ECVET pilot projects 2010-2013: 3rd seminar, Berlin, 22-23 October 2012

Information on topics and working methods

15 October 2012
Contents

Introduction ........................................................................................................................................1

1 Welcome and update on the development of ECVET in the context of the European VET-Agenda .................................................................................................................................2

2 Strategies for ECVET implementation across Europe .................................................................2
2.1 The DECVET initiative ................................................................................................................2
2.2 The current state of play of ECVET implementation in countries in leading roles of ECVET pilot projects ................................................................................................................3
2.3 Group Work ................................................................................................................................5

3 The pilot projects approach to using ECVET for lifelong learning ............................................7
3.1 Five scenarios for transfer, recognition and accumulation ......................................................7
3.2 Group Work ................................................................................................................................9

4 ECVET-related related documentation in the context of lifelong learning .................................10
4.1 The purpose of ECVET related documentation ....................................................................10
4.2 The Memorandum of Understanding ......................................................................................10
4.3 Learner’s personal transcript .................................................................................................11
4.4 Group Work ............................................................................................................................12

Annex 1 Agenda ..................................................................................................................................14
Annex 2 Practical Information ..........................................................................................................16
Introduction

This background paper to the 3rd ECVET pilot projects meeting in Berlin on 22-23 October 2012 was prepared to

- Provide further information on the agenda and the working methods;
- Provide background information for the topics to be discussed;
- Provide practical information about the venue and how to get there.

This seminar is the third gathering of the European ECVET pilot projects. It has the aims of

- Facilitating the projects’ reflection on their own performance;
- Organising learning about good practices from the other projects’ work;
- Gathering data on the project’s work and progress against the tasks; and to
- Feeding back into the discussion on ECVET implementation on European level by collecting insights and examples from the projects work.

In summer 2012, ICF GHK conducted a phone survey with project representatives to explore in detail whether the form of the seminar matches the expectations of the participants. Possible areas of improvement for the remaining seminars were discussed.

The programme outlined here is based on the feedback provided during these conversations. It takes the wishes and suggestions of the projects’ representatives into account.

The seminar will have four main parts:

- Part 1 - Welcome and update on the development of ECVET in the context of the European VET-Agenda;
- Part 2 – Current state of play regarding ECVET implementation – in Germany and across Europe;
- Part 3 – The pilot projects approach to using ECVET for lifelong learning and the pilot projects.
- Part 4 – The role of ECVET related documentation in the projects.

In the following sections, you will find information regarding each of those parts. The structure of the agenda items and the working methods are briefly outlined. Key questions to be discussed are included.

The document also contains links to publications that will be helpful for your preparation.

In Annex 1, you will find the final agenda.

In Annex 2, you will find practical information about the venue and the public transportation system in Berlin.
1 Welcome and update on the development of ECVET in the context of the European VET-Agenda

Part 1 of the seminar will be dedicated to welcoming the participants and updating them on the development of ECVET in the context of the European VET-Agenda. The presentations will also touch upon the contribution of the previous pilot projects to this process. It will also give an outlook on how the results of this project generation can feed into this process.

Erik Hess, Policy Officer at European Commission, DG EAC, will report the challenges and the focus of the work programme 2013.

Didier Gelibert, ECVET-Team, will give an update about the latest developments regarding the ECVET network and the ‘ECVET Community of Practice’.

2 Strategies for ECVET implementation across Europe

Part 2 of the seminar will be dedicated to providing information about the strategies for ECVET implementation at national level across Europe and the current state of play. Information about the results of a broad testing initiative in Germany (DECVET) will be given; followed by an overview on strategies followed by other European Member States (based on the CEDEFOP - study ‘The development of ECVET in Europe’ (2011)).

This part of the seminar will ensure that information about the context in which the projects operate is available. It will also try to clarify in how far the ECVET pilot projects contribute to national implementation of ECVET.

It will be structured as follows:

- A presentation about the results of DECVET, a broad testing initiative carried out in Germany from 2007-2012;
- A presentation on the current state of play of ECVET implementation in the 5 countries represented by the pilot projects (based on the CEDEFOP study 2011);
- Group work to exchange on:
  - What objectives is ECVET implementation expected to achieve?
  - What are the national strategies for ECVET implementation?
  - How does each project fit into this strategy?

2.1 The DECVET initiative

The German DECVET initiative was initialised in 2007. It was managed by the Federal Institute for Vocational Education and Training (BIBB) on behalf of the Federal Ministry of Education and Research (BMBF). As part of the initiative, ten pilot projects were funded. The main aim of the initiative was systematic development and testing of transferable procedures for the accreditation of competences and learning outcomes in Germany.

These procedures were tested to, in the long-term, permit improvements to the current practice in terms of mobility and permeability within the educational system as a whole and between different parts of the system.

When outlining the rationale of DECVET, it was stated that

*The absence until now of any standardised system to describe and accredit learning achievements in vocational education and training has meant that trainees making the move from school-based vocational training to in-company VET or switching from one training occupation to another have often encountered difficulties in acquiring recognition for existing*  


http://www.decvet.net/index.php?id=195&new_changed_lang=1
learning outcomes. The aim of the Federal Ministry of Education and Research (BMBF) pilot initiative for the development of a credit system for vocational education and training is to put this deficiency right. Improvements in permeability and in the accreditation of competences have the potential to increase the attractiveness of vocational learning pathways and will especially assist in the avoidance of waiting loops, redundant qualifications and educational “dead ends”.

