Leonardo da Vinci
Strategic priorities
New centralised projects 2011

Felix ROHN
DG Education and Culture
Unit B4 – Vocational training; Leonardo da Vinci
Development of Innovation - Priorities

1. Implementing ECVET for transparency and recognition of learning outcomes and qualifications

2. Improving quality assurance systems in VET

3. Developing Vocational Skills considering the labour market needs - New Skills for New Jobs
Networks - Priorities

1. Cooperation between VET and the world of work

2. Development of mobility strategies in VET
Partnerships - Priority

1. Cooperation between VET and the world of work
**Political Context**

**Europe 2020**

EU is setting the strategy for the next decade - focusing on « smart, sustainable and inclusive growth »

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**Bruges Communiqué 2010**

Contribution of VET to support Europe 2020 strategy

- **Specific roles of VET cooperation in the Flagship initiatives:**
  - An Agenda for new skills and jobs
  - Youth on the Move

- **Bruges Communiqué:**
  - A new impetus for VET in Europe for the next decade
  - Setting a global vision of VET, 11 strategic objectives and 22 short-term deliverables
Strategic objectives for 2011-2020

I. Quality & efficiency to enhance attractiveness and relevance

II. Making lifelong learning and mobility a reality

III. Enhancing creativity, innovation & entrepreneurship

IV. Promoting equity, social cohesion & active citizenship
I. Improving the quality and efficiency of VET and enhancing its attractiveness and relevance

1. Making I-VET an attractive learning option

2. Fostering the excellence, quality and relevance of both I-VET and C-VET

   • Quality assurance in line with EQAVET
   • Quality of teachers, trainers and other VET professionals
   • Labour market relevance of I-VET and C-VET

Short-term deliverables!
II. Making lifelong learning and mobility a reality

3. Enabling flexible access to training and qualifications

- In C-VET to contribute to 15% adult participation in LLL by 2020
- In both I-VET and C-VET, facilitate transitions, pathways and develop higher VET

4. Developing a strategic approach to internationalisation of I-VET and C-VET and promoting mobility

- strategies for cross-border cooperation in VET
- use of European transparency tools (EQF, ECVET, Europass)
- promotion of foreign languages

Short-term deliverables!
Priority “Implementing ECVET for transparency and recognition of learning outcomes and qualifications”

Policy website of DG Education and Culture on ECVET

http://www.ecvet-team.eu/
ECVET Support Team, ECVET Users Group
ECVET Network (Member States, Social Partners, VET providers)

http://netecvet.com/about-us/
„NetECVET“: Thematic Network of 14 National LLP Agencies. Supports practitioners of transnational mobility dealing with ECVET

National Agencies. Contact them if you need ECVET expertise!
The European Credit system for Vocational Education and Training (ECVET)

The European Credit system for Vocational Education and Training (ECVET) aims to give people greater control over their individual learning experiences and make it more attractive to move between different countries and different learning environments.

The system aims to facilitate the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different situations. It should enable the experiences to contribute to vocational qualifications.

ECVET aims for better compatibility between the different vocational education and training (VET) systems in place across Europe and their qualifications.

ECVET is a technical framework to describe qualifications in terms of units of learning outcomes, and it includes assessment, transfer, accumulation and recognition procedures.

Each of the units is associated with a certain number of ECVET points developed on the basis of common standards: 60 ECVET points are allocated to the learning outcomes achieved in a year of full-time VET.

Flexibility

In ECVET, an individual’s learning outcomes are assessed and validated in order to transfer credits from one qualification system to another, or from one learning “pathway” to another. According to this approach, learners can accumulate the required learning outcomes for a given qualification over time, in different countries or in different situations.

The system also allows the possibility to develop common references for VET qualifications and is fully compatible with the European Credit Transfer and Accumulation System (ECTS).

Developments across Europe

The European Commission is developing an ECVET users' guide, and is establishing a European ECVET users' group and a European ECVET network.

EU Member States should ensure that all relevant qualifications and related 'Europass' documents issued by national or regional authorities contain clear information related to the use of ECVET.

Several projects focusing on the development and promotion of ECVET are being developed in different sectors (including automobile service, chemistry, tourism, and international trade), funded by the EU’s Leonardo da Vinci Programme for vocational training.

More information on current ECVET projects can be found on the ECVET Pilot projects website and in the ECVET Projects bulletin.

Background

The development of ECVET began in 2002 after the Copenhagen Process emphasised the need for a credit transfer system for VET. National governments and the European Parliament gave their final approval to legislation in June 2006.
Next seminar: Bonn - March 7th 2012 - Register to seminar

ECVET seminars are organised and sponsored by the European Commission to promote ECVET in Europe and facilitate its implementation in VET situations. They are free of charge. They are opened to any organisations who aim to move to ECVET implementation or want to develop their ECVET awareness and skills.

