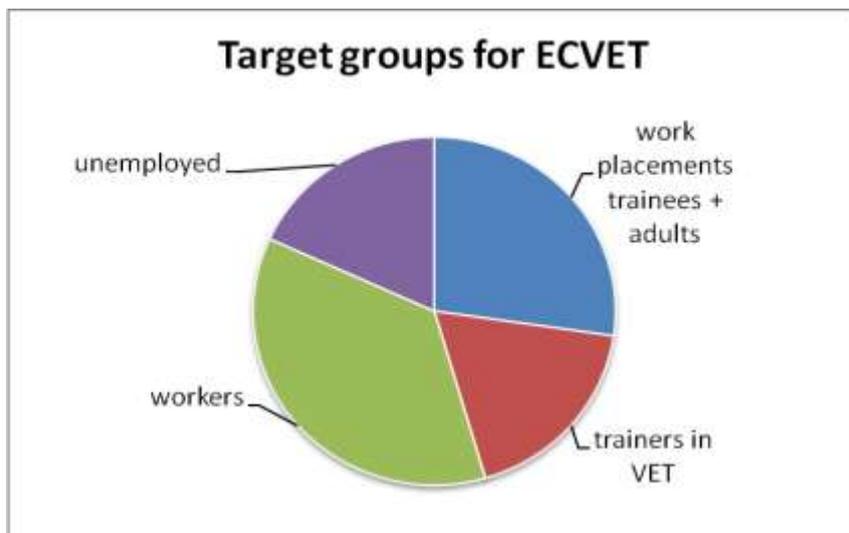


The ECVET process in practical steps:

There are three main observations which lie at the basis of this experimental ECVET project:

1. An EVTA study (2008) about mobility in the EVTA network showed that there are students and adults going abroad to work or study, but that the recognition of their competences is still a weakness.
2. Although all the partners have their interest in Vocational Education and Training, their roles, responsibilities, target groups and sectors are very diverse. How to deal with these differences when collaborating on ECVET at European level?
3. The development of common profiles for mobility can be a solution to facilitate the implementation of ECVET, but taking into account the diversity between the partners, this is often not a realistic option.



The different interests of the partners in the use of ECVET

This argues for an approach with an **experimental character** to check out “if and how” ECVET can contribute to solutions in the context of the partner countries.

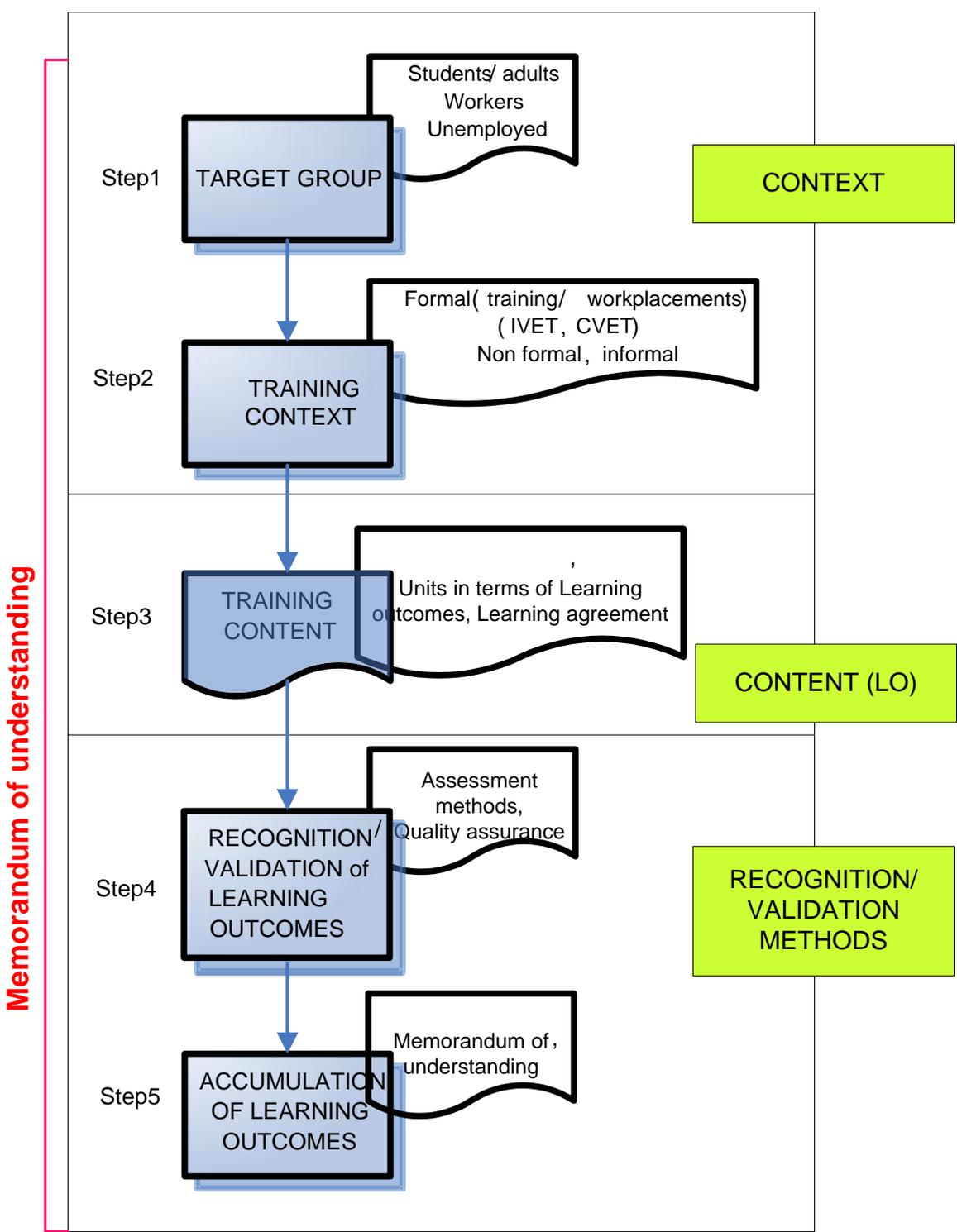
As none of the partners had concrete experiences in working with ECVET, the working method was set up by “learning by doing”.

