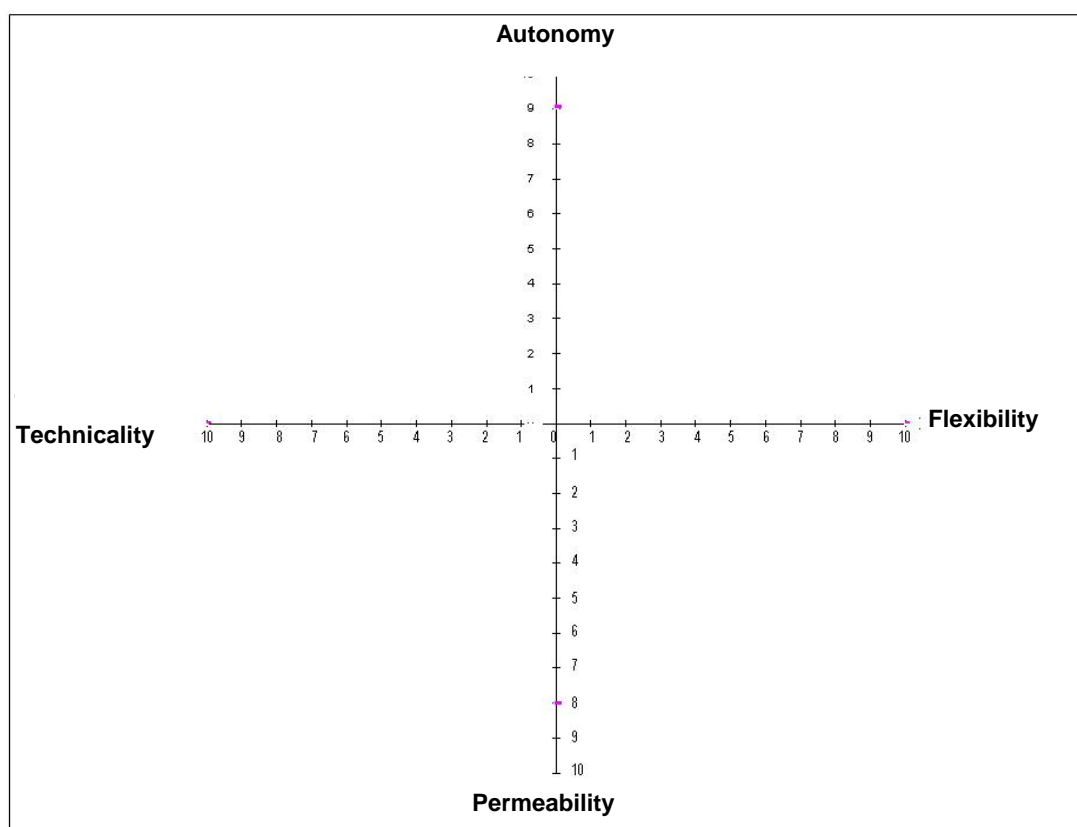
<sup>46</sup> Sub-systems ②, ④, ⑧, ⑪, ⑬, ⑯, ⑰, ⑳, ㉑, ㉒, ㉕, ㉖.

## 4 DIAGNOSIS AND PROPOSALS

### 4.1 DIAGNOSIS

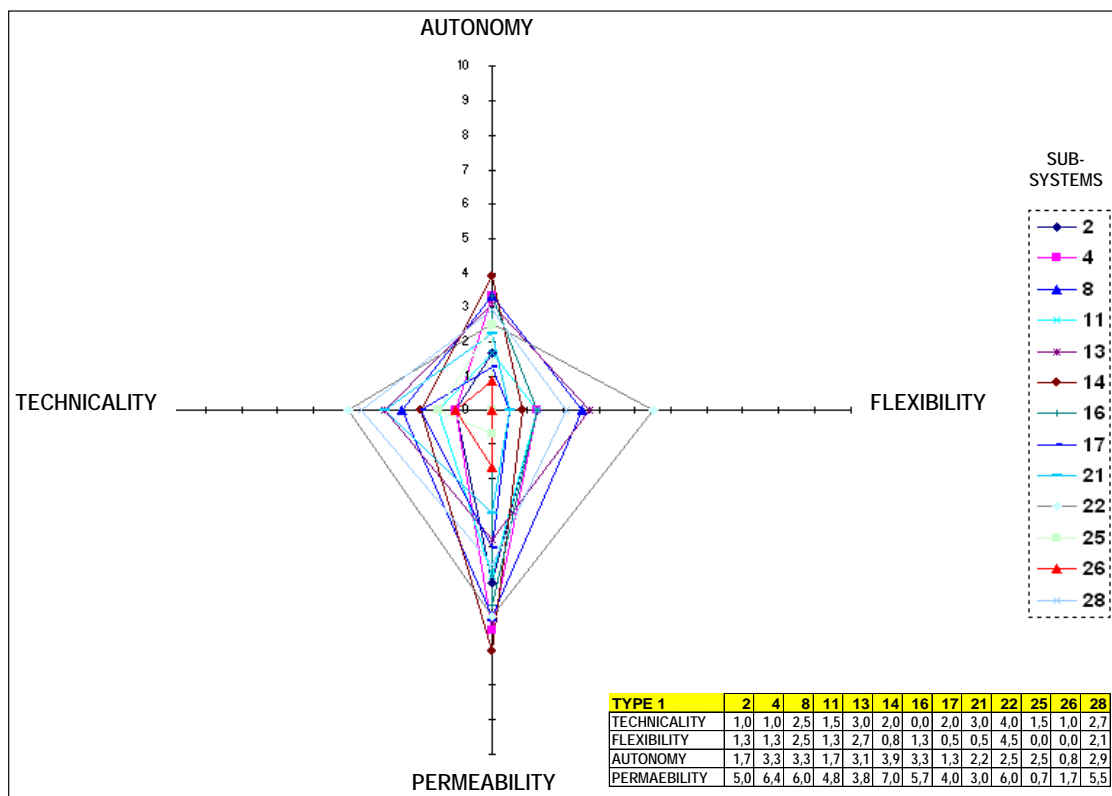
#### 4.1.1 Sub-systems according to to the 4 conditions

The sub-systems of and education training are presented on the graphs below based on the combination of the 4 conditions established for the implementation of the ECVET model. Consequently, the closer the system is to 0 point, the lower is the correspondence to the 4 conditions. On the other hand, the further the system is from 0 point (it is open), the more the system favours the 4 conditions and appears as potentially ready for the implementation of the ECVET mechanism.



**TYPE 1: 4 CONDITIONS IN THE SUB-SYSTEMS FOCUSED ON KNOWLEDGE**

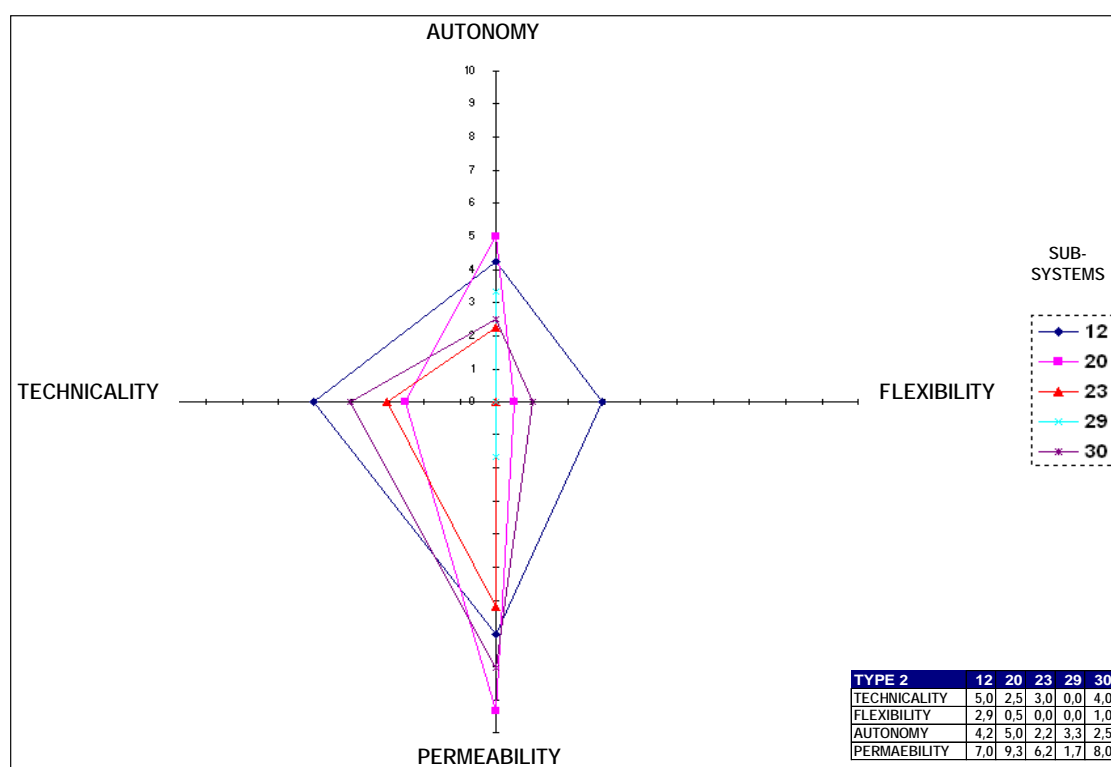
Graph 8: 4 conditions in type 1 sub-systems "Knowledge-oriented"



The Majority of sub-systems of type 1 behave in a homogenous way: for most conditions they focus round 0 point. Their evaluation is below 4 for all conditions, except for permeability. Consequently, changes are necessary if the ECVET mechanism has to be implemented. Nearly all (11 out of 13) the sub-systems have already started the process of changes and the gaps discovered between different sub-systems reflect the differences in the advancement of the changes. Consequently, sub-system 22 appears as more advanced in its evolution than sub-system 26.

## TYPE 2: 4 CONDITIONS IN THE SUB-SYSTEMS FOCUSED ON IMMEDIATE EMPLOYABILITY

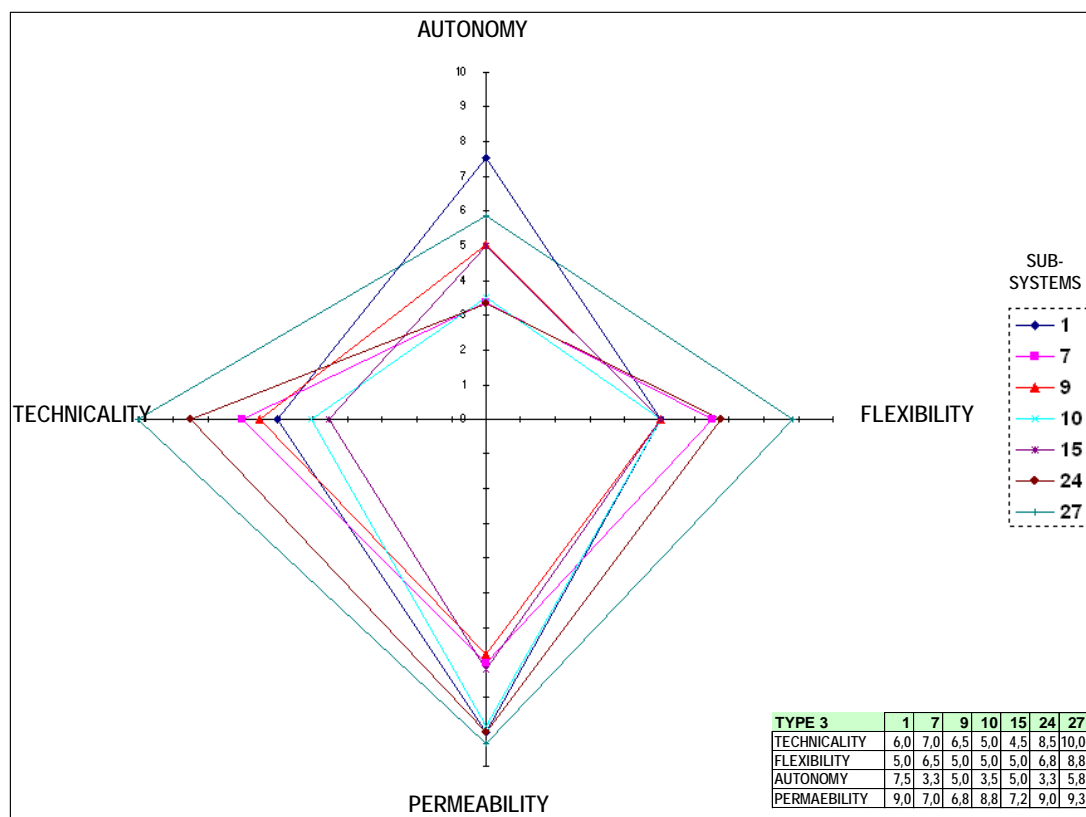
Graph 9: 4 conditions in type 2 sub-systems "Employability"



Certain homogeneity of “behaviour” was discovered. Numerous sub-systems reached the evaluation of 4 for two conditions, which is indicative of a low presence of the elements necessary for ECVET mechanism implementation. In this particular system, the flexibility of training is the area which is more problematic than is the case for other systems. From the perspective of ECVET development, it is an essential condition. In particular, it was observed that there was no division into modules, which is an obstacle preventing learners from acquiring qualifications progressively. However, sub-system 12 seems to lead the way for others: 3 areas with evaluation equal or higher than 4, and only flexibility with a lower result. However, while carrying out the analysis, “traces” of units were discovered in some parts of the system without any conflict with the fundamental components of the sub-system. So, modules exist of continuing training or modules designed for favouring the introduction of learners with a low level of qualifications.

**TYPE 3: 4 CONDITIONS IN THE SUB-SYSTEMS FOCUSED ON ADAPTABILITY**

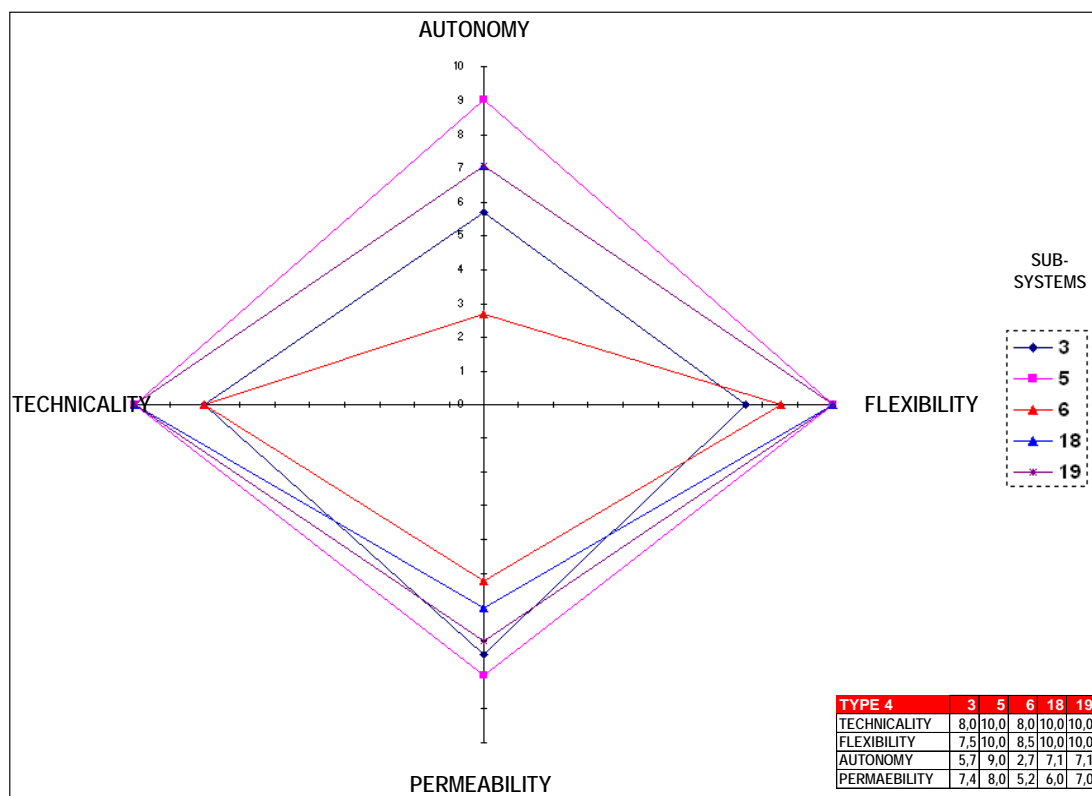
Graph 10: 4 conditions in type 3 sub-systems "Adaptability"



All the sub-systems adopt the same attitude favouring the conditions necessary for the implementation of the ECVET mechanism. The quotation for numerous conditions was above 5. It is necessary to undertake additional actions so as to meet the condition of "autonomy". Generally, as far as "permeability" and "flexibility" are concerned, the situation within sub-systems of type 3 favours the valorisation (giving increased value to) of the mobility periods and the recognition of learning outcomes obtained within other systems.

**TYPE 4: 4 CONDITIONS IN THE SUB-SYSTEMS FOCUSED ON THE ACQUISITION OF THE PORTFOLIO OF COMPETENCES**

Graph 11: 4 conditions in sub-systems of type 4 "Competences portfolio"

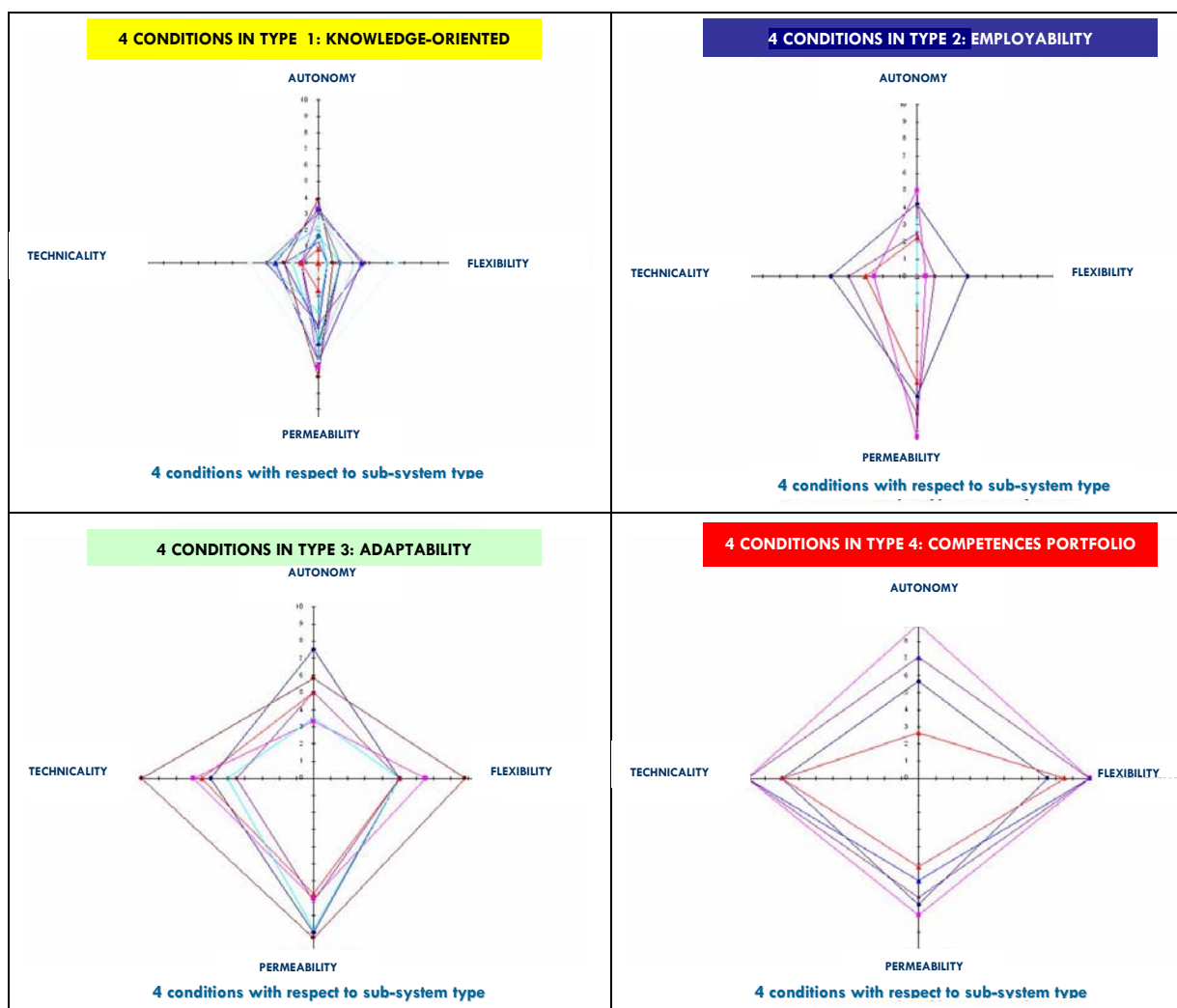


The group of sub-systems of type 4 obtained a rating above 5.5 for the 4 required conditions (except for sub-system 6). On these grounds, it can be concluded that the values and characteristic features of sub-system of type 4 are indicative of a high degree of compatibility with the ECVET mechanism.

Similar to type 3, actions should be conducted, at least initially, aimed at improving the requirements for the condition of "autonomy". The condition with the lowest compliance is "permeability". Still, all the actions are marginal and the majority of sub-systems of type 4 are already ready to implement the ECVET mechanism.



Graph 12: Comparative analysis of the 4 conditions in the 4 types of sub-systems



The comparison between the 4 graphs gives a global vision of the European sub-systems according to the implementation of the ECVET mechanism. It shows also the possible cooperation between the sub system from the same type or from another type.

The cooperation within the same type facilitates the identification and the implementation of actions favouring a stronger adequacy to the necessary conditions for implementing the ECVET mechanism. For all types (except type 1), there are always sub systems which have a better performance on one condition and which are already compatible to the mechanism.

The cooperation between systems from different types is possible to optimize the compatibility level, based on the existing praxis.

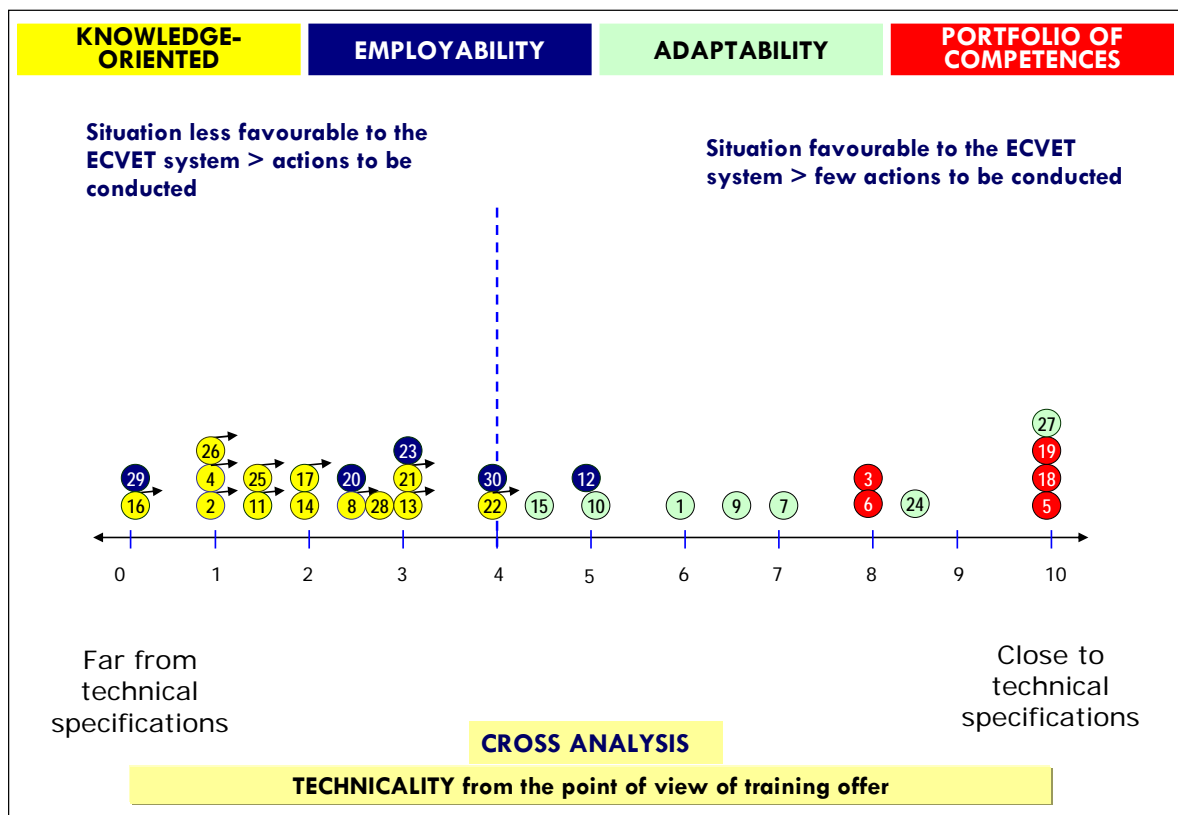
### 4.1.2 Areas for improvement


The graphs below illustrate the position of every sub-system according to the conditions necessary for the implementation of the ECVET mechanism (types identified by colour).

In order to implement the ECVET mechanism every sub-system must position itself on the graph. The typology provides a useful instrument to determine the strengths as well as the elements which should be improved. The “condition by condition” analysis makes it possible to establish areas of improvement for all the systems.

## TECHNICALITY

Graph 13: Cross analysis of Technicality and the types of sub-systems



 Sub-systems of type 1 with an arrow = sub-system under reform towards another type

Generally, half of the analysed sub-systems reached the level of 4<sup>47</sup> or more and the situation in those systems is favourable to the implementation of the ECVET tool. The other half encompasses sub-systems of type 1 which are oriented towards the acquisition of knowledge and in which employability is deferred. They are often (10 out of 13) in the course of modifications and are moving towards the type of systems which are more compliant with the technical specifications of the ECVET mechanism. Only sub-systems of type 2 are characterised by certain resistance in terms of organisation.

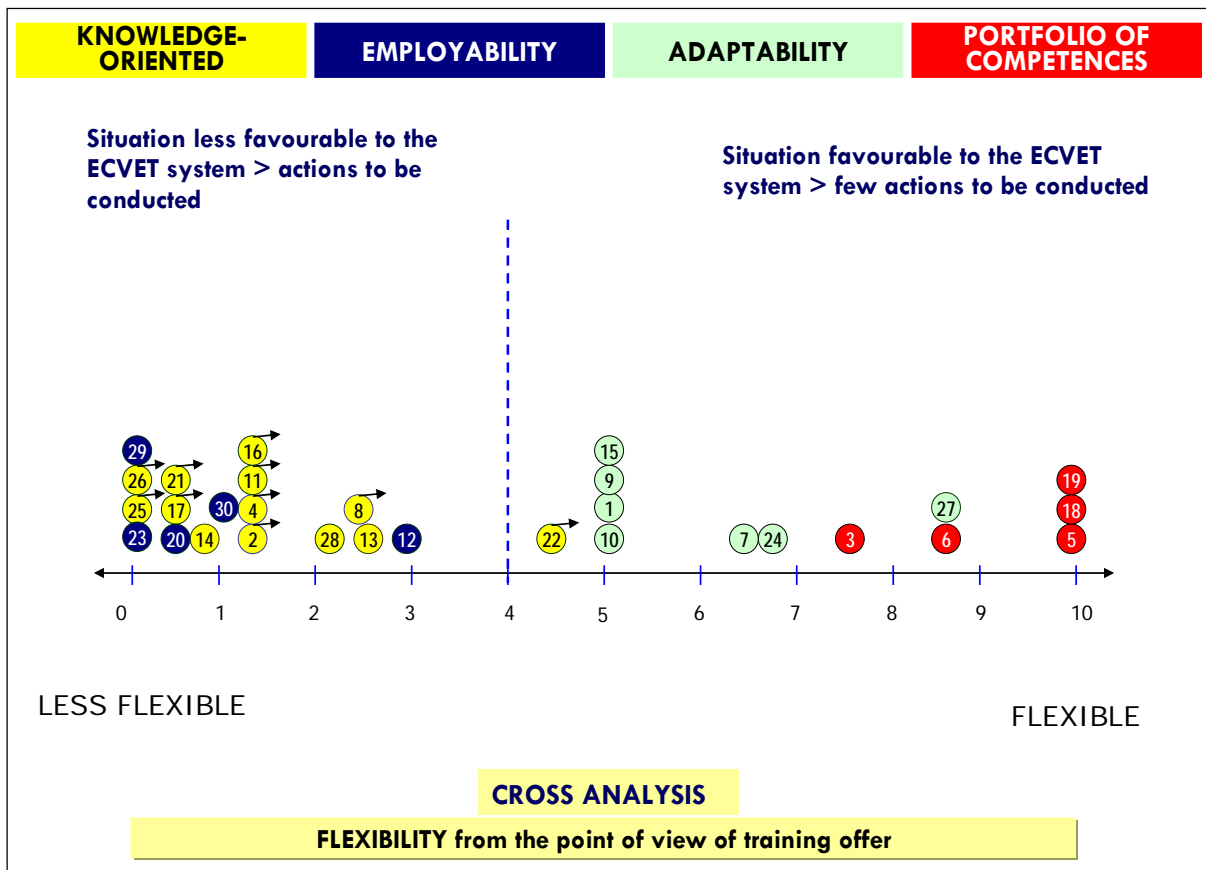
**It is possible to conclude that even though the technical specifications have not yet been integrated, it is one of the conditions attainable for majority of the systems of initial vocational and education training.** The integration of the specifications is a prerequisite for the process of real

<sup>47</sup> Threshold from which a given sub-system is considered as favouring the implementation of the ECVET system

implementation of the system by different stakeholders to be launched. However, this is not sufficient in itself.

## FLEXIBILITY

Graph 14: Cross analysis of Flexibility and the types of sub-systems



Sub-systems of type 1 with an arrow = sub-system under reform towards another type

Today, a little less than a half of the systems are capable of making easy changes aimed at managing individualised training pathways. This condition, which was commonly accepted as essential for lifelong learning and mobility, is not appropriately integrated by the systems. So, modularisation, possibility of flexible entering and leaving of the system, progressive evaluation and validation of the learning outcomes depending on the rhythm of learning are visible only to a limited extent in initial vocational and education training.

