

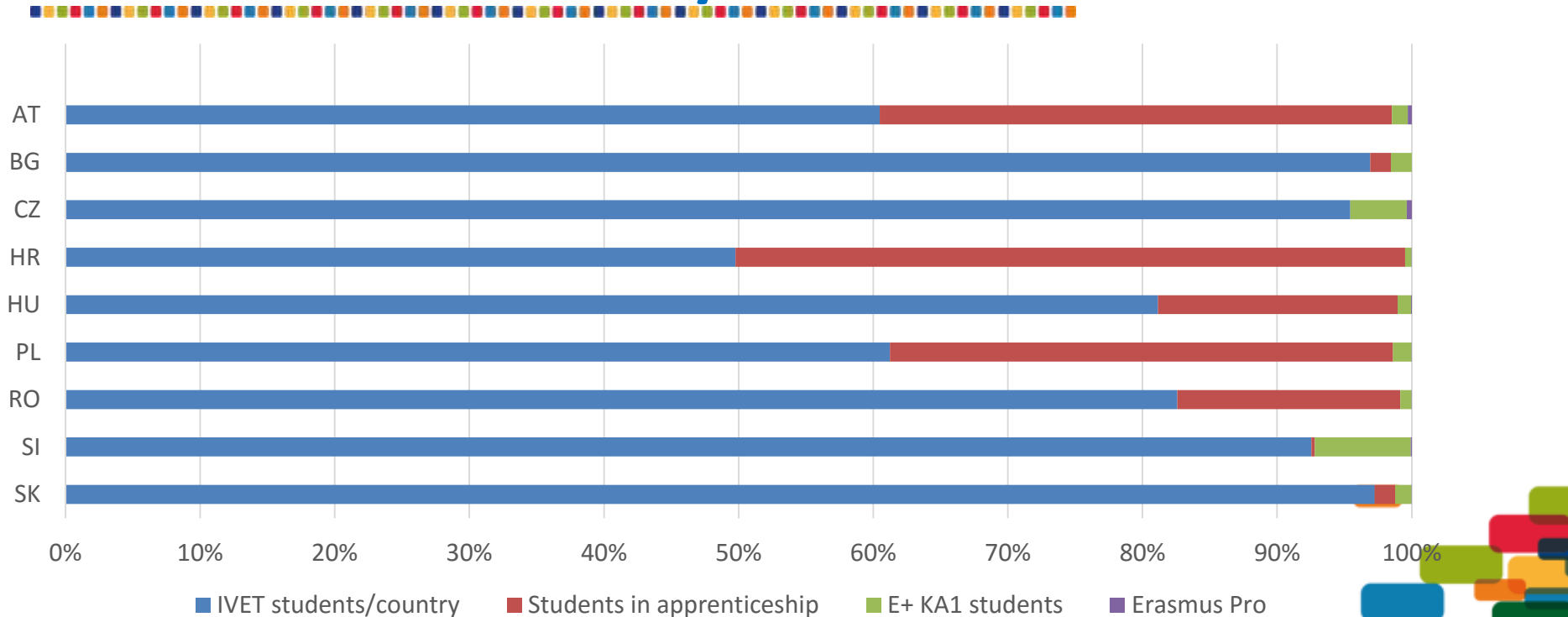
- 1. Report on ECVET implementation in the 9 participating countries**
- 2. The role and activities of National Agencies in the ECVET implementation**



