

ECVET PEER LEARNING ACTIVITY IN HUNGARY

MEETING POINT: ERASMUS+ MOBILITIES & APPRENTICESHIPS

Strengthening the role of workplaces in the preparation and implementation of international mobilities and national apprenticeships

7-8 June 2018

The European Youth Centre Budapest

9 countries (Poland, Slovenia, Slovakia, Croatia, Romania, Austria, Bulgaria, Czech Republic, Hungary) with **45 participants** took part in the PLA in Budapest to find answer to the question how international mobility practices using the learning outcomes approach can be applied to national apprenticeships. Its further aim was to share examples and practices how the learning outcomes approach can improve the quality of international mobility and national apprenticeship.

Participants were provided with additional materials in their folder to help their work, such as the Background paper, the Learning diary, Self-assessment and the brochures on Using Learning Outcomes, The Logic of Organising Erasmus+ Mobility Work Placements and Evaluation and Assessment of Learning Outcomes.

Day 1



Péter Tordai, director of the organiser Tempus Public Foundation and Miguel Santos, DG Employment European Commission greeted the participants. Péter Tordai, in his welcome speech, highlighted the potential benefits of the PLA event, learning from others' good practices and meeting representatives on behalf of schools, companies, training institutions and National Agencies. He also pointed out that unrealistic expectations were established to ECVET and we should be more patient

regarding its results. Furthermore, he spoke about the broader impact of learning outcome approach in VET system and the need of its transparency.

Julianna Lukács, member of ECVET users' group from Tempus Public Foundation looked back on PLAs in the previous years and emphasized the importance of defining the learning outcomes and goals as well as the basis of the terminology that is used during the PLA, especially the concept of apprenticeship. The **background paper** contained further concepts relevant to the PLA such as work-based learning in European countries, school-based VET or collaboration between schools and workplaces.

Participants were then asked to name some of their **expected learning outcomes** of the PLA and most of them mentioned getting acquainted with the experiences and good practices of other countries in the topic of learning outcomes and ECVET; getting ideas how to implement these in their own country or how to show the benefits of ECVET to employers.



Ms Agata Poczminska from Educational Research Institute, Poland in her presentation entitled **Influences of the EU strategy on national VET developments** gave an overview of ECVET implementation. She emphasized the EU strategy for Life Long Learning and in this context; she clarified the concepts of the acronyms of ECVET, EQAVET, ECTS, EQF and VNIL. Also, she mentioned the role of NAs in the ECVET implementation process and talked about the visible progress. Furthermore, she posed the question about the future of ECVET, what our goal is and how to reach it.

Factors of positive influence on implementation of ECVET principles

- Implementation of NQF and learning-outcomes-based approach
- Providing information and guidance



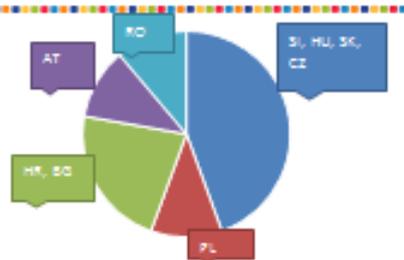
Factors of negative influence on implementation of ECVET principles

- Lack of clear procedures
- Lack of needed capacities and resources to implement ECVET
- Limited understanding of ECVET
 - Lack promotion and information (low level of awareness among learners)
 - Low level of clarity of ECVET concept



INVOLVEMENT of employers

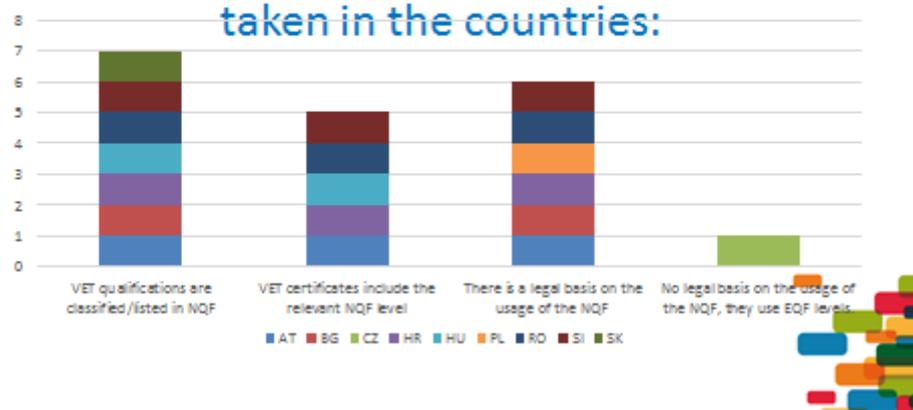
The domestic employers involved in designing the content (learning outcomes) for TRANSNATIONAL mobility:



