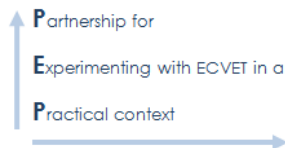


Case 1: ECVET in the “0 Distance” project (interregional mobility)

“The ECVET technical specifications opened new perspective for the “0 Distance” project” - FOREM

General info	
Partners involved	Forem (BE), Greta des Ardennes (FR)
Sector/profession	Medical assistant
Target group	Job seekers in Belgium and France in the medical sector
Material available	Training references of FR and BE, harmonized training programme
Specific info	
<i>OBJECTIVES</i>	<p>The main purpose was to check whether ECVET could be used in an existing context of interregional mobility between the North of France and the French speaking part of Belgium.</p> <p>There is mixed group of FR and BE trainees, following a common training programme for medical assistant on the other side of the border.</p>
<i>METHODOLOGY</i>	<ul style="list-style-type: none"> ▪ Comparison of the learning outcomes between BE and FR; ▪ Creation of a common unit for blended learning; ▪ creation of assessment standards and methodologies for validation by the two partners; ▪ development of a common certificate, which can also be used for partners outside the partnership;
<i>IMPLEMENTATION IN OWN CONTEXT</i>	<ul style="list-style-type: none"> ▪ The units which are created will be valorized in the Wallonian context and with new partnerships. ▪ The methodology will also be transferred to other sectors and professions; ▪ The valorization of the learning outcomes which are gained in practical context during the mobility period;
<i>EXPERIENCES</i>	<p>ECVET technical specifications opened new perspective for the “0 Distance” project, forming a basis for the development of new methodologies. The common developed unit provided at the same time the opportunity to open up for new partnerships.</p>
<i>LEARNS</i>	<p>The use and benefits of ECVET in our practical context, thus our needs and not from the perspective of a theoretical framework.</p>
<i>RECOMMENDATIONS</i>	<p>Let ECVET be of use to realize your objectives.</p>



Case 2: The use of ECVET in the hospitality and tourism sector

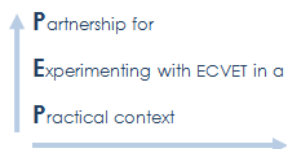
“When experimenting, exchanging and discussion the last two years in this project, we created an “ECVET cell” in our brains!” - Kenwerk, KCH International, AIKE, Lernia

General info	
Partners involved	Kenwerk (NL), KC International (NL), Lernia (SE), AMKE (FI)
Sector/ profession	Hospitality and Tourism: receptionist
Target group	Students in VET, workers
Material available	exchangeable “ECVET proof mobility file”
Specific info	
<i>OBJECTIVES</i>	<ul style="list-style-type: none"> ▪ find out how ECVET could work in real mobility cases; ▪ promote the use of ECVET in the sector; ▪ produce compatible tools for participating countries as a common ground for mobility and ECVET implementation;
<i>METHODOLOGY</i>	<ol style="list-style-type: none"> 1. sharing knowledge on VET systems in different countries; 2. finding common activities and units 3. comparison of qualifications; 4. identifying activities, knowledge, skills and competences 5. describing the assessment criteria 6. defining the relative weight of the activities and units 7. exercise on the quality commitment list of the mobility agreement (CIMO)
<i>IMPLEMENTATION</i>	To work further on the experimentation in real mobility cases, also for other sectors or contexts;
<i>EXPERIENCES</i>	<ul style="list-style-type: none"> ▪ awareness raising on different VET systems and ECVET ▪ production of usable documents and tools ▪ plans, intentions and concrete actions to use the tools in mobility actions in the daily practice.
<i>LEARNS</i>	When experimenting, exchanging and discussion the last two years, we created an “ECVET cell” in our brains! In other words, there is a real commitment and mindset to work further on these experiences in practice. We learned also that ECVET can be of direct use in practical situations, as long as you make concrete arrangements between partners. Although it is not fully implemented in the way ECVET should be implemented, the way is paved and the mind is there to go further
<i>RECOMMENDATIONS</i>	Working on good relationship between the partners is the basis and leads to good results. Another important point is to start with sharing knowledge of each other system. It creates transparency and an open mindset for further collaboration.