The outputs of this project will contribute to the establishment of a sustainable mobility network at European level and the development of a common Memorandum of Understanding (MoU) on ECVET.

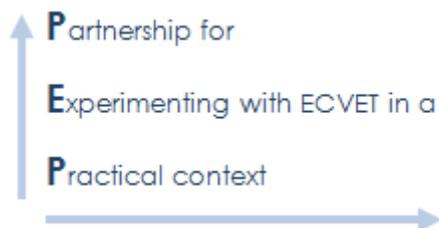
“How to start” was one of the main issues in the project. “Simplifying the steps and just start the dialog together to find a common basis for collaboration was the device!”

- The “CONTEXT” was necessary to find a common ground for an experiment;
- The “CONTENT” was all about comparing profiles and define a common unit for mobility;
- The last steps brought partners together on working on a Memorandum of Understanding.

Partnership for
Experimenting with ECVET in a
Practical context



The steps are explained more in detail on the following pages:

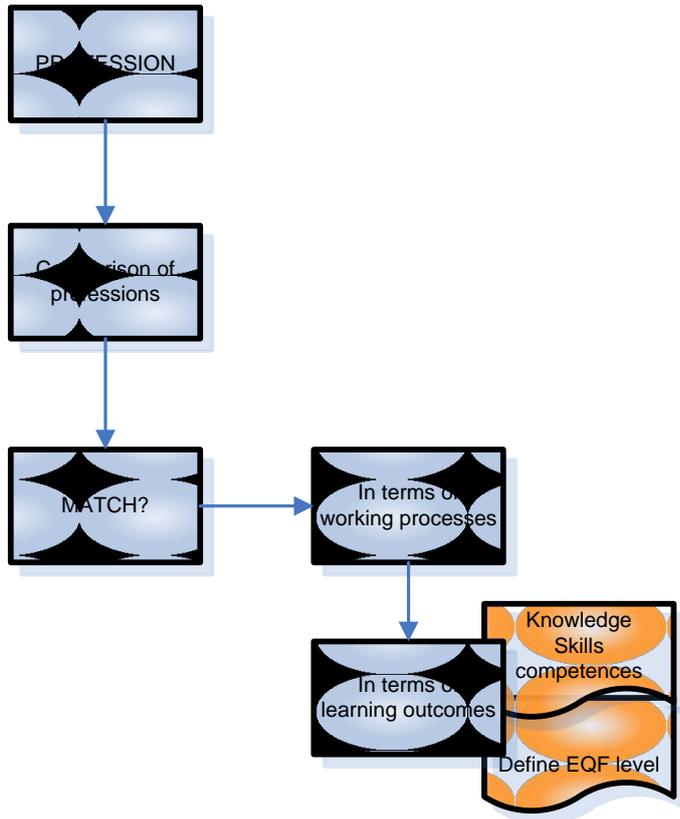


Step 1 and 2: the definition of the scope per partner

partner	Target group	sector	Mobility context (training context)	Partner/country
Kenwerk	students	hospitality	Workplacements abroad in IVET for the hospitality sector Comparison of learning outcomes and methodologies for assessment	AIKE (FI), SE
KC Handel	Students, adults, unemployed AKA (lower qualified)	trade	Workplacements abroad in IVET	EVTA partners
Forem	unemployed	Secretary, medical	Workplacements, training centres, e-learning Sth- Wallonia - N-France Verify if ECVET can be used internally as well as we have to deal with many partners	FR, BE
Region centre	Training centres	Constructions, agriculture	Dissemination of results and recommendations towards the training centres in order to facilitate the with the implementation of ECVET	FR
AFPA	Workers in training programme VET professionals	Energy, electrician, restauration	Workplacements, sectoral qualifications (company context) Comparison of learning outcomes in order to improve NQF (project proposal)	BE, FR, NL
EP-Katartisi	VET professionals	VET	Comparison of learning outcomes in order to improve NQF standards in Greece (project proposal)	Lernia (SE), AFPA (FR)
Lernia	Workers VET professionals	industry	Workplacements Comparison of learning outcomes in order to improve NQF/SQF (project proposal)	GR, DK, DE
Imelsa	Workers, unemployed, Student <18yrs	Construction, environment, electrician, restauration	Workplacements	AFPA (FR), ES
EVTA	EVTA members, EC, stakeholders	all	Dissemination and exploitation of results to other members and sectors in order to make mobility in the EVTA network a reality	EVTA members



Step 3: The procedure for the definition of the training content:



Explanation:

1. Choose a specific profession in which mobility takes place and in which you would like to experiment with the ECVET principles;
2. Compare the professions in the different training contexts with each other (with other countries, regions, sectoral standards etc.);
3. Define the match.
 - a. The easiest way might be to compare the working processes, (especially in the case when training units are not yet defined in terms of learning outcomes);
 - b. Then check how they match with the principles of learning outcomes. Can they be defined in terms of learning outcomes?

What is the EQF level of the compared and matched learning outcomes?