This is a two-year project with the objective of linking European Credit System for Vocational Education and Training with the relevant National Qualifications Frameworks to be able to use learning outcome-based courses, in order to increase the quality and transparency of VET and increase students mobility.

PECVET will deliver learning outcome based modules (ULO) for Chemistry, Health Care/Pharmacy, Cosmetics, Mechanics, Gastronomy.

WEBSITE: www.pecvet.wordpress.com
FACEBOOK: www.facebook.com/PECVETproject

Latest updates about the project

In the pandemic time of COVID-19, the partnership of the project PECVET had a few virtual meetings. The partners are continuing to successfully carry out activities on a distance basis, namely online. On June 8, just before the summer holidays, partners discussed a review of the ULOs (Unit of Learning Outcomes); in the PECVET project we are not going to use ECVET points or credits. Our main focus is in creating LOs (Learning Outcomes) and ULOs for chosen study programmes like Chemistry, Health Care/Pharmacy, Cosmetics, Mechanics, Gastronomy; and in preparing a user-friendly training material for teachers to learn how to create ULOs and implement ECVET principles in mobilities. PECVET partners agreed to use expected learning VET outcomes defined according to a set of descriptors: knowledge, skills, autonomy, and responsibility - this is based on EQF 4.

The partners also discussed the possibility to update ULOs based on the results of discussions on assessment procedure, e.g. including assessment part of transversal skills.

We have created 5 categories, the schools/country that are cooperating and the number of ULOs for every category as shown in the table at this link. All partners agreed to extend the project till 31 August 2021.

For more details on the project and its ongoing developments please visit the website and follow the Facebook page of the project.
Interview to Angelika Grande -
International Coordinator for Education
Department in TRFK and National ECVET
Expert, Norway

Can you provide a short description of you
and your roles in your country?
Trøndelag County Authority (TRFK) is regional
administrative level between national
government and municipality which is also a
political organisation. The County Authority's
four roles are as follows: Service provider,
Regional developer, Regional publicly elected
body, Law administrator.
TRFK has response for developing the region
in several ways: Education, Regional
Development, Infrastructure, Health and
Culture.
The Education Department together with our
32 upper secondary schools and the World of
Work provide upper secondary education,
vocational and professional training. The total
number of learners is 21513 persons. Out of
it: 16336 students, 4946 apprentices, 231
persons in higher professional education.
The staff is composed of totally 4666
persons. Out of it: teachers 2447 persons and
2219 persons in administration.
Internationalisation is on priority list for the

What benefits do you see in using ECVET
system in your country municipality?
In general, ECVET can be used for both
national and transnational activities, but we in
Norway have chosen to use it exclusively in
connection with mobility across national
borders, both when we send students and
apprentices abroad, and when we
receive foreign students and apprentices in
vocational education and training.
In fact, in Norway, ECVET tools and
philosophy are used as a system to raise the
quality of learning mobility to other European
countries.
ECVET gives us recognition and transfer of
learning between different learning
environments across national borders and
systems in Europe.
The characteristic of ECVET in Norway is that it
focuses on learning outcomes without
defining specific skills and competences.
Learning Outcomes focuses on what a person
can and know - and not on how he or she has
attained this competency. This makes ECVET tools flexible in use and adjustable depending of the needs to our VET providers, schools, and World of Work. Exactly this approach of flexibility is also in use in our region Trøndelag, in schools and companies for international mobility. In Trøndelag, our main benefits in using ECVET system is our basic approach to ECVET: practical use of ECVET-tools and philosophy as our common language with partners for regulation and execution of international VET learning mobility. The flexibility of ECVET gives us also all opportunities to catch up the added values in form of recognition and validation of Soft Skills. Per today Europe does not have any other system or other common language for regulation of transnational learning mobility in VET. Europe has just ECVET.

◆ What type of VET institution do you have in Norway?
Vocation education in Norway is 3 years (4 years long for apprentices). Trøndelag county organises VET education on 3 levels, as follows:
Level 1: 30 upper secondary schools (of 32) for students in VET;
Level 2: 32 Vocational training offices for apprentices;
Level 3: The apprentices have supervisors in the enterprises in Trøndelag.
Generally, the learners can choose own way of VET education and training in the combination of all these 3 levels. The education leads to an occupation and to vocational competence with or without a craft or a journeyman’s certificate. TRFK offering about 120 different trades in VET.