Csenge Tóth  
Tempus Public Foundation

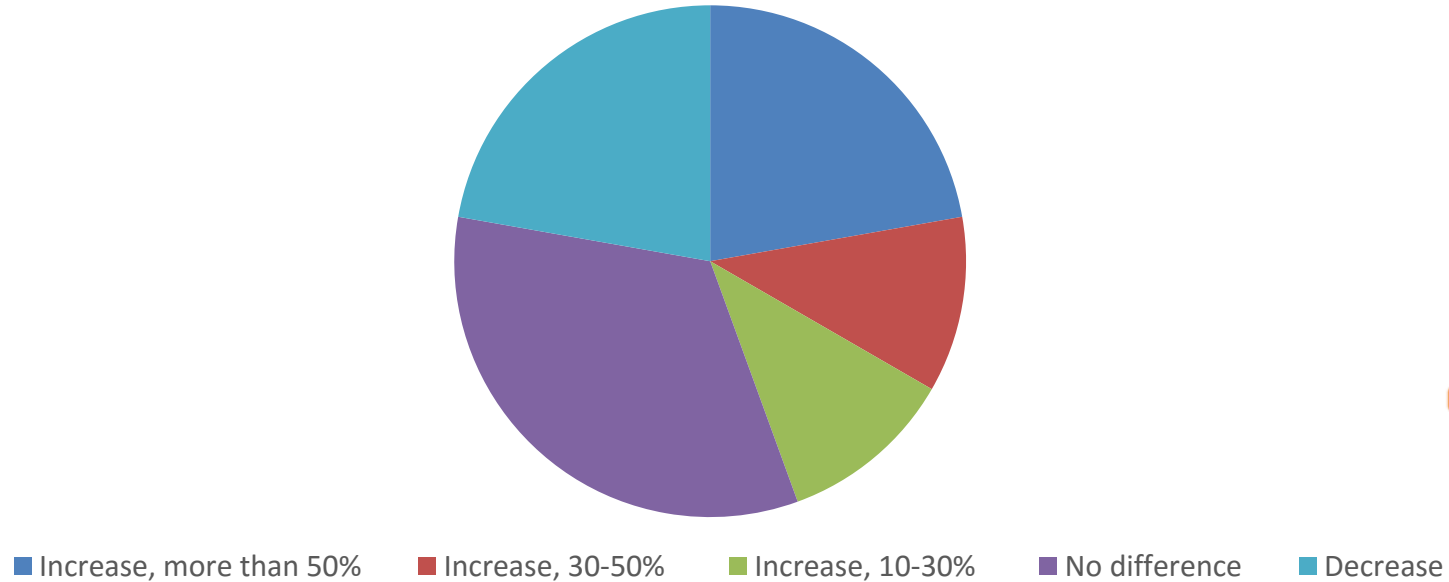


# Volume of apprenticeships/E+ KA1 students/ErasmusPro



# Volume of ErasmusPRO

Changes in the number of Erasmus Pro (long mobilities, 2017 > 2018):



# The use of National Qualifications Framework

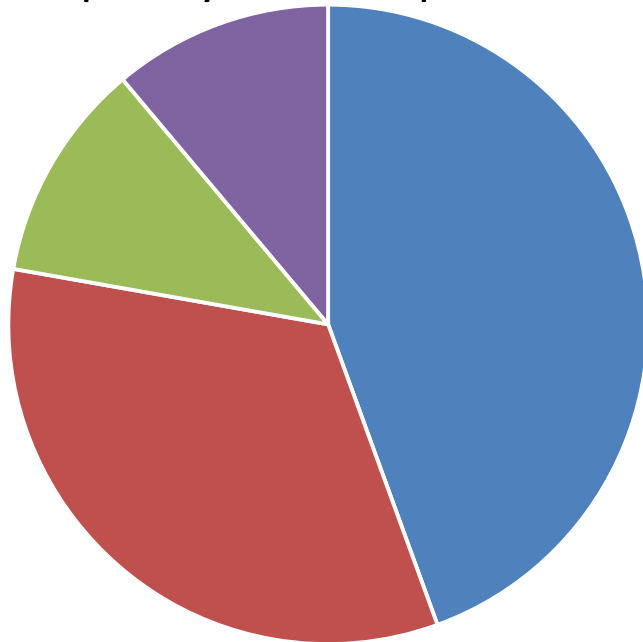
Are the NQF categories explicitly used in qualification standards in VET documents?