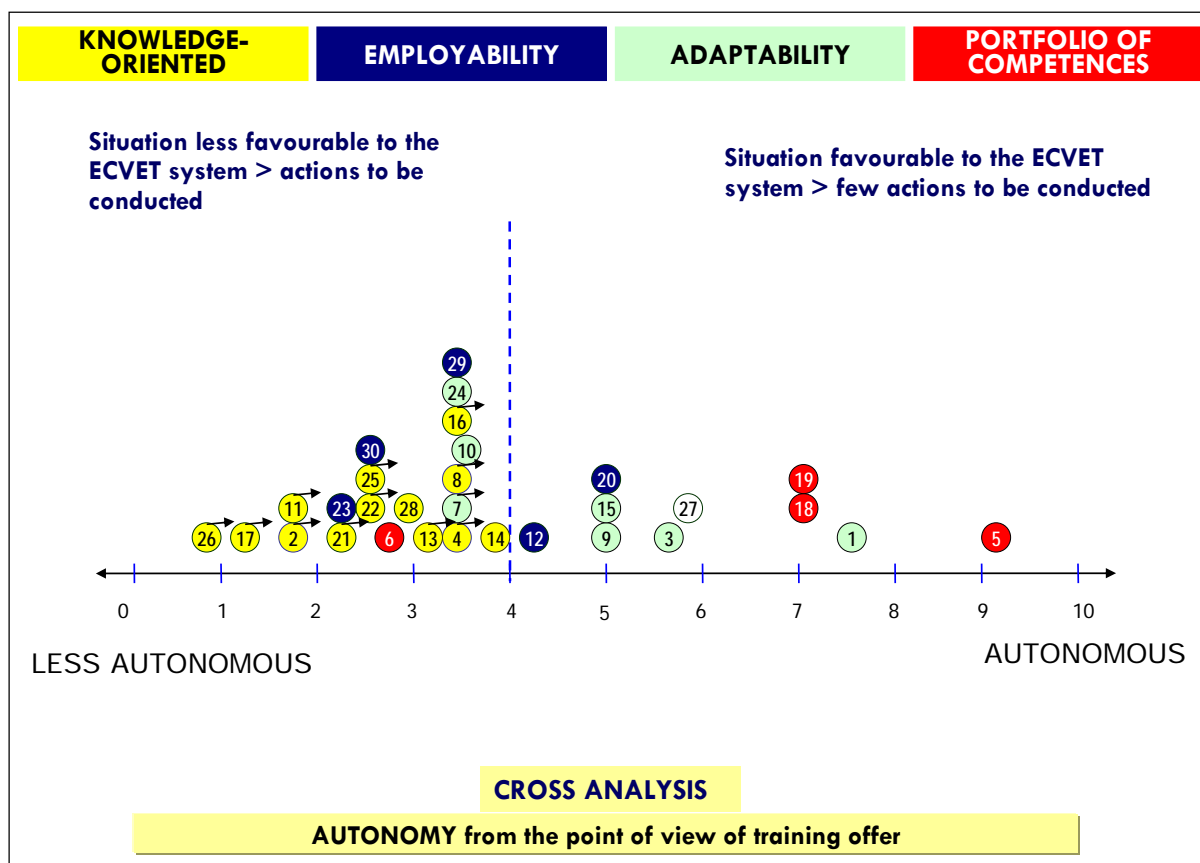
However, there are positive points allowing for reasonable optimism:


- The Majority of sub-systems of type 1 are in the course of modification and evolve towards the more flexible types;
- Possibility to position an individual,, not necessarily in a formal training context, makes it possible to adapt training duration to his/her learning outcomes which are assessed by training centres or competent bodies. Evaluation in this area is still a sensitive issue.

- Locally, continuous training provides a model which could be transferred to initial training.

## AUTONOMY

Graph 15: Cross analysis of Autonomy and the types of sub-systems

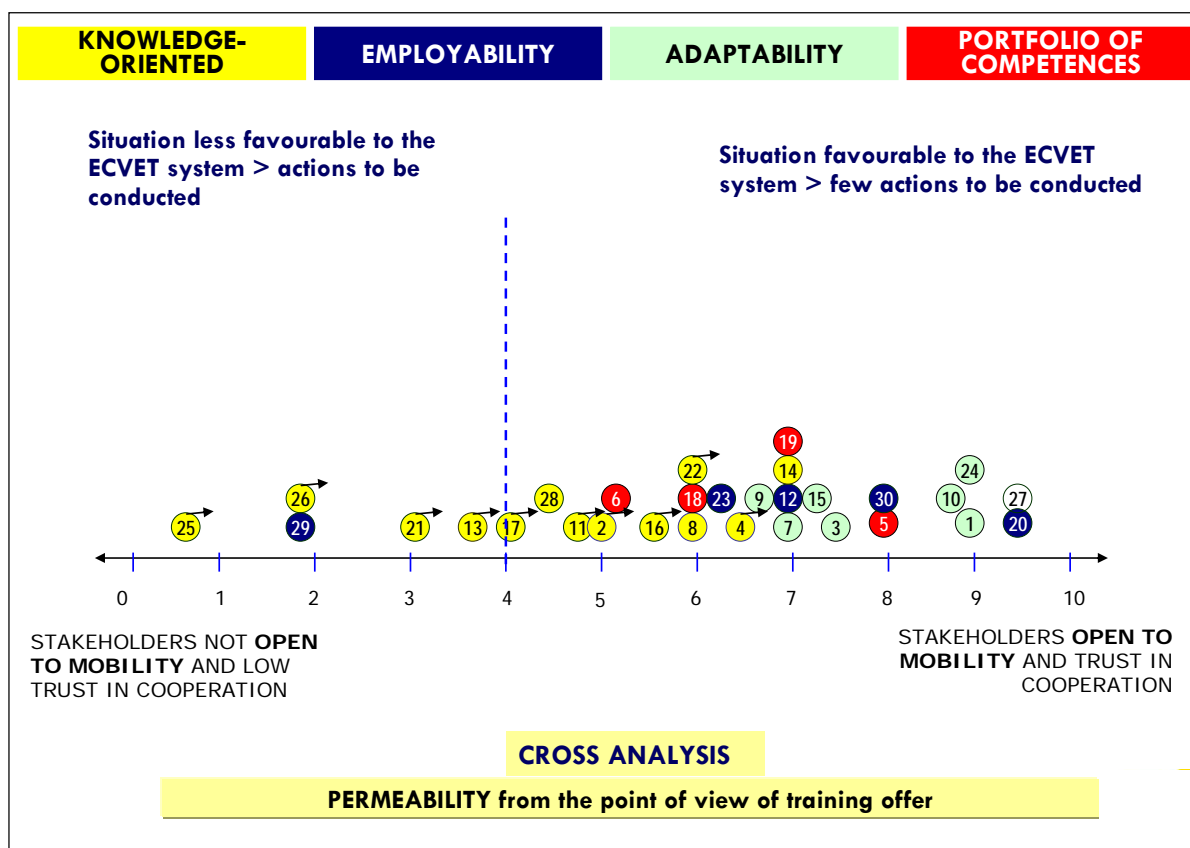



 Sub-systems of type 1 with an arrow = sub-system under reform towards another type

The condition “autonomy” is the one requiring the greatest effort from all sub-systems and majority of types, as two thirds of sub-systems reached an evaluation level below 4. The group of sub-systems of type 1 graded below 4 and for majority of sub-systems of type 2 the case was similar. Only half of sub-systems of type 3 meet the minimum required criteria. This condition is also connected with the ability to delegate some operations which are currently reserved for competent bodies to training centres. It is the issue of managing the systems, but also quality assurance of the entire system.

## PERMEABILITY

Graph 16: Cross analysis of Permeability and the types of sub-systems



 Sub-systems of type 1 with an arrow = sub-system under reform towards another type

The condition of “permeability” seems to be the easiest to attain, as more than two thirds of sub-systems reached an evaluation level above 5. Among those sub-systems, nearly one half of them reached the level of 7 or more. The presence of only one sub-system of type 1 means that all the sub-systems of this type should make an effort so as to meet the requirements set for this condition. It should be stressed that sub-systems of type 1 are most resistant to the condition, whereas the majority of sub-systems of type 3 are more open to “permeability”. To conclude,, the majority of sub-systems have the ability to open themselves to mobility and to take an attitude of trust towards cooperation.



From the technical point of view, the two most difficult conditions to be implemented are the ability to grant greater autonomy to training centres and to manage individualised training pathways, for the majority of the systems.

The integration of the technical specifications seems possible for a large majority of sub-systems, even more so because those furthest from the objective are already undergoing modification.

The general climate, for which the condition of “permeability” is a good indicator, is favourable. The majority of sub-systems confirm their “friendly” attitude towards the learners with learning outcomes in other systems.

## 4.2 PROPOSALS AND ACTIONS

The study was aimed at appreciating the current situation according to the technical specifications of the ECVET device as well as the possible impact of the device on the training offer. Specific actions to be undertaken can be proposed by measuring the difference between the current situation and the optimal situation for the implementation of the ECVET mechanism.

The objective of the propositions and actions presented below is to overcome the possible obstacles preventing the implementation of the ECVET mechanism in initial vocational and education training. There are ways forward which should be applied one per one, each stakeholder should define their relevance according to the situation of a given sub system. The proposed propositions and actions are the result of the analyses of the outcomes of the interviews of over 180 people and the conclusions of the platforms organised in more than 20 countries which brought together over 160 people.

Distinction was made between the proposals concerned with the technical specifications of the ECVET mechanism

Condition	Definition	Proposal
<b>Technicality</b>	Ability to adapt the technical specifications of the ECVET mechanism	Work on the combination of the technical specifications

and the actions applicable to the conditions which will be developed according to the following schema:

Condition	Definition	Action
<b>Flexibility</b>	Ability of sub-systems to integrate individualised training pathway	Developing recognised mobility facilitating the individualisation of the pathway
<b>Autonomy</b>	Ability of sub-systems to delegate a larger responsibility to training providers	Developing the expertise of the field stakeholders
<b>Permeability</b>	Ability of sub-systems to integrate learning outcomes from other systems	Constructing bridges across the systems

## Combination of technical specifications

As it was mentioned earlier, the adoption of the technical specifications outlined in the project of the ECVET mechanism is clearly more related to the domain of certification than to training offer itself, which is nevertheless also affected. Still, in the course of investigations and outcomes analyses, several crucial ideas emerged which do not cover all the issues involved.

### 4.2.1.1 Sharing of good practice

While administering the questionnaires, the national experts quickly noticed that numerous notions were misunderstood by different interviewed stakeholders. For example: the distinction between certification units and training modules or the role and calculation of credit points.

Generally, the initial reaction to a technical specification which does not exist in a given system is to reject it on the grounds of incomprehension and also to consider the ECVET mechanism as complex and inapplicable in a given context.

The typology of sub-systems showed the proximity of the sub-systems coexisting within the same type. However, the evaluation of every sub-system according to adoption of the technical specifications showed that:

- ▶ For a given type, some sub-systems adopted some conditions while other sub-systems did not;
- ▶ For a given type, the same grade could be obtained for different reasons.

Consequently, for the systems which recognise their proximity, what is impossible for one system can be possible for others systems. This allows for some optimism about the integration of the combination of technical specifications regardless of the system type.

The development of the cooperation between close sub-systems in the area of application of the specifications could lead to extending the scope of possible actions and defining common conditions.

This is carried out by developing study visits, in particular for stakeholders of the systems, but also by conducting joint experiments on specific subjects. The identification of close sub-systems also reveals, among others, the possibility of acquiring the methodology developed in this study with the use of the “instruction for use” presented below.



#### 4.2.1.2 Identification of the elements of the systems receptive to the implementation of the technical specifications

All the sectors in a given sub system do not assess the ECVET propositions in an homogeneous way. It clearly appears that some sectors of activity are more interested by the opportunities presented by ECVET than others because they are more exposed to the necessity to cooperate at the European level for technical or economic reasons, or because they have specific recruitment or vocational and education training constraints.

For this reason, the implementation period of the ECVET mechanism should be made longer. Some sectoral work should be carried out within different national bodies in charge of elaborating qualifications for progressive application in the whole system.

Levels 4 and 5 of EQF<sup>48</sup> appear as most favourable to the European mobility for such practical reasons as maturity of learners, their responsibility and linguistic level. For this reason it seems better to start from those levels.

Those two approaches are not contradictory and can be complementary to one another. A list of those sectors which are most receptive to the implementation of the ECVET mechanism and an in-depth analysis concerning the situations favourable to mobility should enable a progressive increase of the implementation of the ECVET .

#### 4.2.1.3 Crucial character of the division into units

Among all the technical specifications, the division of certification into units is undoubtedly the most important. It poses a whole series of questions:

- ▶ The ability of the systems to accept modularisation, in particular the systems of type 2 (mainly based on a holistic approach );
- ▶ The definition of the units, even in the case of the sub-system which integrated the units, is still heterogeneous: sometimes it is based on disciplinary criteria and on grouping professional competences (for example to facilitate the validation of prior learning), sometimes it is based on the coexistence of two approaches into the same qualification (for example by the distinction between general education and vocational education);
- ▶ Often, the role of the units is to enable progressive acquisition of qualifications (for example in case of systems of type 3), but sometimes the role is a part of a larger conception of acquisition of a portfolio of competences, which allows for greater employment flexibility (for example in case of systems of type 4).

The diversity of approaches, even if it is not contradictory to the construction of the “ECVET mechanism”, constitutes a limitation to the possibilities for equivalent rating of qualifications. On this issue, experimentation (in particular common construction of an entire or a part of a qualifications), could be the best way to define the first tangible results and forge a shared culture of unit construction.

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<sup>48</sup> European Qualification Framework

## Developing recognised mobility and facilitating individualisation

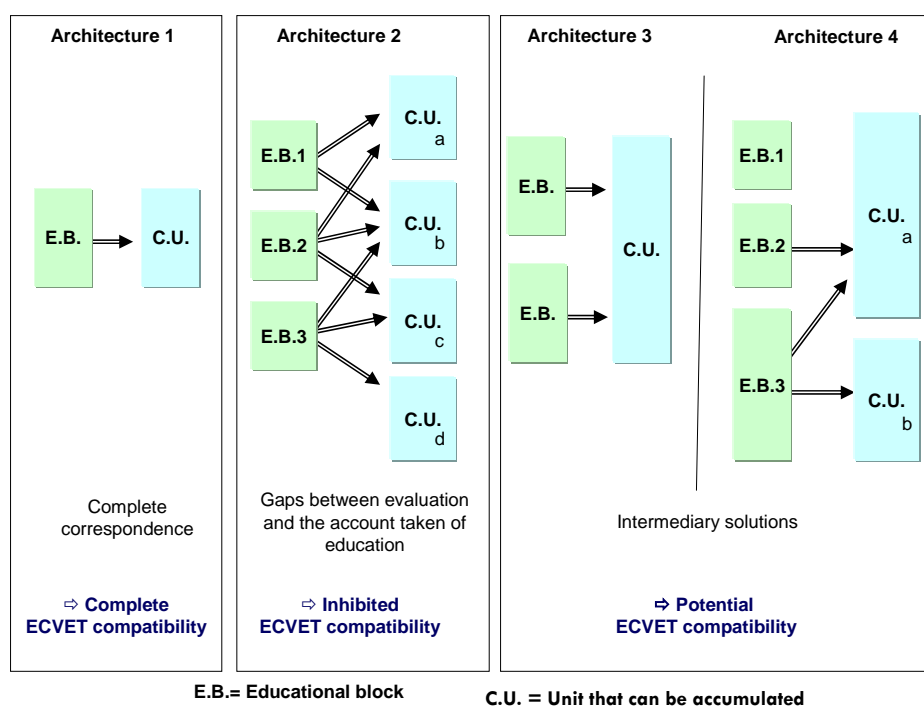
The ability to manage individualised training pathways along with progressive validation of the learning outcomes is one of the limitations of the current systems. The obstacles exist in the design of certification, the assessment conditions, and some organisational factors related to training providers.

As soon as the principle of division into units is agreed, the problem connected with the “volume” of learning outcomes assigned to a given unit and its relationship with training will arise. The size of units can constitute an obstacle to mobility, since those units are in principal the smallest part subjected to certification and as such they often undergo assessment.

### 4.2.2.1 Favouring the implementation of modular training adapted to recognised mobility

The division of certification into units and assessment exert a direct influence on the organisation of training. So, the solution adopted for the assessment of the learning outcomes attached to a given educational block will enable to a greater or smaller extent the compatibility of certification with the ECVET mechanism.

In the illustration below, an educational block (E.B.) corresponds to the part of training which can be identified. It is described by such elements as title (for example the name of the discipline taught), the content specified in terms of Knowledge / Skills / Competences, and the duration. An educational block compatible with the ECVET device will be called an ECVET Module. The schemes below illustrate different situations.



In architecture 1, there is a complete correspondence between the educational block and the unit. This means that the evaluation of the learning outcomes acquired by a learner is organized and possible after completing a given educational block. So, there is an entire compatibility with the development of mobility. In architecture 2, EB2 will be evaluated in CUa, CUb and CUC units at the same time while other KSC will be acquired in other educational blocks. Subsequently, this solution is far from being compatibility with mobility.

Between the two extreme solutions:

In architecture 3, two educational blocks are validated within the same capitalisable<sup>49</sup> unit. This implies that it is necessary to follow 2 educational blocks in order to evaluate and to validate the learning outcomes.

In architecture 4, the learning outcomes of the 2 educational blocks enable recognition and validation of the two units. But BE2 is not totally assessed in Ub and Ua evaluates totally BE1 and partly BE2.

Several combinations are possible with more or less compatibility with recognized mobility. Searching for the best combinations should be encouraged.

Making a distinction between assessment and certification could be an interesting possibility for limiting the division of qualifications into an excessive number of units. In this case, the learning outcomes would be evaluated in the on going process of training and the sum (the synthesis) of these partial assessments would enable the completion (attribution) of the unit. This solution means units have a sufficient size in order to be coherent with simultaneous possibility of reducing the duration of training, depending on the prior learning (positioning), so favouring mobility.

Experimentations or simulations would be organized on existing qualifications in several systems in parallel. They could concern on pedagogical aspects and on the evaluation which will lead to certification.

#### **4.2.2.2 Increasing the average period of geographic mobility**

Currently, the average duration of mobility in vocational and education training in Europe is approximately 3 weeks<sup>50</sup>. It constitutes an obstacle to validation of the learning outcomes, because such a period is too short to give sense and content to an assessment of learning outcomes. But mobility cannot be organised over a longer period of time, because at the moment it does not offer the possibility of validating learning outcomes, consequently mobility is considered as a waste of time within the training path.

<sup>49</sup> That can be accumulate

<sup>50</sup> Move-It study

Only significant financial support can increase the average period of mobility and the number of beneficiaries. This is even more the case for candidates who tend to choose less well paid professions (level EQF from 1 to 4) rather than university training. So it seems necessary to make the same effort and take the same measures as were carried out for universities in the past.

Vocational and education training centres are often smaller than universities which is often an obstacle to finding funding,, to place beneficiaries and to guide the pedagogical actions. It seems necessary in most systems to create intermediary structures providing advice and mutual support in administrative activities related to organised mobility. In some specific cases certain already existing structures play the role of an intermediary organiser such as branches, consular chambers, etc.

Nevertheless, the augmentation of the mobility duration in IVET increases the risk (organisation, cost, dispersion of learning outcomes, etc.) taken by the stakeholders of training, and in particular the young undergoing training. To limit this risk, the quality of the partnership is the guarantee of the complementarity of training and the management of the actions related to mobility for the learners (often minors).

#### **4.2.2.3 Facilitating the recognition of learning outcomes through mutual trust in assessment**

The recognition of what has been acquired outside one's own training sub system means the identification of these training outcomes and the recognition of their assessment. It is an aspect which has been neglected so far, even though work has been carried out on the comparison of the training content or common construction of qualifications. The transparency of the tools, methods and procedures linked to assessment is, today virtually non-existent. Nevertheless, it is a key for a flexible individual training pathway.

The development of transparency and mutual trust in the area of assessment gains new importance in the ECVET mechanism: so far, in the majority of cases, the recognition of mobility was limited to granting the right to undergo assessment without restarting the whole cycle of training (APL) in the new system; recognition will be recognized as "equivalent".

Finally in the future mechanism, the VET system which will recognize the most important number of evaluations done by others, will be the most open to training pathway individualisation. Consequently, a VET system, which will recognize the most important number of assessments, will have less control over the quality and the integrity of its own system.

So, in order to secure the systems, the actions related to the transparency of the assessment are crucial: What is to be assessed? Who should conduct it? How? New tools will have to be created which will enable transparency favouring the construction of partnership agreements. So, assessment becomes a new area for the development of cooperation, which can have the following forms:

- ▶ Exchange of evaluators: taking part in all stages of the assessment process, from the design of supports to the assessment itself.
- ▶ Joint research and training: on tools, methods, procedures and in the area of quality assurance and the efficiency of assessment in different systems.
- ▶ Establishing common tools and resources shared in the assessment of units (elaborated jointly or considered as equivalent).

#### **4.2.2.4 Aiming at compatibility of training organization in training centres and companies, for a managed mobility**

The organisation of training varies across the systems. The total duration of training, their divisions into time periods (weekly, quarterly, yearly periods ...), presence or absence of placements in companies... are pedagogical decisions which influence the compatibility of training with mobility. So, extending a given educational entity over a longer period of time or throughout the whole training or making intervals between different stages of training is not conducive to flexible entry/exit in the system and individualised training pathways:

- ▶ a given person has to have a flexible timetable to follow learning for which he/she has no outcomes;
- ▶ Or, a given person has to catch up on his/her own on the educational stages which were implemented during his/her absence;
- ▶ Or, the duration of training is extended excessively although the learner is following only a part of the training.

A number of specific proposals can be formulated at this stage, which will enable the evolution of the training organisation to a more compatible form with the ECVET mechanism:

1. Establishing a typology of training organisations based on descriptive elements allowing every training provider to situate itself and identify potential partners.
2. Identification of pedagogical organisation facilitating flexible training pathways and informing of such good practices.
3. Developing tools enabling the taking into account of learning outcomes certified by another assessment, in particular those derived from the matrix used for accreditation of acquired experience/prior learning

#### **4.2.2.5 Promotion of career information and guidance for facilitating the Acknowledgement of Prior Learning**

The flexibility of training organisation and the integration of learning outcomes acquired in other contexts results in the increased complexity of the readability of the training offer for users: what learning outcomes are taken into consideration? who implements a favourable mechanism for the quickest training pathway for a person who already possesses some learning outcomes, what are the procedures to be followed ? ....

Moreover, the possibility of individualisation of training pathway is connected with the guidance of individuals in order to establish an organised pathway. The absence of guidance leads to erratic pathways in contradiction with the objectives of the mechanism. On the other hand, a very structured framework leads to non individualised pathways. Who should provide guidance services? What are the resources directly accessible to a person? What are the limits of the support?

Some proposals should emerge on information production. If the training providers have a greater autonomy in the training organization, the possibility to individualise the training pathways or the capacity to recognize some training outcomes acquired in others systems, the information currently available at a central level has to be re organised and detailed in most of the sub systems. Consequently, the services given by the training centres have to foresee hosting individuals in the context of flexible entry / exit.

Moreover, the allocation of distinctive signs ( labels for example) should facilitate the identification of certification for which the equivalences would be established with other sub systems, but also the training providers proposing flexibility within the organisation of the training and involved in mobility actions.

#### 4.2.2.6 Summary of actions connected with flexibility and permeability

### FAVOURING RECOGNISED MOBILITY AND FACILITATING INDIVIDUALISATION OF THE PATHWAY

Actions	Objectives
Favouring the implementation of training modules adapted to recognised mobility	Preparations for developing modularisation (with a module connected to units).
Making training organisation compatible with mobility	Familiarity with modular organisation
Increasing the average period of geographic mobility	Enabling the transfer from standard current mobility to “recognised” mobility
Facilitating the recognition of learning outcomes through mutual trust in assessment	Transfer to training providers of expertise in the area of assessment and positioning
Promotion of career information and guidance	Informing final beneficiaries

### EXAMPLES OF ACTIONS TO BE UNDERTAKEN

#### A- CREATION OF A THEMATIC DOCUMENT BASE

Stakeholders of the VET sub systems can be made familiar with individualized training pathways by referring to and using studies and experiments already carried out within some sub systems or through the analysis of tools developed in such cases.

The initial work would concern the listing of existing resources, the creation of an on line database, the elaboration of reviews. This base could be concerned with various key elements such as: positioning (acknowledgement of prior learning), individualised engineering, assessment means, modes of implementation, preparation of teachers and trainers (in terms of adapted pedagogy), etc.,

The objectives of the constitution of a resource database is to enable stakeholders to share the research lead in different countries – showing what the issues , the risks and the advantages are – in order to work towards solutions adapted to specific constraints, I generating compatibility between the potential partners.

#### B- DEVELOPMENT OF STUDIES AND RESEARCH WORK ON A EUROPEAN SCALE

This would be aimed at developing and constructing units respecting the technical specifications of the ECVET device and would support recognised mobility or would be directly designed for mobility.

As a result of the absence of a predetermined model, the implementation of the management of individualised training pathways has to be progressive.

This could be concerned with the following:

1. Existing qualifications to be adapted or new qualifications
2. Projects concerned with joint construction of certification conducted by competent bodies whose structure takes into account the technical specifications of the ECVET device.
3. Projects developed by field operators (training centres) and aimed at the implementation of training modules (integrated or added to existing qualifications).

### Content of the pilot projects:

1. The basic principles of individualisation should be an object of research work.  
Individualised training pathways cannot be reduced to modularisation. The modular organisation can be limited to educational blocks, but it does not have to necessarily involve assessment (for every module), accumulation or flexible inputs. Consequently, the following should be considered:
  - ▶ Positioning (identification of the learning outcomes implemented by skills tests and/or interviews) and the modes of implementation.
  - ▶ Developing the most relevant individual projects which take account of institutional constraints.
  - ▶ Definition of the pathway adapted in the best possible way (actions in the area of training) and implementation methods.
  - ▶ Determining the means of assessment.
  - ▶ Articulation of modules in the perspective of accumulation.
2. Approach to individualisation :
  - ▶ “Vocational project” approach which is concerned with some degree of freedom given to learners in managing their training pathway. The whole approach is centred on the learner’s project.
  - ▶ “Resources” approach, which is concerned with the means implemented by the training provider. In such a case, the combination of resources aimed at the most optimal use of the conditions favours the acquisition of specific learning outcomes.
3. Relation of specific pedagogy: reinforcing “learner-learning” pair, modification of the role of teacher / trainer (developing tutor’s function),
4. Developing of specific ECVET modules (depending on the sector, subject, or specific learning outcomes, etc.): contents, pedagogical methods, organisation (duration, rhythm, schedule, location, etc.)
5. Functioning constraints (organisational, financial, institutional, premises management, etc.)
6. Important questions:
  - ▶ Should specific ECVET modules be developed or should some existing modules be qualified for ECVET depending on particular criteria (to be defined) ?
  - ▶ How to develop individualised pathways (especially in the perspective of the ECVET mechanism implementation)? Common writing?
  - ▶ How and who should manage the fitting together of modules?
  - ▶ How to make educational organisations compatible?
  - ▶ What is the level of autonomy of learner s?
  - ▶ What are the consequences for the function of teacher / trainer?
  - ▶ How to manage the professional guidance of learner s?

### Objectives:

1. Offering solutions in the spheres of organisation, regulations, pedagogy (by means of guidelines or reports).
2. Creating common tools for the evaluation of units elaborated jointly or considered as equivalent.
3. Elaborating tools (actions) of training related to engineering and pedagogy of individualised pathways (in the perspective of the ECVET mechanism implementation).  
NB: this objective is also the subject of a specific proposal.
4. Determining precise criteria defining an « ECVET module » or evaluating the opportunities for developing modules specific for mobility as a part of the ECVET device (and describing / defining them).
5. Identifying sectors eligible for “rapid” implementation.
6. Producing results which are transferable and legible for the stakeholders.



### C- DEVELOPMENT OF EXPERIMENTS

Experiments would be used to test in vivo the already established and the constructed solutions. They could be sectoral in character.

In the perspective of ECVET implementation, the following should be tested:

- The optimal / minimal duration (depending on the sector, mode of training, expected learning outcomes, organisation, content) of the actions in the sphere of mobility which could become recognised mobility.
  - The levels adapted in the best way to implementation in the first place (the level of the training of learners).
  - The cooperation between different systems: developing actions aimed at the evaluation of the modes of organisation to be implemented.
  - The positioning (APL) and assessment based on predetermined conditions: methods, procedures, tools, quality assurance.

The point is to support full-blown tests in order to confront the obstacles (especially those identified within the study) and validate, invalidate or adjust the solutions proposed as part of the experimentation objectives. The solutions should cover a wider scope than the scope of the pilot projects themselves. In case of the projects, it would be preferable to limit the investigations carried out to a number of priorities. As far as the experiments are concerned, the whole process will be tested. The objective of the experiments will also be to produce information, solutions, and even whole guidelines or other supports later distributed to those operators who wish to invest in recognised mobility of the ECVET type.

Actions of this type could be developed after completing the first phase of research.

### D- TRANSFER OF PRACTISES LINKED TO RECOGNIZED MOBILITY AND TO THE INDIVIDUALIZATION OF PATHWAYS

After establishing the system typology, actions aimed at identifying the sub-system of the same type which have developed technical specifications previously non-existent in the system could be used as an example for implementation they could cover the following:

1. Assessment of the solutions developed for the integration of the technical specifications.
2. Establishing the modes of operation for one's own system.
3. meetings with the stakeholders who have implemented the technical specifications
4. Sharing opinions about the observed obstacles and the solutions implemented to overcome the obstacles.
5. Developing research action in the sphere of tools, methods, procedures, and in the area of the assurance of quality and efficiency of assessment in different systems.
6. Comparing the implemented procedures and the tools used.

To this end, three modes (means) should be considered: working seminars, study visits (or both), or exchange of trainers.