Three different types of seminars are provided focusing on the specific needs of targeted publics (general publics / training providers / qualification designers) and organized in different European areas until the end of 2012. The working language is English. Participative methods of work will be used as well as specific exercises and case studies.

ECVET Calendar

January 2012

News

February 6th 2012
NEW : Call for Tenders 2012

January 2nd 2012
The Danish EU presidency 2012
About us

Behind the NetECVET project is a group of 14 National Agencies for the Lifelong Learning Programme, coordinated by the German National Agency.

Our aim is to support practitioners of transnational mobility who are beginning to work with ECVET. To this end we are developing a toolbox that will help mobility projects in applying ECVET. The final version will be ready at the end of the project in 2013.

Our approach is essentially bottom-up, focussing on mobility practice, rather than working on formal implementation in Member States. However, our findings and conclusions might prove useful for the European Commission and labeled learning in Member States as well.

Recent Posts
- ECVET Project in the field of Social and Health Care Studies
- ECVET Good practice projects
- ECVET in cartoon
- ECVET Magazine No. 06, 2011 has been published
NetECVET: Working together to understand and implement ECVET

The thematic network NetECVET consists of 14 National Agencies of the Lifelong Learning Programme (LLP). It promotes ECVET in the context of transnational mobility and supports the implementation process in the member states through a bottom-up approach. It addresses VET practitioners and supports and guides them in the application of ECVET.

More than a hundred LLP projects are currently exploring and testing ECVET components and principles. These ECVET tagged projects are the starting point for the development of a toolbox for the practical application of common ECVET principles under different national conditions.

NetECVET presents projects which are in one way or another relevant for the implementation of ECVET. These projects do not necessarily represent good practice in all aspects. They can rather give impulses and encourage VET practitioners to apply ECVET in the context of transnational mobility. The projects presented here have developed/are developing approaches or solutions for the description of learning outcomes, the definition of units, for validation and documentation. They provide models for memoranda of understanding or learning agreements.

The German National Agency for Lifelong Learning is the coordinating agency and responsible for the project. NetECVET works in close cooperation with the ECVET Pilot Projects and the ECVET Support team. It is co-financed by the European Union’s Lifelong Learning Programme until December 2013.

Contact: Annett Leupold, leupold@bib.de

Further information on ECVET:
ECVET-Team
ECVET Pilot Projects
CEDEFOP: European Credit System for vocational education and training

To search for specific ECVET components OPEN FILTER▼
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Priority “Improving quality assurance systems in VET”

Policy website of DG Education and Culture

http://www.eqavet.eu/
European Network for Quality Assurance in VET; EQAVET Users Group

http://www.qalll.eu/
Thematic Network “Quality assurance in lifelong learning”
Quality assurance in vocational education and training

The Member States and the European Commission are establishing a European Quality Assurance Reference Framework (EQAVET) to promote and monitor continuous improvement of national systems of vocational education and training (VET).

EQAVET, which was adopted by EU Member States in June 2009, is a reference tool for policy-makers based on a four-stage quality cycle that includes goal setting and planning, implementation, evaluation and review. It respects the autonomy of national governments and is a voluntary system to be used by public authorities and other bodies involved in quality assurance.

Member States are encouraged to use the framework, and develop, by mid-2011, a national approach to improving quality assurance systems that involves all relevant stakeholders. This approach should include the establishment of national reference points for quality assurance, as well as active participation in the relevant European-level network.

The European Commission supports Member States in this process, particularly through initiatives that support co-operation and mutual learning, testing and by developing and providing guidance material and other information. The Commission will also ensure follow-up through a report every four years to the European Parliament and the Council.

Background

EQAVET forms part of a series of European initiatives aiming at to better recognise skills and competencies acquired by learners in different countries or learning environments, including Europass, the European procedures for the identification and validation of non-formal and informal learning, ECETEC and the European Qualification Framework for lifelong learning (EQF).

Edu-level discussion on quality assurance started formally in 2000 with the launch of the European forum on quality.

The Barcelona European Council in March 2002 set up the ambitious goal to have European education and training systems a world quality reference by 2010 (see presidency conclusions § 43).

The Copenhagen Declaration in November 2002 called for enhanced cooperation in VET quality assurance. In 2003 a Common Quality Assurance Framework for VET (CQAF) was established providing common principles, guidelines and tools. The CQAF was endorsed by the Council in May 2004. The Helsinki Communiqué in December 2006 (64-74) underlined the need to progress from the CQAF to a culture of quality improvement and to strengthen cooperation on quality improvement in VET.

More information

- A summary of the EU legislation establishing EQAVET and its background
- Education and training
- List of indicators on quality assurance in VET
- European Network for quality assurance in VET
- Website on quality assurance in VET
- National Recognition Information Centres
- European Credit Transfer and Accumulation System (ECTS)
- European Framework for Vocational Education and Training (ECETEC)
Welcome to the QALLL Project Website!