■ YES, at system level.

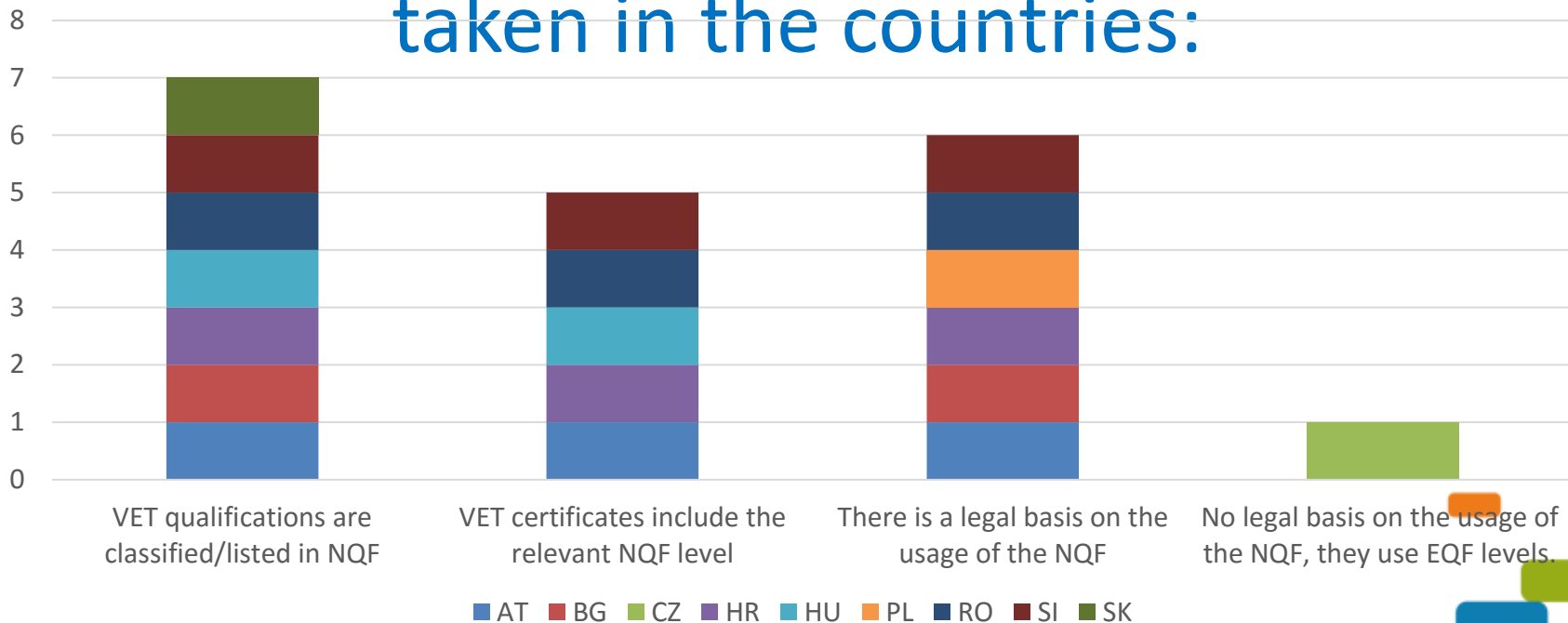
■ VET system is outcome oriented, but NQF categories are not explicitly used (eg. competence-based curricula).