#### **E- EXTENDING THE AVERAGE PERIOD OF GEOGRAPHIC MOBILITY**

Financial support for increasing the duration of mobility periods should be adapted depending on whether or not individuals benefit from a labour contract (apprenticeship / work based training). In this case, a young apprentice is also a paid worker according to their position and their learning outcomes, they may be given some productive tasks in a company. The compensation of the financial effort of the company is a delicate operation but several experimentations would be launched in consultation with employers and social partners. For example:

- Implementation of exchanges actions of apprentices between companies through networks piloted by branches, Chambers of trades, Chambers of crafts,
- Creation of a fund managed by employers and social partners for the compensation of the companies costs – on bases to be defined.
- Creation of an incentive fund for the mobility of apprentices with the payment of a lump sum according to the qualification and the duration of the mobility.

#### **F- INFORMATION AND GUIDANCE**

Specific actions are possible which are aimed at finding the systems of certification and training which integrate the technical specifications of ECVET :

- ▶ specific information sites
- ▶ creating a quality mark for certification
- ▶ creating a quality mark for the institutions
- ▶ special columns in the Europass portfolio
- ▶ creation of a column within the certificate supplement description
- ▶ training of personnel in charge of information and guidance
- ▶ information campaign promoting the device among the beneficiaries

## Developing the expertise of the field players

The autonomy of training providers is necessary for them to participate in the process and, at the same time, to limit the exterior constraints to the strict minimum. They could be involved in the projects of recognised mobility with simultaneous emphasis on their responsibility with respect to the whole system. The autonomy is evaluated on the basis of the following criteria:

- ▶ Their ability to contract agreements related to mobility recognised by the whole system.
- ▶ Their ability to mobilise financial resources sufficient to develop projects.
- ▶ The ability to manage the quality of recognised mobility without reducing the social value of qualifications they are responsible for

The analysis carried out in the course of the ECVET CONNEXION investigations showed that generally there are few systems which leave a sufficient freedom of action to their training providers with respect to certification or financing. Apart from the decision itself, the implementation of autonomy should be accompanied by the transfer of expertise enabling the maintenance of quality and appropriate functioning of the system. The expertise should be developed as part of the initial and continuous training<sup>51</sup> of those responsible for training and trainers. The authorities and institutions in charge of the initial and continuous training should be the first beneficiaries of the tools and should set up multilateral projects concerned with the introduction of the expertise in the education of teachers and heads of training centres.

In the first place, training providers should acquire competences necessary to participate in the process. With regard to ECVET, their new expertise should at least be concerned with the analysis of the curricula, assessment, management of external financial resources. Such development of technical expertise is primarily addressed to all the stakeholders who take part in the process of training, apart from training providers themselves.

### 4.2.3.1 Developing expertise in the production of certification

In order to develop the ECVET mechanism, training providers should be able to understand the construction of curricula and the meaning behind the elaboration of such standards. In the perspective of mutual recognition they will be the first to assess the degree of compatibility between their own standards and the standards of other systems. They will either be in a direct contact with other training centres or in an expertise situation with learning outcomes originating from other systems.

In order to develop transparency on a European scale and to facilitate the mutual understanding of qualifications, it is necessary to give an organized and formal structure to tools, procedures, writing methods used to produce standards for every system. Such information should also be available to all the stakeholders of individual systems. At the level of every system, the information on its own tools, writing methods and procedures should be organised in a systematic manner for trainers and heads of training centres.

When the expression of the standards and objectives of training in the form of learning outcomes is not known (irrespective of the stakeholder concerned), it should be introduced in the form of an ad hoc training. This is the condition of access to the common

<sup>51</sup> Continuing training is beyond the scope of the ECVET Connexion study, however, it cannot be ignored here if we want to discuss the whole of the ECVET system.

language (understanding others) and the language community (being understood by others).

The notion of learning outcome is still being developed. The joint work on the construction of standards and experiments remain at the moment the most effective means of progress towards stabilization.

In order to develop the expertise, we should rely on the methodologies of writing and elaboration of the processes which already exist ( for example, “Sustainable professionalisation<sup>52</sup>” project).

#### **4.2.3.2 Developing expertise in the area of evaluation**

The suggestion behind the ECVET device is to recognise the learning outcomes acquired in other systems. This means that those learning outcomes were assessed in the course of mobility and that the evaluation was recognised by the original system. Such assessment can be used in two ways: reduction of the duration of training (APL) or recognition of the certification itself. In both cases, irrespective of whether it concerns carrying out the evaluation itself or being the first instructor of validation of the assessment carried out, the training centre should acquire real expertise on assessment of all types.

This also implies delegating all these assessment activities to training centre so as to enable the flexibility of the system itself, and also introducing a real evaluation culture close to the ground and a permanent follow up of the quality so as to preserve the integrity of the system.

It is also necessary to organise on the European level the transparency of the tools, methods, techniques, procedures used within the systems to carry out assessment. This requires every system to adopt standards and formalize their approach. Practices used could be illustrated by communicating examples of assessment situations. This should be made available to stakeholders so as to create practical mutual recognition.

The development of mutual trust requires also a constant contact between evaluators whose aim is to confront and enrich their own practices. This could be implemented by sharing experience and in particular by taking part in cross evaluations.

In order to make the implementation effective, simultaneous work should be started on quality standards for assessment. These standards (related to assessment processes and the quality of evaluators) constitute a foundation for the operation of the ECVET mechanism, because they are the basis of accumulation and transfer.

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<sup>52</sup> Method developed for writing the common curricula and used especially with pilot project such as Leonardo da Vinci Comminter, Eurplastic, etc.. (see 4.2.5.)

#### **4.2.3.3 Developing expertise in the implementation of mobility projects**

The use of the ECVET mechanism depends on the conditions of integration of mobility periods into the training process. These periods should be taken into consideration while constructing pedagogical projects, which require special expertise.

With respect to the mobility projects which are being developed among different training centres at the moment, their nature and objectives change in the perspective of ECVET . It involves moving from the declaration of the experience gained abroad (Europass) to mutual recognition of the learning outcomes acquired during the mobility periods. Consequently, the preparation of the object of mobility becomes even more crucial than is the case now.

The organisational aspects significantly influence the quality of the mobility periods. Those periods should be included in the educational organisation of training providers<sup>53</sup>. If the mobility periods disorganise (from the technical, pedagogical, or financial point of view) the training offer, they will be perceived as an obstacle. Training providers will be unwilling to accept the mobility periods or will even oppose them. Moreover, a mobility period should, for example in some sectors, be organised at a specific time (for climatic, cultural, technical reasons, etc.).

Finally, the expertise in the area of mobility projects is also connected to constructing a network of partnership, whose objective is to develop mutual trust. A relevant mobility project relies on the quality of the partner (enterprise and / or training centre). Several operators have already developed some tools (guides, websites, etc.), elaborated framework documents (typical partnership agreements) covering the criteria to be met for the mobility project to be a success. All those produced materials can be transferred. Including existing networks and encouraging the experimental structures seems to constitute the best framework for expertise development.

#### **4.2.3.4 Training of training centres in modular approach and management of individualised training pathways.**

The ECVET device is aimed at developing lifelong learning by making the organisation of the training offer more flexible, which is thus adapted to personal and professional constraints of individual learners. This flexibility is mainly possible thanks to modular training.

The modularisation and the management of individualised training pathways constitute innovative processes in the sphere of organisation and training management and have not yet been used by all training providers. Depending on the system, the engineering of modular training should be initiated in training centres or by other providers (competent authorities). If the competence in the area of engineering should at some point be used within the system, training centres will always have to implement modular organisation and its own management of education. Experiments, sharing of experience, and training should constitute privileged methods in the area of expertise development.

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<sup>53</sup> Mobility periods also include the placements in enterprises

Training engineering implies an analysis of training content and objectives aimed at achieving a division into consistent and pedagogically viable modules. It constitutes a whole range of competences in itself. In the case of autonomy development at the level of training centre, it necessarily requires sharing of experiences.

The educational organisation of modules and the management of training duration require the development of specific tools, in particular software.

Moreover, since the ECVET tool is focused on the individual, such approaches translate into implementation of management of individualised training pathway requiring appropriate tools, guidelines, and regular and individualised supervision of learners. At this stage it is necessary to produce suitable management tools and a methodological framework.

#### 4.2.3.5 Summary of actions connected with flexibility and permeability

<b>DEVELOPING THE EXPERTISE OF THE FIELD STAKEHOLDERS</b>	
<b>Actions</b>	<b>Objectives</b>
Developing the expertise of the field stakeholders in the production of qualifications	Preparations for developing modularisation (with a module / unit connection).
Developing the expertise of the field stakeholders in the area of assessment	Training in the approach towards acquired learning outcomes (training – evaluation).
Developing the expertise of the field stakeholders in the implementation of mobility projects	Making available the keys to the development of European geographic mobility.
Training of training centres in a modular approach	Making organisations compatible, enabling the use of the ECVET tool. Familiarity with modular organisation.
<b>EXAMPLES OF ACTIONS TO BE UNDERTAKEN</b>	
<b>A- TRANSFER OF PRACTICES / WORKING SEMINARS – EXCHANGE OF TRAINERS</b>	
<b>After identifying:</b>	
<ol style="list-style-type: none"> <li>1. The sub-systems most advanced (type 3 and 4) in constructing qualifications compatible with the ECVET mechanism.</li> <li>2. The stakeholders who produced methodologies of writing of curricula compatible with the ECVET mechanism.</li> <li>3. The sub-systems and / or stakeholders most advanced in the area of assessment (in particular adapted to individualised pathway):</li> </ol>	
<b>Organisation of working seminars and exchange of trainers</b> (bilateral or multilateral) aimed at:	
<ol style="list-style-type: none"> <li>1. Presenting the developed methodologies.</li> <li>2. Transferring the expertise through specific cases for the purpose of acculturation.</li> <li>3. Developing case studies designed for participants so as to prepare them for the work concerned with constructing of qualifications and evaluation methodologies.</li> <li>4. Exchange in the sphere of modes of functioning of individual systems.</li> <li>5. Meetings with the stakeholders implementing assessment adapted to individualisation.</li> <li>6. Exchange of identified constraints and the solutions implemented to overcome the obstacles.</li> <li>7. Developing research action in the area of tools, methods, procedures, and in the area of quality assurance and efficiency of evaluation in different systems.</li> <li>8. Comparing the implemented procedures and the tools used.</li> </ol>	
If possible, this work should be covered in a detailed report with elaboration of recommendations and suggestions.	

## B- DEVELOPMENT OF "FORMATIVE" EXPERIMENTS

In the perspective of the development of the expertise of the stakeholders implementing the projects of "recognized" mobility, practice of the mobility projects can prepare the stakeholders for conducting such projects.

### Phase 1 Establishing a base of resources

1. Identifying the stakeholders possessing such expertise (after Leonardo projects or based on the results of Move-it study) and ready to support new stakeholders (or stakeholders with limited experience).
2. Finding the existing resources in the form of documents or tools.
3. Creating a database covering:
  - ▶ the stakeholders ready to transfer their expertise,
  - ▶ the available documentary sources.

### Phase 2 Support ("coaching")

1. Setting up of mobility project aimed at recognition (individual of short duration, individual of medium and long duration, group of short and medium duration, etc.), the author of the project is accompanied at the project development stage by an operator with the necessary expertise.  
The approved projects should cover the technical specifications of ECVET (developing a detailed partnership agreement in the perspective of the implementation of ECVET , pedagogical content, modularisation, evaluation of the acquired learning outcomes, possible modes of transfer), organisation of mobility, integration of quality control, organisation of preparatory visits.
2. Implementation of actions in the area of mobility.
3. Evaluation of the project course aimed at recognising the competences acquired by the operators and stakeholders involved in the project.

Actions of this type could be an object of conceptualisation of "ECVET mobility coaching" function.

Comments: this type of project should receive financial support with respect to all actions: mobilisation of the stakeholders ready for cooperation (transfer of their skills and expertise), search for reliable partners, realisation of preparatory visits, engineering work (before: establishing the project content, preparation of modularization, and after: evaluation, realisation of the transfer through reports and guides). Finally, as part of the mobility sensu stricto, remuneration for companies (for case studies) should also be provided for. Promotion and distribution actions.

### **C- CREATING A EUROPEAN DATABASE ON THE ASSESSMENT PRACTICES IN THE DUAL PERSPECTIVE OF THE DEVELOPMENT OF MUTUAL TRUST AND THE INDIVIDUALISATION OF TRAINING PATHWAYS.**

The purpose of this database is to develop transparency and mutual trust. It could be developed and updated directly by the stakeholders of every sub-system, which would constitute their contribution to “the European Resources Centres for Vocational Education”.

In the database, information about the principles of assessment and certification, the applied procedures, the involved stakeholders, and the quality assurance connected with ECVET would be available for every participating sub-system.

As far as the operational approach is concerned, the qualifications compatible with ECVET could be written down in a catalogue and accompanied by a detailed description of the modes of assessment illustrated by appropriate supports (subjects, tests, etc...) and assessment tools (matrixes, scales, multiple choice questions, etc.).

This database, on-line and easily accessible, could constitute a source for:

- ▶ Setting up of recognised mobility projects (see infra).
- ▶ Preparation of study / preparatory visits.
- ▶ Preparation of working seminars concerned with the comparison of tools, methods, techniques and procedures.
- ▶ Preparation of exchange of evaluators
- ▶ Elaboration of training programs aimed at acculturation to individualised pathways.

### **D- CONDUCTING TRAINING ACTIONS CONCERNED WITH THE CHANGES MADE BY THE CURRICULA IN THE LEARNING OUTCOMES**

Several training sub-systems are directed towards developing training programs and not to creating training objectives. The objectives determine both the pedagogical modes and the assessment practices. Changes will primarily be made by training the field stakeholders:

- ▶ Production of training resources, in particular of case studies (see infra)
- ▶ Training of trainers, if possible at the European level, with a view to stabilising the notion of the learning outcomes.
- ▶ Development of training actions, both initial and continuing, designed for trainers and evaluators. Tutors in enterprises and training course leaders should also be included.

#### **Organisation of actions:**

As far as potentially transnational training is concerned, they could possibly rely on the study visits developed by CEDEFOP whose object would be training actions.



## Constructing bridges across the systems

One of the keys to successful implementation of the ECVET mechanism is permeability of the systems, which means their ability to recognize the learning outcomes acquired in other systems.

### 4.2.4.1 Making training offers compatible

The compatibility of training offers leading to a qualification consists in covering all or some objectives of training. This implies first of all the transparency of objectives, which means that their writing process should be standardised for every system, so as to facilitate their accessibility for others. However, transparency alone is not enough, because it enables bilateral comparisons only. Compatibility cannot just be stated, and it is rather a result of deliberate construction activities.

It seems to be the best solution to construct common curricula in a multilateral way. Then, a whole range of dimensions is taken into consideration by all the partners or stakeholders while drafting the curricula concerned with, among others, pedagogical, institutional, organisational issues. The restraints and obstacles which can appear will be thus eliminated at the very beginning.

This type of action is classified as a “top-down approach”. Writing the curricula (for both training and certification) requires the participation of a pilot (often an awarding body). Such curricula are supposed to be applied by all training providers. If the curricula integrate the compatibility between systems, the obstacles existing between individual training centres is eliminated at the same time.

This action is a part of the process of learning about other systems and joint implementation of tools and methods.

There are already some projects which are being developed which could be the object of initial testing (in the perspective of the transfer of methodologies)<sup>54</sup>. However, several projects could be launched so as to cross the results within an overall evaluation (gain perspective on the methods used, problems encountered and solutions applied, accumulation of experiences, etc.).

Another approach can test the processes which are aimed at making training offers compatible. This is a “bottom up approach”<sup>55</sup>. The objective is to use the experiments developed by training providers. Those providers have identified sectors and qualifications for which the European geographic mobility constitutes a real added value. Based on this, they defined themes (modules) adapted to mobility. Those modules were created to be included or integrated into an existing qualification (irrespective of the country or the original system of the partner countries). Contrary to the “top-down approach”, the curricula is not rewritten or described again as a whole, but only partially (the part best adapted and most pertinent to the recognised mobility). Competent authorities could use it for the application in all the training centres offering the qualification concerned. This approach enables quick implementation of the “recognised” mobility.

<sup>54</sup> Cominter (Leonardo da Vinci project)

<sup>55</sup> DGEAC project (see 4.2.5)

#### 4.2.4.2 Developing networks

The assumption behind the implementation is mutual trust between different stakeholders. This trust can be achieved through networks (especially sectoral or regional) of training centres, enterprises, employers' organisations... The trust should be concerned with various spheres such as training content, equipment, quality of trainers, methods and modes of evaluation, etc.

The development of the networks could be based on previous experience (the already existing networks), on the methods which were or will be tested or on the tools which already exist or will be created. Trust can be established only within structural cooperation based on permanent agreements and financing and progressive stages of development, etc. It also requires the existence of some tools specific to the networks (platforms for experience sharing, publication of information about individual members, exchange of trainers) as well as the possibility of giving such organisation the status of a legal person and making it capable of managing projects and resources.

There are many possible methods available: developing the ECVET experiments within the already existing networks, constructing cooperation networks (whose objective would be the implementation of the ECVET mechanism), developing the ECVET projects (in order to establish a network).

There are several problems connected with the development of such networks:

- ▶ Legal capacity enabling submission of projects, collective management of financial resources, mobilisation of such resources.
- ▶ Institutional recognition within national systems.
- ▶ Ability to manage, evolve and maintain quality and mutual trust.

Financial and technical assistance will definitely be necessary to secure the undertaken initiatives. Consequently, sponsorship / promotion/patronage and guarantee of systems should be developed.

#### 4.2.4.3 Evaluating and using the relations between the ECVET device and the existing European tools (EUROPASS, EQF, etc.)

The ECVET device falls within the general activity in the sphere of transparency of qualifications where some specific tools have already been developed: European Qualification Framework, Europass, and ECTS<sup>56</sup>. So, the ECVET tool should use those instruments so as to achieve the coherence of all the elements. There are several combinations possible such as ECVET-EQF, ECVET-ECTS, and ECVET-Europass.

The use and analysis of the relations between the existing tools and the ECVET mechanism were already started by the European Commission<sup>57</sup> through various pilot projects. The expected outcomes of the projects should provide some clarification for the stakeholders of various systems of vocational and education training (creation of analysis framework, elaboration of methods and procedures aimed at using and developing the relationship between different tools). However, other activities would also be undertaken with a view to strengthening the relations between the ECVET-Europass and ECVET-ECTS systems.

<sup>56</sup> ECTS: European Credit Transfer and Accumulation system

<sup>57</sup> Call for proposals EAC/33/06

Europass is in a logic of transparency. The ECVET mechanism constitutes a method. Europass registers a posteriori one or several European training pathways. ECVET has the ambition to recognize (validate/accredit) the learning outcomes gained in the frame of European training pathways. Their aims are similar: to give value to the results of the European mobility of individuals. Europass registers the learning outcomes, ECVET aims at recognizing. ECVET appears as a more constructed form to increase the value of mobility periods. The use of Europass could be approached on several levels: use of methods, capitalisation of research and existing studies, mutualisation of resources, valorisation of dissemination tools used.

#### **4.2.4.4 Developing modules devoted to mobility**

This proposal falls within the dynamics of the first proposal discussed in this chapter (making training offers compatible). Irrespective of what strategy is implemented (top-down or bottom-up approach), some themes seem more appropriate due to their nature, easy transfer, objective of the recognised mobility, etc.

The modules related to transversal competences (interculturality, autonomy, language practice, etc.) find their natural location in mobility. But, it is also possible to point out professional modules in some sectors in which the European mobility is a reality (hotel industry, tourism, logistics, commerce, car services, crafts, etc.)

#### 4.2.4.5 Summary of actions connected with flexibility and permeability

<b>CONSTRUCTING BRIDGES ACROSS THE SYSTEMS</b>	
<b>Actions</b>	<b>Objectives</b>
Making training offers compatible	Making the ECVET device operational
Developing networks	Developing mutual trust Implementing permanent projects
Assessing and using the relations between the ECVET device and the existing European tools (EUROPASS, EQF, etc.)	Favouring transparency Facilitating the relations between the existing tools and systems
Developing specific units (modules) (devoted)	Enabling immediate operation
<b>EXAMPLES OF ACTIONS TO BE UNDERTAKEN</b>	
<b>A- IMPLEMENTING AND SUPPORTING PILOT PROJECTS AND RESEARCH WORK "Top-Down"<sup>58</sup> type</b>	
<p>Leonardo da Vinci pilot projects (see infra) which are currently under way generate other projects of innovation transfer. The following methodology can be applied:</p> <ol style="list-style-type: none"> <li>1. Identification of a specific sector, a given occupation and one (or many) level(s) of training).</li> <li>2. Establishing of transnational partnership representative in terms of legitimisation at the level of competent authorities, a number of countries (systems) and the capacity for implementation.</li> <li>3. Elaboration of a common professional profile.</li> <li>4. Elaboration of training curricula accounting for the ECVET principles.</li> <li>5. Elaboration of certification curricula (definition of units and sub-units: the variable part of certification, developing mobility-specific units: to be considered depending on the context, etc.).</li> <li>6. Study and implementation of training integration (or units concerned) in different training systems in individual countries.</li> <li>7. Study of the training integration into the offer of training providers concerned and its adoption.</li> <li>8. Parallel to engineering works: creation (consolidation) of a transnational networks (whose modes of cooperation will integrate the ECVET principles: mutual trust, partnership agreement, quality control will relate to the two principles).</li> <li>9. Elaboration of a feasibility report should cover the following: <ul style="list-style-type: none"> <li>▶ encountered obstacles and applied solutions,</li> <li>▶ methodologies employed to define profile, elaborate curricula,</li> <li>▶ stand taken with regard to management of <u>recognised mobility</u>,</li> <li>▶ procedures implemented as part of mutual trust,</li> <li>▶ developed transferable tools,</li> <li>▶ specific supports developed for transfer to other contexts.</li> </ul> </li> <li>10. Test phase: after stabilisation of curricula, procedures of integration of recognition, and criteria of mutual trust.</li> </ol> <p>Projects of this type can be developed (and financed) over a relatively long period of time, but it should be divided into phases (yearly, for example). The promoter of the project is sure that the contracting authority intends to finance it. However, the latter can suspend the project after completing every sequence (phase), if the expected outcomes are not obtained.</p>	

<sup>58</sup> Top down approach (works conducted by competent authorities designed for the whole system)

## B- IMPLEMENTING AND SUPPORTING PILOT PROJECTS AND RESEARCH WORK “Bottom up<sup>59</sup>” type

Some experiments have been identified (especially sectoral) aimed at the recognition of recognised mobility (example: ECT - European Class for Truck Maintenance<sup>60</sup>).

Projects of this type can become operational quickly. In fact, it is based on the prior actions of mobility. The mobility actions constitute a generating fact. The added value for the young, the enterprises and the training centres can be identified immediately.

A set of tools and actions used to consolidate the mobility could be developed in the perspective of the implementation of the ECVET device.

The pilot projects in the area of mobility of the ECVET type could also be supported. The following methodology can be applied:

1. Identification of a specific sector, a given occupation and one (or many) level(s) of training).
2. Construction of partnership relying on training centres, enterprises, and institutions (competent authorities, awarding bodies, professional branches, etc...) for every partner country. Training centres would play the role of technical, pedagogical, and logistic operators. Enterprises would guarantee the involvement of the world of economy. Finally, “institutions” would study the modes of recognition and validation of the learning outcomes acquired in different contexts.
3. Signing an agreement for many years (long-term obligations) including a number of parts:
  - ▶ Classical mobility (short-term action),
  - ▶ Transparency (medium-term action):  
Elaboration of common units (and from the point of view of training offer, simultaneous determining of the connection between units in terms of modules).
  - ▶ Transfer (long-term action):  
Positioning, exempting from training and evaluation).
  - ▶ Accumulation and mutuality (short, medium, and long term): drawing up a n intermediary report aimed at sharing the outcomes with other potential operators (intending to get involved in such actions) and other stakeholders willing to invest in ECVET (especially the competent authorities).

Depending on the organisation of projects, different parts can be implemented successively or simultaneously (or in both ways). This type of approach allows carrying out the mobility actions and testing the methodologies or hypotheses defined within the project. One limitation is the uncertainty whether competent bodies will be willing to use such experience (generalise it for the occupation concerned).

<sup>59</sup> Bottom up approach (works conducted by field stakeholders and distributed to competent authorities with a view to distributing in the whole system)

<sup>60</sup> Project developed in the branch of Car Services (activity: industrial vehicles), countries covered (12/2006): Spain, France, Sweden, Poland.

### C- USING AND DEVELOPING “PILOT PROJECTS” AIMED AT ESTABLISHING CONNECTIONS BETWEEN THE ECVET DEVICE AND EXISTING TOOLS

As far as the **ECVET/Europass relation** is concerned, experimentation can be initiated. Studies<sup>61</sup> have shown that the use of Europass is very popular with both young people and training centres and is starting to be used by companies. Europass, whose objective is to register completed periods (and learning outcomes) in Europe in contexts different from the original system, could constitute the first step towards recognised mobility. However, it is also important to stress the move from declaration to recognition. Through standard mobility projects within which Europass is used, the following sections could also be included and financed:

- ▶ Defining of modes of use (elaboration of procedures) of Europass as part of the ECVET device.
- ▶ Answering some questions: can the Europass portfolio be a support used for recognised mobility (action subject to adoption and implementation of the ECVET device). Can Europass be a transition tool (in time) between declaration and recognition in certification?

The **ECVET/ECTS relation** should also be studied. The ECVET device is based on the units of learning outcomes (description of the outcomes of the learning process) and ECTS on the training programme (description of the learning process according to determined objectives: duration, work load). ECVET would be intended for vocational and education training and ECTS for higher education. However, both systems pursue on the whole the same objective: facilitate the recognition of learning outcomes obtained in different contexts, as part of geographic mobility. Sometimes, some qualifications (diplomas) can result from those two systems. The relationship between them appears to be essential.

It seems reasonable, appropriate to examine how to make the two systems consistent, their convertibility, indeed in the long term their convergence.

### D- DEVELOPING UNITS DEVOTED TO MOBILITY: ECVET UNIT

The implementation of the ECVET device can be fully realised over a longer period of time. All the work which should be conducted (see below: establishing mutual trust, developing individualised pathways, validation and integration into certification of the original context of the units obtained in different contexts, compatibility of training offers, etc.) is important.

Assuming the possibility of the ECVET mechanism adoption, it should be implemented in a progressive manner. Below a more rapid way has been outlined (bottom up type) than the definition of a homogenous general architecture for all the systems (top down type). Yet, there is another way enabling quicker testing and implementation of the ECVET device: defining units devoted to mobility. Support will be possible for projects of this type. They could look as follows:

1. Identification of a specific sector and a given occupation (diploma)
2. Establishing of representative transnational partnership (at domestic level: training centres and competent bodies) in the perspective of a mobility project development.
3. As part of educational sphere of mobility action: identification of the domain (not covered, partially covered, new, etc.) specific to a given qualification.
4. Elaboration of one (or many) unit(s) common with partners (respecting the ECVET principles: defined in terms of learning outcomes and described in terms of knowledge, skills, and competences). Such a unit could be qualified as an “ECVET unit”. Depending on the final objectives, the unit could be covered in the definition of prerequisites and evaluation (modes, procedures, etc.. to be defined)
5. Integration of unit into mobility action
6. Possible usage (depending on project organisation and objectives):
  - ▶ Unit can be added to learning pathway. It does not interfere with prepared certification as it is included as a supplement. Use of Europass allows for attestation

<sup>61</sup> Studies: Move-it (EAC/62/ 2006) and ANFA “10 years of mobility in car services” 2003-2004

of learning outcomes.

- ▶ Integration of unit into certification: this implies work with competent bodies.
- ▶ Mobility project is run (agreement) over many years: during the first stages the ECVET unit is defined, stabilised, and constitutes a supplement to certification. During later phases, the work conducted with competent bodies is aimed at integrating the unit into certification. The phases enable the partners to advance and establish mutual trust. The unit is ready for integration into certification.

### Pilot or experimental projects developed during the ECVET connexion study

A certain number of projects were identified directly connected with the ECVET device. They are projects whose outcomes can be important for new projects. They can be immediately used (to feed one of the databases suggested below) or can be used in future projects. Some of the projects were mentioned in the proposals. They have been listed here for information. The list is not exhaustive, and is primarily based on research work carried out as part of the ECVET CONNEXION study.