Case 3: Comparative analysis of the learning outcomes of a tiler

“The experiment in this project allowed us to revisit their own methodologies and approaches by integrating other partners’ approach.” – AFPA, IMELSA, FOREM

General info	
Partners involved	IMELSA (ES), FOREM (BE), AFPA (FR)
Sector/ profession	The construction sector: Tiler
Target group	Workers, trainers, students, unemployed
Material available	Job profiles, training and certification profiles
Specific info	
<i>OBJECTIVES</i>	To allow learners’ mobility through a credit system and corresponding points for a specific profession (based on ECVET recommendations).
<i>METHODOLOGY</i>	<ul style="list-style-type: none"> ▪ Identify the context of each partner (training context, type of learners). The results proved that all three contexts were quite similar and made the experiment feasible. ▪ Identify the content: define the target jobs and compare the different job profiles if they main task are comparable; ▪ Define the training profiles and compare them (down to competences, skills and knowledge). ▪ A (virtual) meta training system was then established, i.e. a common European framework with common units and specific units. ▪ The results were a total of 6 generic training units for the target profile; the tilers
<i>IMPLEMENTATION IN OWN CONTEXT</i>	<ul style="list-style-type: none"> ▪ Belgium: The project paves the way towards more mobility. ▪ Spain: dissemination of the project at regional level through a communication campaign. ▪ France: encourage across-border mobility with Belgium and Spain on common jobs, like the tiler. <p>For all three partners, the experiment allowed them to revisit their own methodologies and approaches by integrating other partners’ approach.</p>
<i>OUTCOMES</i>	<p>Learning experience from working with European partners. Increased awareness of outcome-based methodology. Comparing job profiles is a good way of anticipating changes in the professions. Analyzing the job profiles through a shared methodology aiming at mobility allows the partners to focus differently on the different units according to the job market.</p> <p>AT the same time, it is difficult, or even impossible to have a real impact on certification standards. It is difficult to bridge the gap between training operators and certification bodies.</p>
<i>LEARNS</i>	<ul style="list-style-type: none"> ▪ Building mutual confidence between the partners. ▪ Expanding knowledge on contexts, methodologies. ▪ Transfer of good practices. ▪ To pave the way for future mobility for learners, trainers, workers and between training suppliers and countries.
<i>RECOMMENDATIONS</i>	<ul style="list-style-type: none"> ▪ Define a working methodology and objectives and stick to it (let just a margin for contingencies) ▪ Appoint qualified experts during some meetings dealing with the content ▪ Start applying on the ground the model as soon as possible



Case 4: “The ECVET guideline “

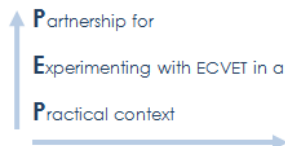
“Our first win in this project is to create more transparency and openness and that is the first concrete step in ECVET implementation” – EP-Katartisi, IMELSA, AFPA

General info	
Partners involved	EP Katartisi (GR), IMELSA (ES), AFPA (FR)
Sector/ profession	All sectors
Target group	All actors involved in mobility
Material available	Guidelines
Specific info	
<i>OBJECTIVES</i>	The ECVET guide is developed for different stakeholders, involved in mobility. The main purpose is to facilitate the implementation of ECVET, by providing more knowledge on ECVET and showing how ECVET be of use in different contexts and to promote ECVET. A usable document is created which can be used in different contexts and for all types of mobility.
<i>METHODOLOGY</i>	<ul style="list-style-type: none"> ▪ Identification of the theoretical framework around ECVET; ▪ Identifying all the necessary steps and actions in order to set up mobility; ▪ Development of the tools for the receiving organization, VET professionals, trainers and trainees; <p>The guide is available via the EVTA website www.evta.eu, in the “ECVET section”.</p>
<i>IMPLEMENTATION IN OWN CONTEXT</i>	The focus is twofold: On one hand, the purpose is to encourage the companies to benefit from mobility projects abroad, with the help of the ECVET guide. On the other hand, the ECVET guide will help training centres to receive trainees from abroad, especially in the border regions.
<i>EXPERIENCES?</i>	The most fruitful experiences in this experiment was the collaboration, the openness to each other system and the exchange of experiences and therewith contributing to mutual trust.
<i>“LEARNS”</i>	It is difficult to make ECVET “concrete” in practice, but our first win in this sense is to create more transparency and openness and that is the first concrete step in ECVET implementation. Mobility is often a logic follow up.
<i>RECOMMENDATIONS</i>	Setting up collaborations is a necessary first step. Therewith a good understanding of what ECVET is and how it can be used indifferent context. Therefore we have set up this guide for our stakeholders.