■ Partially in some documents, but not at system level

■ Other

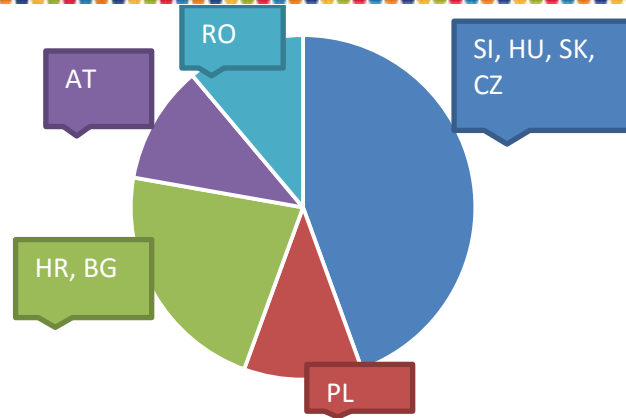


# NQF: the following administrative/operational steps have been taken in the countries:



# INVOLVEMENT of employers

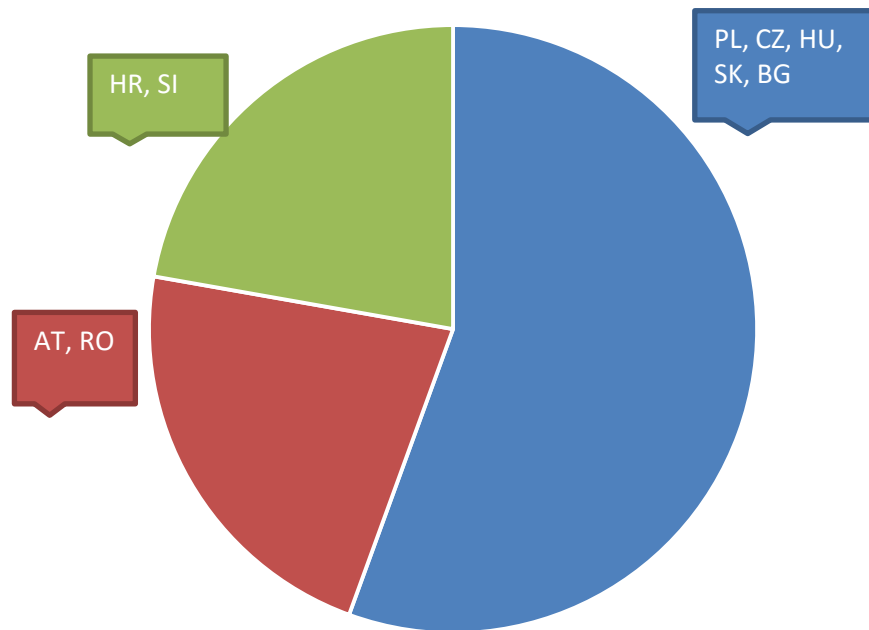
The domestic employers involved in designing the content (learning outcomes) for TRANSNATIONAL mobility:



- 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

# INVOLVEMENT of employers

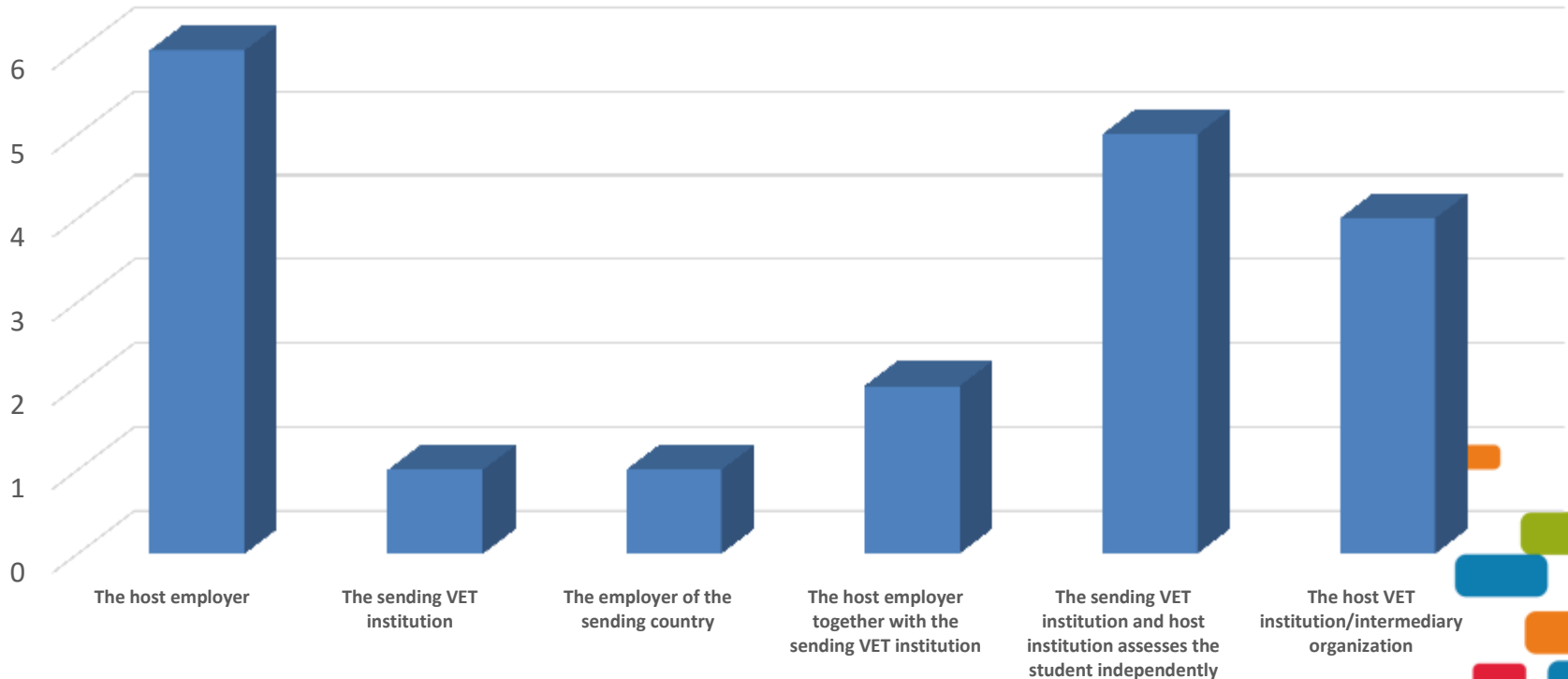
Domestic employers involved in designing the content (learning outcomes) of DOMESTIC apprenticeships:



- Employers are given some instruction by VET institutions based on the legislative regulation (eg. framework curricula)
- Employers are given concrete expected LO-s by VET institution
- VET provider and employer determine expected LO-s together