Table 13 – Project / experiments on progress

PROJECT TITLE	Curricula	Website
<b>Baltic Education</b>	LdV EAC/33/06	
<b>COMINTER</b>	LdV	<a href="http://www.cominter-europe.org">www.cominter-europe.org</a>
<b>Developing work experience Module for student in the last year of basic and healthcare programme</b>	LdV DK/01/B/F/PP 111 112	<a href="http://www.leonardo-old.com">www.leonardo-old.com</a>
<b>ECVET Fitness</b>	LdV EAC/33/06	<a href="http://www.ehfa.eu">www.ehfa.eu</a>
<b>Embedding Standards</b>	LdV	<a href="http://www.embedding-standards.com">www.embedding-standards.com</a>
<b>EMU-passs</b>	Project of the Metallurgy Sector	<a href="http://www.emu-pass.com">www.emu-pass.com</a>
<b>ESO-CERT</b>	LdV EAC/33/06	
<b>ESO-CSA (CEMES):</b>	LdV D/04/B/PP/146207	<a href="http://www.eso-csa.com">www.eso-csa.com</a>
<b>Euroclass in Motor Trucks Standards</b>	projet pilote Branche des Services de l'Automobile	
<b>Europlastic</b>	LdV FR/04/B/P/PP/151116	
<b>Professionalisation durable</b>	Initiative sous Présidence Française	<a href="http://www.trainingvillage.gr/etv/projects_networks">www.trainingvillage.gr/etv/projects_networks</a>
<b>Securitas Mare</b>	LdV S/01/B/PP/127010	<a href="http://www.sb.hik.se">www.sb.hik.se</a>
<b>Training programme and support materials for event organisers</b>	LdV UK/01/B/F/PP 129403	
<b>VTQS</b>	LdV	<a href="http://www.vocationalqualification.net">www.vocationalqualification.net</a>

#### 4.2.6 General summary of proposals and actions

<b>PROPOSALS</b>	
<b>COMBINATION OF THE TECHNICAL SPECIFICATIONS OF THE ECVET MECHANISM (TECHNICALITY)</b>	
1. <i>Sharing of good practice</i>	
2. <i>Identification of the elements of the system receptive to the implementation of the technical specifications</i>	
3. <i>In-depth work on the distribution of units</i>	
<b>ACTIONS</b>	
<b>FAVOURING “RECOGNISED MOBILITY” AND FACILITATING INDIVIDUALISATION OF THE PATHWAY FLEXIBILITY (AND PERMEABILITY)</b>	
1. <i>Favouring the implementation of training modules adapted to recognised mobility</i>	<b>Examples of actions</b> A <i>Creation of a thematic document base focused on individualized pathways</i> B <i>Implementation, support for pilot projects and research work at European level</i> C <i>Development of experiments</i> D <i>Implementation of actions concerned with the transfer of practices related to recognized mobility</i> E <i>Increasing the average period of mobility</i>
2. <i>Increasing the average period of geographic mobility</i>	
3. <i>Facilitating the recognition of acquired skills through mutual trust in assessment</i>	
4. <i>Making organization of the training programmes compatible in training centres and in companies in order to manage the mobility</i>	
5. <i>Promoting the information and guidance for in order to facilitate the “positioning” (assessment of the level)</i>	
<b>DEVELOPING THE EXPERTISE OF THE FIELD PLAYERS (AUTONOMY)</b>	
1. <i>Developing the expertise in the production of qualifications</i>	<b>Examples of actions</b> A <i>Transfer of practices / working seminars – exchange of trainers</i> B <i>Developing formative experiments</i> C <i>Creating a database on the evaluation practices</i> D <i>Conducting training actions (learning outcomes)</i>
2. <i>Developing the expertise in the area of assessment</i>	
3. <i>Developing the expertise in the implementation of mobility projects</i>	
4. <i>Training of the training centres in modular approach and management of individualised training pathways</i>	
<b>CONSTRUCTING BRIDGES ACROSS THE SYSTEMS (PERMEABILITY)</b>	
1. <i>Making training offers compatible</i>	<b>Examples of actions</b> A <i>Implementing and supporting pilot projects and research work “top down” type</i> B <i>Implementing and supporting pilot projects and research work “bottom up” type</i> C <i>Developing projects aimed at connections between ECVET and existing tools.</i> D <i>Developing units devoted to mobility: ECVET unit</i>
<ul style="list-style-type: none"> <li>▶ <i>Accessible writing methodologies</i></li> <li>▶ <i>Presentation and procedures (formalisation and comparison)</i></li> <li>▶ <i>Construction of common curricula (top-down approach)</i></li> <li>▶ <i>Use of current experiments (bottom-up approach)</i></li> </ul>	
2. <i>Developing networks</i>	
3. <i>Evaluating and using the relations between the ECVET device and the existing European tools (EUROPASS, EQF, etc.)</i>	
4. <i>Developing specific units (devoted)</i>	
Using pilot or experimental projects in progress or completed in the perspective of accumulation / mutuality.	



## 5 MAIN STAKEHOLDERS (players) IMPLEMENTING TRAINING OFFER

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It is necessary to point out the roles of stakeholders at every stage of the process of the training offer in order to determine the initiators and the beneficiaries of the actions proposed in each system of initial vocational and education training.

### 5.1 MAIN STAKEHOLDERS OF INITIAL VOCATIONAL AND EDUCATION TRAINING

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There is a whole range of stakeholders of the initial vocational and education training such as: central administration bodies, editors of the training support and teaching materials, research institutions in the area of teaching, training centres, professional branches, consular chambers, enterprises, labour unions, trainees' parents, and trainees themselves. It is difficult to come up with an exhaustive list and to carry out a detailed analysis of the role and influence of all stakeholders in the process of training. Consequently, the decision was made to limit the study to the "key stakeholders" who were determined in other studies and surveys related to the area and who can have a significant influence on the success of the ECVET mechanism.

The stakeholders included in the study have been divided into standard categories:

► **Institutions of an "administrative" type**

They represent a country or regions (for example: Autonomies in Spain or Länder in Germany). Generally, we are dealing with Ministries of Education and / or Employment (and even agriculture, health, culture...), services of vocational and education training within regions, institutes of qualifications, training boards, etc.<sup>62</sup>.

► **Institutions representing the "world of economy"**

They represent enterprises and / or employees active within the area of training ... To give an example, it is possible to quote: representatives of companies (federations of employers), labour unions, Branches<sup>63</sup>, consular chambers, etc. Enterprises *stricto sensu* capable of participating in the process individually were distinguished.

► **Training Centres**

Public or private training centres providing training within initial vocational and education training. This category includes all training centres, irrespective of who the provider is (schools, training centres affiliated with an enterprise or enterprises, branches of consular chambers, etc..).

► **Enterprises**

It concerns business units (production or services) which in some sub-systems and in some countries are asked to get involved directly and individually in the process of training.

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<sup>62</sup> Names vary depending on the country. For example, some of them were quoted in our text, but the list is not exhaustive in character.

<sup>63</sup> Understood as parity structures (federation of employers and labour unions) which develop a training strategy and have financial means and /or influence (take decisions) in a given sector.

**“Young learner in training”** is the final beneficiary of the ECVET mechanism which enables him/her to manage their learning pathway. The learner is not directly involved<sup>64</sup> in the process of constructing and implementing the system. So, the learner’s attitude was not an object of special studies<sup>65</sup> within the overall research.

Nevertheless, some of the proposals designed to facilitate mobility directly concern the young people undergoing training. In particular, occupational information and guidance of the beneficiaries are the tools which are necessary while developing the ECVET device.

### 5.1.1 Determining the role of stakeholders

The analysis of the training process showed a whole range of functions for the stakeholders of vocational and education training. Consequently, all of these stakeholders, depending on the sub-system and the stage of the process, may have one of the following functions: pilot, supervisor, facilitator or counsellor. These 4 roles<sup>66</sup> are presented below:

#### **Pilot:**

The Pilot is responsible for conducting a given process stage. The area of pilot’s activity covers the design of framework – mainly procedures – and content as well as the implementation actions. Sometimes, the pilot transfers some of his/her responsibilities to a training provider, who then acts on his/her behalf. The Pilot’s influence on individual stages of the process is considerable as it covers initiatives (or validation of initiatives), design, production, and finally coordination of implementation.

#### **Supervisor:**

The supervisor’s function relies on two objectives: quality assurance of the obtained certification and the integrity of the process. This role is complementary to the pilot’s area, but the stakeholders assuming this role can be different, depending on the system. Supervisor assures the conformity of the procedures defined by the pilot, but occasionally can define the criteria, rules, and norms – for quality assurance – or follow those fixed by the pilot. The Supervisor can delegate the implementation to a third party or carry it out himself/herself.

The issue of quality assurance at every stage of the process was not covered in the ECVET Connexion study.

#### **Facilitator or provider of services:**

The Facilitator cooperates / participates in the implementation of the rules established by the supervisor or the pilot. The Facilitator cooperates to facilitate the smooth running of the process and the achievement of objectives. Some providers of services also implement training or evaluation activities, while others provide support services (for example editors of pedagogical materials).

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<sup>64</sup> Except for some countries, where associations or unions of the representatives of the youth in training are consulted at some stages of the process.

<sup>65</sup> However, were involved in the work in majority of platforms.

<sup>66</sup> The term role should be understood as “action in the process”

**Counsellor (adviser):**

The Counsellor issues opinions and advice which are aimed at optimisation of the process. Those opinions or advice are generally<sup>67</sup> issued as part of specific instances defined by the supervisor and/or pilot. The counsellor can also be asked to provide expertise.

**5.1.2 Defining the key stages of training implementation process**

The key stages of the training process were defined in compliance with the indications provided in the annex to terms of references<sup>68</sup>.

► **Identification of the needs**

During this stage different stakeholders appreciate the opportunities to create a certification and later they define the curricula used as a basis for assessment and training content design.

► **Training design**

During this stage training content is developed (objectives, programs, division into modules or its absence, etc.) along with its organisation (public, chronology, mode of access, general educational organisation, calendar, legal and technical aspects, connection with assessment, etc.).

► **Training provision**

During this stage direct contact with the trainee takes place. The following are fixed: modes of training (full-time, alternating, rhythm, etc.), pedagogical methods, and training location.

► **Evaluation and certification/control**

During this stage assessment procedures for learning outcomes are implemented. Assessment techniques and tools are used at this stage by assessors whose status can vary depending on a given system. At this stage, concern is to establish the assessment conditions and tools as well as the type / quality of assessors.

All the above stages are subject to quality assurance, which is an element which was not covered by this study.

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<sup>67</sup> In some countries, the process includes consultations outside specific instances.

<sup>68</sup> see Terms of Reference, section 3.2.1.

### 5.1.3 Roles of stakeholders at individual stages

Table 14 – Roles of VET Stakeholders

Key stage	Identification of needs	Training design (content, engineering)	Training provision	Evaluation and certification/control
Stakeholders				
<b>Pilot</b>	Appreciate the opportunities for certification and decides about creating a curricula	Sets objectives. Elaborates content. Defines flexibility or doesn't define it. Fixes general educational framework. Sets relation between content and assessment.	Defines means of access. Fixes chronological order (modules). Fixes means of training provision (individualisation, rhythm, etc.).	Elaborates rules, modes, and assessment procedures.
<b>Supervisor</b>	Standardizes procedures of study opportunity and checks rules are respected Guarantees quality of control process and results.	Standardizes and verifies conformity with principles and processes defined at the beginning.	Controls provision of training with regard to established rules, procedures and quality criteria.	Ensures quality control and guarantees rules are respected by means of internal and external audits.
<b>Facilitator / Provider of services</b>	Participates and provides technical aid.	Cooperates and provides technical support.	Provides training, develops pedagogical methods and tools, organises training supports.	Develops tools in conformity with established rules and norms. Participates in assessment work whose rules were defined by pilot.
<b>Counsellor/ Advisor</b>	Issues opinions, suggests. Provides expertise. Consultative capacity.	Issues opinions, suggests. Provides expertise. Consultative capacity.	Issues opinions, suggests. Consultative capacity.	Issues opinions, suggests. Consultative capacity.

We find those functions (roles) in all the sub-systems of initial vocational and education training. In case of centralised systems, when the management is conducted by a dominant stakeholder (player), often the Ministry, the pilot and supervisor positions (see design) can be brought together within a single stakeholder. Diversity is nevertheless an important rule, which means that the role of a given stakeholder and not its nature is the key point for any action.

## 5.2 IMPLEMENTATION OF ACTIONS

### 5.2.1 Cross-connections between stakeholders, proposals, and actions

Table 15 – Implementation of actions according to the stakeholders

PROPOSALS & ACTIONS	INVOLVED STAKEHOLDERS (PLAYERS)				COMMISSION*
	PILOT	SUPERVISOR	FACILITATOR <sup>69</sup>	COUNSELLOR	
<b>COMBINATION OF THE TECHNICAL SPECIFICATIONS OF THE ECVET MECHANISM (TECHNICALITY)</b>					
Sharing of good practice	X			X	X
Identification of the system receptive to the implementation of the technical specifications of ECVET				X	
In-depth work on the distribution of units	X	X			
<b>FAVOURING “RECOGNISED MOBILITY“ AND FACILITATING INDIVIDUALISATION OF THE PATHWAY (FLEXIBILITY AND PERMEABILITY)</b>					
6. Favours the implementation of training modules adapted to recognised mobility	X	X			X
7. Increasing the average period of geographic mobility					X
8. Facilitating the recognition of acquired skills thanks to mutual trust in evaluation		X			
9. Making organization of the training programmes compatible( in training centres and in companies) in order to manage the mobility	X	X	X		
10. Promoting the information and guidance for in order to facilitate the “positioning” (assessment of the level)					
<b>DEVELOPING THE EXPERTISE OF THE FIELD STAKEHOLDERS (AUTONOMY)</b>					
5. Developing the expertise in the production of qualifications			X	X	
6. Developing the expertise in the area of assessment			X	X	
7. Developing the expertise in the implementation of projects related to mobility			X	X	X
8. Training the Training Centres to modular approach and to the management of individualised training pathways			X	X	
<b>CONSTRUCTING BRIDGES ACROSS THE SYSTEMS (PERMEABILITY)</b>					
5. Making training offers compatible <ul style="list-style-type: none"> <li>▶ Promotion of writing methodologies</li> <li>▶ Construction of common curricula (top-down approach)</li> <li>▶ Use of current experiments (bottom-up approach)</li> </ul>	X	X			
6. Developing networks			X	X	X
7. Assessing and using the relations between the ECVET device and the existing European tools (EUROPASS, EQF, etc.)					X
8. Developing specific units (devoted)	X	X			

\* European Commission was added to the concerned stakeholders as initiator, expertise provider, and counsellor.

<sup>69</sup> Facilitator and provider of services

## 5.2.2 Instruction for use of the ECVET Connexion study

The ECVET CONNEXION study has been an excellent energy catalyst: the country experts involved in steering committees and preparatory regional meetings held at different stages of the study had the opportunity to confront their approaches, compare the specific features of their own systems and apply in the systems the analyses and results of the study. The use of the ECVET CONNEXION study is the first way of taking advantage of the expertise accumulated in the different countries, by the experts involved in the study.

Apart from the acquired human competences, the study can be used for specifically developed tools<sup>70</sup>, and to formulate conclusions and recommendations. Different levels of reading and application of the study exist, depending on the stakeholders of vocational and education training. Consequently, among the stakeholders it is possible to distinguish, on the one hand, the Commission itself with its different roles of a mediator, initiator, and promoter, and on the other, national stakeholders. Among the stakeholders referred to, the typology developed in the study, at every stage of the process the stakeholders who play the role of facilitators or training offer providers and those who are in charge of counsel, control, and piloting should be distinguished.

### 5.2.2.1. ECVET CONNEXION FOR THE USE OF COMMISSION

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In order to develop a training offer integrating the ECVET mechanism, the Commission should consider the necessity to provide stakeholders, depending on their role in the system, with some support tools, experimentation framework, and means to promote good practices. To this end, the ECVET Connexion study provides a pertinent framework to develop the conditions of future calls for proposals, projects or tenders for carrying out studies.

#### Mediation between systems: experimentation as a privileged means

##### Respecting the values more important than debate on modes

The presentation of the ECVET device to the stakeholders met in the course of the ECVET Connexion study was primarily devoted to the explication of the technical specifications, which provoked reactions with respect to conformity or non-conformity with the national systems. The debate (conformity/non-conformity) is concerned with modes of implementation rather than with questioning the bases of the national systems.

The typology developed in the study shows that the systems which were considered as close to each other can adopt similar modes (division into units, training modularisation, credit points...). So, the debate on the means, challenging as it is, should not be the determining element.

##### Collective work as the basis of learning

The experimentation of the ECVET mechanism should be concerned with “permeability” of the systems i.e. their openness and readiness to recognise others, rather than with “technicality”, which is a means to permeability. The experiments should be favoured in a multilateral frame, possibly covering the whole process from the identification of training needs to training engineering. This should encourage good reciprocal understanding of the mechanics of the systems. Using the ECVET CONNEXION typology as a matrix for reading other systems seems

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<sup>70</sup> Analysis tools of the ECVET Connexion study: National Studies, Analytical Report, SWOT (see Annex related to sub-systems 1), table of evaluation and graphic representation

to be an effective tool for searching for systems which are close to each other (see § ECVET CONNEXION to be used by system pilots) with which it is easier to cooperate.

Based on the outcomes of the platforms, new qualifications or qualifications to be changed seem to be a relevant starting point for launching experiments. Those qualifications would enable the partners to go outside their own pedagogical contexts and would allow each of them to perceive the other party as a facilitator of the development of their own reflection. In this way, it is possible to quickly generate cooperation and disseminate the ECVET device. On the contrary, beginning work on qualifications already established run the risk of being more focused on comparison and competition than on cooperation.

### **Stimulating the training offer using the ECVET device: development of new tools**

The development of tools should be encouraged by means of different calls for proposals and programmes of the Commission in the following years as well as by relying on the already existing projects or new proposals.

#### **Tools for transparency of training offers:**

The principal existing tools are essentially concerned with certification. Several tools and pieces of information are lacking concerning training providers, their degree of autonomy, organisation of training, regulation constraints (status of learners, regulations concerning placements in companies, financing connected to mobility, social security ...) applied to every system.

#### **Tools for developing mutual trust:**

Basing on the ECVET CONNEXION study, mutual trust is concerned with the approach on quality of training, which is currently one of the studied areas. A complementary approach suggested in the ECVET CONNEXION study consists in constructing networks linking professional organisations, enterprises and training centres. Currently, there are no methodological tools, legal resources, and incentives to construct such systems.

The ECVET study relies on a simple idea of recognising in and by a system the learning outcomes which have been assessed by a third party. Consequently, mutual trust is based on areas already assessed (which is the object of current studies and projects) and on the assessment process. This point seems essential. The transparency of the assessment systems, their quality control, and observation of practices is a new element revealed by the ECVET CONNEXION study. ECVET development will be encouraged by creating resources on a European scale.

#### **Tools for training of training providers and informing their users:**

The ECVET CONNEXION study stresses the necessity to develop autonomy and flexibility of training centres. This requires the development of expertise of both trainers and heads of the centres through integrating into their initial and continuous training the theme of cooperation. Making tools available (modules, support, on-line resources, facilitation for the networks between different countries) to training organisers is a preliminary investment for the dissemination of the ECVET device.

Moreover, autonomy and flexibility of training centres generate greater complexity of the training offer for its users. Such diversified offer gives more options, but also requires a whole range of instruments designed for the stakeholders implementing in the form of occupational information and guidance, and even the possibility of informing the users directly (centralized on-line information, for example).

### **Promotion of exemplary training offers**

There are mainly national certifications (applicable to a given country); the ECVET CONNEXION study shows the attachment of individual countries to preserving a strong consistency. Nevertheless, there are several projects resulting from cooperation (LEONARDO DA VINCI projects and others) which suggest certain bridges between systems, which remain unknown. Reflection on the conditions of implementation of clear labelling allowing for an easier identification of individual certifications by users and employers should be a priority, because the success of the certification with them will facilitate the development of the ECVET device. To conclude, the ECVET CONNEXION study, apart from the proposals and recommendations formulated for the Commission, should also enable a hierarchy of possible actions. In particular, some priority axes seem especially pertinent to the development of the ECVET device once it has been adopted.

#### **5.2.2.2. ECVET CONNEXION FOR THE USE OF THE NATIONAL AND REGIONAL STAKEHOLDERS OF VOCATIONAL TRAINING**

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The ECVET CONNEXION study offers an analysis tool to look inside any system of vocational education. The important thing is not the validity of the study at this stage, but rather the answers to the questions posed by the study: what are the foundations (values) of our systems and, with regard to other systems (typology), what are the obstacles within our training offer inhibiting the development of European mobility (autonomy, flexibility, permeability), what actions should be taken to start the dialogue with other systems. The ECVET CONNEXION study intends to be a generator of projects in this sphere.

##### **5.2.2.2.1. ECVET CONNEXION for the use of the counsellors, pilots, and supervisors of the systems**

The tools and procedures created and used by the ECVET CONNEXION study in the analysis of the systems of vocational and education training in Europe provide a solid basis for an internal diagnostic analysis of any system. Among those, the typology of systems is a good example and the approach to training as a process. The tools and approaches also provide keys to the development of cooperation between the systems as they look to define the scope and give some possible means to describe the partners.

The ECVET device does not consist in adopting some technical measures of certification presentation or taking the decision on the conditions of mutual recognition of learning outcomes. It involves the stakeholders of the whole process revealed by the ECVET CONNEXION study, which starts with defining the needs and ends through assessment. Cooperation cannot be divided into a preliminary stage (cooperation between awarding bodies) and a later stage (exchange between training centres), with one stage ignoring the other.

ECVET does not determine what the cooperation between systems should look like, but it facilitates the cooperation through the adoption of a common grammar and principles. The use of the typology makes it possible to identify similarities between systems and the systems with which it is easier to start the cooperation, because they share a similar approach to vocational and education training in terms of values (and sometimes in terms of modes as well) and this enables a better understanding of the possible difficulties and misunderstandings.

The activities should be divided into two stages: first, find the position within the typology, then analyse the surroundings using the provided matrix. In order to establish the groups, the whole process should be analysed based on simple criteria. It is important to stress again that what is important is the declaration and not the observation. The declaration is not always conforming to reality, in particular in the systems undergoing reform where declarations are usually made with curricula for the future.



The characterisation of a given system in its type is always a search for a greater concordance. In every system it is possible to find traces of other systems: which does not imply any contradiction to state that it belongs to a given type. Lack of complete tightness enables cooperation. Complete tightness would mean that the systems of vocational education and training would operate according to a logic of blocks between which bridges could not be constructed, which does not correspond to reality.

The condition of “technical conformity” is of particular interest to counsellors, pilots, and supervisors of systems. The ECVET CONNEXION study in the part concerned with the “management of systems” showed that this category of stakeholders exert a dominating influence on the whole system covering both the initial and final stage of the process. In fact, the elements concerning the “flexibility of training offer” and “autonomy of training centres” are those on the basis of which the technical specifications should be established for both the initial and final stage of the process in order to move from intentions to practice.

#### **5.2.2.2. ECVET CONNEXION for the use of the facilitators of the implementation of training of training providers**

They constitute the first objective of the ECVET CONNEXION study which was to analyse the ECVET mechanism with respect to training offer. The relation developed during the survey stage and in the course of platforms showed that this category of stakeholders rarely had a global vision of the training process and was rather centred on the act of training itself and its organisation.

With regard to this matter, the ECVET CONNEXION study adopted the logic which enabled this category of stakeholders to better understand their determining position in the ECVET device implementation, to gain the perspective of the possible evolution of their role and made available the basis for immediate actions in the form of projects.

ECVET CONNEXION is primarily a presentation of systems with regard to their mechanics and diversity of approaches. On the one hand, the available information is not synthetic enough, and on the other hand, it is provided without any key to understanding the systems (such as typology). Even though the reading of the report seems complex at times, it nevertheless constitutes a starting point for proper comprehension of the framework and the significance of initiatives (even occasional ones) of mobility which can locally be undertaken by training centres.

ECVET CONNEXION offers training centres the possibility of increasing the value of one off operations developed or planned by them. Such activities encompass the diagnosis of the scope of possibilities and conditions. The condition of the “autonomy of training centres” which is often referred to provides a framework for such autonomy. It shows how to move from the logic of conformity to the logic of initiative and responsibility with the use of necessary expertise. The condition of « flexibility » shows the organisational constraints of mobility and reminds us that the final contracting authority of a given service is its user, irrespective of whether he is an employer, learner, or student. Finally, the condition of « permeability » shows that the only useful mobility is the mobility which leads to acquisition of recognised competences: it thus creates conditions suitable for taking initiatives in the area of mobility.

With regard to all the conditions, by formulating the needs (in terms of tools and support) of the supervising authorities and in the area of projects conducted with foreign partners, the ECVET CONNEXION study proposes specific actions and initiatives to be taken within national frameworks.

### 5.2.2.2.3. ECVET CONNEXION for users

As defined by the ECVET CONNEXION study, the users are the employers, on the one hand, and apprentices, learners and students of initial training, on the other. For them the debate about ECVET and the conditions of its implementation in training offer constitutes a debate between experts whose meaning is not really understood if they are not the first to benefit from the system.

The development of the flexibility of training offer organisation i.e. the possibility of individual learning pathways and of the permeability of systems i.e. the organisation of recognised mobility, are objectives which can only encourage and motivate the beneficiaries. A specific method of communication of this part of the ECVET CONNEXION study is required designed for a public out of the circle of experts so that the citizens and stakeholders in the economic world can perceive in a concrete way the challenges of the technical debate.

## 6 CONCLUSIONS

Generally, the stakeholders of vocational education and training in Europe favour the implementation of the ECVET mechanism. Apart from the opinions voiced during the administration of questionnaires (see below “Perception of the ECVET device”), the in-depth meetings and research actions measured a positive perception: “ECVET will constitute the driving force of the modification work under way”, “ECVET is a tool eliminating frustration: recognition of mobility periods”, “ECVET fits into the actions undertaken for us”, “ECVET should give us more transparency”, “ECVET is a tool complementary to EUROPASS which we need”, “The ECVET device could accelerate necessary reforms of the current system”, “ECVET favours the mobility of the young”, etc.

Nevertheless, some fears were raised: « The ECVET philosophy interferes with the current structure of our training system », « although there is a need to reform our system to face new challenges, at the moment ECVET (which could be a solution) is not detailed enough », « The ECVET device seems very complex ».

### The ECVET Connexion study had the following main assumptions:

1. The ECVET mechanism cannot be reduced to the adoption of the technical specifications only and other conditions related to the training offer should also be taken into account such as the flexibility of the training offer enabling a better individualisation of learning pathways, the autonomy granted to the training providers allowing to take into consideration local mobility constraints, the permeability of the systems of vocational and education training in the area of recognition of the learning outcomes acquired in other contexts. Respecting these conditions will enable to complete the formal stage of the ECVET device implementation and to move forward to effective implementation. Apart from the sub-systems of type 1 (knowledge-oriented) whose majority is under reform or modification, the conditions are met or can be met by the majority of sub-systems. Work should be engaged for some sub systems in order to bring them closer to the technical specifications. In the case of all the sub-systems and the majority of types, the condition of “Autonomy” is the one demanding the greatest amount of work.
2. Potentially, the ECVET device can be implemented in various sub-systems. The technical specifications are in a more or less marked way in all types of systems. In the case of some sub-systems, there are not only “traces” of the technical specifications, but they are actually present, which indicates there is no incompatibility with the fundamental principles. However, it should be stressed that their combination (the crucial element) is not always effective. Consequently, depending on each system, the implementation of the ECVET device could take more or less time. In this respect, ECVET seems easy to implement in sub-systems of type 3 and 4 which constitute the majority of sub-systems especially taking into account that several sub systems of type 1 are changing.

3. Apart from the technical principles *stricto sensu*, it is the mutual trust that constitutes the most important element of the whole system. It is an aspect going across all the elements of the ECVET mechanism and concerns all the implementation conditions.
4. The actions which needs to be undertaken so that the sub-systems meet the identified conditions are primarily aimed at acculturation of stakeholders, developing expertise (in terms of individualisation of the training pathway, assessment, etc.), developing projects in which curricula and standards are constructed jointly, expanding the potential of the projects, and disseminating information among the young (final beneficiaries) and enterprises.

ECVET can not be reduced to the study, which is limited to the initial vocational and education training, but it also falls within the framework of long life learning. Its analysis and its implementation should take into account continuous training, informal and non formal learning outcomes, validation of prior experience outcomes, etc. To this end, several stakeholders (players) who were interviewed or participated in the platforms identified ECVET as compatible with continuous training. From the point of view of those stakeholders, continuous training could be the first area of experimentation of the ECVET device.

- ▶ Finally, it should be stressed that the interest of the ECVET device focuses on the individual. Within the scope of the ECVET Connexion study, the final beneficiary is the young in vocational education and training (apprentices in particular).

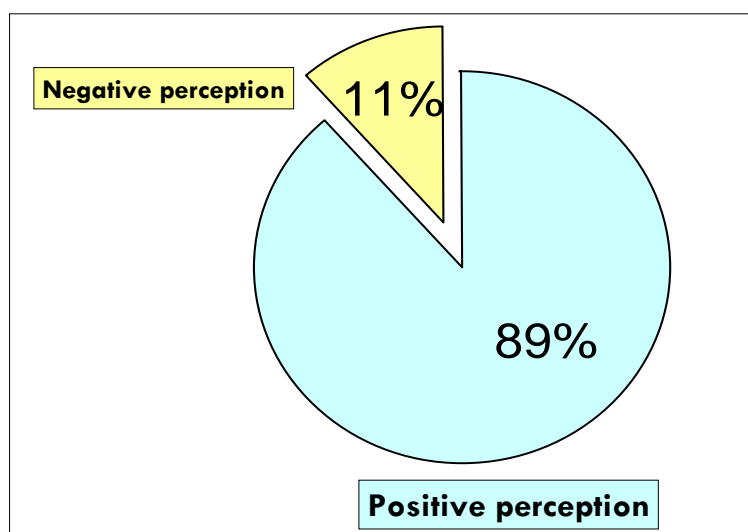
The goal of the ECVET mechanism is to enable the recognition of learning outcomes acquired during the periods of mobility. The system could overcome the obstacles to mobility and facilitate the professional pathway after the initial training. "Recognised" geographic mobility will support (complement) the learning outcomes acquired in the original context: increasing the autonomy of the young, their maturity, their competences, their responsibility for constructing their learning pathway and finally integration into the European dimension. The ECVET device will live and be sustainable only if the beneficiary uses it. For this purpose, the young have to be informed on the mechanism and the added value it generates.

Table 16 - Perception of the ECVET mechanism

(179 people / 157 respondents to questions/ 404 opinions)

A ECVET WILL PARTICIPATE IN DEVELOPING THE EUROPEAN COMPETITIVENESS IN 10 YEARS' TIME	42
B ECVET WILL GUARANTEE GREATER TRANSPARENCY OF QUALIFICATIONS	115
C ECVET WILL INCREASE THE COMPATIBILITY BETWEEN THE SYSTEMS OF VOCATIONAL TRAINING	117
D ECVET WILL ACCELERATE THE MOBILITY OF STUDENTS	84
E ECVET WILL REDUCE THE SCOPE OF VOCATIONAL TRAINING IN EVERY TRAINING SYSTEM	8
F ECVET WILL REDUCE THE QUALITY OF THE NATIONAL SYSTEMS OF VOCATIONAL TRAINING	8
G ECVET WILL NOT RESPECT THE CURRENT LOGIC OF THE NATIONAL SYSTEMS OF VOCATIONAL TRAINING	20
H ECVET WILL RESULT IN THE LOSS OF ATTRACTIVENESS OF NATIONAL SYSTEMS OF VOCATIONAL TRAINING IF THEY ADOPT EURO STANDARDS	10

Graph 17 : Perception of the ECVET mechanism



180 people were interviewed with the use of a questionnaire. It included the questions about the opinion with regard to the ECVET device: the interviewees had to choose between three items out of eight which corresponded best to their opinion (among the 8, 4 items were positive and 4 others were negative with regard to the ECVET device). The responses give us a representative image of the perception of the ECVET device among the stakeholders of initial vocational and education training in Europe.