◆ How do you see the future ECVET at the Regional level/Authority?
The future of ECVET in Trøndelag is to share knowledge about ECVET in the county: utilise several years of experience from the Nord-Trøndelag county, as the National ECVET Expert. The use of ECVET tools should give Erasmus Mobility recognition and flexible approach for transfer of learning between different learning environments and across borders and systems in Europe. ECVET methodology and practical approach will contribute to improvement of placements, partnerships, professional education, and high-quality mobility. Through this, Trøndelag County Municipality will achieve a strong regional approach and trust in companies for international mobility as approved part of education in Norway with assessed and approved sub-education from abroad. There is a clear expectation that the participants increase their international competence through Erasmus+ mobility. All individual learning will contribute to internationalisation at learning arenas and in companies in Trøndelag. The results of ECVET use will be one of the contributions that Trøndelag County Authority achieves its overall goals in internationalisation of upper secondary education and training and of World of Work in Trøndelag, enhancing professional competences and competitiveness of Trøndelag at the European market.
Interview to Paulius Čepas - Director of Kaunas technical vocational education centre and National ECVET Expert, Lithuania

Can you provide a short description of you and your roles in your school?
I started my career in vocational education in 1999. I have been a director at Kaunas technical vocational education centre for 4 years. Prior to this I earned my PhD at Kaunas Vytautas Magnus University and was a director at Kaunas Mechanical school for 4 years. Apart from my main role as a director, I am also a national ECVET expert supporting the implementation of the system at school.

What is the situation of ECVET in your country?
ECVET has become a tool to ensure the quality of vocational education in Lithuania. Introduced over 5 years ago, it has become the tool which aids in the promotion of lifelong learning and the mobility of learners. ECVET is currently actively implemented in the educational system in Lithuania, however, educational institutions are applying different principles of ECVET at different intensity.

What benefits do you see in using ECVET system in your country?
The main benefits of ECVET in Lithuania are quality and transparency of vocational education and improvement of NQF. ECVET is improving recognition and validation of learning outcomes, is promoting student mobility and cross-border cooperation and also serves as a tool in vocational education to meet the needs of both national and international labour market where specific skills and knowledge are required.

How do you see the future ECVET at the European level?
ECVET will become a natural part of vocational education used by all EU countries at national level. The relevance of ECVET as a separate research field will decrease since it will become an integral part of vocational education and will be used as a natural tool to assess skills and qualities gained by students. Thus, transparent recognition and validation of learning outcomes will be ensured.

How many teachers are the experts on ECVET in your school and in which subjects?
I am a national ECVET expert at our school (there are 7 national experts in Lithuania). Since the introduction of ECVET the majority of school teachers have acquired competencies at ECVET and are highly qualified in the field, thus being able to assess skills and competencies of students on mobilities and promoting ECVET in Lithuania.
Interview to Jaromír Coufalík - National ECVET Expert, Czech Republic

🔹 Can you provide a short description of you and your roles in ECVET?
Several decades I have worked for the National Institute of Vocational Education and Training dealing with various measures focused on improvement of VET. Later I was involved in implementation of the European programmes supporting quality of VET (e.g. Leonardo da Vinci) in our country. Now I am member of the Czech National Team of ECVET Experts within the Czech National Agency for International Education.

🔹 What is the situation of ECVET in your country?
The ECVET has been implemented gradually in the Czech Republic. Already in 2016 the ECVET principles have been used in 95% of international mobility projects within the Erasmus+ programme and today are used in all of these projects. These principles expanded also into the practical training at domestic level. The analyses carried out by our Team discovered that also quality of ECVET implementation has been increased.

🔹 What benefits do you see in using ECVET system in your country?
The quality of mobility projects using ECVET is higher than projects without ECVET. It is influenced especially by the better formulation of expected learning outcomes through the units of learning outcomes and better procedure of assessment, validation and recognition of learning outcomes. The sending organisations, receiving organisations as well as the students participating in the mobility projects can negotiate the content of mobility more thoroughly.

🔹 How do you see the future ECVET at the European level?
It seems to be probable that ECVET will not exist as a separate instrument in the next period, however its principles will be incorporated into a system of European instruments and measures supporting quality of vocational education and training. Therefore, it is useful to continue in dissemination of the ECVET principles, their benefits and experience with their exploitation.
Interview to Stylianos Mavromoustakos - Director of the Foundation for the Management of European Lifelong Learning Programme, and National ECVET Expert, Cyprus

🔹 Can you provide a short description of you and your roles in ECVET?
I am a PhD holder in Chemistry since 1991. From January 2008 I took on the position of the Executive Director of Intercollege Nicosia and from 2014 Intercollege Larnaca. In 2019 I took on the role of the Development Director of the University of Nicosia. In 2006 I was elected Vice President of the European Forum of Technical and Vocational Education and Training (EfVET), a position I held until 2020. Since April 2020, I am the Director of the Foundation for the Management of European Lifelong Learning Programme. In September 2013 I was appointed as a National expert for the Cyprus European Credit system for Vocational Education and Training (ECVET) and as the National Expert to the Minister of Education and Culture for the establishment of the National Qualifications Framework in Cyprus. I was also a member of the ECVET User Group and Working Group, representing the VET providers.