# INVOLVEMENT OF employers in the ASSESSMENT

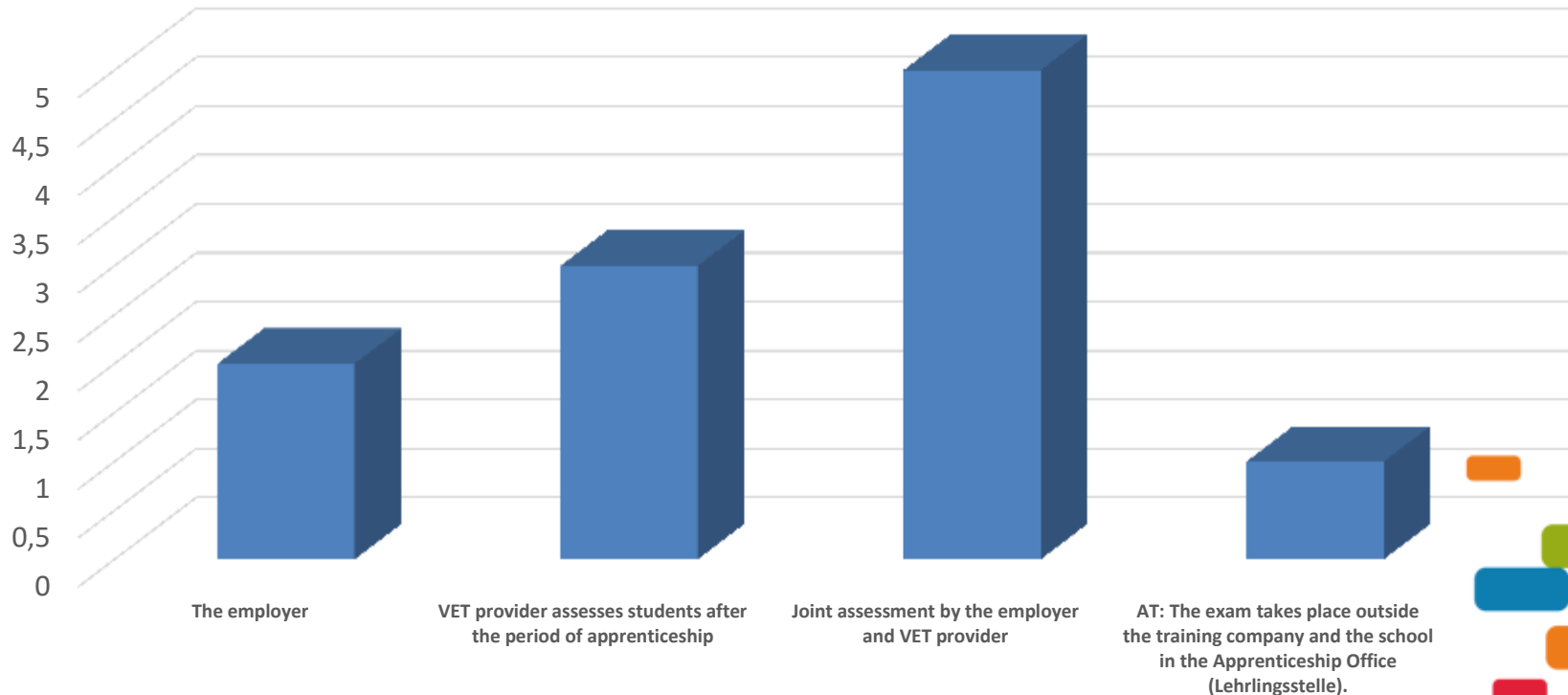
Who assess the acquired learning outcomes of the TRANSNATIONAL mobility?





# INVOLVEMENT OF employers in the ASSESSMENT

Who assesses the acquired learning outcomes of the DOMESTIC apprenticeships?



# INVOLVEMENT OF employers in the ASSESSMENT

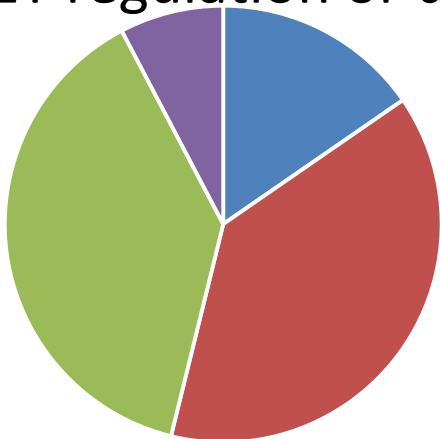
How the assessment criteria are agreed for the acquired learning outcomes of the TRANSNATIONAL mobility?



- The sending VET provider and hosting employer decide together
- The host employer has its own assessment criteria
- The sending VET provider and hosting VET provider decide together
- Sending VET school
- Sending employer with sending intermediary