QALLL stands for "Quality Assurance in LifeLong Learning with a Focus on Vocational Education and Training and Adult Education".

The project aims to improve the quality and efficiency of education and training by highlighting good practice and developing recommendations. More details about the project.

This website informs about our activities and initiatives. Find out more about:

- upcoming & past events
- examples of good practice projects
- our network of participating partners
- publications (folder, reports, recommendations)

Subscribe to the QALLL newsletter that provides you with details of the latest developments.

The Austrian National Agency for Lifelong Learning, in cooperation with 14 partner agencies and 3 supporting institutions, is responsible for the project. It is financed by the European Union’s Lifelong Learning Programme.

The QALLL Project is funded by the European Commission, DG Education and Culture. This website reflects the views of the authors, and the Commission cannot be held
Priority “New skills for new jobs - Cooperation between VET and the world of work”

Policy website of DG Employment

http://www.newskillsnetwork.eu/id/560
Thematic Network “New skills”
The New Skills for New Jobs initiative sets out to:

- Promote better anticipation of future skills needs
- Develop better matching between skills and labour market needs
- Bridge the gap between the worlds of education and work

Practical measures include

- Forecasts by the European Centre for the Development of Vocational Training (CEDEFOP)
- Analysis of emerging trends at sectoral level and the development of sectoral skills councils
- European Framework for key competences for lifelong learning – which defines the eight key competences that everyone should have to thrive in a knowledge society;
- Ongoing research with the ILO and the OECD
- ESCO - Classification of European Skills/Competences, qualifications and Occupations – currently under development – will describe the most relevant skills, competences and qualifications of occupations
- European Qualifications Framework – which defines qualifications on the basis of learning outcomes so everyone can understand what they mean in practical terms
- EU funding – via the European Social Fund and the Lifelong Learning Programme
- University-Business forum – encourages dialogue between business and education and training providers
Welcome to the New Skills Network Project Website!

THE NEW SKILLS NETWORK is coordinated by the Icelandic National Agency for EU’s Lifelong Learning Programme. There are 14 partner countries: AT, BG, BE, DK, EE, FI, HU, IS, LT, PO, NL, NO, SE, SK.

THE NEW SKILLS NETWORK focuses on different actions within the Lifelong Learning Programme (centralised and decentralised projects).

THE MAIN AIMS OF THE NETWORK ARE:

1. help ensure that the LLP programme supports Member States adequately in skills upgrading and skills matching through the mobilisation of existing Community policies and funds
2. facilitate development of more projects aimed at developing processes, methods and tools aimed at helping Europe closing the current skills gap and facilitating the upgrade of skills
3. impact new policy developments and setting of long-term strategic priorities at Community and Member State levels related to the theme

HOW DO WE DO IT? Collection of LLP-projects: All partners proposed a total of 300 projects which were filtered to 142 potentially relevant projects for judgement of experts in review of sectors- and project relevance. Projects are judged in terms of multiplier potential: transferability, accessibility and potential impact. Results: 20-25 projects will be selected as examples of good or best practice.

THE NEW SKILLS NETWORK project is funded by the European Commission, DG Education and Culture.

News and Notices

07.12.2011
Nordic-Hip post-doc seminar, Finland (1-3 December)
THE NEW SKILLS NETWORK

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HOW DO WE DO IT?

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Projects were judged in terms of multiplier potential: transferability, accessibility and potential impact.
Results: About 25 projects selected as examples of good or best practice.

Communication with national stakeholders and policy makers in each country.

THE NEW SKILLS NETWORK is funded by the European Commission, DG Education and Culture.

7 projects are tagged:

504666-LLP-1-2009-1-IT-LMP

T-SHARE - Transcultural Skills for Health and caRE
Upcoming events

VET - Business partnerships

- Danish presidency conference (23-25 April 2012): how closer cooperation could contribute to new skills, innovation & growth

VET - Business Forum

- VET policy makers, education & training providers, guidance practitioners, human resources experts, teachers and trainers

- Companies, SMEs, social partners, entrepreneurs, chambers of commerce and crafts, etc. (7-8 June 2012; then every 2 years)
Thematic Networks


European Commission websites on Thematic networking

and on ADAM of course...
Project Groups

In this section of ADAM you can find groups of projects that excel in one or another way.

- On the one hand you can find the 'Best of Leonardo da Vinci Projects' of certain project generations. Currently the 'Best of 2007 Projects' are being featured. Subsequent project generations will follow soon.
- On the other hand projects that have been identified in the frame of European thematic networks as good practice can be found. Thematic networking was initiated by the European Commission in order to increase the impact of innovative projects in the sectoral lifelong learning programmes - Leonardo da Vinci (Vocational Education and Training), Erasmus (Higher Education), Grundtvig (Adult Education) and Comenius (School Education). In the frame of a thematic network a group of national Agencies for Lifelong Learning sets up a network coordinated by one agency with the aim to work together. Common issues around education and training. More about thematic networking can be found here.

