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ECVET and ECTS - Growing Links in European Education

Progress Report

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Executive Summary

The Council's conclusions on early childhood education and care (ECEC) support the need to provide all our children with the best start for the world of tomorrow. This identifies huge demands within the sector, because the situation in the EU differs enormously and a lack of well trained staff has been stated by recent research. So the European Commission and the OECD decided to promote high quality provision in early childhood education and care to provide a wide range of short- and long-term benefits for both individuals and society at large (2011/C 175/03).

In Europe, education for future staff in ECEC is located both in vocational education and training (VET) and in higher education (HE). Therefore the EAGLE project follows the question: How can the divide between the two main pillars of education - namely VET and HE - be bridged for the individual learner to allow Life Long Learning? The EAGLE project objectives are to find solutions for assessing learning outcomes as a basis of validation and recognition and to gain increased transparency of competences and qualifications for VET providers, labour market, welfare organisations, social partners and authorities. Linking ECVET and ECTS, fostering permeability in EQF and NQFs plus addressing the need for qualified professionals in ECEC are major objectives.

The consortium comprises five European member states with thirteen partners: VET-providers, universities, representatives of the sector's specific labour market plus policy-makers: a regional ministry and a municipality. They collaborate in terms of shared duties with Munich University of Applied Sciences (MUAS) by face to face meeting, video conferences, etc.

ECVET principles as a reference system have been the starting point from which to develop innovation. A three part approach of methods (research, development, revision) has led to the already delivered results and will lead to future outcome:

- a research report – the EAGLE Expertise already available on the EAGLE homepage and the ADAM platform
- a new transition tool for VET and HE linking ECVET and ECTS which has been designed in a draft version for testing and piloting within the consortium
- plus insights about transversal collaboration – VET and HE – in the Early Childhood Education and Care (ECEC) sector and in general.

The main impact of EAGLE will be greater transparency in the qualification system underlying ECEC staff education. Furthermore EAGLE contributes to improve co-operation among relevant stakeholders in the sector of education for ECEC staff on national level as well as cross national between different EU member states.

For detailed information visit the websites:

<http://www.eagle-ecec.eu/>

<http://www.adam-europe.eu/adam/project/view.htm?prj=9921#.UuZmnIK1KM8>

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1. Project Objectives

This EAGLE project contributes to the development of quality in Life Long Learning (LLL) and to promote high performance, innovation and a European dimension in systems and practices in the field. The action undertaken within the project is in the sector of Vocational (VET) and Higher Education (HE) for staff in the sector of early childhood education and care (ECEC). The education of future ECEC staff is highly diverse within Europe and covers both VET and HE (EQF levels 3 – 8). Permeability still is a challenge in formal education, both in VET and HE for learners in their LLL. Recognition of learning outcomes is mainly a national or even institutional question rather than a European one. Students cannot rely on recognition of their learning outcomes especially, if they leave vocational education and go to university to do their BA. Here EAGLE wants to make a change and strives to facilitate the transition of learners!

ECVET and ECTS as reference systems are the starting point of the EAGLE project. Similarities and differences need to be identified very clearly. Therefore the research is based on previous projects - Be-TWIN, e.g. - considering the key question of assessment. ECVET provides the transparency needed for recognition. Hence the partner consortium identified the assessment of learning outcomes as a new core objective and as basis of validation and recognition. Therefore this issue of systematic structures and measures are the focus of the EAGLE research and development of innovation. As an ECVET project EAGLE aims to develop a method or tool to allow validation and recognition of learning outcomes in a very practical way and at the same time safeguarding the required extent of quality assurance. This will then contribute to an ongoing LLL process of each single student and his/her easy transition from vocational education to academic education. Bridging ECVET and ECTS in a practical way will be easier by a prototype. This new solution – the EAGLE tool for transition – will not be designed solely for ECEC use, but will also be transferable to other relevant stakeholders and sectors within Europe.

In addition EAGLE wants to improve the quality of provision and to increase co-operation between vocational and academic institutions including their staff. Working for mutual trust throughout Europe between the vocational and academic field as well as other core organisations providing learning opportunities in working life - enterprises providing day-care, social partners and other relevant bodies - is another objective EAGLE strives to achieve. The field of education like academic and vocational fields have led a parallel life for many years. To build up a common understanding of education will take time, but in a project like EAGLE an atmosphere similar to a greenhouse can be created and small plants will grow in a climate of confidence.