Case 5: The methodological guide for actors in training

“Think in terms of learning outcomes! It makes mobility and the implementation of ECVET much more easy!” - Region Centre

General info	
Partners involved	La Région centre (FR), La Direction Régionale de l’Agriculture de l’Alimentation et de la Forêt (DRAAF) (FR), Le GIP Alfacentre, L’université de Tours (FR), Other training centres in Region centre (FR).
Sector/ profession	Agricultural sector
Target group	Trainees in initial and continuous VET.
Material available	A methodological guideline
Specific info	
<i>OBJECTIVES</i>	Creating awareness around ECVET, by informing and involving training centres and other relevant stakeholders and providing them guides to structure their activities.
<i>METHODOLOGY</i>	<ol style="list-style-type: none"> 1. Bringing together the organizations who are working in the field of ECVET en those who are interested. 2. Identifying the good practices deducing a project methodology (essential steps, challenges, building partnerships ...); 3. Maintaining networks and contacts in order to help them with structuring their activities.
<i>IMPLEMENTATION IN OWN CONTEXT</i>	Dissemination of the guide via the regional contacts of Region Centre and DRAAF.
<i>EXPERIENCES</i>	<p>For the DRAAF it is interesting to work on ECTS based on the conceptual framework and methodology of ECVET; An example: The reception of 15 Romanian and Slovakian High School in Vendome. Now we would like to transform this experience into ECTS and ECVET.</p> <p>It is about sending young people in farms abroad, and developing practices that demonstrate the ability to provide ECTS and ECVET.</p> <p>On the other hand, implementation is complex, as it is not possible to involve all the relevant partners for implementation in the project. Another challenge is still the recognition and validation aspect of learning outcomes in the ECVET context.</p>
<i>LEARNS</i>	One of the concrete results is a seminar organised by DRAAF with the participation of the University of Tours, focusing on ECVET and ECTS.
<i>RECOMMENDATIONS</i>	<ul style="list-style-type: none"> ▪ Thinking in terms of learning outcomes! It makes mobility and the implementation of ECVET much more easy! ▪ Use all the opportunities to set up partnerships, it creates a common ground, mutual trust and understanding.



Case 6: Awareness raising workshops

“Everybody can eat an elephant as long as you cut it in pieces!” - EVTA

General info	
Partners involved	Lernia (SE), Region centre (FR): L'université de Tours (FR), DRAAF (FR)
Sector/ profession	Not focused on a particular sector
Target group	VET professionals, Stakeholders in VET
Material available	Workshop material: scenario, presentation, exercises
Specific info	
<i>OBJECTIVES</i>	Involving VET professionals, as policy makers and trainers and other relevant stakeholders in the ECVET developments: information providing and letting others see what the opportunities of ECVET can be for Europe and their context.
<i>METHODOLOGY</i>	Provision of seminars, with the involvement of local stakeholders: <ul style="list-style-type: none"> ▪ November 2009, Stockholm and Gothenburg (SE), for the clients and stakeholders of Lernia, with the help of Lernia; ▪ March 2010, Malmö (SE), for the local authorities of Malmö, with the help of Lernia; Workshops: <ul style="list-style-type: none"> ▪ March 2011: Region Centre (FR), University of Tours; ▪ July 2011: Region Centre (FR), Ministry of agriculture;
<i>IMPLEMENTATION IN OWN CONTEXT</i>	Thanks to the PEP project, EVTA managed to set up and develop a workshop in the field of ECVET, to create awareness and to inform actors in VET. Depending on the target group and aims of the workshops, the material will be adapted.
<i>EXPERIENCES</i>	The positive attitude of people towards ECVET and the European initiatives, even if they have never heard of it!
<i>LEARNS</i>	The most remarkable experience is to see how little ECVET is known on the working floor. European policies are known at policy level, but not at all at operational level. In order to be successful, a two way approach is necessary: top down policies, supported by practical experiences and support at operational level.
<i>RECOMMENDATIONS</i>	<ul style="list-style-type: none"> ▪ Just start with collaborating at small scale: if you wait till all the conditions of ECVET are optimal, you will never start! ▪ Everybody can eat an elephant as long as you cut it in pieces: so start and think small and set up a step by step approach; ▪ Learning outcomes!!! They are the basis for transparency and thus mutual trust; ▪ Keep on going with informing and involving people! ▪ Experiments are a good basis, but at a certain moment they have to be strengthened by policies, otherwise ECVET remains in a “pilot” context.