- Employers are informed about the mobility project
- Employers provide some advice on the length of the mobility period
- Employers provide some advice on the content (LOs) of mobility (according to possible needs of the employer in the sending country)
- Companies sign - together with the apprentices and the hosting companies abroad, a learning agreement.
- Companies are not involved



NQF: the following administrative/operational steps have been taken in the countries:



Csenge Tóth, the E+ coordinator from Tempus Foundation in her presentation entitled **The role of activities of National Agencies in the ECVET implementation** gave an overview of her research based on the results of a questionnaire sent to the NA colleagues previously on ECVET implementation in the 9 participating countries and the role and activities of National Agencies in the ECVET

implementation. In her report, she presented the changes in the volume of ErasmusPro, the current situation of NQF, the involvement of employers, the Employers' recognition of E+ transnational mobility, Europass and NAs activities. She concluded that employers are still not sufficiently involved in designing and evaluating transnational and domestic apprenticeships and training institutions need to make more efforts to make companies interested/involved in vocational training. She suggested that using learning outcomes can be a common language in the communication between schools and workplaces.



During the **world café**, participants in groups of **national agencies, employers, and VET provider institutions** had further discussions about strengthening the role of workplaces in the preparation and implementation of international mobilities and national apprenticeships. **Employers** gave voice to the responsibility of the involved parties and the problem of lack of skilled workers in some branches and fields. They made suggestions referring to the need of a platform for discussion. A database of employers with reflection on what happens during the training abroad. The group of **VET provider institutions** focused on the common aims that might bring the two interest-groups of schools and companies closer to each other. Among these, they mentioned the dual education system of schools and companies; personal contact, communication between them and suggestions regarding market gap problems; the importance of an agreement on learning outcomes; the need for legal solutions and for the clarification of students' and schools' responsibilities. They not only identified the problems and the goals but shared several ideas how to solve or realise them such as the organisation of company days and exhibitions at schools or the creation of a legal framework for using ECVET in their cooperation. The representatives of **National Agencies** put emphasis on the different forms of cooperation and the necessity of the mid-term evaluation. As for ECVET, they came up with the creative motto of "Do not ask what ECVET can do for you but what you can do for ECVET".

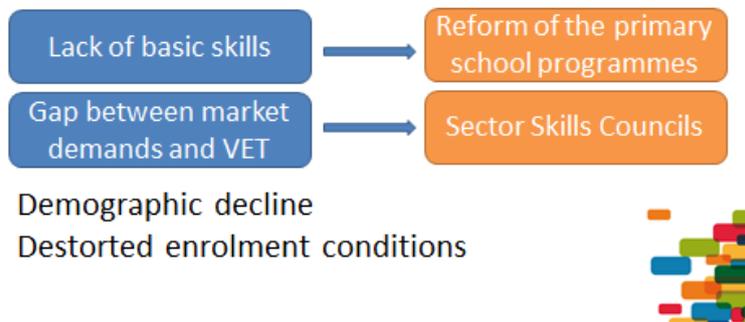
In the closing of the first day, **János Setényi** told that in spite of the implementation of several tools, mainly in official documents, 20 million Eastern Europeans got a job in Western Europe without EQF and employers are doing their good practices without knowing about the EU-terminology. Furthermore, he named three areas with the changes needed: much easier, practical language in schools; non-formal education to help students from lower layers of the society more effectively and finally, innovation in dissemination, e.g.: gamification.

Day2

Miguel Santos referred about the VET policy updates concerning Europass, Erasmus Pro and ECVET. The New Europass Decision was adopted in April 2018 that includes the new Europass platform plan: “documenting and describing skills and qualifications acquired through working and learning experiences, including through mobility and volunteering”. Regarding Erasmus Pro, the number of participants was considerably increased from 8000 participants in 2014-2017 to 20.000 as it is foreseeable for 2018. Two studies on ECVET will be finished in autumn of 2018: *ECVET and EQAVET evaluation of implementation* and *Achievements and the changing nature and role of VET in Europe*. Additionally, he drew attention to important upcoming events: the ECVET FORUM 2018 that takes place in Sofia 14-15 June with the content of *Using ECVET in the context of long duration-term mobility* and the 2018 European Vocational Skills Week 5-9 November in Vienna, Austria.

Katalin Zoltán, from the Ministry for Innovation and Technology spoke about the main challenges and megatrends in economics, such as the 30% employment loss due to the automatization. She shared information about the directions the government defined in vocational education and training and the main concept regarding the future. From the Ministry’s side, they support more direct labour-market feedback and aware that teachers are key actors in the process. They work on defining the legal background amongst others Sector Skills Councils will be launched on 1st July 2018. Changes are being made in the content of VET provision, in its curriculum and methods, too. She also underlined the learning outcomes approach and the need of an online platform for broader input which is under development. Finally, she raised an open-question about the necessity and efficiency of top down approach regarding ECVET.