Click on the link of the project group you are interested in and retrieve a list of selected good practice projects:

- Best Projects 2007
- Best Leonardo da Vinci Cooperation Projects
- ECVET ecvet
- NetECVET: Working together to understand and implement ECVET
- THE NEW SKILLS NETWORK

NSN
Thematic networking

Since the launch of the Lifelong Learning Programme ( LLP) in 2007, hundreds of good projects have been funded in the field of school, higher or adult education and in vocational training. Financed by the European Commission, networks of national programme agencies for the LLP organise thematic monitoring and networking activities to better exploit the results of these projects and draw lessons and good practices from these experiences.

Subject areas currently being explored include:

- Further training of teachers and training staff: the "CityEd" project
- Upgrading and matching skills to labour market needs: the "New Skills Network"
- Working with under-represented and disadvantaged groups: the "INCLUSION" project
- Quality assurance in vocational education and training and in adult education: the "GALL" project
- Working together to understand and implement ECVET: "NetECVET"

What is thematic networking?

The main objective of thematic networking activities is to analyse and disseminate good practices around a common theme which have been developed in projects funded through the Comenius, Leonardo da Vinci, Erasmus and Grundtvig programmes. They may take the form of dissemination events, such as conferences, seminars or training sessions, or result in publications or websites. Thematic networking should improve synergies and cooperation between projects.

Thematic networking improves the exchange of information and knowledge across national boundaries. Learning lessons emerging from projects can make it easier to mainstream results and findings into national and European policies on education and training.

Previous thematic monitoring activities addressed the following themes:

- Vocational education/training and the labour market, guidance, target group
- Development of competencies and skills within the companies, SME's, competencies at sectoral levels
- Quality of vocation education and training systems and practices, continuous training of teachers and trainers
- Transparency of qualifications, validation of formal and informal learning, credit-transfer
- E-learning

Last update: 19 April 2011
Priority “Development of mobility strategies in VET”


Policy websites of DG Education and Culture
Mobility for apprentices

Apprentices learn the skills needed for a specific job by combining the learning in business with the learning in a vocational school or training centre (alternate learning or "dual system"). Their periods of training are usually long term, they normally receive a wage or allowance, and they usually have a fixed contract with the employer.

However, when it comes to mobility stays abroad, apprenticeships pose a number of additional challenges compared to school-based training – particularly when the training is for long periods.

A Working Group was set up by the European Commission at the beginning of 2009 in order to develop and propose concrete ideas on how to adapt the present and future LLP Leonardo da Vinci Programme to support the mobility of apprentices and persons in alternate vocational training.

- Report from the Working Group on Mobility for Apprentices
- Annex I - Information and data on apprenticeship schemes in the countries participating in the LLP: summary table
- Annex II - Information and data on apprenticeship schemes in the countries participating in the LLP: questionnaire responses


Actions

The project EuroApprenticeship was initiated with the objective to create a sustainable network of operators and competent bodies supported by a web-based platform in the area of mobility for apprenticeships is currently being carried out. The website was publicly launched 9 November 2010, at the Conference 15 years of Leonardo.

A test phase for implementing individual applications for the European apprenticeships was carried out 2008-2009 involving three countries: Finland, Malta and Poland. Read more.

12 pilot projects were carried out 2006-2008 to test and validate the findings of the studies and to develop concrete tools to support mobility of the target group. Read more.

Three studies were carried out between 2005-2007 with the aim to get a comprehensive understanding of the barriers preventing higher mobility of apprentices and other young people in initial VET:

- Move-it: a study on overcoming obstacles to mobility for apprentices and young people in initial vocational education and training: in the state of the art in Member States and solutions to obstacles.
- Reflector: focused on the relation between the European credit transfer system for VET (ECVET) and the different systems of certification in the Member States.
- Connexion: focused on the relations between ECVET and the offer of initial VET, apprenticeship included.

More information

Find documents from the Apprentices’ Paths of European Mobility conference, Bordeaux 2008.
Other European and national mobility support websites

http://www.european-mobility.eu/
http://www.internship2industry.eu/
http://www.q-placements.eu/
http://www.evta.net/eumoveportal/index.html
http://www.ecmin.efbww.org
http://www.apprentieneurope.fr
A new benchmark for learning mobility

- **Two areas:** higher education & vocational education and training

- **VET benchmark:** more than 6% of 18-34 year olds with an IVT qualification should have had an initial study or training period abroad by 2020

- **This period should normally last at least two weeks**

Questions?  Comments?