2. Project Approach

The EAGLE strategy to develop innovation started at ECVET principles as a reference system. A three part approach of methods - research, development of innovation, testing and piloting plus revision - leads to the expected core outcomes:

- The EAGLE expertise – already available (see Chapter 3)
- The EAGLE tool for transition
- A book compiling all findings
- And insights into transversal collaboration – VET and HE - in ECEC sector.

The detailed methods to achieve these aims and results are the following:

- To achieve good working conditions in the consortium excellent project management ensuring transparency has been a precondition for communication and high score information in meetings, video conferences, newsletters, through a share point and last but not least good personal and individual contact with the partners. All partners are involved presenting their individual strengths!
- To deliver the EAGLE expertise investigation/mapping of the sector as a problem based research approach, desk research and research of best practise examples has been carried out.
- To develop the innovative method/tool as an outcome of the project the methods will be round table conferences for careful planning, highly creative periods with brainstorming, clustering of ideas, mind mapping, etc., agglomeration and commitment, piloting and revision at the moment are the measures to create the new tool.

For European added value the partner consortium has already started to be a role model in an Erasmus+ 'common house of education' and brings together the separated cultures of existing pillars in education. Being role models in that sense further vocational and higher education institutes in other sectors will actively be contacted to learn about the EAGLE objectives. All sorts of meetings and events on EU, national, regional and local level are and will be used to promote the idea to an extended number of potential users. Policy and decision makers, representatives of communes and ministries will be involved right from the start of the project. This will allow a step by step transfer into the structure of education systems both on regional, national und European level beyond duration of the project.

Quality management in the EAGLE project is on two levels

- the internal evaluation carried out along the EAGLE process and following the EQUARF principles: planning, performing, evaluation and revision
- the implementation of an external advisory board in the role of a 'critical friend'.

For dissemination and exploitation of the results a twofold dissemination strategy is the foundation for individual partner activities: IT facilities on the one hand and networking by members of the consortium on the other hand. A huge number of dissemination activities on different levels have been carried out by the partners so far and both measures together provide the basis for future exploitation.

3. Project Outcomes & Results

The following products target different aspects of the EAGLE project. Some address the partner consortium itself, some try to reach the wider public and the core products both aim at European citizens and EU policies and the EU Commission strive for. The following clusters follow the idea of 'bottom up' approach.

To ensure a solid basis for cooperation in a large and highly diverse consortium a confidential share point has been implemented, where all important documents can be uploaded. The share point is saved by password, which enabled the sharing of confidential documents. It also records the ongoing process within the consortium both for all partners as well as for the EU Commission and the EACEA. Access is restricted to create a virtual greenhouse for development of innovation. In addition to support the consortium and to be in compliance with EU demands MUAS has provided the partners both with a management kit and dissemination kit and fosters collaboration by regular newsletters.

For the public both the ADAM homepage and the EAGLE homepage have been maintained. Both websites provide a wider public and relevant target groups with an overview over the EAGLE project, the state of play and its results. For further information please access Adam:

<http://www.adam-europe.eu/adam/project/view.htm?prj=9921&page=PRODUCTS#.U2NOUU0U-M8>

or the EAGLE homepage:

<http://www.eagle-ecec.eu/project/>.

In addition folders are available which we would be pleased to provide you with. For this matter and further information please contact the coordinator via e-mail: claudia.ueffing@hm.edu.

One core result of the project is the EAGLE Expertise on ECVET, ECTS and validation and recognition in the sector of ECEC available both on Adam and the project website. It provides the reader with an overview about the education systems and the state of play of the use of ECVET and ECTS in the partner countries. In the expertise the results of previous projects have been exploited, e.g. Ankomm, BeTwin, Decvet, Finecvet, etc. The research on these issues underlined the importance of identifying similarities and differences in the education systems. To give the reader and the project participants a better overview over the similarities and differences in the education in the field of ECEC in the partner countries a table for comparison has been attached to the entire expertise. In addition important terms have been defined to create a common understanding.