157 people out of 180 gave an answer to the question. In total, 89% of respondents have a positive perception of the ECVET device and only 11% perceive it in a negative way. 117 people stressed that ECVET “will improve compatibility between the systems of vocational and education training” and 115 believed that “ECVET will guarantee greater transparency of qualifications”. Only 20 people are concerned that “ECVET will not respect the current logic of national systems of vocational and education training” and 10 that “ECVET will result in the loss of attractiveness of national systems of vocational and education training if they adopt European standards”.

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## 8 APPENDIXES

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**A- Questionnaire**

**B- Guide d'accompagnement du questionnaire ECVET CONNEXION**

**C- Cadre général des études pays -grille d'analyse- (« template »)**

**D- Exemple de rapport analytique**

**E- Exemple d'analyse SWOT**

**F- Tableau de cotation des conditions**

**G- Liste des experts**

**H- Liste des personnes interrogées**

**I- Liste des participants aux plateformes**

**J- Présentation des résultats Berlin 30/11/2006**

## 8.1 APPENDIX A : Questionnaire

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### Introduction

The objective of the ECVET CONNEXION project is to conduct an in-depth study on the scope of the ECVET system (i.e. initial vocational training and apprenticeship in Europe) to carry out a feasibility test on the ECVET system with regard to the nature, organisation and provision of the vocational training on offer and the procedures for recognising the results of apprenticeships based on the ECVET system. It is a matter of identifying on the one hand the obstacles to the feasibility and implementation of the ECVET system and, on the other hand, the factors favourable to its development strictly in terms of the characteristics of the training provision and the existing or necessary mutual recognition procedures for skills gained through apprenticeships. The study concerned the formal Initial vocational Education and training.

It's very important to underline on the one hand that our work is conducted in the wider perspective of European Mobility and, on the other hand that the proposed ECVET model does not intend to substitute any current national system. It is a proposition for a tool which aims to promote European Mobility and the questionnaire aims to assess stakeholders' views on how the adoption of the system could be, as it stands, envisaged and how it could be completed to accommodate or overcome obstacles.

Information collected will be classified. Names of interviewees will be known but answers will be anonymous. These results will be integrated to the country expert survey and European report (to be transmitted to European Commission and Parliament) the names of interviewees will be listed (under agreement) in the report. The content of the questionnaire will be focused on the following themes (the information will complete a desk research action).

1. TRAINING PROVISION DESIGN:
2. TRAINING PROVISION DELIVERY
3. IMPACT OF RECOGNITION PROCESS AND ACCREDITATION / VALIDATION (FROM THE POINT OF VIEW OF THE TRAINING PROVISION)
4. CHARACTERISTICS OF COOPERATION AT THE EUROPEAN LEVEL & IN GENERAL
5. ECVET & GENERAL OPINIONS

**IVET:** Initial Vocational Education and Training

**Stakeholders:** decision makers, institutions (central, regional, local administrations), employers' federations, social partners, Chamber of Commerce, Chamber of Trades

**Training actors:** all stakeholders working in the field of training and all people playing a role within training system (training centres, teachers, trainers, apprentices, young in initial training).

## 0. Interviewee details

- Current Profession
- Current Employer
- Principal Professional activities
- Experience in vocational education and training
- Principal professional sectors or well-known job profiles that will be the reference for the persons answers
- Level of practical knowledge of vocational training in other European Countries (type of hands on experience)
- Length of experience in European programmes (number and type of experience)

Language of interview	
Date and place of interview	
Address for contact :	
Ask interviewee if wants to receive a project report copy	

## 1. TRAINING PROVISION DESIGN

**Q1. In your IVET system do you have training provision developed in training modules?**

1. YES
2. NO

### If yes

- **What kind of training modules?**

**In the different sectors of initial vocational training system that you are familiar with, what is the level of development of the following different components of the system into training modules?**

Development step	Very developed	Developed	Being developed	Not developed
Components				
Modules Expressed In Lo				
Modules Expressed in LO defined in term of KSC				
Modules linked with units (see Technical Specifications)				
Creation of individualised pathways (tailor made)				
can you <u>estimate</u> the volume of training provision that is formulated in Training modules				

**Comments :**

### If no

\* are there plans for development of training modules? Which kind?

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\* What are or could be the main obstacles in your country to prevent the development of a IVET system with training modules?

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\* Is your training provision expressed in competences to be achieved?

1. YES

2. NO

Q2. Erased

Q3. To what extent does (would) the accreditation (certification) system favour or restrict the development of training in modules defined in terms of learning outcomes? (\*Guide: impact on training provision)

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Q4. To what extent, is your IVET system flexible in the organization of training? E.g.: possibility to build flexible training pathways, individualized learning pathways, work based training pathways, impact of assessment etc.

1- Totally flexible

2 - High degree of flexibility

3- Limited degree of flexibility

4- Not at all

Added comments

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Q5. In the different areas of vocational training, how do you rate the role of the stakeholders?

Topic	COLUMN 1	COLUMN 2	COLUMN 3
<b>Training actors</b>	<b>Identification of training Needs</b>	<b>Content</b>	<b>Educational / Pedagogical organization</b>
Decision makers (National, Regional or local administration)	1-Very important 2-Important 3-Not so important 4-Not important	1-Very important 2-Important 3-Not so important 4-Not important	1-Very important 2-Important 3-Not so important 4-Not important
Decision makers (Joint bodies)	1-Very important 2-Important 3-Not so important 4-Not important	1-Very important 2-Important 3-Not so important 4-Not important	1-Very important 2-Important 3-Not so important 4-Not important
Decision makers (companies, Chamber of Commerce or of Trade)	1-Very important 2-Important 3-Not so important 4-Not important	1-Very important 2-Important 3-Not so important 4-Not important	1-Very important 2-Important 3-Not so important 4-Not important
Training Centres	1-Very important 2-Important 3-Not so important 4-Not important	1-Very important 2-Important 3-Not so important 4-Not important	1-Very important 2-Important 3-Not so important 4-Not important
Teacher / Trainers	1-Very important 2-Important 3-Not so important 4-Not important	1-Very important 2-Important 3-Not so important 4-Not important	1-Very important 2-Important 3-Not so important 4-Not important

	Column 4	Column 5
<b>Topic</b>	<b>Responsibility for assessment</b>	<b>Validation / accreditation</b>
<b>Training actors</b>		
Decision makers (National, Regional or local administration)	1-Very important 2-Important 3-Not so important 4-Not important	1-Very important 2-Important 3-Not so important 4-Not important
Decision makers (Joint bodies)	1-Very important 2-Important 3-Not so important 4-Not important	1-Very important 2-Important 3-Not so important 4-Not important
Decision makers (companies, Chamber of Commerce or of Trade)	1-Very important 2-Important 3-Not so important 4-Not important	1-Very important 2-Important 3-Not so important 4-Not important
Training Centres	1-Very important 2-Important 3-Not so important 4-Not important	1-Very important 2-Important 3-Not so important 4-Not important
Teacher / Trainers	1-Very important 2-Important 3-Not so important 4-Not important	1-Very important 2-Important 3-Not so important 4-Not important

**Q6. To what extent would the proposed ECVET model modify the role of the different training stakeholders?**

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## 2. TRAINING DELIVERY

**Q7. Can you give the autonomy level of “Stakeholders” in your IVET system?**

### 71- For the training centres

- 1- Totally autonomous
- 2 - High degree of autonomy
- 3- Limited degree of autonomy
- 4- Not at all

Added comments

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### 72- For the trainers/teachers

- 1- Totally autonomous
- 2 - High degree of autonomy
- 3- Limited degree of autonomy
- 4- Not at all

Added comments

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### 73- For the trainees/ learners

- 1- Totally autonomous
- 2 - High degree of autonomy
- 3- Limited degree of autonomy
- 4- Not at all

Added comments

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**Q8. Could you say how the proposed ECVET model would impact the autonomy level of these stakeholders?**

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**Q9. What is the importance of the following elements in your IVET system?**

Characteristics	Importance
<b>Open and distance learning</b>	1-Very important 2- important 3-Not so important 4-Not important
<b>E-assessment</b>	1-Very important 2- important 3-Not so important 4-Not important
<b>Work based learning</b>	1-Very important 2- important 3-Not so important 4-Not important
<b>Others</b> ..... ....	1-Very important 2- important 3-Not so important 4-Not important

**Q10. What are the principal characteristics of admission to your national IVET?**

<i>Admission</i>	
No restriction (young, adults,)	1-Very frequent 2-Frequent 3-Not so frequent 4-Not frequent
Selective admission	1-Very frequent 2-Frequent 3-Not so frequent 4-Not frequent
Recognition of prior learning outcomes	1-Very frequent 2-Frequent 3-Not so frequent 4-Not frequent
Recruitment every 3-6-9 months or other	1-Very frequent 2-Frequent 3-Not so frequent 4-Not frequent
Permanent entry / exit	1-Very frequent 2-Frequent 3-Not so frequent 4-Not frequent
Others .....	1-Very frequent 2-Frequent 3-Not so frequent 4-Not frequent

**Q11. In the existing IVET system can you specify the level of development of the following components?**

<i>Level</i>	Very developed	Developed	Being developed	Doesn't exist
<i>Components</i>				
Foreign languages				
Intercultural Modules				
Modules on Europe (European Citizenship)				
Placements abroad				
Training modules in companies				

**Q12. Do you think that it is possible that part of vocational training could take place in another European country, and what would be the necessary conditions for validating this training in your country?**

-----

### 3- IMPACT OF RECOGNITION PROCESS AND ACCREDITATION<sup>71</sup> (FROM THE POINT OF VIEW OF THE TRAINING PROVISION)

**Q.13 Do procedures of Accreditation of Prior Learning (APL) and level assessment, before beginning training, exist in your National IVET system?**

1. YES
2. NO

**If Yes**

**\* Can you specify how the system works?**

-----

**If no**

**\* What are the main differences?**

-----

**\* Could your system be developed in this way?**

-----

**Q14. Can you define the main characteristics of the assessment of knowledge system, the main innovations and the main difficulties and competences during and at the end of training?**

Characteristics of the system

-----

Innovations

-----

Main difficulties

-----

**Q15. What would be the impact on assessment methods of designing programmes in training modules?**

-----

**Q16. According to you, how would the introduction / use of a credit system in VET impact on the method of appraisal, certification and validation?**

-----

<sup>71</sup> Accreditation in English = validation in French

#### 4- CHARACTERISTICS OF COOPERATION AT THE EUROPEAN LEVEL & IN GENERAL

**Q17. Do you know about any European projects that have had an impact on Initial vocational training in the different sectors you are familiar with?**

1. YES   
2. NO

**Q17.a. If 'yes:**

**Which European Projects are you referring to**

-----  
**and what was the impact?**

	Very Important	Important	Not so important	Not important at all	Don't know
On IVET System (development of common core module)					
On IVET (assessment / mutual Recognition process)					
European Mobility					
European Mobility (Integration inside the training pathways)					
Other :					

**Q18. Can you identify stakeholders actively promoting geographic (national and European level) and cross- sectoral mobility?**

**Possible cooperation areas for the next question (Q19)**

1. Identification of training needs
2. Admission Flexibility to training for different target publics and access for non-qualified people to the 1<sup>st</sup> level of vocational training
3. Development of vocational training pathways integrating the creation of vocational qualifications
4. Vocational teacher training
5. Project work (co financing or technical support, ICT development, creation of next training centres, development of resource centres\*
6. New pedagogic organization of the training offer (alternating training, placement completed abroad etc.)

\* a platform with human and material means providing information, support on a specific theme which can be educational, technical, economic etc)

**Q19 Among the 6 different themes of cooperation (mentioned above) between European stakeholders, which appear to be a priority for facilitating the implementation of ECVET? Why?**

**Q20. Among the priorities you mentioned above do you see any obstacle (in terms of cooperation between stakeholders) in your country and could they be overcome?**

**Q21 Erased**



**Q22. Cooperation areas between IVET system and companies or sectors, indicate the type of existing contact for each topic**

	Regular contact	Occasional contact	No contact
Development of new training pathways	1	2	3
Cooperating on development of curricula content	1	2	3
Cooperation in training delivery	1	2	3
Sharing Materials	1	2	3
Trainer Exchanges	1	2	3
Geographic mobility	1	2	3

## 5- ECVET AND GENERAL OPINIONS

**23. Do you think that European mobility should be a part of the training pathway?**

1. YES <input type="checkbox"/>	2. NO <input type="checkbox"/>
<b>* If yes, should it be compulsory or optional?</b> 1. Compulsory <input type="checkbox"/> 2. optional <input type="checkbox"/>	<b>* If no why?</b>
<b>* If yes, should it be integrated directly into the curricula or added to. ?</b> 1. integrated <input type="checkbox"/> 2. in addition <input type="checkbox"/>	

**Q24. Erased**

**Q25. According to the proposed ECVET model, what could be the format and organization of European Mobility inside your training pathways?**

**\* Optimal duration**

-----

**Comments**

-----

**\* What could be the maximum percentage of the training pathways made abroad (in the perspective of recognition)?**

-----

**Comments**

-----

**\* Which proof of quality could be given to enable the implementation of “Mutual trust” procedure in your IVET system? Does it seem you suitable?**

-----

**Q26. To what extent would the proposed ECVET model influence your IVET system? How?**  
-----

**Q27. Choose among the following 8 propositions, the 3 you consider to correspond most closely to your opinion concerning the effect of ECVET**

1. ECVET will contribute to the development of European competitiveness in the 10 next years;
2. ECVET will guarantee a better transparency of qualifications;
3. ECVET will develop young person's mobility;
4. ECVET will improve the comparability of VET systems;
5. ECVET will decrease the scope of vocational training in each VET systems;
6. ECVET will decrease the quality of national systems of VET ;
7. ECVET will not respect the actual logic of national VET systems ;
8. ECVET will decrease the attractiveness of national VET systems if they follow European standards.

**Q28 Taking into account the characteristics of your current initial vocational training provision can you specify which reforms you consider a priority in the next 3 years?**  
-----

**Q29. How do you integrate ECVET proposal into these priorities?**  
-----

**Q30. How could the ECVET system be developed to integrate it more easily into your vocational training system? Are there any particular training programmes in your system where integration would be easier?**  
-----

**Additional information**

An information kit has been provided to experts. This kit included:

- 1- A presentation of the ECVET mechanism
- 2- A description of the ECVET
- 3- A glossary (source: ECVET Technical Specifications)
- 4- Questions / Answers (extract of the ECVET Technical Specifications appendix)
- 5- Learning Agreement

## 8.2 APPENDIX B : Support Guide of the Questionnaire ECVET Connexion

### INTRODUCTION & INSTRUCTIONS

The objective of the ECVET CONNEXION project is to conduct an in-depth study on the scope of the ECVET system (i.e. initial vocational training and apprenticeship in Europe) to carry out a feasibility test on the ECVET system with regard to the nature, organisation and provision of the vocational training on offer and the procedures for recognising the results of apprenticeships based on the ECVET system. It is a matter of identifying on the one hand the obstacles to the feasibility and implementation of the ECVET system and, on the other hand, the factors favourable to its development strictly in terms of the characteristics of the training provision and the existing or necessary mutual recognition procedures for skills gained through apprenticeships.

Our work will consist in 2 steps: a study and a research action. For the first step each Country expert will have to produce a study according to the template that will be given. **The questionnaire and desk research are both tools which will contribute to the country study.** The main strands of this template will be as follows.

#### 1. THE STAKEHOLDERS (IVET) AND THEIR RELATIONS

- 1.1. Main certification/accreditation body of the IVET (EQF 3-4-5)
- 1.2. Main Training providers of the IVET (EQF 3-4-5)

#### 2. TRAINING CONTENTS AND TRAINING ORGANIZATION (IVET)

- 2.1. The Training content
- 2.2. The existence of training modules or favourable conditions for their setting up
- 2.3. The impact of Certification on the training organization
- 2.4. Memorandum of Understanding
- 2.5. Sensitivity to geographical mobility

#### 3. POSSIBLE WAYS TO MAKE THE IMPLEMENTATION OF ECVET EASIER

- 3.1. Opportunities and obstacles
- 3.2. Ways and means

#### 4. IMPRESSION NOTES

##### ATTENTION:

FOR CONDUCTING THE INTERVIEWS PLEASE CHECK THE COUNTRY SURVEY FRAMEWORK IN WHICH YOU WILL FIND SOME INDICATIONS FOR HELPING YOU NOTABLY FOR CLOSED QUESTIONS.

To carry out the survey each Country Expert will have to conduct a desk research and interviews. This guide aims on the one hand to present the interviews and, on the other hand, to give support for managing the questionnaire.

The survey should be either in French or in English. The Questionnaire could be in the language of the interviews (if necessary we will translate the answer). The information transferred should be in an electronic format (preferably in word).

#### Confidentiality & instructions

It's essential to inform interviewee that information collected will be classified. Names of interviewees will be known but answers will be anonymous. The results will be transmitted to the project leaders by Country Experts and by Team Leaders. These results will be integrated to the country expert survey and European report (to be transmitted to European Commission and Parliament) the names of interviewees will be listed (under agreement) in the report. **It means expert (interviewer) have to ask agreement of the interviewee to mention the name on the list.**

NB: on the questionnaire you don't have a topic "name of the interviewee" nevertheless you should mention it in the block "address for contact".

### Prior Information & instructions

The interview will start by the presentation of the draft European Commission power point (Michel Aribaud) and the delivering of a presentation document (paper based) > see information kit.

### Tools

Concerning the questionnaire the interviewer can use specific forms (see information kit) for some questions. Actually, to facilitate interviews you will find the tables (mainly on the closed questions).

### Interviews process

According to the Country Experts (interviewers) the way of managing the interviews can differ. Some can transfer the questionnaire and work in parallel with the interviewee. Other interviewers can ask the questions without transferring the questionnaire. In this case, it will be very useful to have forms to transfer to interviewee (to be printed from the appendix of this guide).

It is recommended to record the interviews.

## 1. TRAINING PROVISION DESIGN

- **Question 1:** the objective is to indicate -if it exists- to what extent, training pathways are organized in training modules. Here the objective is to detail modules, which allow for possible mobility. It is not modules only in a qualification perspective but in terms of the training provision. The “modules” are one of the “criteria” for implementation of ECVET. In this respect, we need to know what is the current situation in the various countries investigated concerning the development (or not) of the training provision with modules.

Behind this question, the aim is to establish the level of development of national IVET system in the perspective of adoption of the proposed ECVET system.

NB: the term of module could be understood differently according to the various domestic situations or to the pedagogic ways. Here, module should be understood as defined in the ECTS “a self-contained, formally structures learning experience. It should have a coherent and explicit set of learning outcomes, expressed in term of competences to be obtained and appropriate assessment criteria”

Module should be understood as a “brick” like in the PPT of Michel Aribaud. Here we don’t consider that a module can be composed of various units.

ATTENTION details are given on Country Survey Framework (part 2.2)

- **Question 2:** Erased.
- **Question 3:** The aim of this question is to establish the impact of validation / accreditation processes on the training conception and delivery. i.e.: Is this a determining factor?

- **Question 4:**

ATTENTION details are given on Country Survey Framework (part 2.2)

- **Question 5** is a closed question that is designed to detail the role of the training actors in the conception of training.

The scale of importance is to establish the power (or involvement) of the training stakeholder in each area of the training design,

e.g.1: for the topic “identification of training needs” if it’s quoted

> “very important” it means the opinion of training stakeholder considered is always asked.

> “not so important” it means the training actor’s opinion could be asked, etc

e.g.2: for the topic “responsibility for assessment” if it’s quoted

> “very important” it means the training actor considered is always responsible –or involved- in the assessment process

> “important” it means the training actor can “organize the assessments (for some diplomas he does, for others he doesn’t)

> “not very important” it means the training stakeholder may be involved

- Column 1: identification of training needs: in the perspective of updating, of creation, adaptation of training (from the general point of view of the profession).
- Column 3: educational / pedagogical organisation, rhythm, training organization (alternating training, school-based/companies, full time etc.)
- Column 4: responsibility for assessment means which stakeholder organizes the assessment.
- Column 5: accreditation / validation means which stakeholder has the responsibility of accreditation.

Concerning the scale of importance:

“Very important” means the stakeholder has the power of accreditation.

“Important” share the accreditation with another stakeholder

“Not very important” the body which has the power of accreditation can give the agreement for accreditation (for specific situation)

“Doesn’t have any power of accreditation”

*Detail concerning the term « decision makers »: organizations, institutions, competent bodies who have power to make decisions concerning the themes in question.*

## 2. TRAINING DELIVERY

- For **question 7**, the objective is firstly to rate the autonomy of stakeholders and secondly to prompt for more details, eg:
  - 71: ask for details on the institutional and financial constraints that influence training practice and how existing qualification procedures reduce freedom of training organisations. Autonomy in terms of educational (pedagogical) organization, recruitment of teachers, developing project, financially speaking, etc...)
  - 72: ask for detail on constraints for recruitment criteria for trainers and their professional mobility. Independence of organisations (choice of pedagogical methods), Independence according to the content of the curricula (very detail or general).
  - 73: detail if they are able to participate in the construction of their professional pathways, if they have support or tutors, can they choose the contents?
- **Question 8:** linked to the Question 7. We are in a hypothetical scenario, which should enable us to obtain opinions if the proposed ECVET model is implemented. What would the consequences be etc... on stakeholders’ autonomy?  
**ATTENTION details on Country Survey Framework**
- **Question 12** is an open question to give the interviewee possibility to be creative on how training provision would need to be developed in a mobility perspective. Prompt in a perspective of Mutual Trust, (don’t forget tools such as Memorandum of Understanding, Learning Agreement). Validation / accreditation should be understood in the perspective of the impact of Training provision (this question is a Link to introduce part 3)

### 3. IMPACT OF RECOGNITION PROCESS AND ACCREDITATION / VALIDATION (FROM THE POINT OF VIEW OF THE TRAINING PROVISION )

*NB: ALL THE QUESTIONS RELATED TO RECOGNITION AND ACCREDITATION/ VALIDATION SHOULD BE UNDERSTOOD IN TERMS OF IMPACT ON TRAINING DESIGN OR PROVISION.*

- **Question 13**, there are three main aspects to the question:

*NB: At this step make sure the interviewee has a clear understanding of L.O., KSC, etc...)*

If yes: the aim is to have a mapping of the systems (e.g. : does APL exist? Etc...)

If no: the aim is to have a mapping of the differences (e.g.: Rigidity / flexibility of the systems to establish the possibility to change).

- **Questions 14**, please find herewith some additional information:
  - Characteristics of the system:
    - Which criteria are used for the setting up of the assessment and validation procedure > eg: learner centred (“when he is ready”), duration (when he has achieved his compulsory number of hours), job centred, a combination of these elements.
    - Assessment methods: final assessment, continuous assessment, etc.
  - Innovations: specific projects on assessment (e.g.: self assessment)
  - Difficulties: regulations framework prevents innovation for example.
- **Question 16**: Do you think that current accreditation / validation methods would be a major obstacle in implementing a mobility system for IVET such as the proposed ECVET model and why.

### 4. CHARATERISTICS OF COOPERATION AT EUROPEAN LEVEL

- **Question 17**: The question aims to underline the influence of European project on national IVET system and European Mobility. Our objective is to identify Countries where European projects have an impact (and where it could be easier to integrate a new kind of model).
- **Question 18**: Our objective is to identify the stakeholders who have the capacity to favour cooperation. If possible try to obtain the level of involvement: political support, co-financing projects, technical support (pedagogical, help in setting up of partnerships, organizational, etc.), through prompting questions.
- **For questions 19 & 20**, on the first hand our objective is to identify existing cooperation at European level between stakeholders (in the perspective of the implementation of a new system). This will help us to identify what is has already be done or started. On the other hand, we intend to identify obstacles related to the stakeholders’ cooperation in order to suggest proposals (or limit the brakes) for overcoming these obstacles.
- **Question 22**: the objective is to find out the level of existing cooperation (more specific topics than the questions before) between stakeholders of vocational training and companies. According to the level of cooperation we will be able to quote the level of acceptance of a new system (that could be ECVET). It could be done in a desk research activity but we want to have the opinion (the image they have about) for identifying where (or on whom) we have to act to facilitate the implementation of a new “system”.

### 5. ECVET AND GENERAL OPINION

- **For questions 23**, don’t hesitate to ask for detail and prompt the interviewee to encourage creativity in the answers.
- **For questions 25** don’t hesitate to ask for detail and prompt the interviewee to encourage creativity in the answers. For part 3 >, deliver a presentation the “Memorandum of Understanding” (see Technical specifications and the information kit).







### 8.3 APPENDIX C : National Surveys Framework

Study on the implementation and development of an ECVET system for apprenticeship

Contracting Authority: European Commission.  
Directorate-General for Education and Culture

CONTRACT – 2005 - 4996 / 001 - 001 PIL-PILOTP



## National Surveys Framework

RM DG DK - 2006 03 29

NB : this framework has to be up filled in English or in French. The questionnaires can be up filled in national languages. All questionnaire will be send to the coordination team.

The national surveys will be structured in 4 parties

#### 1. THE STAKEHOLDERS (IVET) AND THEIR RELATIONS

- 1.1. Main certification/accreditation body of the IVET (EQF 3-4-5)
- 1.2. Main Training providers of the IVET (EQF 3-4-5)

#### 2. TRAINING CONTENTS AND TRAINING ORGANIZATION (IVET)

- 2.1 The Training content
- 2.2 The existence of training modules or favourable conditions for their setting up
- 2.3 The impact of Certification on the training organization
- 2.4 Memorandum of Understanding
- 2.5 Sensitivity to geographical mobility

#### 3. POSSIBLE WAYS TO MAKE THE IMPLEMENTATION OF ECVET EASIER

- 3.1 Opportunities and obstacles
- 3.2 Ways and means

#### 4. IMPRESSION NOTES

### Working process

From the questionnaires and desk research, the expert will fill up the following grid. This one proposes elements of analysis for the desk research and the open questions. For some questions, standard answers are suggested.

For each heading, the expert will precise the reference of each information (from the Desk research (DR) or from the questionnaire (Q)).

#### Country :

#### National expert involved in the survey :

Experts	Organisation

#### People interviewed (give the detailed tables in appendices)

People interviewed	Organisation	Position

Add new sheets if necessary.

## 1. THE STAKEHOLDERS (IVET) AND THEIR RELATIONS

Methodology:

We have decided to use the angle by awarding bodies because the proposed ECVET model deals with all the process from the training to the certification/qualification. The final objective is to promote the mobility with the recognition of learning outcomes obtained in a different training / learning context. In some country, an information analyse work will be done from the information collected in the desk research. The objective is to identify the main actors, their roles in this process and their links.

### 1.1 – Main certification/accreditation bodies of Initial vocational Education and training (EQF 3 – 4 – 5)

#### 1.1.1- Distribution table of the main certification bodies \_\_\_\_\_ DR (desk research)

*This table has to identify the most important awarding bodies.*

Certification bodies	Number of pupils	Number of qualifications	Number of pupils in the commercial field of activity	Number of pupils in the car repair sector of activity	Number of pupils in the 3rd regional sector of activity
1-					
2-					
3-					
...					

#### 1.1.2- Number of pupils in the initial vocational education and training (EQF 3 – 4 – 5) \_\_\_\_\_ DR

Grouping by relevant categories of certification bodies

*To not analyse all awarding bodies, we ask the experts to gather the awarding bodies, which have the same characteristics in the certification elaboration process, the assessment methods and the training organisation. It is not necessary to have several groupering (specifically at the end of the study).*

*For example, considering different situation in Europe, it is possible to make the following groupering: Awarding Body type 1: “Administration (National, Regional, local)”, Awarding body2 “economical stakeholders” (branches, Chamber of Commerce and Trade, companies,...), Awarding body 3 “training centres”. This typology is not compulsory.*

Certification bodies groupering	Groupering Criteria
1 –	
2 –	

### 1.1.3- the stakeholders roles in the certification design \_\_\_\_\_ Q5 + DR for confirmation

The national expert has to identify the key stakeholders in the process and not to give details (belonging to the ECVET Reflector Study). Present each tile the 2 most important stakeholders.

Certification bodies groupering	Role in the definition of training needs (*)	Responsability in the assessment	Involvement in the assessment process
1-			
2-			
3-			

(\*) In the aim of the creation of a new certification

### 1.1.4- The possible evolution with the proposed ECVET model of the stakeholders role in the certification design \_\_ Q6

Statu quo – évolutions – appraisal of new stakeholders : who ? why ?

Certification body groupering	Possible evolution of role	Comments
1 -	Role in the identification of training needs	
	Responsability for assessment	
	Involvement in the assessment process	
	Others	
2 - ...	...	

## 1.2 –Main training providers of the IVET (EQF 3 – 4 – 5)

The aim is to identify the main training providers with characteristics and to define their autonomy level and their initiative capacity.

### 1.2.1- the main place of training \_\_\_\_\_ DR + Q9

Distributions of pupils

Certification bodies groupering	Training centres	Companies	Work based training	E – learning
1-				
2-				

### 1.2.2- the main stakeholders in the training provision design \_\_\_\_\_ Q5 + DR

Citer les 2 principaux

Certification bodies groupering	Training content	Educational / Pedagogical Organisation
1-		
2-		

### 1.2.3- The autonomy level of training stakeholders \_\_\_\_\_ Q7 + DR

Please repeat for each Certification bodies groupering.