🔹 What is the situation of ECVET in your country?
ECVET, as such, has not been officially adopted, however, the LOs approach, as described in ECVET, has been used for the design of the “Vocational Qualifications System” (Human Resource Development Authority). At the same time, the Directory of Technical and Vocational Education (Cyprus Ministry of Education, Culture, Sport, and Youth) used LOs for the redesign of their curricula.

🔹 What benefits do you see in using ECVET system in your country?
Many elements of ECVET can benefit Cyprus. The most relevant benefits of ECVET for Cyprus are the following:
- Facilitation of the design and delivery of flexible and individualised learning pathways, based on each learner’s/the labor market’s needs. This is expected to increase employability, by offering easiest access to the labour market.
- Better description of the content of different learning programs.
- Increased and enhanced cooperation between CY VET providers.
- Comparability between the CY VET System and other VET Systems in EU.
- Development of professional profiles that are clear about the required knowledge, skills, and competences, which lead to better matching of individuals to specific work positions.

🔹 How do you see the future ECVET at the European level?
ECVET and all other European VET tools will need to redefine their role, so as to avoid currently existing overlaps and duplications and to further exploit the unique components of each tool. This can be achieved by creating synergies/establishing more efficient coordination mechanisms between the different tools. It is also expected that ECVET Credits will be used for describing assessed Units of LOs, which will be acquired through formal education.
Interview to Gabriele Fietz - Freelance scientific author and consultant on European Vocational Education and Training (VET) issues, and National ECVET Expert, Germany

Can you provide a short description of you and your roles in ECVET?
I am a freelance scientific author and consultant on European Vocational Education and Training (VET) issues. I am a member of the German Team of the ECVET Experts. My main areas of activity are the following:
- Providing material for improving the quality of transnational mobility in VET;
- Comparative research on the state of the art of transparency in European VET systems;
- Consulting services for training providers and vocational schools for the implementation of ECVET.

What is the situation of ECVET in your country?
In Germany, ECVET principles and instruments were tested in both national and transnational contexts. A number of pilot projects dealt with the use of ECVET within the German vocational education and training (VET) system, especially with permeability between different subsystems of VET and between VET and higher education (HE). ECVET credit points have proven to be unsuitable for the VET system in Germany. Especially in the practice of transnational mobility projects, ECVET has been successfully used by German training providers and is continuously gaining in importance.

What benefits do you see in using ECVET system in your country?
ECVET within the German vocational training system plays a rather limited role in the assignments of the German ECVET experts; therefore, the transnational mobility context from a German perspective is addressed here. There the benefit of ECVET is that it enhances the quality of internships abroad by supporting the structuring of the entire mobility stay: the use of ECVET creates commitment between the participating actors, shows what learners know, understand, and are able to do (after the learning process) and describes learning outcomes acquired abroad in a way that is understandable throughout Europe. Employers in Germany value Europass documents filled out according to the learning outcomes approach of ECVET.

How do you see the future ECVET at the European level?
With the new generation of programs starting in 2021, the role of ECVET in Europe is likely to change. There are increasing signs that the proven ECVET toolkit will not be retained as it has been until now. However, it is already becoming apparent that the Outcome driven approach of ECVET will continue to gain importance in transnational mobility context; the ECVET principle of Units of Learning Outcomes is likely to be expanded in the future. According to several studies ECVET Credit Points have not proved very successful in transnational context; therefore, it is logical that they will hardly play a role in the future. The importance of other ECVET instruments, such as Learning Agreement or MoU is still unclear in the draft. It would be desirable that these instruments remain in the ECVET toolkit, since it is precisely through the interaction of the ECVET instruments that quality of transnational mobility can be ensured and enhanced.
Interview to Dr. Christiane Eberhardt, Federal Institute for Vocational Education and Training (BIBB)

🔹 Can you provide a short description of you and your roles in ECVET?
I am a Senior Expert at the Federal Institute for Vocational Education and Training (BIBB) in Germany. In addition, I cover the following roles:
- Project promoter of CREDCHEM (first centralised (KOM) call for the testing of ECVET principles)
- Partner in EasyMetal and ESyCo (second call centralised (KOM) call for the testing of ECVET within national VET conditions)
- Partner in EURiAC (ECVET project lead by Kungsbacka Kommun, a Swedish project partner) aiming at initiating a “European Class in Automation”
- Attached expert to the VET-working group of the German-Polish Commission for Cross-Border Cooperation.