# INVOLVEMENT OF employers in the ASSESSMENT

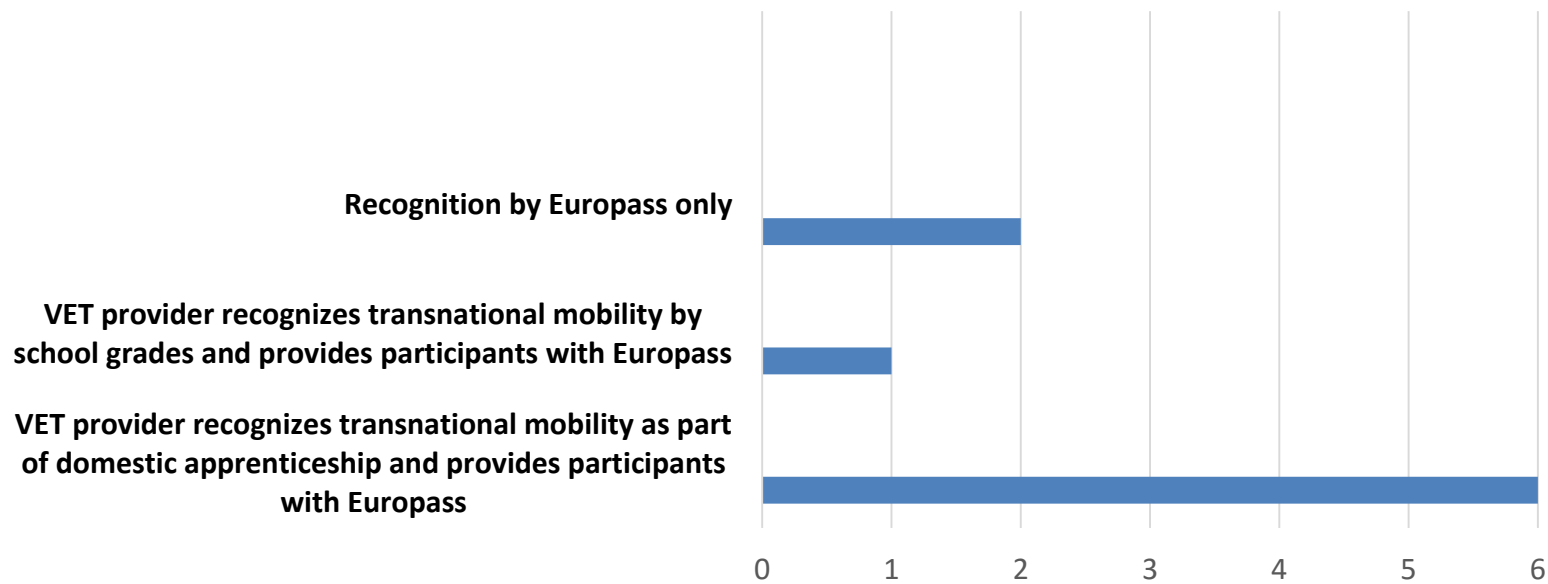
How the assessment criteria are agreed in DOMESTIC apprenticeship according VET law or a VET regulation or documents?