Training Stakeholders	Autonomy level (1 to 4)	Autonomy field	Comments
Training centres		Financial autonomy	
		Educational and pedagogical Organisation	
		Teachers recruitment	
		Pupils recruitment	
		Projects setting up	
		Experimentation	
		European mobility Organisation	
	Others		

<b>Teachers and trainers</b>		<b>Pedagogical methods free choicee</b>	
		<b>Full Autonomy in training programs</b>	
		<b>Full Autonomy in trainees assessment</b>	
		<b>Others</b>	
<b>People in training</b>		<b>Individualized pathways</b>	
		<b>Free choice in matters delivered</b>	
		<b>Financial autonomy</b>	
		<b>Others</b>	

#### 1.2.4- Possible Evolution of training stakeholders \_\_\_\_\_ Q8

<b>Training Stakeholders</b>	<b>Autonomy level (1 to 4)</b>	<b>Autonomy field</b>	<b>Comments</b>
<b>Training centres</b>		<b>Financial autonomy</b>	
		<b>Educational and pedagogical Organisation</b>	
		<b>Teachers recruitment</b>	
		<b>Pupils recruitment</b>	
		<b>Projects setting up</b>	
		<b>Experimentation</b>	
		<b>European mobility Organisation</b>	
		<b>Others</b>	

<b>Teachers and trainers</b>		<b>Pedagogical methods free choicee</b>	
		<b>Full Autonomy in training programs</b>	
		<b>Full Autonomy in trainees assessment</b>	
		<b>Others</b>	
<b>People in training</b>		<b>Individualized training pathways</b>	
		<b>Free choice in matters delivered</b>	
		<b>Financial autonomy</b>	
		<b>Others</b>	

1.2.5- The main coopération areas between companies and IVET system \_\_\_\_\_ **Q22 RD**

<b>Coopération areas</b>	<b>Regular contact</b>	<b>Occasional contact</b>	<b>No contact</b>
<b>Development of new training pathways</b>			
<b>Cooperating on development of curricula content</b>			
<b>Cooperation in training delivery</b>			
<b>Sharing Materials</b>			
<b>Trainer Exchanges</b>			
<b>Geographic mobility</b>			

<b>Do the legislation and the reglementation defined concertation process ?</b>	<b>YES / NO Comments</b>
---	--------------------------

## 2 – TRAINING CONTENTS AND TRAINING ORGANISATION OF INITIAL VOCATIONAL EDUCATION AND TRAINING

To be detailed for each certification body grouping

### 2.1 – Training contents

The national expert has to evaluate the distance to the ECVET Technical Specifications and to define the potential development of mobility.

#### 2.1.1- Development of training provision in learning outcomes \_\_\_\_\_ Q1 + RD

No LO	LO	0 à 25%	25 à 50%	50 à 75%	75 à 100%

#### 2.1.2- Conformity of LO to the ECVET Technical specifications \_\_\_\_\_ Q1 + RD

Exact conformity	Few differences (to be detailed)	Main differences (to be detailed)

#### 2.1.3- Contents favourable to European mobility \_\_\_\_\_ Q11

Content	Important	Not important	In development	Do not exist
Foreign languages				
Intercultural Modules				
Modules on Europe (European Citizenship)				
Placements abroad				
Training modules in companies				



## 2.2 – The existence of training modules and favourable conditions for their setting up

The national expert has to constat the distance to the ECVET Technical Specifications and to appreciate the potential development of training modules.  
To be detailed for each certification body groupering

2.2.1- The existence of training modules: YES NO \_\_\_\_\_ Q1 + DR

2.2.2- The definition of training modules \_\_\_\_\_ Q1 + Q13 +DR

Criteria for elaborating modules	Comments
Link with the certification (it can be developed in units)	
Training Cycle (duration)	
Individualization of training pathways	
Recognition of prior learning outcomes At the beginning of the beginning of the training (Q13)	
Technical limits (ex : specific equipment)	
Others	

2.2.3- The conformity of the existing modules to the ECVET technical specifications. \_\_\_\_\_ Q1 + RD

	Very developed	Developed	In development	Do not exist
Modules developped in Learning outcomes				
Modules developed in learning outcomes developped in KSC				

**2.2.4- Existence of training modules project in development or in experimentation \_\_\_\_\_ Q1 + DR**

Criteria of modules content	Comments
Link with the certification (it can be developed in units)	
Training Cycle (duration)	
Individualization of training pathways	
Recognition of prior learning outcomes At the beginning of the beginning of the training	
Technical limits (ex: specific equipment)	
Others	

**2.2.5- Obstacles to the development of training modules \_\_\_\_\_ Q1 DR**

Obstacles	Comments
Reglementation	
Holistic conception holistic of the training	
Status of the teachers and trainers	
Assessment system	
Others	

## 2.2.6- Factors favourable to the implementation of training modules \_\_\_\_\_ Q4

Flexibility level from 1 to 4

Favourable Factors	Comments
Possibility to adapt the training pathways	
Individualization of training pathways	
Work based learning	
Flexible assessment system	
Others	

## 2.2.7- Caractéristiques in IVET system admission \_\_\_\_\_ Q10

<i>Entree</i>	<i>Frequency</i>
No restriction (young, adults,)	
Selective admission	
Recognition of prior learning outcomes	
Recruitment every 3-6-9 months or other	
Permanent entry / exit	
Others	

## 2.3 – Impact of Certification on the training organisation

Q3 – 9 – 12 – 14 – 15 - 16

CAUTION: IF SEVERAL DIFFERENT CERTIFICATION SYSTEM EXIST IN YOUR COUNTRY > DISTINGUISH IN DIFFERENT TABLE

### 2.3.1- Assessment system characteristics

Q14 DR

Characteristics	Comments
The assessment moment: in continue, at the end of the training	
For the modularised system: assessment by units or global assessment	
Assessment object (KSC, knowledge, developed in certification units,...)	
Design of assessment tools (by the certification body, the training centre, the trainers, ...)	
The assessment place (at the certification body, in the training centre, E evaluation, etc.)	
Others	

Innovations in experimentation, in perspective, etc..	Comments

### 2.3.2- Impact of the modular design on the assessment process \_\_\_\_\_ Q3 - Q15

Identified impact	Comments
The assessment moment: in continue, at the end of the training	
For the modularised system: assessment by units or global assessment	
Assessment object (KSC, knowledge, developed in certification units,...)	
Design of assessment tools (by the certification body, the training centre, the trainers, ...)	
The assessment place (at the certification body, in the training centre, E evaluation, etc.)	
Others	

## 2.4 –Memorandum of understanding

### 2.4.1- Present Acceptability of the competences achieved abroad \_\_\_\_\_ Q12 DR

Conditions	Comments
Recognition of the foreign certification	
Assessment examen of competences	
Compulsoty legal conditions réglementaires impératives (training duration, work based learning, % of the training in company)	
Others	

## 2.4.2- Proof of quality developed in the Memorandum of Understanding **Q25**

Quality proof	Comments (you can indicate the criteria which appear during the interview as compulsory)
The nature of the training centre	
The pedagogical / Educational framing	
The training content	
The Agreement on validation	
The Allocation credit point system	
The volume of learning activities	
Others (if some proof have been identified during the interview)	

## 2.5– Sensitivity to the European mobility

NB : in our analyse we will take care of the question 11, which has been placed in the section 2.1.3.

### 2.5.1- Constaté Impact of European projects Q17 DR

**NB Desk research is compulsory (specially in contact with the Leonardo da Vinncci Agency)**

**Identifies Project(s) > write the main important projects:**

Titel	Objective (s)	Financement(s)	Field of activity (if relevant)	Partnership

Project :	Topics / elements	Very Important	Important	Not so important	No importance	Do not know
	On IVET System (development of common core module)					
	On IVET (assessment / mutual Recognition process)					
	European Mobility (number of actions to be precised)					
	European Mobility (Integration inside the training pathways)					
	Others					

Comments :

## 2.5.2- Stakeholders promoting European mobility Q18 DR

Stakeholders	Comments

A desk research will complete the information gathered.

### 3 – Possible ways to make the implementation of ECVET easier

#### 3.1– Opportunities and Obstacles

##### 3.1.1- Appreciation on ECVET \_\_\_\_\_ Q27

Identified Proposals	Total of answers
A	
B	
C	
D	
E	
F	
G	
H	

##### 3.1.2- Impacts on national IVET system \_\_\_\_\_ Q26 + Q28 + Q29

Reforms / evolution proposals	Comments



### 3.2– Ways

#### 3.2.1-European Coopération matters \_\_\_\_\_ Q19 + Q20

Stakeholders	Total of Answers	Comments
1. Identification of training needs in cooperation (creation of common diplomas)		
2. Admission (Flexibility) into training for different target publics and access for non-qualified people to the 1 <sup>st</sup> level of vocational training		
3. Development of vocational training pathways integrating the creation of vocational qualifications in cooperation		
4. Teachers and trainers training at the European level		
5. Project work (in particular networks setting up)		
6. New pedagogic organization of the training offer (alternating training, placement completed abroad etc.) linked to European mobility.		

### 3.2.2- The training pathways Q 23

European mobility integrated in the training pathways	Total of answers
YES	
NO	
If YES	Total of answers
Compulsory	
Optionnal	
Integrated into the training pathways	
Added to the training pathways	

NO Main Comments >	-
-----------------------	---

### 3.2.3- Suggestions linked to the proposed ECVET model Q 24 + Q 30

Suggestions	Comments

## 4 – Impressions Notes

In 10 lines, the National expert has to present a global synthesis with its opinion on the acceptability and the main obstacles existing in your country on ECVET as suggested in its desk research and during the interviews.

## 8.4 APPENDIX D : Example of analytic report



### STUDY ON THE IMPLEMENTATION AND DEVELOPMENT OF AN ECVET SYSTEM FOR APPRENTICESHIP

Contracting Authority: European Commission.  
Directorate-General for Education and Culture

#### ANALYTIC REPORT – VET SYSTEM 1

ECVET Dimensions	Items
<p><b>1- strong or Weak Impact of certification/</b></p>	<p>1- 1 Two main certification bodies: - Companies/joint bodies - Training centres/trainers</p> <p>1-2 role/ responsibility in the definition of training needs Companies/joint bodies have a very important role in definition of training needs. Concerning social partners, they have an important role in the definition of training needs. Joint bodies define the training needs with social partners and training centres, before be approved by the ministry of education. This is a formal procedure. Companies will be the most important player in defining training needs of vocational training.</p> <p>1-3 role in the definition of training contents Training centres are able to define units.</p> <p>1-4 involvement in the assessment process Training centres/trainers have a very important involvement in the assessment process. The system of certification and evaluation is under the responsibility of training centres but they have to comply with quality standards of an external verifier. Companies will have a role in validation of practical situations but, it will remain the responsibility of the training centres.</p>

<p><b>2 – strong or weak level autonomy of Training organisation managers</b></p>	<p>2 – strong level of autonomy of training organisation managers</p> <p>2-1 main type of training bodies</p> <p>1- training centres/trainers 2-companies</p> <p>2-2 responsibility or role in the assessment Evaluation is the responsibility of the training centres, but an external verifier supervises validation. This means that the freedom is limited in process and content validation.</p> <p>2-3 responsibility or role in identification of training needs Training centres have an important role in defining training needs.</p> <p>2-4 responsibility or role in defining training contents Companies have an important role in defining training contents. But the most important body is training centres/trainers. Training centres have the autonomy to define training units.</p> <p>Training centres have a lot of flexibility in designing and organising their own training pathways, based on the qualification profiles (certification units). Flexible pathways and individual pathways are possible, but not very common, because of the organisational consequences and the financial structure (less study hours are not covered by the financial structure).</p> <p>2-5 responsibility or role in educational/pedagogical organisation This is the main responsibility of the training centres; they are totally free. The training centres can choose their own pedagogical methods.</p> <p>2-6 Autonomy on financial aspects Financial structures are fixed. Less study hours are not covered by the financial structure. Flexible pathways are not attractive for training centres.</p>
<p><b>3 – flexibility in elaborating training offer</b></p>	<p>3 - flexibility in elaborating training offer</p> <p>3-1 definition of training pathway in term of training units Training units are not formally defined, only certified units are defined.</p> <p>3-2 difficulty when defining training units “When defining training units we should take into account:</p> <ul style="list-style-type: none"> <li>- Not too small and detailed (recognition and organisation will be more difficult)</li> <li>- Not too large (transfer will be more difficult)</li> <li>- Not too dependant form each other (otherwise gaps or missing links at the end)</li> <li>- Not too specific (otherwise not applicable in other situations/sectors)</li> </ul>

	<p>- Sector/context related (otherwise it is possible to get units of other sectors and at the end the trainee will be certified for another sector. KSC are context related and we are qualifying for a certain qualification). The difficulty is that these aspects are sometimes the opposite of each other that means that we have to find the right balance. “</p> <p>3-6 entry and exit</p> <p>3-7-assessment process Training centres can develop their own exams or buy them form external examination centres. There is not a system of national/central examination. The examination products and the way the exams are done will be controlled by the external examination body.</p> <p>3-8 the training delivery organisation Work in training is important.</p>
<p><b>4- flexibility in training delivery</b></p>	<p>4- flexibility in training delivery</p> <p>4-1 selective admission (kind of public recruited) The only formal selective criteria is the age (&gt;16 years)</p> <p>4-2 period of recruitment Recruitment is linked to the terms of finance by the government (October)</p> <p>4-3 creation of individualized pathways “Mostly learning routes are fixed. The only option is to switch to other qualification route or to finish the route earlier. Within the training pathway options for content. Switch is possible between qualifications.” Flexible pathways and individual pathways are Possible, but not very common, because of the, organisational consequences and the financial structure. (less study hours are not covered by financial structure).</p> <p>4-4 Status of trainers and teachers (no available information)</p>
<p><b>5- stakeholders' openness to actors mobility</b></p>	<p>5- stakeholders' openness to actors' mobility</p> <p>5-1 what do stakeholders say about mobility (companies, schools....) Mobility is not stimulated by companies (Q18) Motivation for mobility (mentality) is not very high (Q20)</p> <p>5-2 integration of foreign languages, EU citizenship or intercultural modules Training provision include foreign languages, EU citizenship and intercultural modules.</p>

	<p>5-3 placement abroad in training ( not enough information) Placement abroad is used in training. “Motivation of trainees and organisations for placements abroad can be and obstacle. Placements abroad are not important for companies/employers”</p> <p>5-4 European mobility in projects European mobility exists in pathways, only if relevant for the qualification. Mobility are individual initiatives of schools; Mobility is used only at higher levels, not in the first two years.</p>
<p><b>6- mutual trust between training centres</b></p>	<p>6- mutual trust between training centres</p> <p>6-1 cooperation networks abroad between training delivers - Schools and companies of different countries</p> <p>6-2 level of cooperation There is cooperation between motor repair companies and training centres to develop new training contents. In case of practical training, they work together in training delivery.</p> <p>6-3 acceptability of learning outcomes achieved abroad Currently training abroad is done for specific parts of the qualification and with different aims (technical, personal, language etc.) and only, in companies. This is a training situation and mostly the trainee delivers a report of the training period. The training centre will evaluate this. Examination abroad is not very common. At least 3 months in a company order to create a serious training activity.</p> <p>6-4 possibility to integrate a trans national network and capability for making international agreement</p>

<p><b>7- possibility to express learning outcomes in terms of competences</b></p>	<p>7- possibility to express learning outcomes in terms of competences/ skills</p> <p>7-1 modules developed in learning outcomes Training units are not formally defined.</p> <p>7-2 modules developed in learning outcomes developed in KSC KSC are integrated in a context and examined in a relevant situation (most of the time in companies).</p> <p>7-3 % of training provision in terms of learning outcomes 75-100% of training provision is in terms of learning outcomes.</p> <p>7-4 links between certification between training “Only certification units are formally defined and approved by the Ministry of education. Qualifications include core activities. These core activities can be defined as training units by the training centres. A qualification can be divided in different training units. Certification units have to be relevant for the labour market. Training units are part of this. In individual pathways, it will be necessary to define units which are independent from each other, in order to avoid that links are missing at the end of the pathways.</p>
<p><b>8-acceptance of credit accumulation</b></p>	<p>8-acceptance of credit accumulation</p> <p>8-1 developed systems of APL (procedures exist, validation standards based on LO, on competences) Most of the time exams exist of :</p> <ul style="list-style-type: none"> <li>- Theoretical exams</li> <li>- Practical observations (to show specific competences and skills)</li> <li>- Reflection interview (to reflect upon the activities done in practice)</li> <li>- Practical tasks (a concrete task)</li> </ul> <p>8-2 use of APL procedures for entering in training sessions At the moment training centres are not organized and facilitated to do this at a large scale. APL procedures exist, but are not formal integrated and used in VET at the moment.</p> <p>8-3 interest for using ECVET for validation or accumulation ( proposal for ECVET applications) 26 proposals about design of training, provision of training, accreditation/validation and European cooperation.</p> <p>8-4 use of credit transfer or transfer system and credit systems. At the moment, there is no system like credit transfer or transfer systems. Nevertheless, stakeholders have the competence based systems in terms of KSC; enough opportunities to implement ECVET and to define certification and training units.”</p>

## 8.5 ANNEXE E : Example of SWOT analysis



### STUDY ON THE IMPLEMENTATION AND DEVELOPMENT OF AN ECVET SYSTEM FOR APPRENTICESHIP

Contracting Authority: European Commission.  
Directorate-General for Education and Culture

#### SWOT ANALYSIS – VET SYSTEM 1

		Thema's/ areas			
		Design of training [1]	Provision of training [2]	Validation [3]	European cooperation [4]
Existing structures	<b>STRENGTHS</b>	<ul style="list-style-type: none"> <li>- Joint bodies define the training needs with social partners and training centres ; ministry approves of qualification;</li> <li>- Training centres have a lot of flexibility in designing and organising their own training pathways, based on the qualification profiles ( certification units).</li> <li>- 75-100% of training provision is in terms of learning outcomes defined in competencies? (Q28)</li> <li>- Work based training is very important (Q9)</li> <li>- 2 routes: schoolbased/workbased</li> </ul>	<ul style="list-style-type: none"> <li>- responsibility of the training centres in educational/pedagogical organisation and developing curricula (yes)</li> <li>- Recruitment is linked to the terms of finance by the government</li> <li>- Flexible pathways and individual pathways are possible, but not very common, however training centres explore their possibilities for providing flexible training paths</li> </ul>	<ul style="list-style-type: none"> <li>- Examination &amp; validation procedures must be specified beforehand on a standard document (OER: Educational &amp; Examination Regulations)</li> <li>- The system of certification and evaluation is the responsibility of training centers; but validation is supervised by an external verifier. This means that the freedom of validation is limited in process and content</li> <li>- APL procedures exist (Q13)</li> <li>- validation standards based on LO</li> <li>- large role of companies in validation of practice</li> <li>- exams for each partial qualification exist; new system : proof of competencies and portfolio used in assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperation networks between training centres and companies abroad exist (Q22)</li> <li>- Strong links with prevocational and higher education exist and is a priority ( Q28)</li> <li>- Foreign languages are integrated in VET</li> <li>- Placement abroad are used in training</li> </ul>



	<b>WEAKNESSES</b>	<ul style="list-style-type: none"> <li>- Training units are not formally defined only certify units (Q2A); core activities included in qualifications can be defined as training units by the training centres. In national point of view this is not a weakness: enhances flexibility of training programs with respect to regional &amp; sectoral training needs</li> <li>- financial and organisational structures limit the flexibility of VET institutions. (Q4)</li> </ul>	<ul style="list-style-type: none"> <li>- financial structures limit the flexible admission of trainees (Q10)</li> <li>- opportunities for flexibility is not used (Q7)</li> </ul>	<ul style="list-style-type: none"> <li>- No frequent validation by LO used for entering VET used (Q13)</li> <li>- the creativity of validation is limited by the standards of the external examination body ( Q14)</li> </ul>	<ul style="list-style-type: none"> <li>- No EU citizenship or intercultural modules (Q11)</li> <li>- No formal integration of placements abroad ( Q 12)</li> <li>- Mobility is not stimulated by companies ( Q18)</li> <li>- Mobility are individual initiatives of schools</li> <li>- Motivation for mobility ( mentality) is not very high ( Q20)</li> <li>- Mobility is used only at higher levels, not in the first two years (Q24)</li> </ul>
<b>ECVET applications</b>	<b>OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>- Definition of training units possible (Q2a)</li> <li>- Training units can correspond with existing core activities;</li> <li>- Link financial structures to LLL pathways (Q5);</li> <li>- More cooperation between stakeholders in training design</li> <li>- Worked based learning is very important (Q9)</li> </ul>	<ul style="list-style-type: none"> <li>- training provision is oriented towards the trainee (demand steered) (Q8)</li> <li>- the role of trainers changes into coach (Q8)</li> <li>- Link placements abroad to relevant parts of the training (Q12);</li> <li>- Use different aims for placements abroad (technical, personal, language etc.) (Q24);</li> <li>- Use of portfolio in the LLL route (Q3)</li> </ul>	<ul style="list-style-type: none"> <li>- Involvement of companies in validation and training in companies (Q14);</li> <li>- High flexibility of designing the validation process with companies (Q14);</li> <li>- Use of portfolio as an assessment tool (Q15)</li> <li>- Use c.u for assessment and not necessarily t.u.;</li> <li>- Use international portfolio standards and quality standards for assessors (Q16);</li> <li>- 2008 reform : partial qualifications won't be delivered?</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperation at euregiolevel useful (Q18);</li> <li>- Cooperation at the level of identification of training needs (common output) (Q19);</li> <li>- Learning from each others experiences and pedagogical methods;</li> <li>- Creating a uniform interpretation by linking ECVET, EQF and Europass;</li> <li>- Use good practices in the field of APL and intern. Programmes (Q30)</li> </ul>
	<b>THREATS</b>	<ul style="list-style-type: none"> <li>- Difficulty to define units : Too large or too small units (Q2a);</li> <li>- Difficulty for transparency because of complexity;</li> <li>- Be aware of links and dependency of units (Q3)</li> </ul>	<ul style="list-style-type: none"> <li>- Due to the lack of interest of companies (or no relation with the qualification) no foreign languages (Q11); (in all profiles foreign languages are included)</li> </ul>	<ul style="list-style-type: none"> <li>- Avoid final exams or assessments at the end;</li> </ul>	<ul style="list-style-type: none"> <li>- Quality of the placements abroad (Q12);</li> <li>- Motivation of trainees and organisations for placements abroad can be and obstacle;</li> <li>- Placements abroad are not important for companies/employers;</li> <li>Mobility can be a threat for companies (Q18); The monitoring of t he pathway (how, by whom?)</li> <li>- Be aware that diploma have a civil value (Q26);</li> </ul>

## 8.6 APPENDIX F: quotation of the 4 dimension by sub-system

INDICATORS QUOTATIONS TABLE ECVET CONNEXION 32 COUNTRIES	1	2	3	4	5	6	7	8	9	10
<b>AUTONOMY LEVEL OF TRAINING CENTRES</b>										
<b>1- IMPACT OF CERTIFICATION BODIES</b>										
1-1 Definition of training standards ( profile, skills needed)				0		0	0	0	0	0
1-2 Definition of training contents, curricula	1,7	0,8	1,7		1,7					
<b>2- LEVEL OF AUTONOMY OF TRAINING PROVIDERS</b>										
2-1 Participation to definition of needs : JOB PROFILE	1,7		0,3	1,7	1,7			0,8	0,8	
2-2 No participation to definition of needs		0				0	0			0
2-3 Participation to definition of training contents or methods	1,7		1		1,7	1,7	1,7	0,8	1,7	1,7
2-4 No participation to definition of training contents or methods		0		0						
2-5 Participation to definition or realization of assessment	1,7	0,8	1	1	1,7	1	1,7	0,8	1,7	1
2-6 No participation to definition or realization of assessment										
2-7 Possibility for training providers to develop financial resources				0,7	0,7					
2-8 Fixed resources allocated by regional or national body	0	0	0			0	0	0	0	0
2-9 Possibility for training centres to make international agreement (pilot/mobility project)	0,8		1,7		1,7			0,8	0,8	0,8
2-10 No possibility for training centres to make international agreement		0		0		0	0			
<b>AUTONOMY</b>	<b>8</b>	<b>2</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>4</b>
<b>FLEXIBILITY IN TRAINING DESIGN AND ORGANISATION</b>										
<b>3- FLEXIBILITY IN TRAINING DESIGN</b>										
3-1 Continuous assessment process in training centres	1,3	1,3	1,3		2,5	2,5	1,3	2,5	2,5	1,3
3-2 Final evaluation (system of central examination)				0						
3-3 pathways are defined in units (for a part of the academic system)	2,5		2,5	1,3	2,5	2,5	2,5		2,5	2,5
3-4 pathways are not defined in units		0						0		
<b>4- FLEXIBILITY IN TRAINING ORGANISATION</b>										
4-1 Permanent entry/exit or several periods of recruitment			1,3		2,5	2,5	1,3			
4-2 One period of recruitment	0	0		0				0	0	0
4-3 Individual pathways are used or in development	1,3		2,5		2,5	1	1,5			1,3
4-4 Individual pathways are not possible or not used		0		0				0	0	
<b>FLEXIBILITY</b>	<b>5</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>10</b>	<b>9</b>	<b>7</b>	<b>3</b>	<b>5</b>	<b>5</b>
<b>ACTORS OPENNESS TO MOBILITY AND CONFIDENCE FOR COOPERATION</b>										
<b>5- ACTORS OPENNESS TO MOBILITY</b>										
5-1 Initiatives of some stakeholders to promote mobility (stakeholders and EU units)	2	1,2	2	2	1,2	2	2	1	0,8	2
5-2 No or very few initiatives of stakeholders to promote mobility										
5-3 Placement abroad is in development	2	2	2	2	2	0,4	1	2		2
5-4 Placement abroad do not exist									0	
5-5 Foreign languages EU citizenship or intercultural modules are integrated in VET	2		1	2	2		1		2	2
5-6 Foreign languages are integrated in VET- No EU citizenship or intercultural modules	0	0				0		0		
<b>6- MUTUAL TRUST BETWEEN TRAINING CENTRES</b>										
6-1 Cooperation networks exist/ beginning of cooperation networks	2	1	2		2	2	2	2	2	2
6-2 Occasional cooperation				0,4						
6-3 Validation of LO achieved abroad exists or development of mutual recognition process	1	0,8	0,4		0,8	0,8	1	1	2	0,8
6-4 Validation of LO achieved abroad do not exist				0						
<b>PERMEABILITY</b>	<b>9</b>	<b>5</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>5</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>9</b>
<b>MUTUAL RECOGNITION PROCESS (technical compatibility)</b>										
<b>7- LEARNING OUTCOMES IN TERM OF COMPETENCES</b>										
7-1 75 ÷ 100 % of training provision in terms of LO	2		2		2	2	2		2	2
7-2 0 ÷ 25 % of training provision in terms of LO		0		0				0		
7-3 Units defined in LO defined in KSC	1		1	1	2	2	1	2	2	2
7-4 Units not defined in LO		0								
7-5 Assessment/certification based on core activities, competences, demonstrated skills	2	1	2		2	1	2		2	
7-6 Assessment based on knowledge			0	0				0		0
<b>8- ACCEPTANCE OF ACCUMULATION</b>										
8-1 APL procedures exist or are used in a part of academic system	1		2		2	1	1	0,5	0,5	1
8-2 APL procedures do not exist or are not used		0		0						
8-3 A credittransfer system exists			1		2	2	1		0	
8-4 A credittransfer system do not exist	0	0	0	0				0	0	0
<b>TECHNICALITY</b>	<b>6</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>10</b>	<b>8</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>5</b>

INDICATORS QUOTATIONS TABLE ECVET CONNEXION 32 COUNTRIES	11	12	13	14	15	16	17	18	19	20
<b>AUTONOMY LEVEL OF TRAINING CENTRES</b>										
<b>1- IMPACT OF CERTIFICATION BODIES</b>										
1-1 Definition of training standards ( profile, skills needed)			0			0	0			
1-2 Definition of training contents, curricula	0,8	0,8		0,8	0,8			1,7	1,7	1,7
<b>2- LEVEL OF AUTONOMY OF TRAINING PROVIDERS</b>										
2-1 Participation to definition of needs : JOB PROFILE		0,6				0,8		0,4	0,4	0,8
2-2 No participation to definition of needs	0		0	0	0		0			
2-3 Participation to definition of training contents or methods		0,6	1,7	1,7	1,7	1,7	0,4	1,7	1,7	1,7
2-4 No participation to definition of training contents or methods	0									
2-5 Participation to definition or realization of assessment	0,8	0,8	0,8	0,8	1,7	0,8	0,8	0,8	0,8	0,8
2-6 No participation to definition or realization of assessment										
2-7 Possibility for training providers to develop financial resources		0,8						1,7	1,7	
2-8 Fixed resources allocated by regional or national body	0		0	0	0	0	0			0
2-9 Possibility for training centres to make international agreement (pilot/mobility project)		0,6	0,6	0,6	0,8			0,8	0,8	
2-10 No possibility for training centres to make international agreement	0					0	0			0
<b>AUTONOMY</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>7</b>	<b>7</b>	<b>5</b>
<b>FLEXIBILITY IN TRAINING DESIGN AND ORGANISATION</b>										
<b>3- FLEXIBILITY IN TRAINING DESIGN</b>										
3-1 Continuous assessment process in training centres	1,3	0,8	1,3	0,8	1,3			2,5	2,5	
3-2 Final evaluation (system of central examination)						0	0			0
3-3 pathways are defined in units (for a part of the academic system)		0,8	0,8		2,5	1,3	0,5	2,5	2,5	
3-4 pathways are not defined in units	0			0						0
<b>4- FLEXIBILITY IN TRAINING ORGANISATION</b>										
4-1 Permanent entry/exit or several periods of recruitment								2,5	2,5	
4-2 One period of recruitment	0	0	0	0	0	0	0			0
4-3 Individual pathways are used or in development		1,3	0,6		1,3			2,5	2,5	0,5
4-4 Individual pathways are not possible or not used	0			0		0	0			
<b>FLEXIBILITY</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>10</b>	<b>10</b>	<b>1</b>
<b>ACTORS OPENNESS TO MOBILITY AND CONFIDENCE FOR COOPERATION</b>										
<b>5- ACTORS OPENNESS TO MOBILITY</b>										
5-1 Initiatives of some stakeholders to promote mobility (stakeholders and EU units)	1	1	0,8	2	2	1	1	2	2	2
5-2 No or very few initiatives of stakeholders to promote mobility										
5-3 Placement abroad is in development	2	2	2	2	1	2	1			2
5-4 Placement abroad do not exist								0	0	
5-5 Foreign languages EU citizenship or intercultural modules are integrated in VET		1	1	1	0,7	0,7	1		1	1,3
5-6 Foreign languages are integrated in VET- No EU citizenship or intercultural modules	0							0		
<b>6- MUTUAL TRUST BETWEEN TRAINING CENTRES</b>										
6-1 Cooperation networks exist/ beginning of cooperation networks	1	2		1	2	1	1	2	2	2
6-2 Occasional cooperation			0							
6-3 Validation of LO achieved abroad exists or development of mutual recognition process	0,8	1	0	1	1,5	1		2	2	2
6-4 Validation of LO achieved abroad do not exist							0			
<b>PERMEABILITY</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>7</b>	<b>9</b>
<b>MUTUAL RECOGNITION PROCESS (technical compatibility)</b>										
<b>7- LEARNING OUTCOMES IN TERM OF COMPETENCES</b>										
7-1 75 ÷ 100 % of training provision in terms of LO		2			1			2	2	
7-2 0 ÷ 25 % of training provision in terms of LO	0		0	0		0	0			0
7-3 Units defined in LO defined in KSC		0,5	1				1	2	2	
7-4 Units not defined in LO	0	0		0	0	0				0
7-5 Assessment/certification based on core activities, competences, demonstrated skills	1	2	1	1	1		1	2	2	2
7-6 Assessment based on knowledge						0				
<b>8- ACCEPTANCE OF ACCUMULATION</b>										
8-1 APL procedures exist or are used in a part of academic system	0,5	0,5	1		0,5			2	2	0,5
8-2 APL procedures do not exist or are not used				0		0	0			
8-3 A credittransfer system exists				1	2			2	2	
8-4 A credittransfer system do not exist	0	0	0			0	0			0
<b>TECHNICALITY</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>10</b>	<b>10</b>	<b>3</b>