These results enabled the partner consortium to start the development of a tool, which shall facilitate the transition from VET to HE and bridge ECVET and ECTS systems as well as national systems on European level. A first draft of the assessment tool has been designed already but will not be available for the public before spring 2015. The objectives of the project are to elaborate vertical transparency between EQF (European Qualifications Framework) levels 4-7, taking into consideration the specific demands of the sector ECEC* and secure a reciprocity in the understanding and accreditation of aggregated skills and competences both in VOCATIONAL and ACADEMIC education. By this the consortium wants to improve "the responsiveness of education and training systems to new demands and trends, in order to better meet the skills needs of the labour market and the social and cultural challenges of a globalised world." (EU 2020)

4. Partnerships

The first reason, which speaks for the selected partner consortium is constituted in the representation of all the key institutions active in the sector of ECEC on different levels in Europe.

- VET-providers of different size and status (small ones, private, church-run focusing specifically on ECEC (P7), public in status (P10) and large, half-public (P8 & P9) VET providers covering different sectors of VET)
- Universities of applied sciences (P1, P5, P6) as well as traditional universities (P2, P3 & P4) are all involved in the academic teaching of ECEC and in research in the field.
- The sector's specific labour market is represented by private (P12 & P13) as well as public (P11) enterprises, which constitutes the third reason.
- Further, two policy-makers in two different countries are involved: one regional ministry (P4) and one local authority/municipality (P12).

The second reason is that, each partner regularly

- deals with the issue of permeability and transition from vocational education to higher education
- strives for high quality ECEC staff on a vocational and academic level.

What stands out is their multitude of perspectives on these key-questions. Hence they have a common interest to solve problems in this sector - e.g. get more academically trained staff in ECEC – and are striving for innovative solutions.

Furthermore this interdisciplinary team is skilled in different ways each skill complementing the others by supporting an array of competencies, essential ingredients of a project: research, best practise, recognising demands of the working field and political strategies plus political experience. This partner consortium is strongly dedicated to approximate the two pillars of education in Europe: VET and HE. By working together in this project it strives to give clues for future options of collaboration.

Finally the last reason is to ensure sustainability for this project. Therefore partners have only been selected on the basis of being able to contribute to the development of an extensive network. This is to guarantee a maximum of dissemination and exploitation of the envisioned results and to warrant European added value.

Eighteen months of collaboration in the consortium have Identified the enormity of diverse approaches at a number of levels:

- Systems of education vary
- steering in European member states is different
- law regulations are not the same as well as salaries and funding
- ECEC is located in VET and HE
- ECEC professions being located on different levels of the EQF/NQF

- different ‘currencies’ like ECVET credits and ECTs or even a national one in Wales are used
- recognition and validation varies both within nations as well as between European member states, etc.

Due to this cluster of challenges communication has been crucial and face to face meetings have been most important to commit oneself to a common language and a common understanding of the shared issue. In addition shared responsibility is a necessary method to cope with the workload.

The following provides the reader with a variety of individual partner’s perspectives towards the partnership:

P1 Munich University of Applied Sciences

The coordinator considers a European partnership the most important value to face challenges in education and develop innovation for the future. In this project the challenge in terms of multi-levels of the project issue has been slightly underestimated. Processes take longer and therefore communication has been fostered to support decent outcome orientated collaboration.

Within previous projects as well as in EAGLE students at MUAS benefit from the European partnership. They do their internship in European mobility or write their thesis about European topics and approaches in ECEC. From a previous project a new internship process and strategy could be implemented and MUAS hopes to benefit from the EAGLE results in terms of bridging VET and HE even beyond the measures they take so far.

P 2 University of Jyväskylä

European partnership is a very valuable form of activity. The educational systems in the European countries differ a lot especially in relation to the forms and implementation of vocational education and the permeability of the educational systems. These differences make learning from each other a very fruitful and useful process. The multinational collaboration helps to understand the educational, societal and cultural realities of the other countries and helps to proportion the state of affairs of the own country to the situations of others. The collaborative working process promotes finding solutions both to the mutual and country specific problems together with the other project partners.

At this stage, the project has established a solid base which helps us to continue to build useful tools for the purposes of the target users. At the moment, we highlight the importance of focusing to helping the individual learner to precede with his/her studies and career. Through finding tools to fill in the needs of the individual students we can develop tools which are useful also from the viewpoint of education providers, policy makers, representatives of EU institutions and national agencies, and working life.