🔹 What is the situation of ECVET in your country?
ECVET is mainly used for mobility purposes. Its approach of describing units of learning outcomes is highly appreciated and applicable in a mobility context. Templates for Memoranda of Understanding and Learning Agreements are considered to be useful. The Bundesland of Northrhine Westphalia has developed some guidelines based on ECVET and made them the background to its mobility activities with France and Poland. The working on VET of the German-Polish commission for cross border cooperation backs its activities for mobilities and school partnerships mainly on the ECVET approach to learning outcomes and units. Participating Bundesländer in Germany are Northrhine Westphalia, Bremen, Saxonia and Mecklenburg-Western Pomerania.

🔹 What benefits do you see in using ECVET system in your country?
I think that ECVET eases mobility for learners. It builds a ground for teachers and practitioners to discuss typical work tasks apart from the various VET systems. ECVET also enhances the transparency of internships and mobility activities for the employers at home (units are quite readable for enterprises holding apprenticeship contracts). This creates trust towards the learning venues abroad and secures that the learners spend some “useful” time abroad. Moreover, ECVET could be of use for the validation of informal learning, I see it as an option for training promoters to document existing VET knowledge, skills and competences of individuals embedded in units of learning. In this regard it could be a tool how to transfer the informal into formal learning.

🔹 How do you see the future ECVET at the European level?
In my opinion, ECVET is of importance in creating a common language and in its relevance to bring mobility within Europe to a new quality. It could be the common ground for the establishment of European Sectorial Training Networks using ECVET for mobility, for further training profiles, and for additional qualifications.
In the framework of the Erasmus+ Days 2020, the Erasmus+ KA2 project “Partnership for ECVET” (PECVET) partners organised the online event “How ECVET improved the quality of mobilities” on 16.10.2020 (Friday) at 13:00-14:00 CET.

During the webinar the best practice of using ECVET in students mobilities was presented and participants were invited to contribute to the discussion on future of ECVET in Europe.

Please find more information about the event at this link.
Launched in 2016, the European Vocational Skills Week is an annual campaign designed to promote VET and improve its image. The campaign includes activities and events throughout the year and culminates with the official Week usually in a designated city. This year the fifth European Vocational Skills Week was held online on 9-13 November 2020 and was organised by the European Commission in cooperation with the German Presidency of the Council of the European Union.

Each year, as part of the Week, the Awards for VET Excellence recognise individuals and organisations for their efforts in promoting and offering high-quality VET. The awards are a celebration of commitment to VET and are designed to highlight the quality in VET, provide visibility to the winners, motivate learners and trainers, and support the development of networks and career opportunities.

Coming from across Europe and beyond, and all inspiring examples of excellence in VET, the winners of the 2020 Awards for VET Excellence have been honoured at the Closing of the European Vocational Skills Week. A list of the winners can be found at this link.

The awards were presented by Nicolas Schmit, European Commissioner for Jobs and Social Rights. He said: ‘This ceremony closes a fascinating week. A week that showcased what vocational education and training has to offer. Participants have demonstrated that VET can be innovative. That it can be a bridge to the new digital and green world of work. Together, we will keep working to promote vocational education and training, and to make it more agile, digital and accessible to workers of all ages and throughout their whole life. We will keep making clear that VET is a unique path to employment.’
This year the organisation of digital events/activities was very much encouraged in order to promote VET, be it a webinar, digital press campaign, online careers fair, Facebook Live, Instagram Live or another online gathering. There have been 1123 events registered across all Member States and other countries (38 in total), reaching more than 3 633 534 people.
Partnership:

Stredni prumyslova skola chemicka Pardubice (Pardubice, Czech Republic) - Coordinator

Byåsen videregående skole (Trondheim, Norway)

EfVET - European Forum of Technical and Vocational Education and Training (Brussels, Belgium)

ITT Michelangelo Buonarroti (Trento, Italy)

Kes College (Nicosia, Cyprus)

Sächsische Bildungsgesellschaft für Umweltschutz und Chemieberufe Dresden mbH - SBG (Dresden, Germany)

Stredná odborná škola chemická (Bratislava, Slovakia)

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