INDICATORS QUOTATIONS TABLE ECVET CONNEXION 32 COUNTRIES	21	22	23	24	25	26	27	28	29	30
<b>AUTONOMY LEVEL OF TRAINING CENTRES</b>										
<b>1- IMPACT OF CERTIFICATION BODIES</b>										
1-1 Definition of training standards ( profile, skills needed)	0	0	0	0						
1-2 Definition of training contents, curricula					0	0	0	0	0,8	0
<b>2- LEVEL OF AUTONOMY OF TRAINING PROVIDERS</b>										
2-1 Participation to definition of needs : JOB PROFILE		0,8			0,4		0,8			0,8
2-2 No participation to definition of needs	0		0	0		0		0	0	
2-3 Participation to definition of training contents or methods	0,8	0,8	0,4	0,8	0,4		1,7	0,8	0,8	0,8
2-4 No participation to definition of training contents or methods						0				
2-5 Participation to definition or realization of assessment	0,8	0,8	0,8	0,8	0,8	0,8	1,7	0,8	0,8	0,8
2-6 No participation to definition or realization of assessment										
2-7 Possibility for training providers to develop financial resources			0,4				0,8	0,4	0,8	
2-8 Fixed resources allocated by regional or national body	0	0		0	0	0				0
2-9 Possibility for training centres to make international agreement (pilot/mobility project)	0,6	0	0,6	1,7	0,8		0,8	0,8		
2-10 No possibility for training centres to make international agreement						0			0	0
<b>AUTONOMY</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>FLEXIBILITY IN TRAINING DESIGN AND ORGANISATION</b>										
<b>3- FLEXIBILITY IN TRAINING DESIGN</b>										
3-1 Continuous assessment process in training centres				1,3			1,3	1,3		
3-2 Final evaluation (system of central examination)	0	0	0		0	0			0	0
3-3 pathways are defined in units (for a part of the academic system)	0,5	2,5		0,5			2,5	0,8		
3-4 pathways are not defined in units		0	0		0	0			0	0
<b>4- FLEXIBILITY IN TRAINING ORGANISATION</b>										
4-1 Permanent entry/exit or several periods of recruitment				2,5			2,5			
4-2 One period of recruitment	0	0	0		0	0		0	0	0
4-3 Individual pathways are used or in development		2		2,5			2,5			1
4-4 Individual pathways are not possible or not used	0		0		0	0		0	0	
<b>FLEXIBILITY</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>1</b>
<b>ACTORS OPENNESS TO MOBILITY AND CONFIDENCE FOR COOPERATION</b>										
<b>5- ACTORS OPENNESS TO MOBILITY</b>										
5-1 Initiatives of some stakeholders to promote mobility (stakeholders and EU units)			0,5	2			2	0,5		2
5-2 No or very few initiatives of stakeholders to promote mobility	0	0			0	0			0	
5-3 Placement abroad is in development	2	1	2	2		1	2	2	1	2
5-4 Placement abroad do not exist					0					
5-5 Foreign languages EU citizenship or intercultural modules are integrated in VET	1	2	0,7	2	0,7	0,7	1,3	1	0,7	2
5-6 Foreign languages are integrated in VET- No EU citizenship or intercultural modules										
<b>6- MUTUAL TRUST BETWEEN TRAINING CENTRES</b>										
6-1 Cooperation networks exist/ beginning of cooperation networks		2	2	2			2	1		2
6-2 Occasional cooperation	0				0	0			0	
6-3 Validation of LO achieved abroad exists or development of mutual recognition process		1	1	1			2			
6-4 Validation of LO achieved abroad do not exist	0				0	0		0	0	0
<b>PERMEABILITY</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>9</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>5</b>	<b>2</b>	<b>8</b>
<b>MUTUAL RECOGNITION PROCESS (technical compatibility)</b>										
<b>7- LEARNING OUTCOMES IN TERM OF COMPETENCES</b>										
7-1 75 ÷ 100 % of training provision in terms of LO	1	1	2	1,5			2	1		2
7-2 0 ÷ 25 % of training provision in terms of LO					0	0			0	
7-3 Units defined in LO defined in KSC	1	1		1	0,5		2	0,7		
7-4 Units not defined in LO		0	0			0			0	0
7-5 Assessment/certification based on core activities, competences, demonstrated skills	1	1	1	2	1	1	2	1		2
7-6 Assessment based on knowledge									0	
<b>8- ACCEPTANCE OF ACCUMULATION</b>										
8-1 APL procedures exist or are used in a part of academic system		1		2			2	1		
8-2 APL procedures do not exist or are not used	0		0		0	0			0	0
8-3 A credittransfer system exists				2			2			
8-4 A credittransfer system do not exist	0	0	0		0	0		0	0	0
<b>TECHNICALITY</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>10</b>	<b>4</b>	<b>0</b>	<b>4</b>

## 8.7 APPENDIX G: Experts of the Consortium

<b>Project leaders</b>		
<b>Didier GELIBERT</b>	Association Nationale pour la Formation Automobile	France
<b>Richard MANIAK</b>	Ministère de l'Education Nationale	France
<b>Communication leader</b>		
<b>Maria-E. RUDOWSKI</b>	CR2i / CIEP	France
<b>Members of the Steering Committee (* = and country expert) // (** = and platform leader)</b>		
<b>Claudio DEMARTINI *</b>	Politecnico de Torino	Italy
<b>Pasqualino MARE</b>	Kenniscentrum Handel	The Netherlands
<b>Isabelle LE MOUILLOUR</b>	Bundesinstitut für Berufsbildung (BIBB)	Germany
<b>Gerald THIEL **</b>	DEKRA Akademie	Germany
<b>Katarzyna KOLODZIEJSKA *</b>	Zaklad Doskonalenia Zawodowe	Poland
<b>Richard MANIAK *</b>	Ministère de l'Education Nationale	France
<b>Xavier FARRIOLS</b>	Generalitat de Catalunya	Spain
<b>Alain BULTOT **</b>	Conseil de l'Education et de la Formation	Belgium
<b>David KRUPKA **</b>	Association Nationale pour la Formation Automobile	France
<b>Coordinating group</b>		
<b>Sindy BARTHOMIEUF</b>	Association Nationale pour la Formation Automobile	France
<b>Fiona BIBBY</b>	Ministère de l'Education Nationale	France
<b>Martine LEVREUX</b>	Association Nationale pour la Formation Automobile	France
<b>Experts Pays (** = and platform leader)</b>		
<b>Séverine BERTHON **</b>	Association Nationale pour la Formation Automobile	France
<b>Enrcio BRESSAN **</b>	Fondazione G.Rumor Centro Produttività Veneta Vincenza	Italy
<b>Alain BULTOT *</b>	Conseil de l'Education et de la Formation	Belgium
<b>Gabriela CIOBANU</b>	National Centre for Development of VET	Romania
<b>Alexandra. COSTA ARTUR</b>	CECOA	Portugal
<b>Claudio DEMARTINI *</b>	Politecnico de Torino	Italy
<b>Gabriele FIETZ</b>	f-bb	Germany
<b>Bo HOGBERG</b>	Transportgruppen	Sweden
<b>Barbara KIESLINGER</b>	ZSI Zentrum für Sozial Innovation	Austria
<b>Katarzyna.KOLODZIEJSKA *</b>	Zaklad Doskonalenia Zawodowe	Poland
<b>Edith KIRSCH</b>	Ministère de l'Education Nationale	France
<b>Isabelle LE MOUILLOUR *</b>	Bundesinstitut für Berufsbildung (BIBB)	Germany
<b>Michèle LONGPRE</b>	Office Fédérale de la Formation et des Technologies	Switzerland
<b>Pasqualino MARE</b>	Kenniscentrum Handel	The Netherlands
<b>Juha MYLLYNTAUSTA</b>	AKL	Finland
<b>Jos NOESEN</b>	Ministère de l'Education nationale	Luxembourg
<b>Mirjana OBLAK</b>	SETTCE	Slovenia
<b>Magaret O'SHEA</b>	SIMI	Ireland
<b>Bozena. ONDROVICOVA</b>	Expert indépendant	Slovakia
<b>Francesc RANCHAL</b>	Generalitat de Catalunya	Spain
<b>Teremi SANDOR</b>	Vanya Vocational Centre Turkevė	Hungary
<b>Madlen SERBAN</b>	National Centre for Development of VET	Romania
<b>Signe SORENSEN</b>	Danish technological Institute	Denmark
<b>Graham VINGOE</b>	North Devon College	United Kingdom
<b>Loukas ZAHILAS</b>	OEEK	Greece
<b>Country contributors (covered countries)</b>		
<b>Maria ANTOVA</b>	National Agency for Vocational Education and Training (NAVET)	Bulgaria
<b>Froydis GUSTAVSEN</b>	Norges Bilbransjeforbund	Norway
<b>Karin JAJTNEROVA</b>	National Institute of Technical an Vocational Education	Czech Republic
<b>All KULLI</b>	Ministry of Education and science	Estonia
<b>Ramune PUSLIENE</b>	VET Division Lithuanian Ministry of Education	Lithuania
<b>Baiba RAMINA</b>	Academic Information Centre	Latvia
<b>Loukas Zahilas</b>	OEEK	Cyprus
<b>Ivan SUTALO</b>	Agencija za strukovno obrazovanje, Agency for Vocational Education & Training	Croatia
<b>Vana KANELLOPOULOU</b>	OEEK	Turkey
<b>Contributors supporting Country Experts (*) or supporting Coordinating group (**)</b>		
<b>Hélène BEAUCHER **</b>	CIEP CR2I	France
<b>Patrizia BERNARDINI *</b>	Fondazione G.Rumor Centro Produttività Veneta Vincenza	Italy
<b>Michael CHAPPLE</b>	North Devon College	United Kingdom
<b>Werner DOSTAL*</b>	DEKRA Akademie	Germany
<b>Renaud EIPSTEIN**</b>	CIEP CR2I (Université de Marne la Vallée)	France
<b>Gianni GHISLA*</b>	Office fédérale de la Formation et des technologies	Switzerland
<b>Antonio GIRARD*</b>	Fondazione G.Rumor Centro Produttività Veneta Vincenza	Italy

<b>Contributors supporting Country Experts (*) or supporting Coordinating group (**)</b>		
<b>Alain KOKOSOWSKI**</b>	CREDIJ (Université de Versailles)	France
<b>Maria KOLLER*</b>	ZSI Zentrum für Sozial Innovation	Austria
<b>Peter LITTIG*</b>	DEKRA Akademie	Germany
<b>Jean-Pierre MALARME*</b>	Conseil pour l'Education et la Formation	Belgium
<b>Manfred MECZURAT*</b>	North Devon College	United Kingdom
<b>Jacqueline MENAGE*</b>	Ministère de l'Education nationale	France
<b>Thomas REGLIN*</b>	Forschungsinstitut betriebliche Bildung (f-bb)	Germany
<b>Daniele SAVIO*</b>	Fondazione G.Rumor Centro Produttività Veneta Vicenza	Italy
<b>Klaus SCHUCH*</b>	ZSI Zentrum für Sozial Innovation	Austria

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## 8.8 ANNEXE H: List of interviewed persons

Remark: some interviewed stakeholders did not wish their name was mentioned. Only the names of people that have given their agreement are mentioned below.

<b>Name</b>	<b>First name</b>	<b>Country</b>
ALVES	Margarida	Portugal
ANNERSTEDT	Bjorn	Sweden
ARCHAN	Sabine	Austria
ARMSTRONG	Darren	United Kingdom
BANDELJ	Elido	Slovenia
BARNES	Rob	United Kingdom
BATTILOTTI	Leone	Italy
BEAUFILS	Catherine	France
BETTIOL	Simonnetta	Italy
BORSTELL	Jan	Sweden
BRUNNER	Sonja	Germany
CESAREK	Metod	Slovenia
CHIRILA	Dorin	Romania
CLARKE	Sean	Ireland
CLAUDE	Paul	Luxembourg
CLEMENT	Lucien	Luxembourg
CORRIGAN	Tom	Ireland
COSTIN	Ana	Romania
COZA	Adriana	Romania
CSEH	Sándor	Hungary
CSOTI	Ferenc	Hungary
DAL GRANDE	Luca	Italy
DALMAU	Georgina	Spain
DE JUAN	Patxi	Spain
DEVOY	Eamon	Ireland
DIAS	Vitor	Portugal
DIAZ	Antonio	Spain
DIMIZAS	Argyris	Greece
DONDERS	Eddy	Belgium
DUPUIS	Madame	France
DURANEL	Jean-Pierre	France
EISING	Minie	The Netherlands
ERDMANN	Katia	France
FILIPPOU	Nikos	Chypre
FLURI	Jürg	Switzerland
FONODOVA	Irena	Slovakia
FREUNDLINGER	Alfred	Austria
FRISING	Carlo	Luxembourg
GALAN	Marian	Slovakia
GLEIJN	Ernst	The Netherlands
GOCKA	Julia	Germany
GUIOTTO	Guido	Italy
GUSTIN	Robert	Slovenia
GYARMATI	István	Hungary
HALIAKOVA	Lydia	Slovakia
HANNIGAN	Tony	Ireland
HEIDEMANN	Winfried	Germany
HENRICS	Erik	Sweden
HUBERT	Laurent	Belgium
HUBERT	Guy	France
HUIGEN	Mieke	The Netherlands
JALONEN	Tapio	Finland

<b>Name</b>	<b>First name</b>	<b>Country</b>
JELINKOVA	Dagmar	Slovakia
JON	Jerzy	Poland
KAFEL	Krzysztof	Poland
KAROLAK	Beata	Poland
KLASON	Mats	Sweden
KOECK	Guido	Belgium
KOPERNICKY	Vladimir	Slovakia
KOPPANEN	Seppo	Finland
KORBACS	Pavel	Slovakia
KOSKINEN	Ari	Finland
KOZOVA	Eva	Slovakia
KRANJC	Barbara	Slovenia
KREMPASKY	Pavel	Slovakia
KULLER	Hans-Detlef	Germany
LAGALLE-BARANES	Stéphanie	France
LANKINEN	Timo	Finland
LE NAOUR	Jean	France
LEFERE	Jacques	Belgium
LEWIŃSKI	Ryszard	Poland
LEWIS,	Tom	United Kingdom
LUIS,	Isabel	Portugal
MACKRILL	Alan	United Kingdom
MACNEILL	Ian	Ireland
MADDEN	Susan	Ireland
MAISTROS	Panagiaotis	Greece
MALICOT	Maryannick	France
MARE	Pasqualino	The Netherlands
MARGAITIS	Konstantinos	Greece
MAYO	Marisa Mayo	Spain
MCKERRACHER	Moira	United Kingdom
MEIER	Caroline	Switzerland
MENIN	Fabio	Italy
MEREUTA	Cristina Mereuta	Romania
MESTRE	Lúcia	Portugal
MIHAIL	Roxana	Romania
MIHAILESCU	Alexandru	Romania
MILJAND	Mats	Sweden
MODLANE	Görgényi Ildikó	Hungary
MOLINA	Jose Luis	Spain
MORJAN	Guus	The Netherlands
MUCKE	Kerstin	Germany
MUEHLEHALER	Susanna	Switzerland
MUELLER	Bruno	Switzerland
MULDER	Ineke	The Netherlands
MULLEN,	Dawn	United Kingdom
MÜLLNER	Gerhard	Austria
NÖBAUER	Reinhard	Austria
NOJSZEWSKA-DOCHEV	Magdalena	Poland
NOLAN	Alan	Ireland
NYBERG	Jan	Sweden
OLIOSO	Enrico	Italy
OLIVER	Carmen	Spain
OZSVATH	László	Hungary
PEISPINIS	Vassilis	Greece
PERFETTI	Philippe	France
PERRIN	Jacques	France
PETEL	Francis	France
PETROPOULAKIS	Dimitris	Greece
PEVC GRM	Slava	Slovenia
PIPAN	Egon	Slovenia
PLIJNAAR	Stan	The Netherlands



<b>Name</b>	<b>First name</b>	<b>Country</b>
POCH	Jaume	Spain
POLZIN	Manfred	The Netherlands
POTAU	Francesc	Spain
POVELSEN	Sven Erik	Denmark
POWER	Tony	Ireland
PRAT	Isabel	Spain
PRAVDA	Stanislav	Slovakia
PRIKOPSKA	Maria	Slovakia
PUJOL	Eduard	Spain
REBAUDENGO	Maurizio	Italy
REGNAULT	Régis	France
REITZ	Jan	Denmark
REPO	Timo	Finland
ROBERT	Louis	Luxembourg
RODRIGUEZ	Anabel	Spain
SANDU	Tania	Romania
SANJOSE	Joan Martinez	Spain
SARAF	Jacques	France
SAVELA	Vesa	Finland
SCHAFFRANEK	Walter	Austria
SCHMID	Gabriele	Austria
SCHMIT	Françoise	Luxembourg
SCHMITTER	Christoph	Switzerland
SCHROEDER	Daniel	Luxembourg
SCOPF	Michael	Germany
SCOTT,	Samuel	United Kingdom
SHAPIRO	Hanne	Denmark
SIBORRO	Rita	Portugal
SIEVERS	Yorck	Germany
SOARES	Cândida	Portugal
SOOS	László	Hungary
SPIESS	Dieter	Switzerland
SPYRIDIS	Dimitris	Greece
SPYRIDOU	Antonis	Greece
STOFFEL	Berno	Switzerland
SZILAGYI	János	Hungary
TACHE	Elisabeta	Romania
TAVARES	Cristina	Portugal
TERRAL	Yves	France
THIELE	Peter	Germany
THOSS	Roger	Luxembourg
TOMALA	Adam	Poland
TOMENGOVA	Ing	Slovakia
TOSI	Barbara	Italy
TRIER WANG	Anja	Denmark
TRITSCHER	René	Austria
TURRI PIER	Angelo	Italy
VANTUCH	Juraj	Slovakia
VENBORG	Lena	Denmark
VENTURA	Pio Ventura	Spain
VEZZETTI	Enrico	Italy
VINGOE	Graham	United Kingdom
VOS	Michèle	Belgium
VYKYDALOVA	Ing	Slovakia
WADSWORTH,	Colin	United Kingdom
WEIZMANN	Annick	Switzerland
ZESZUTA	Mariusz	Poland
ZETTERSTEDT	Ulf	Sweden
ZGONC	Andraz	Slovenia
ZIBRITOVA	Katarina	Slovakia

## 8.9 APPENDIX I: List of the participants to platforms

Remark: some interviewed stakeholders did not wish their name was mentioned. Only the names of people that have given their agreement are mentioned below.

Name	First Name	Country
BEIER	Arno	Germany
BETTIOL	Bettiol	Italy
BÜTLER	Bütler roman	Switzerland
CAÇADOR	Ana rita	Portugal
CASTANHEIRA	Agostinho	Portugal
DE JONG	Miriam	The Netherlands
DEVENEIJNS	Pia	The Netherlands
DROUET	Michel	France
ENGERT	Volker	Germany
FALZON	Christine	France
FETTER	Aernout	The Netherlands
GARCIA MOLINA	Jose luis	Spain
HOLLO	Marie-christine	Belgium
HORAK	Berhard	Austria
HUIGEN	Mieke	The Netherlands
KAROLAK	Beata	Poland
KONINGS	Hans	The Netherlands
LANG	Norbert	Austria
LE NAOUR	Jean	France
LOISY	Mathieu	France
LUIS	Isabel	Portugal
MARIANI	Manuela	Portugal
MARQUES	Alfredo	Portugal
MARTINEZ SANJOSE	Martinez sanjose	Spain
MATTEO	Salin	Italy
ODROVIC	Michel	Belgium
PEDRO	Catarina	Portugal
POWER	Tony	Ireland
PUJOL XICOY	Eduard	Spain
SCHNEIDER	Michaela	Austria
TRITSCHER	Rene	Austria
VALENTE	Ana claudia	Portugal
VENTURA	Pio	Spain
WYSS	Philipp	Switzerland
ŽUREK	Miroslaw	Poland
ARH	Tanja	Slovenia
BARKABA	Ermioni	Greece
BEAT	Lerch	Switzerland
BENGTSSO?	Ulf	Sweden
BLEEKER	Ria	The Netherlands
BOLKOVAC	Martin	Austria
BREND	Hannah	United Kingdom
BUTET	François	France
CALDEIRA	Antonio	Portugal
CALDIERA	Giuseppe	Italy
CARAMUJO	Elsa	Portugal
CHIRILA	Dorin	Romania
COOREMANS	Luc	Belgium
CORNEL	Nicolai	Romania
COSTA ARTUR	Alexandra	Portugal
COSTIN	Ana	Romania
CRAS	Peter	The Netherlands

<b>Name</b>	<b>First Name</b>	<b>Country</b>
CSEH	Sandor	Hungary
CSOTI	Ferenc	Hungary
CSUKAS	Attila	Hungary
CUSACK	Jim	Ireland
DEANS	John	Ireland
DELIGIANNIS	Kostas	Greece
DELORMEL	Jacques	France
DIJOUX	Jean jacques	France
DIMAS	Cristina	Portugal
DINCA	Aurora	Romania
DINESCU	Mirela	Romania
DUARTE	Teresa	Portugal
DUPLAIX	Therese	France
EHRKE	Michael	Germany
ELIASSON	Stefan	Sweden
FAMIN	Jean pierre	France
FARRELL	Colin	Ireland
FELBER	Stefan	Switzerland
FERREIRA	Jair	Portugal
FLURI	Jürg	Switzerland
FUENTES	Emili grau	Spain
GALWELA	Michael	Germany
GIORGIO	Zenere	Italy
GIRARDI	Antonio	Italy
GOCKE	Julia	Germany
GUSTIN	Robert	Slovenia
GYARMATI	Istvan	Hungary
HANNIGAN	Tony	Ireland
HAUPTMANN	Kai	Germany
HILGER	Egide	Luxembourg
HOBBS	Stuart	United Kingdom
HOGBERG	Bo	Sweden
HOLBL	Alexander	Austria
HRIBAR	Darko	Slovenia
ILIOPOULOU	Irene	Greece
ISAKSSON	Tommy	Sweden
JALONEN	Tapio	Finland
JON	Jerzy	Poland
KALISNIK	Gregor	Slovenia
KANELLOPOULOU	Vana	Greece
KANELLOPOULOU	Vana	Greece
KAPOUTSIS	Ioannis	Greece
KÄRKI	Sirkka-liisa	Finland
KARLSSON	Oskar	Sweden
KASTELIC	Mark	Slovenia
KATOPODI	Niki	Greece
KERSCHBAUMER	Helmut	Germany
KNOL	Kees	The Netherlands
KOŁODZIEJSKA	Katarzyna	Poland
KOPPANEN	Seppo	Finland
KOSKINEN	Ari	Finland
KOTSIDIS	Panagiotis	Greece
KOUTSEKLIDOU	Katerina	Greece
KUBLI	Heinrich	Switzerland
KWIATKOWSKI	Stefan	Poland
LANKINEN	Timo	Finland
LEWIS	Tom	United Kingdom
LUCAS	Heike	Germany
LUCASSEN	Ton	The Netherlands
MACNEILL	Ian	Ireland
MANIAK	Richard	France

<b>Name</b>	<b>First Name</b>	<b>Country</b>
MASSEN-HEIRENDT	Colette	Luxembourg
MELMER	Robert	Luxembourg
MENIN	Fabio	Italy
MERGEN	Jean philippe	Belgium
MESSERER	Karin luomi	Austria
MILEY	John	Ireland
MOCANU JABER	Manuela	Romania
MODLANE	Görgenyi ildiko	Hungary
MOERMAN	Nel	The Netherlands
MORJAN	Guus	The Netherlands
MOSEDALE	Andrew	United Kingdom
MULDER	Ineke	The Netherlands
MÜLLER	Karl-heinz	Germany
NOBAUER	Reinhard	Austria
NOJSZEWSKA	Magdalena	Poland
NOLAN	Alan	Ireland
NYSSÖLÄ	Kari	Finland
O'SHEA	Margaret	Ireland
OLDFIELD	Phillip	United Kingdom
ORTIZ	Francisco	Portugal
OZSVATH	Laszlo	Hungary
PALVAIR	Antoinette	France
PERRIN	Jacques	France
PIETRUSZKA	Renata	Poland
PINKUS	Maurice	France
PLATTEVOET	Jean-pol	Belgium
PLIJNAAR	Stan	The Netherlands
POCH ELIAS	Jaume	Spain
POLZIN	Manfred	The Netherlands
POULOU	Maria	Greece
QUESNEL	Mr	France
RANCHAL COLLADO	Francesco	Spain
RANDALL	Phil	United Kingdom
REPO	Timo	Finland
RIBALTA	Ricard	Spain
ROBERT	Louis	Luxembourg
ROUAT	Yvette	France
RUBELI	Rubeli kurt	Switzerland
RÜDIN	Rüdin roger	Switzerland
SAARINEN	Marketta	Finland
SANDU	Tania	Romania
SARAF	Jacques	France
SARRI	Sofia	Greece
SATORRA	Jordi	Spain
SAVELA	Vesa	Finland
SCHMIT	Françoise	Luxembourg
SCHOUBS	Schoubs	Luxembourg
SCOTT	Samuel	United Kingdom
SINCLAIR	Darrin	United Kingdom
SOARES	Candida	Portugal
SOOS	Laszlo	Hungary
SOREL		Belgium
STEARNS	Brendan	Ireland
SUROSZ	Wanda	Poland
SUTTER	Fritz	Switzerland
SVALINA	Miha	Slovenia
SZILAGYI	Janos	Hungary
TESSIER SOYER	Murielle	France
THOMPSON	Robert	United Kingdom
THOSS	Robert	Luxembourg
TOMALA	Adam	Poland

<b>Name</b>	<b>First Name</b>	<b>Country</b>
TORDA	Jozsef	Hungary
VALENTINI	Alberto	Italy
VAN DER SANDEN	Karin luomi	The Netherlands
VAN LAETHEM	Christian	Belgium
VEZZETTI	Enrico	Italy
VINCENT	Pierre	France
VOIGT	Christian	Austria
VOJTA	Jens	Germany
WASIAK	Anna	Poland
WEINHOFER	Helmut	Austria
WERNERSSON	Bonny	Sweden
ZAHILAS	Loukas	Greece
ZERVOU	Elena	Greece
ZETTERSTEDT	Ulf	Sweden

NE PAS DUPLIQUER

## 8.10 APPENDIX J: Presentation of the draft results<sup>72</sup> Berlin 30/11/2006

(Support Power Point)

Remark: the information delivered below is the « print version » of the slideshow presented. Some slides has been delivered by using interactive links they are appeared, here, in appendix of the slideshow.

Slide 01

**Study on the Feasibility of an ECVET system for apprentices (test phase)**

**European Seminar on ECVET Outcomes of the Studies "reflector" & "connexion"**

Berlin - 30<sup>th</sup> November 2006

**ANFA** **Didier Gelibert**  
Association Nationale pour la Formation Automobile (France)

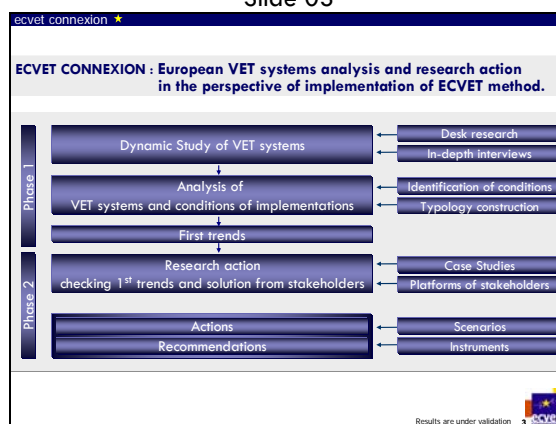
**Richard Maniak**  
Ministère de l'Éducation Nationale de l'Enseignement Supérieur et de la Recherche (France)

Slide 02

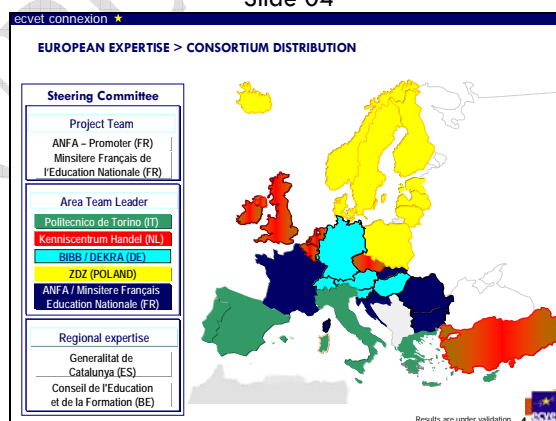
**Study objectives**

- Analysing national VET systems **from the angle of training design and provision.**
- Identifying the obstacles of the setting up of the proposed ECVET Method in the different systems.
- Elaborating proposals for overcoming the identified obstacles.