P3 University of South Wales

Working with colleagues across Europe, has enabled me to develop a more informed awareness of the systems and approaches to VET and ECTS which are applied within other countries. Working within the field of 'early years education', I have been able to apply this 'awareness' to situations which have required that I provide advice and support to students from the University of South Wales who wish to apply for Erasmus study abroad (which modules to apply for, the importance of considering the mode of learning /pathway). Equally, for students from Europe who attend USW also on Erasmus study, I have been able to extend a more informed understanding of the cultural and social implications for working within ECEC and therefore ensuring that 'contextual content' is provided as background information to specific module content. An example of this in relation to a module which explores learning disorders, where there is a need to consider terminology (disability, learning disorder, learning need).

Within my current role within the USW, I am also involved in developing the curriculum and planning for the validation of new programmes of study. My awareness of European mobility issues (VET and ECTS) will inform the specific module developments at the point of writing the curriculum (learning outcomes).

Although the location of the USW and Coleg Gwent is in close geographical proximity, there are limited opportunities presented for Heads/Associate Heads of the respective Schools to work together and have a clear understanding of ECEC programmes within both FE and HE. Therefore the collaborative work undertaken to date, has provided a valuable opportunity to engage with a 'local' partner, therefore allowing the project to have a truly informed representation from a vocational and higher education perspective.

P4 Generalitat de Catalunya

The main tasks that have been carried out so far in the project are the submission of information that has allowed the comparison of systems and learning significantly about each other. A diversity of opinions and perspectives has been made clear, as well as a different understanding about whether the bridge should be bi-directional or uni-directional (i.e. allowing the transition only from VET towards higher education, or in both directions). We consider the concept of the tool to be developed needs to be discussed more deeply. Also the experimentation to be carried out in the frame of the project needs to be clarified for the partners to have a better idea of the developments to come.

The feeling so far is that the collaboration is fruitful, the work and deliverables have arrived on time as a rule, the mutual trust among the partners is now very significant, and the work done in groups is of high quality.

P5 Arcada – University of Applied Sciences

Working in a project with other European partners gives you a perspective on the strengths and shortages of your own countries educational system. The European regulations and commitments are understood and put into practice in different ways. Best practice examples give ideas about how to go on in the continuous development work being done in your own context. In the EAGLE project there has been an open minded atmosphere that encourage to “new thinking” and creativity. The need for flexible European movement and structures for lifelong learning processes is obvious. On an individual level it is important that we find sustainable solutions that also work in practice.

To be a partner in this kind of projects gives you the opportunity to put the lights on important topics that otherwise might not be given priority to. The contact with the working field is important to a university of applied sciences. Through presenting the project we are able to give an insight to the field in what kind of pedagogical development work the university is doing, what the bigger picture is and why. It is rewarding to be forerunner in your own field. Presenting the project gives you an opportunity to prepare for further cooperation.

P7 Fachakademie für Sozialpädagogik der christlichen Jugendhilfe Kempten

In the project training centers for educational staff in child care centers and child care centers in different European countries participate (Finland, the Netherlands, Spain, United Kingdom). The consortium works on an intense examination of the competence expectations and the possibilities of performance assessment (assessment) at different levels of the EQF in the training of educational personnel held in child care centres.

The partners compare examination formats, they explain, reflect and evaluate their own and others assessment concepts, and develop modern approaches (tools) that can be mutually recognized. Benefits we gain for Fachakademie as VET provider: raising awareness and developing our own test formats. Benefits gained for the exchange of the students: recognition of learning outcomes gained abroad.

P8 Savo Consortium for Education

Sotenet-network consists of 8 Finnish colleges (Seurakuntaopisto - Church Training College/Pieksämäki, Forssa Institute of Vocational Education/ Forssa, Keuda Vocational College/Tuusula, Savo Vocational College/ Kuopio, Iisalmi, Varkaus, TREDU Tampere Vocational College, Tampere, TAVASTIA Vocational College/Hämeenlinna, Vantaa Vocational College VARIA/Vantaa, RASEKO, Naantali Vocational College/Naantali) offering Vocational Qualification in social and health care. Savo Vocational College is coordinating the network which is working intensively with European colleges in LLP IVT and VET projects. During MNCDEC-T and Eurocom VET-projects the European network (DE, DK, FI, BE, NL, GR) has created mutual trust and ECVET practices as well as defined a matrix of common learning outcomes of the curricula for social and health care students. The creating process will continue in K1 staff mobility project if the application will be accepted.

