

- 1) Which are the drivers and obstacles to the involvement of providers and practitioners on ECVET implementation?
- 2) Which are the needs of VET practitioners when they engage in ECVET testing and implementing?

To be honest the only evidence (as far as we know) about the main drivers come from the different ECVET projects & pilot-initiatives.

Many VET-teachers and trainers (and even responsible persons) we have talked to in other projects haven't even ever heard of ECVET. Or they just know the acronym but have no idea what is inside. When informed, the main interest is in the approach of transnational comparable units based on learning objectives (LO), especially the idea of a "coherent set of KSC". The transparency of what "their" apprentices have learnt in the host institution is seen as a real added value. As all VET-systems educate for comparable work-processes the harmonisation of the content of the curricula (not of the systems!) is not estimated as a threat. A relevant obstacle is seen in the issue of different languages (although this is not a huge issue in the aircraft sector due to English handbooks).

Many concerns were remarked related to additional paperwork or additional assessments needed. Especially in-house trainers just disagree with the following part of the recommendation: "The expected learning outcomes defining a unit may be achieved irrespective of where or how these have been achieved." They insist that certain LO can be achieved at the workplace only (but there are opportunities in each member state).

A general uncertainty related to mobility in IVET is the length of the mobility periods (often only some weeks): Are, respecting the different culture & language, really relevant LO achievable in this time? Closely related is a pedagogical concern referring to the development of the learners: Aren't there units that cannot be learnt "en bloc"?

A special obstacle in aircraft-industry is the experience with the implementation of the modules of the European Aviation Safety Agency (EASA). The curricula, the teaching material and the assessment of the VET-providers were audited and detailed to become a certified "part 147 training provider". This process was not only very time-consuming; the VET-teachers had the impression that their professional engagement was questioned. Even when the ECVET-requirements are much softer; they are not very keen on European regulations.

Especially in Germany two additional obstacles occurred, the time-frame approach (a given time frame should be taught in 2-4 month, i.e. corresponding to a relative weight of 5%-10%) and the final assessment. The different plants use the time-frames consequently according to their specialisation, proposals of a nationwide identical relative weight are usually countered by the heads of the training departments by "than we leave the apprenticeship-system". The holistic final exam is very popular for German providers and practitioners –fragmented assessments are not only contradictory to the German regulations but also to their pedagogical beliefs.

The statement that ECVET "does not aim at or require (...) the fragmentation" is questioned, even when this is not the aim; ECVET could set the preconditions for a liberalisation as a collateral damage.

Especially practitioners engaged in the trade unions raise the question of the distribution of power; is the picture of an apprentice as the designer of his vocational career by collecting the bricks of his qualification (Mr. X) not ignoring the balance of power?

In England and Wales the existence of credit points within a Qualifications and Credit Framework means that a translation to equivalent ECVET points is seen as easy to achieve

but there is no enthusiasm or interest – they have had over twenty years of experience of complying with the letter of bureaucratic requirements which threaten the quality of the provision of what they offer. Surely the experience of NQF and LOs in England gives some pause for thought about whether moves to such a bureaucratic system is desirable?