Problems - solutions



Csaba Ferencz, the representative of Hungarian Chamber of Commerce and Industry presented **the role of workplaces in national apprenticeships**. He explained the chamber's public law VET tasks and the Network of AC Consultants (all over the country, unified principles, work flows, documentation, training, exams). He raised attention to the carrier orientation activities and its importance for students' and the labour-market needs, too. Students should be trained for specific need of the companies to become full-worthworkers. Among the problems, he enumerated the lack of basic skills, the gap between market demands and VET, significant demographic decline and the decreasing number of students in vocational education. He also mentioned the Star of the profession festival and Euroskills – the later will take place in Budapest, 26- 28 September, 2018. The promotional video is available here: <https://www.youtube.com/watch?v=cXW3gmcKb8s>.



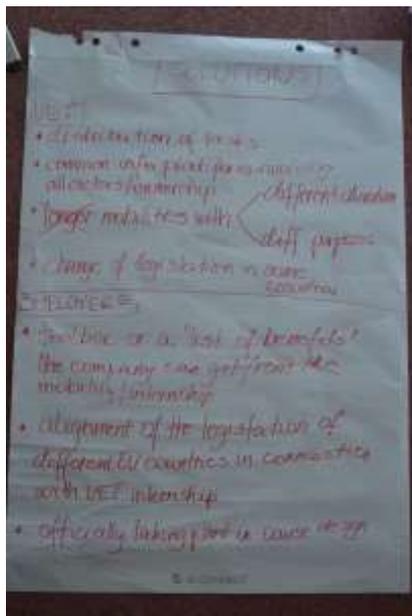
A good practice of work-based learning in CVET was presented in a round-table discussion by **Éva Vidovenyecz** and **József Marton**. Their KA2 project with five partners in a consortium, - that finished last year, using ECVET and EQAVET principles, - created a complex methodological handbook in 5 languages that is available on this website: <https://wbl.hu>. They were looking for new opportunities to develop / create innovative approaches in VET that were tested in a VET school.. The importance of preparation and the involvement of the employer from the first phase and the need for evaluation and self-evaluation was emphasized The four descriptors of HuQF were listed: knowledge, skill, autonomy/responsibility and attitude, which is the basis of the tool which has a mobile app version, too. The mentor teacher could easily check and

assess the group with it. Éva Vidovenyecz also emphasized the usefulness of an action plan for short, medium, and long run as well as the carrier guidance.

During the elevator pitch: the speakers had only the approximate time they spend in an elevator, 60 seconds, to address the other group and speak.

Some notes of the employers needs:

- qualified, open minded employers: employers who follow the regulations, with intercultural experience, they should know how to work in an international environment, universal skills
- legislation is not always supporting
- English language knowledge is also important.
- work together with schools
- cooperation will provide profit for the region
- specific curricula for the companies is needed
- they would like to be included
- „listen us”
- not just to teach the children, but teach the teachers – new technologies
- follow-up is important



The session was followed by the presentation of Karolina Dołomisiewicz from *Zespół Secondary and Technical School, Warsaw* introducing **Good practices for cooperation between VET institutions and companies**

The presentation was followed by a Hungarian school which took part in a pilot project for ErasmusPro. „**Good Practices in the Erasmus Pro Pilot project: Cooperation between vet institutions & companies**” was presented by *Ms Györgyi Együd, Krúdy Commercial, Catering and Tourism Secondary School, Szeged*

The presentation was followed by group discussion in which the participants collected some messages/recommendations for the National Agencies how to move on with the implementation of the learning outcome approach.

Some notes of final conclusions:

- good practice: not paper based mobilities (using electronic forms), LOs can be shared in an easier way
- Resources are already there: documents, Europass etc.
- Develop a matrix of learning outcomes
- local cooperations/local people, support localization
- HU: bringing together VET providers, Chambers, employers – national PLA is a good practice

The main finding of the seminar was summarized by Mr. János Setényi

- simplification is needed
- LO is heavy for business people
- share and disseminate good practices is important
- How to embrace SMEs and microbusinesses? They are valuable: micro businesses are large percentage of employers.
- We should not invent everything from the beginning.
- Refocusing to non-formal and informal learning
- Erasmus+ programme builds trust between schools and enterprises.
- Soft skills, attitude become more important

The seminar was closed by István Verses, head of the Erasmus+ Unit at Tempus Public Foundation.

At the end all participants could evaluate whether their previously set learning outcomes were achieved or not. Some were achieved, some not: more decision makers should have been there, more companies. The lack of legislative background in some cases makes difficult further improvement. Good practices were shared, new ideas came up, new contacts and cooperations started with the help of this PLA.