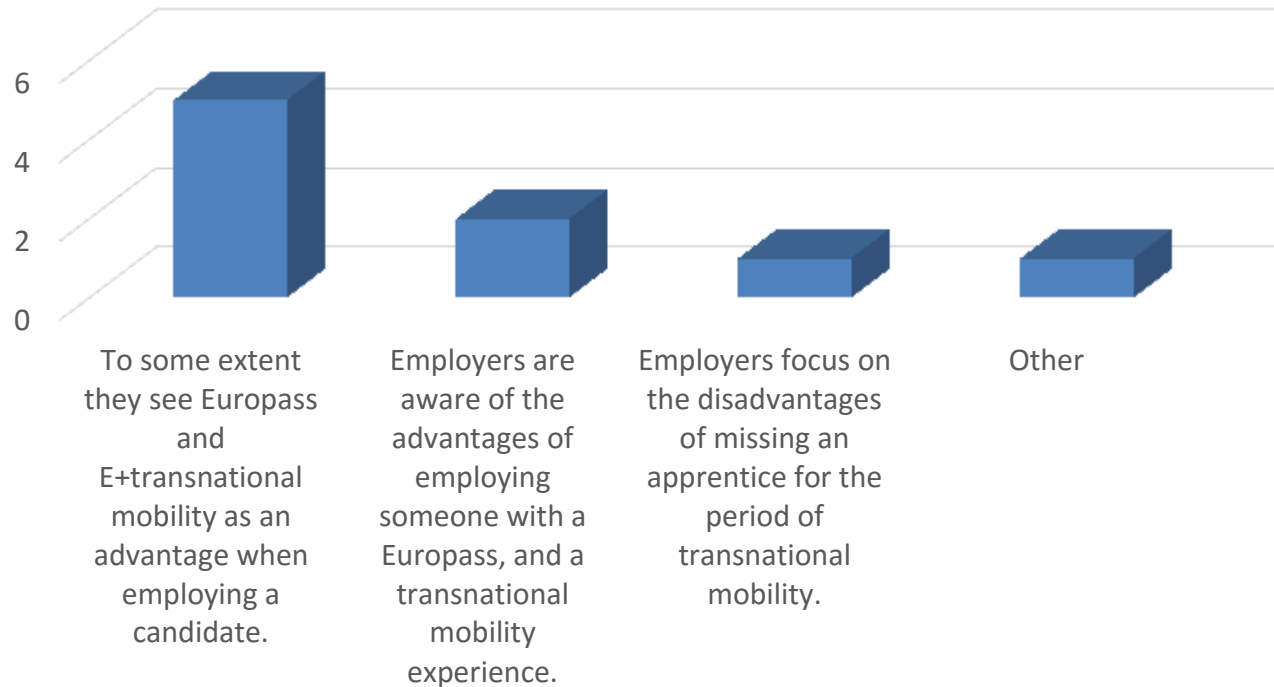
- Employers determine the assessment criteria
- The VET providers and employers agree on assessment criteria and methodology
- VET institutions determine assessment criteria
- Other

# VALIDATION and RECOGNITION

How the sending VET provider validates and recognizes TRANSNATIONAL mobility?



# Employers' recognition of E+ TRANSNATIONAL mobility, and Europass



# Conclusions:



- Employers are still not sufficiently involved in vocational training
- Training institutions need to make more efforts to make companies interested/involved in vocational training
- It is important for the two worlds (the school and the workplace) to know and understand each other
- Using **learning outcomes** can be a common language in the communication
- What can we (companies, schools, Nas) do to help each other's work?
- This PLA can also serve as a common platform for future cooperation!



# The role and activities of National Agencies in the ECVET implementation

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**AT, BG, CZ, HU, PL, SI, SK activities**



# Activities of National Agencies in the ECVET implementation

Types of activities	Target groups
<ul style="list-style-type: none"><li>• trainings, seminars, conferences, workshops</li><li>• webinars,</li><li>• advisory events, consultancy</li><li>• monitoring meetings/visits</li><li>• information days,</li><li>• national/international PLAs,</li><li>• study visits, e-learning trainings,</li><li>• professional assessments</li><li>• assist in policy making</li><li>• promotional activities</li></ul>	<ul style="list-style-type: none"><li>• VET providers, employers, ECVET experts,</li><li>• decision makers,</li><li>• E+ applicants,</li><li>• representatives of professional organizations, career advisors,</li><li>• social partners,</li><li>• adult educators,</li><li>• national authorities</li></ul>





## Activities of National Agencies in the ECVET implementation, THEMES

- Learning outcomes for beginners
- General LO knowledge, ECVET principles
- How to write/assess/validate learning outcomes in VET
- ECVET in mobility projects
- Usage of MoUs, Las, other main documents used within ECVET
- Benefits of ECVET
- Change of terminology used and the recommended form of the LOs
- Recognition of LO after return from placements
- Involvement of employers
- Exploring mutual interest of the use of LO-s while designing domestic apprenticeships
- LO based KA1 work plans
- ECVET and cooperation with VET provider/employer
- ECVET in adult education

**COLLECTED ACTIVITIES DOCUMENT > NEXT SESSION**





Thank you for your attention!

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