Contacts with Finnish working life support the development of curriculum:

Feedback from the working life will give information of learning outcomes needed at work. When the student evaluation has been carried out in cooperation with the educational providers and working life, the learning outcomes have been recognized and validated by both parties. The close cooperation with working life ensures that also the working life is aware of the skills, knowledge and competences which the students should reach during their studies and on which national level (NQF) the students should be. The requirements of the work place are clear.

1. Network of Social and Health Care Colleges in Eastern Finland gives a possibility to spread information during annual meetings.
2. Cooperation with regional university of applied sciences (SAVONIA) which is educating sociologists in Iisalmi.
3. Taina Räikkönen is a member of Educational committee of social field in Finland (Sosiaalialan koulutustoimikunta) nominated by National Ministry of Education and Culture.

P9 ROC Gilde Olpeidingen

Being one of the project partners in the EAGLE project entails a number of challenges and carries a definite added value in several respects. Firstly, in this particular project setting two worlds meet: Vocational Education and Training and Higher Education. In the context of National Qualification Frameworks and the EQF, levels 3-6 are covered. An additional role is played by partners from working life/the labour market. As a result expertise has been made available from domains that are relevant, or essential rather, for achieving the objectives set for this project. Secondly, building upon previous partnerships, notably on the IMPAECT consortium, and making use of individual partner's high-quality networks, has ensured the high level of mutual trust required among the partners and sustainable cooperation between stakeholders. Thirdly, partners in the EAGLE project, even though for the greater part being experienced in particular fields and working in European settings and at levels such as TOI or DOI projects, are in a position to take full advantage of sharing expertise and commitment. Fourthly, aspects of intercultural exchanges and approaches leading to e.g. culturally-determined solutions for problem areas encountered are an extra dimension that tends to have an inspiring side-effect.

Finally, working in the EAGLE project brings the staff members from this partner organisation an extra level of motivation and drive to support implementation of innovations in their own organisation.

P10 Coleg Gwent

I joined this partnership as a replacement for a retiring team member in December 2013, therefore have had insufficient time as yet to evaluate fully. To date, I have found working in this partnership interesting and stimulating for me professionally and look forward becoming more knowledgeable with time. Due to my late entry I am currently a little uncertain of the expectations of the groups contribution to the whole picture of child care education across partner countries and how we will judge our success or otherwise.

The benefits of partnerships is that it enables practitioners to maintain the widest possible approach to their teaching and allows us to stimulate interest in our learners in relation to statutory regulation, diversity and inclusivity. It assists us in the 'citizenship' area of post 16 education and allows us to share experiences and best practice in the widest arena.

P11 Markt Holkirchen / Kindergarten Frühlingsdorf & P12 Katholische Kindertageseinrichtung St. Josef

It is very interesting to get a lot of new information about apprenticeship in other countries to see other Kindergartens and to see the difference in teaching methods. Furthermore it is good to get to know people from other countries and to learn from their culture and their experiences. And it is a good feeling to move something together with a group of people who have the same interests.

The project supports us in networking so that we can get trainees from other countries and it is also interesting to benefit from other teachers' teaching methods. And also the connections give the possibility to send staff members to other European countries to learn about the culture and the teaching methods.

In addition it is very interesting too to see that everyone has the same problems of for example the low salary for Kindergarten teachers. And last but not least: If we present EAGLE in our home teams and in Kindergarten teacher meetings it is a good opportunity to discuss in our own country and reflect the quality in our Fachakademien or nursery nurse schools and to talk about the difference to the other European countries.

P13 Stiftelsen Sedmigradsky Daycare

From the labour markets point of view the benefits would mean to increase the understanding about the different systems in Europe and therefore we would have a better opportunity to guide employees to apply for example to an education within the early childhood education or within a higher education pedagogics.

The labour markets benefits would also be to get competent personnel to their working placements in maybe a shorter time because of different practices within the benefits of earlier work during the employee/students studies. Also recognizing earlier experience from the field of work or earlier studies from different levels of studies/education shows respect towards the students and their knowledge. Recognizing earlier studies is a good practice and shows respect, acknowledgment and trust towards the adult learner/ student.

Employees that want to work abroad can become competent within the European countries with better success and within a respect and trust towards the standard of the earlier education that the employee received in their country. This would help to increase the labour market within different countries and also better possibilities in "bridging" between different levels of education within the students own county and also between educations in different countries, would be a benefit to the student, to the institutions/ educations, the labour market in European countries.