Slide 03

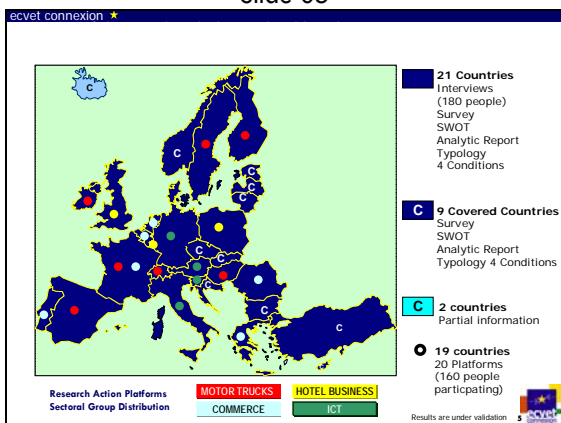


Slide 04



<sup>72</sup> Results at 30/11/2006 (« draft »)

Slide 05



Slide 06

- Consortium: a balanced partnership**
- Branch / Economic Partners**
- Automobile Services : IRL, SW, Fin
  - Commerce : Portugal, NL, IT
  - Plastic: F
- Central Administration / Education**
- Ministry of Education : D, Ro, Lux, F, NL, EL, CH
  - Certification Authority : B , FL
- Regional Administration**
- Education Dpt : Es (Catalunya)
  - Qualification Institute : Es (Catalunya)
- Training Centres**
- Initial Training ("apprentices"): Poland, UK, Portugal
  - Companies : D, IRL, SW, Fin, A, Slov.
  - University : IT, NL,
  - Branch: Portugal
- Results are under validation

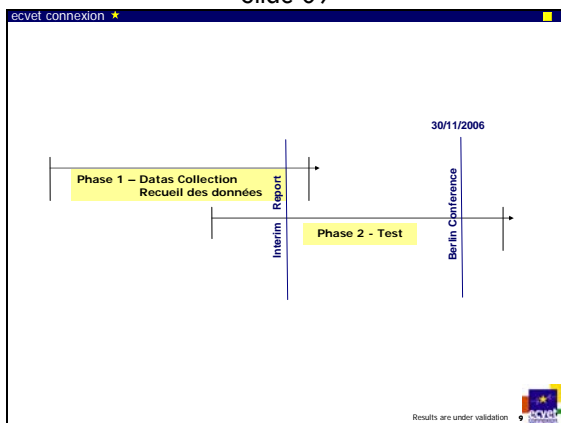
Slide 07

- Work achieved > during phase 1 : Surveys**
- Country Experts have:**
- Collected information about VET systems in 30 countries
  - Carried out in 21 countries, interviews of 180 stakeholders
  - Elaborated 30 country survey **Appendix 1**  
**Appendix 2**
- Project Team have:**
- Produced questionnaire, guideline, template of country surveys, information kit,
  - Analyzed national VET systems (SWOT). **Appendix 3**
  - Identified obstacles of the setting up of ECVET.
  - Elaborated first proposals.
- Results are under validation

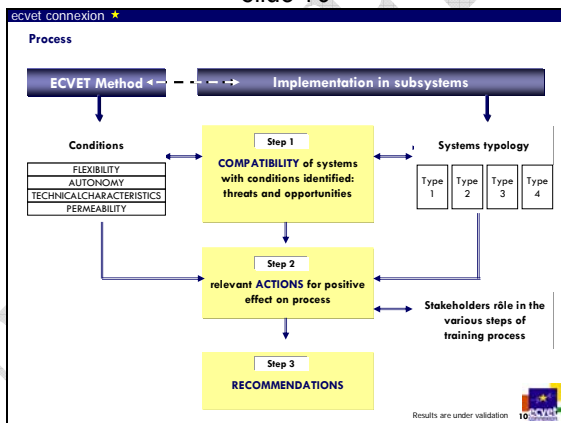
Slide 08

- Work achieved > during phase 2 : Research Action**
- Country Experts have:**
- Set up 20 platform in 30 countries gathering 170 stakeholders
  - Elaborated country platform analytic report aims at checking the first trends and producing proposals
- Project Team have:**
- Produced case studies (Team Leader of Sector Groups)
  - Analyzed results of the platforms .
  - Identified a systems typology
  - Crossed the information from systems and the typology.
  - Confirmed trends and added suggestions
  - Identified categories of actions in order to elaborate recommendations
- Results are under validation

Slide 09



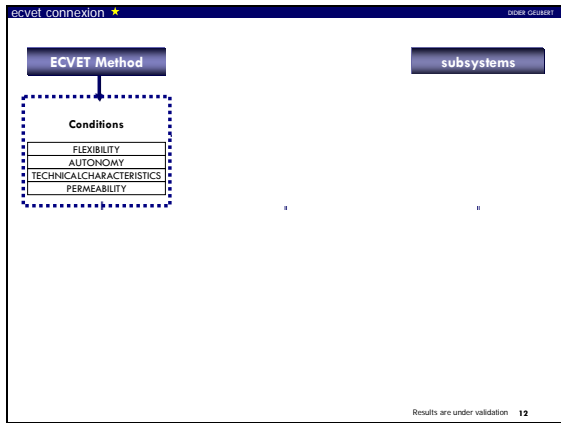
Slide 10



Slide 11

- 3 assumptions / hypothesis :**
- ECVET method cannot be reduced to technical specifications in order to be used (by providers).
  - Adopting ECVET implies to consider 3 other conditions (autonomy, flexibility, and permeability) in order "to make usable" the method in national VET subsystems.
  - ECVET principles should not interfere with national subsystems basics.
- Results are under validation

Slide 12



Slide 13

ecvet connexion \*

- Framework for making analysis :  
ECVET analytic grid : 22 indicators in 4 main conditions :

- Technical characteristics (ECVET specifications)
- Flexibility of training pathways
- Autonomy of training centres
- Permeability (Openness to mobility, confidence on partners).

VET national subsystems have been analyzed with this grid.

Results are under validation

Slide 17

ecvet connexion \*

Learning context B

Learning context A

Mr X has an opportunity for a learning period abroad

Mr X achieves L.O.

Are the training pathways organized in modules ?  
individual pathways are used or in development ?

Results are under validation

Slide 14

ecvet connexion \*

- Technical nature** : ability to be in line with the technical specifications of the ECVET method.
- Necessity for all the systems to have the same approach (common "grammar" *rimmo*).

**2 Strands**

- > Learning outcomes in terms of KSC
- > Acceptance of accumulation

**Criteria** (among others)

- > % of training provision in terms of LO,
- > module defined in LO described in KSC
- assessment/certification based on core activities, competences, demonstrated skills
- > APL procedures exist or are used in a part of academic system

Results are under validation

Slide 18

ecvet connexion \*

- Autonomy**: ability of the training providers to take into responsibility the training process from the design till the assessment and to mobilize the resources required.
- The impact, on training providers, of the setting up of ECVET implies to give them a minimum of latitude.

**Strand 1 - Impact of certification bodies**

- > definition of standards ( profile, skills needed)
- > definition of training contents, curricula

**Strand 2- level of autonomy of training organisation**

- > participation in definition of standards
- > participation in definition of contents or methods
- > participation in definition or realization of assessment
- > possibility for training organisation to develop financial resources
- > fixed resources allocated by regional or national body
- > possibility for training centres to make international agreement

Results are under validation

Slide 15

ecvet connexion \*

Learning context B

Learning context A

...and now Mr X wants to transfer "home" his new learning outcomes to include them for the qualification

Does APL procedure exist in the learning context concerned?

Is Learning Outcomes approach in used in the learning contexts Mr X intends to learn ?

What's about units in this context?

Results are under validation

Slide 19

ecvet connexion \*

Learning context B

Learning context A

...and now Mr X wants to transfer "home" his new learning outcomes to include them for the qualification

Does the domestic training centre of Mr X :

- > have the ability (autonomy) to include these new L.O
- > participate in the definition of training need, assessment process etc..
- > have the financial resources for implementing such kind of organization?
- > have an organization for allowing Mr X that his dream comes true?

Results are under validation

Slide 16

ecvet connexion \*

- Flexibility** : ability of training Providers to propose et to manage individualized pathways. Flexibility should be understood in the context of training design and training organization
- Necessity of individualization the perspective of lifelong learning

**2 Strands**

- > flexibility in training design
- > flexibility in training organization.

**Criteria** (among others)

- > Pathways defined in units / modules,
- > permanent entry/exit or several periods of recruitment
- > individual pathways are used or in development
- > continuous assessment process in centres
- > final evaluation or continuous assessment, etc.

Results are under validation

Slide 20

ecvet connexion \*

- Permeability**: ability to valorise (give a value) the mobility periods and to recognize L.O. obtained in other systems or other environments either in the training pathways than in the recognition of the qualification (certification).
- Necessity of openness to mobility and to other environments.

**2 Strands**

- > actors' openness to mobility
- > mutual trust between training centres.

**Criteria** (among others)

- > initiatives of some stakeholders to promote mobility ,
- > placement abroad is in development
- > Foreign languages EU citizenship or intercultural modules are integrated in VET
- > cooperation networks exist/ beginning of cooperation networks
- > validation of LO achieved abroad exits or development of mutual recognition process

Results are under validation



Slide 21

ecvet connexion \*

Learning context B

Learning context A

Mr X has an opportunity for a learning period abroad

Does the domestic training centre of Mr X:

- > is in a context that promotes mobility ?
- > has the ability to sign an agreement with its counterpart in the context B

In the context A does it exist networks that have the habit of such kind of organization ?

Results are under validation 21

Slide 25

ecvet connexion \*

### Indicators used (SWOT topics)

- ▶ Training needs definition
- ▶ Training Contents (what?)
- ▶ Training place (where?)
- ▶ Assessment process (who? How? Criteria of assessment)

Results are under validation 25

Slide 22

ecvet connexion \*

Learning context B

Learning context A

...and now Mr X wants to transfer "home" his new learning outcomes to include them for the qualification

Does the domestic training centre of Mr X is:

- > in position to be sure of the quality of the validation done in the context B?
- > the financial resources for implementing such kind of organization?

Results are under validation 22

Slide 26

ecvet connexion \*

Typology identified > 4 kind of subsystems

1	centred on knowledge	Training is a period before working life. The trainee acquires knowledge and skills in laboratory. He/she will discover work afterwards. The employer will adapt the trainee to real situation
2	Employability	Training is based on the trade. At the end of training, trainee must be operational. The Company is a key player in the training process.
3	Adaptability	Training is centred on the vocational adaptability: "trade conception is quite wide". Trade will be attainable / accessible only after an adaptation period to work and after putting to test in a work situation, notably during first job.
4	Portfolio of skills, competences	Training is composed by competences units which can be combined in order to answer to a job requirements. The system is focused on a flexible management of the individual training pathways.

Results are under validation 26

Slide 23

ecvet connexion \*

ECVET Method

subsystems

Systems typology

Type 1	Type 2	Type 3	Type 4
--------	--------	--------	--------

Results are under validation 23

Slide 27

ecvet connexion \*

Typology : 4 kind of subsystems > per indicator

Training needs definition	centred on knowledge	The training needs are defined by the certification bodies. The sectoral bodies are a little involved.
	Employability	The training needs are defined in close consultation / negotiation between the certification bodies, the employers and the social partners. The qualification is elaborated by the sectoral bodies (job profile)
	Adaptability	The training needs are defined in consultation / negotiation between the certification bodies, the employers and the social partners. The qualification is based "on professional core competences".
	Portfolio of skills	The training needs are defined in close consultation / negotiation Through competent joint bodies, employers and social partners. The role of sectoral bodies has a major role in the definition of training needs.

Results are under validation 27

Slide 24

ecvet connexion \*

### Toward a typology of VET systems

All training systems aims at integrating the young to labour market and at

- developing knowledge
- favouring employability
- giving the skills to adapt to change,

but from one type to another each system is mainly focused on one specific aspect.

The typology is not based on performance but on intentions

Results are under validation 24

Slide 28

ecvet connexion \*

Typology : 4 kind of subsystems > per indicator

Training contents (what)	centred on knowledge	Training contents are defined in topics (theoretical training). Practical part is in workshop or laboratories.
	Employability	training contents are based on professional skills (holistic approach of profile in term of competences and knowledge required for working)
	Adaptability	The training contents are balanced between general knowledge and professional knowledge.
	Portfolio of skills	The modules are defined in competences units. The units are defined in term of LO described in terms of knowledge, skills and competences. These are national qualification standards. The training centres are free to design pedagogical content and programme according to these standards.

Results are under validation 28

Slide 29

ecvet connexion ★

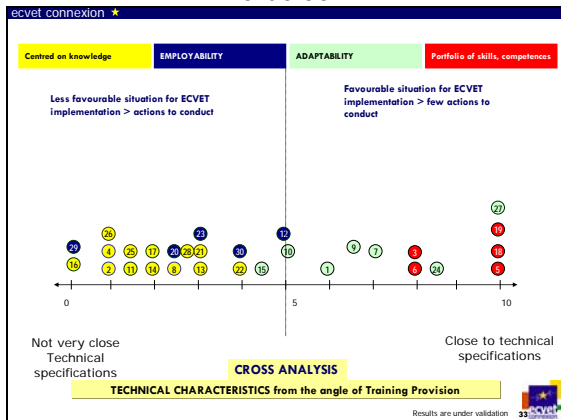
Typology : 4 kind of subsystems > per indicator

<b>centred on knowledge</b>	The training is delivered mainly in a training centre. A period in company can exist. No link or cooperation between centre and company. The training organisation is not flexible in term of individualization.
<b>Employability</b>	The company is the major (crucial) place for training.
<b>Adaptability</b>	The training is delivered in training centre and involves a company period. The objective is to set up a balance between the period in a professional environment and the period in training Centre.
<b>Portfolio of skills</b>	The training is delivered both in training centres and a work place. The balance between the 2 is variable. The training organisation is flexible depending on job profiles, training centres organization and individual needs.

Training place (where)

Results are under validation 29

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Slide 30

ecvet connexion ★

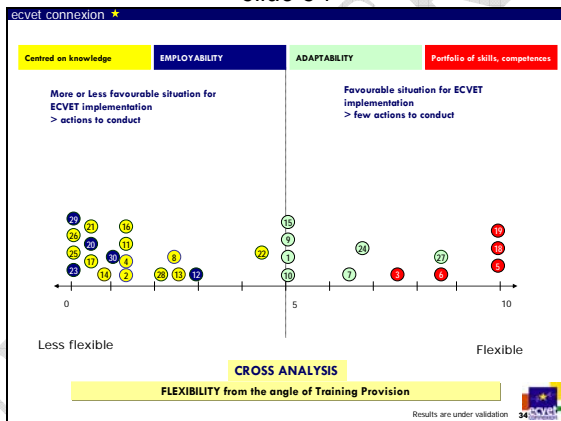
Typology : 4 kind of subsystems > per indicator

<b>centred on knowledge</b>	The assessment is elaborated by the trainers and state awarding body (standards); Professionals are occasionally involved. The assessment is not flexible (final assessment to obtain the qualification). The assessment is mainly based on written exam
<b>Employability</b>	The assessment is holistic. The criteria is a definition of ability to do the job,
<b>Adaptability</b>	The assessment is elaborated for the theory topics by the trainers; the assessment of professional knowledge is elaborated by a qualified professional. The assessment is a coherent whole of theoretical knowledge, work place assessment or/and practical
<b>Portfolio of skills</b>	Assessment and certification is carried out unit by unit, by qualified assessors (tutors and trainers), either in Training Centres or in the work place. Assessment is evidence based i.e. individuals have to prove their ability to achieve a specific competence.

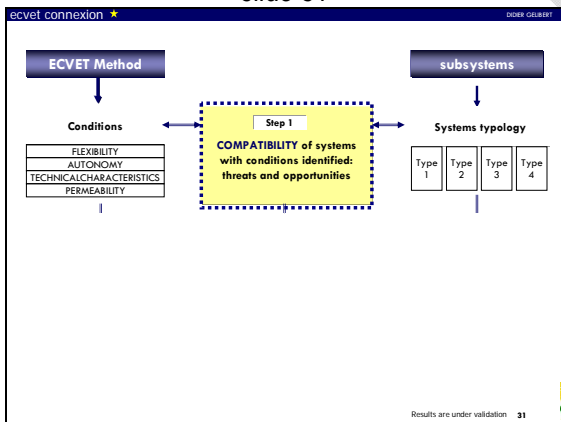
Assessment process (who? How? Criteria of assessment)

Results are under validation 30

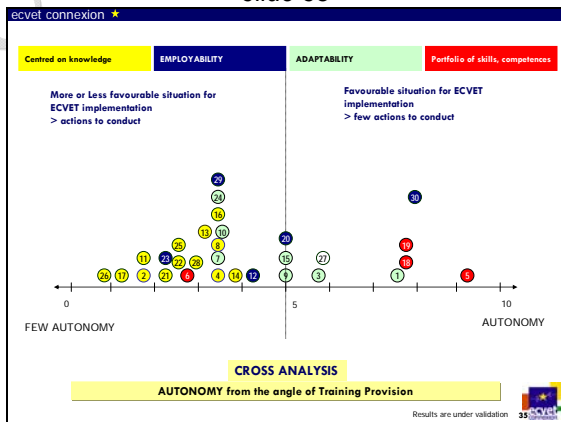
Slide 34



Slide 31



Slide 35



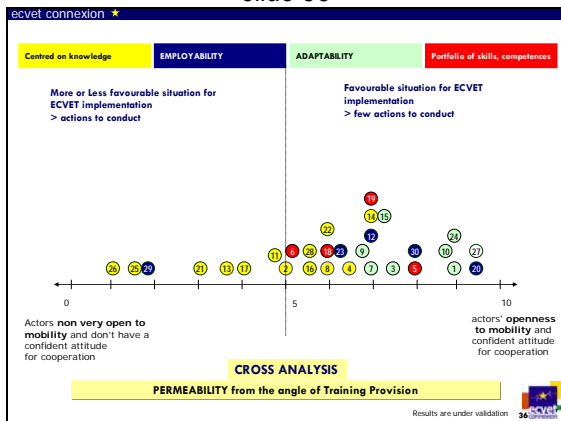
Slide 32

ecvet connexion ★

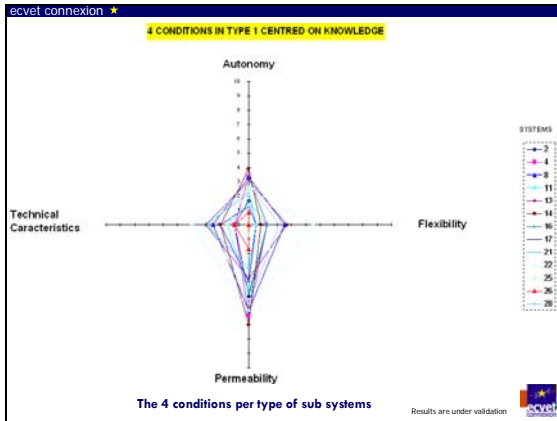
Cross analysis > 4 conditions and typology of systems

Results are under validation 32

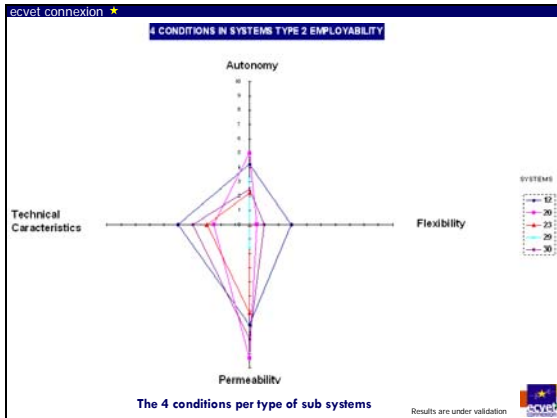
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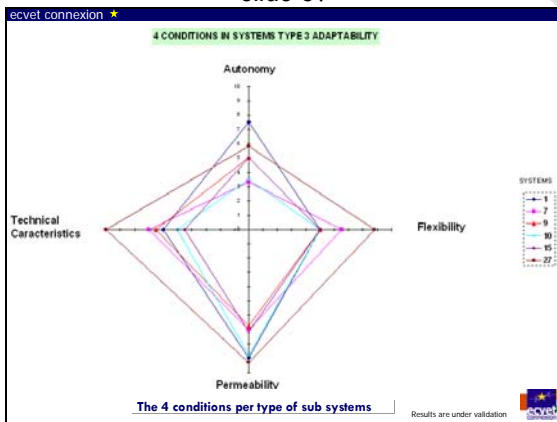
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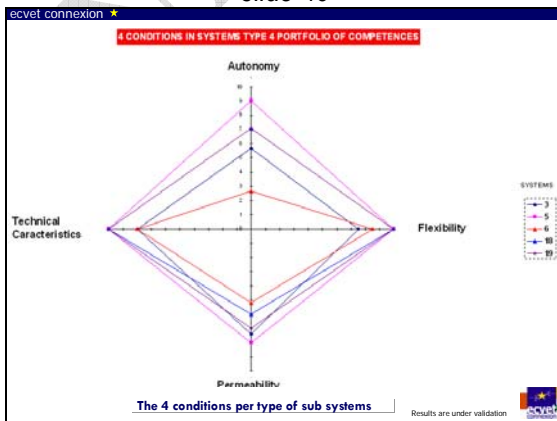
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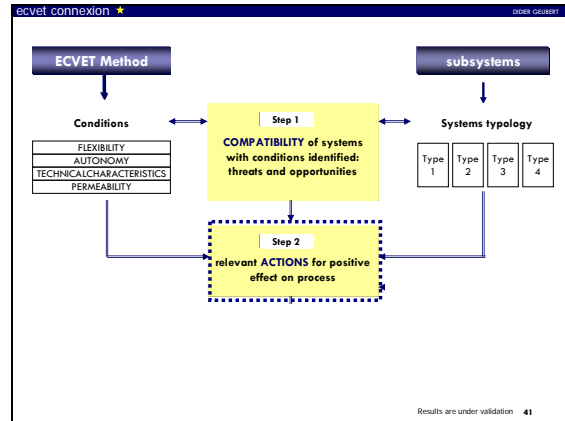
Slide 39



Slide 40



Slide 41



Slide 42

According to the objectives to achieve and its interest, the principles of the ECVET method are quite well welcomed by the "ground stakeholders"; **Appendix 4**

The implementation of the ECVET method would have an impact on the subsystems but not on the basic of the system;

Finally, the most favourable point (except for credit points) seems to be the possibility to implement (integrate) the technical specifications

Results are under validation 42

Slide 43

Starting point: the diagnosis elements from the 4 conditions identified as favourable for the implementation of ECVET in the various VET subsystems:

- the possibility to set-up the combination of the ECVET Technical Specifications → To work to the setting-up of the combination of the technical specifications
- a certain level of autonomy level given to training providers → To develop expertise of ground stakeholders
- an openness to L.O. obtained in another environment (in particular in the framework of geographical mobility) → To build bridges between systems
- An effort in order to adapt to the possibility of individualization of training pathways → To boost recognized mobility

Results are under validation 43

Slide 44

**To boost «recognized mobility» > permeability / flexibility)**

- To favour the setting-up of modules adapted to recognized mobility
  - size and content matching the VET providers and qualification constraints (couple units / modules)
  - Extend the duration of mobility (regarding current average)
- Assessment process
- To make compatible the training organizations
- To promote information / guidance
- To support experimentations

Results are under validation 44

Slide 45

ecvet connexion ★

**To built bridges between systems > permeability**

**1- To make compatible training provision**

- 1.1- to promote methodologies of writing the presentation and procedures (formalization and comparison)
- 1.2- to built common curricula (top down approach)
- 1.3- to exploit current experimentations (bottom up approach)

**2- To develop training networks**

**3- To check and exploit links between ECVET and existing European tools (EUROPASS, EQF)**

**4- To develop specific (dedicated) units**

Results are under validation 45

Slide 49

ecvet connexion ★

Key Stakeholders (angle of training provisions):

- ▶ "Institutional" Administrations: Competent Bodies, central or regional administrations, Training Board, Qualification Institutes, etc..
- ▶ "Institutional" Companies representative bodies: (Employer Federations, Branches, Chambers of Commerce, Chambers of Trades
- ▶ Training Centres
- ▶ Companies

Results are under validation 49

Slide 46

ecvet connexion ★

**To develop the expertise of ground stakeholders > autonomy**

**1- To develop expertise in the production of qualifications**

- 1.1- information about the process (writing, etc..)
- 1.2- production of qualifications

**2- To develop expertise in the assessment field**

- 2.1- methods, tools
- 2.2- quality standards

**3- To develop expertise for setting up projects of recognized mobility**

**4- To trains training centre to more modular approaches, to management of individualized pathways (transfer / development of tools for the management of individualized pathways**

**5- To train teachers / trainers the practice of L.O.**

Results are under validation 46

Slide 50

ecvet connexion ★

Main Steps:

- ▶ Training Needs identifications
- ▶ Training Design (content)
- ▶ Training Delivery
- ▶ Assessment Process

Results are under validation 50

Slide 47

ecvet connexion ★

**To work to the setting-up of the combination of the technical specifications > technical characteristics**

**1- To develop exchanges of "good practices"**

- 1.1- transfer of methodologies
- 1.2- development of experimentations directly linked with technical specifications

**2- Identification of sector open minded (having favourable characteristics) to technical specifications**

**3- To favour the setting up of units**

Results are under validation 47

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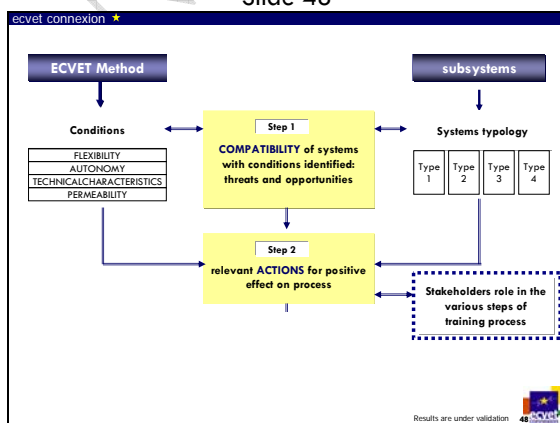
ecvet connexion ★

Different kind of roles

- ▶ Adviser : to give information and opinions
- ▶ Pilot: to elaborate, to design, to standardize
- ▶ Facilitator: to participate, to cooperate
- ▶ Controller: to regulate, to warranty

Results are under validation 51

Slide 48



Slide 52

ecvet connexion ★

**Step 1 : cross different role according to the step**

KEY STEPS	Training needs identification	Training Design (content)	Training deliver	Assessment
Stakeholder role				
Adviser (external from the system)	Give its advise Suggest	Give advise Suggest	Give Its advise Suggest	Give its advise Suggest
Pilote	Elaborate the content: decide	Elaborate the content	Elaborate the content and sometimes deliver	Elaborate the rules
Facilitator (Inside the system)	Cooperate, help	Cooperate, help	Deliver: setting up of the training courses, design of training tools and pedagogical method, organize the training, support,	Design tools, participate to assessment
Controller	Standardize Set up Quality Management process	Standardize Verify	Control	Quality Control Warranty that rules are respected

Results are under validation 52

Slide 53

ecvet connexion

Examples

		Subsystem A				Subsystem B				Subsystem C						
TYPOLOGY SYSTEM		3				3				1						
STAKEHOLDERS	STEPS	NEEDS	DESIGN	DELIVERY	ASSESSMENT	NEEDS	DESIGN	DELIVERY	ASSESSMENT	NEEDS	DESIGN	DELIVERY	ASSESSMENT			
	"INSTITUTIONAL" ADMINISTRATION : Competent Bodies, central or regional administrations, Training Board, Qualification Institutes, etc.		P	C	P	F	C	P	C	P	P	P	C	P	C	P
"INSTITUTIONAL" COMPANIES REPRESENTATIVE BODIES: (Employer Federations, Branches, Chambers of Commerce, Chambers of Trades)		P					A	F								
TRAINING PROVIDERS		F	P	P	P		a	F	F							F
COMPANIES		-	A	F				F	F	A						A

Apprentices / Young - final beneficiaries

Results are under validation 53

Slide 54

ecvet connexion

**Towards scenarios**

- Progressivity
  - Sector
  - Level
  - experimentation
- To work on Mutual Trust dimension
  - Exploitation of the network dimension
  - Multilateralism
  - Bottom up (internal)

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Slide 55

ecvet connexion

Merci de votre attention / Thank You for your attention

55

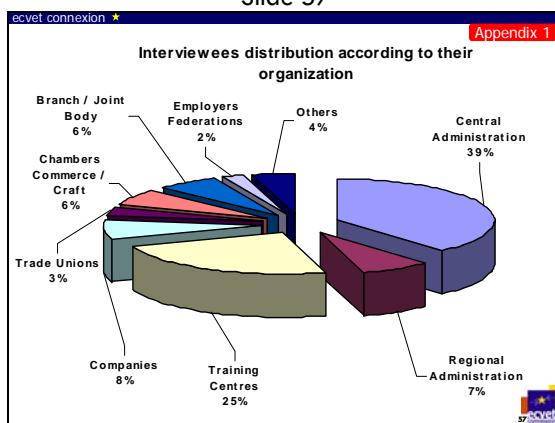
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APPENDIX

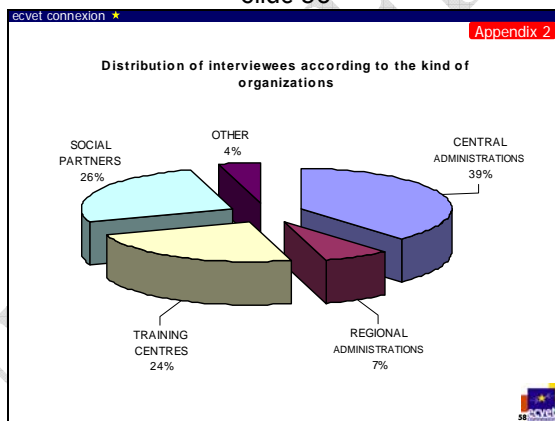
ecvet connexion

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Slide 57



Slide 58



Slide 59

ecvet connexion

Appendix 3

SWOT Analysis Strengths, Weaknesses

		Training Design	Training Provision	Assessment / validation impact	European Cooperation
Existing Structures	Strengths				
	Weaknesses				
ECVET Setting up	Opportunities				
	Threats				

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Slide 60