5. Plans for the Future

Based on the results of the EAGLE expertise a new tool for transition from VET to HE has already been designed in a draft version. It will be finalized by April 2015 and piloted and evaluated for effectiveness by the partners before delivery. For this purpose, it will be subject to critical examination by the advisory board at the next meeting in the next meeting in October 2014 in Barcelona a critical examination of the advisory board.

To implement sustainable collaboration the partner consortium will establish a Memorandum of Understanding (MOU) signed by all partners as soon as the EAGLE tool for transition has been finalized. The MOU will be the result of commitments made by the partners. It will cover more than the targets of DOI and includes students' mobility and networking. The duration of the MOU will be stretched out over the duration of the project as fundamental basis for the consortium and its future activities.

The strategy to reach a wider public - vet-providers, labour market, relevant stakeholders, decision makers in ministries, experts in universities, etc. - will be carried on in the second half of the project and after the project is finished. So corresponding to this it will be on different levels: European, national, regional, municipal, institutional and individual level. The number of potential users in relevant target groups will increase by the following:

- website of the project
- Adam website
- contributions to ECVET websites
- homepages of consortium members
- publishing of articles about the project in peer reviewed magazines
- media and press release
- leaflets and information material by all partners in their extended networks
- dissemination seminars

These activities will foster a long term impact of the EAGLE project. As added value the partner consortium will be a role model to strive for one 'common house of education' and bring together the separated cultures of the existing pillars in education. They will share expertise with relevant target groups and have already provided information and advice in terms of best practise. To ensure sustainability the partner consortium will work together after finalising the project to market the projects results.

6. Contribution to EU policies

The Councils conclusions on early childhood education and care (ECEC) support the need to provide all our children with the best start for the world of tomorrow. This causes huge DEMANDS within the sector and in VET, because the situation in the EU differs and a lack of well trained staff has been stated by recent research. So the Commission and the OECD decided to boost high quality early childhood education and care to provide a wide range of short- and long-term benefits for both individuals and society at large (2011/C 175/03).

The EAGLE research on ECVET and ECTS in ECEC both on recent projects and on national levels as well as on EU level state a highly diverse situation all over Europe. Education of staff and supply of day-care provision differ substantially. Furthermore to raise number of graduating from academic or equivalent VET education to at least 40% of all students each year is core issue of the EUROPE 2020 strategy (see Europe 2020, Agenda for new skills and jobs: <http://ec.europa.eu/social/main.jsp?langId=en&catId=958>). The strategy aims at an increase of academically trained staff in ECEC as well as a raise of quality in ECEC provision.

Furthermore the state of play shows different ways of implementing ECVET, a diversity of national qualification frameworks and education for ECEC on different levels of EQF. Therefore EAGLE corresponds to the core issues of the Copenhagen process and strives for strong implementation of ECVET as basis of validation and recognition of learning outcomes to link ECVET and ECTS – the Copenhagen and Bologna Process. "VET providers, authorities and enterprises should foster creativity and ... innovation" (COM (2010) 296). This is the aim of the consortium! The BENEFITS of this project on European level will be

- a boost of implementation of ECVET in the sector of ECEC.
- a new cornerstone bridging ECVET and ECTS
- a contribution to easy vertical or horizontal transition from Vet to HE.
- a tool VET-providers and universities or universities of applied sciences can use to ease transition processes of individual learners and promote permeability.

A foreseen long-term result of EAGLE will be to contribute to more staff in ECEC being trained in higher education by easy transition from VET (see EU 2020, EU Commission, News 20120124: Commission and OECD boost cooperation). In addition the project consortium will show opportunities and challenges of transversal collaboration. Hereby important information can be gained about options as well as limitations of the existing pillars of education. This has been stated in Berlin in the opening conference of Erasmus+: „Darüber hinaus fördert das Programm die Durchlässigkeit zwischen den Bildungsbereichen, indem innovative Bildungs- und Jugendprojekte sowie länderübergreifende Partnerschaften; z. B. zwischen Hochschulen und Unternehmen, gefördert werden.“

<http://www.bmbf.de/press/3596.php>.

Last but not least EAGLE also addresses the Europe 2020 targets for more social inclusion and against poverty. To follow these aims the sector of ECEC – representing the youngest citizens – should always be addressed first, because it ensures sustainable growth (see OECD findings).