Hence, the main objectives of DECVET were

- Open up new educational pathways, to structure such pathways in a more permeable manner,
- Help establish better links between the various forms of learning; and
- Encourage cooperation between education and training institutions.

The systematic development of procedures for the assessment, accreditation and recognition of learning outcomes relates to the following four interfaces:

- Between vocational training preparation and the dual system of vocational education and training (I);
- Within the dual system of initial vocational education and training between joint cross-cutting VET qualifications within a single occupational field (II);
- Between dual and school-based vocational education and training (III);
- Between dual initial vocational education and training and advanced vocational training (provided by the Federal Government pursuant to §§ 53 and 54 German Vocational Training Act) (IV).

The final conference of the initiative took place in June 2012.

Christiane Koehlmann-Eckel (BIBB), who was a member of the technical monitoring team to the initiative and followed the projects closely throughout the funding period, will present preliminary results and will give an outlook on how the outcomes of the DECVET initiative will be utilised. The participants will have the opportunity to ask questions and discuss.

Please note:

More information on DECVET:

http://www.decvet.net/ (in German language)
http://www.decvet.net/index.php?new_changed_lang=1 (in English language)

2.2 The current state of play of ECVET implementation in countries in leading roles of ECVET pilot projects

After hearing about DEQAVET as an important part of the German strategy towards ECVET implementation, the participants will get a general overview on strategies followed by other European Member States. ICF GHK will give an introductory presentation on the current state of play of ECVET implementation in those five countries in which the project leaders are based (BE-fr, DE, FR, MT, IT). This will be based on the CEDEFOP report 2011.

To be able to fully understand the development of ECVET in Europe, the report suggests considering its context. Many Member States are currently modernising their VET systems, tackling issues such as learning outcomes approaches at the level of occupational standards, training regulations, qualifications, curricula and assessment methods. Other contextual factors are the development of national qualifications frameworks and the existence of credit systems or credit arrangements. The survey shows that countries often

4 ibid
5 CEDEFOP 2011: the development of ECVET in Europe.
see the implementation of credit systems (and ECVET) as part of their activities related to the development of national qualifications frameworks.

Table 2.1  Basis for decision to implement ECVET (multiple replies, N=40)

<table>
<thead>
<tr>
<th>Basis for decision</th>
<th>Number of quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing VET reform</td>
<td>10</td>
</tr>
<tr>
<td>European Recommendation</td>
<td>12</td>
</tr>
<tr>
<td>European and national priorities</td>
<td>6</td>
</tr>
<tr>
<td>National position paper during European consultation</td>
<td>6</td>
</tr>
<tr>
<td>Feasibility study, impact analysis</td>
<td>4</td>
</tr>
<tr>
<td>European projects</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: CEDEFOP report – based on Interviews with ECVET Users Group, 2011

Fifteen ECVET national coordination points have been set up and mostly coincide with the EQF coordination points and EQAVET national reference points; which, according to the report, shows that countries are attempting to establish the synergy between the tools, at least at institutional level.

The report also shows that the mobility of learners across Europe is no longer the only driver for ECVET implementation. In national and regional contexts, further drivers for ECVET development are improving recognition, validation and permeability within education and training. This is particularly important to note regarding the lifelong learning context the projects are working on.

Table 2.2  Objectives associated with ECVET (multiple replies, all respondents, N=65)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Frequency of quotations</th>
</tr>
</thead>
<tbody>
<tr>
<td>European mobility</td>
<td>32%</td>
</tr>
<tr>
<td>Permeability</td>
<td>18%</td>
</tr>
<tr>
<td>Recognition, validation</td>
<td>18%</td>
</tr>
<tr>
<td>Quality and standards</td>
<td>14%</td>
</tr>
<tr>
<td>Lifelong learning</td>
<td>5%</td>
</tr>
<tr>
<td>Integration in working and social life</td>
<td>3%</td>
</tr>
<tr>
<td>European identity</td>
<td>3%</td>
</tr>
<tr>
<td>Transparency of qualifications</td>
<td>3%</td>
</tr>
<tr>
<td>Improve European VET cooperation</td>
<td>2%</td>
</tr>
<tr>
<td>Flexibility</td>
<td>2%</td>
</tr>
</tbody>
</table>

Source: CEDEFOP report – based on Interviews with ECVET Users Group, 2011

It is similarly noteworthy for the lifelong learning context that the largest share of Member States (67%) foresees implementing ECVET in all initial and continuous VET qualifications in a lifelong learning perspective.

As has been introduced in the 2010 issue of the CEDEFOP report, there is range of ECVET-related activities that countries pursue consecutively or in parallel.
The table below (table 2.3) gives an overview on the activities pursued in the projects’ lead partner countries.

**Table 2.3 ECVET related activities: Mix (multiple replies)**

<table>
<thead>
<tr>
<th>Country</th>
<th>Broad range initiative</th>
<th>Impact analysis</th>
<th>Updating regulations</th>
<th>Adapting qualification systems</th>
<th>Wait and see</th>
<th>Combine with NQF</th>
<th>ECVET European projects</th>
<th>Informing stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE-fr</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>DE</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FR</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT</td>
<td>X 2005</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CEDEFOP report 2011**

However, the monitoring carried out by CEDEFOP also shows that the implementation of ECVET is building on the existence of certain favourable factors, e.g. compatible national institutional contexts and legal provisions, an on-going VET reform, the existence of credit systems and arrangements etc. In other words, the national decision on how to deal with ECVET relates to issues of compatibility; and on the coherence of existing provisions for transfer and accumulation of learning outcomes. It also relates to the extent of which credit arrangements exist and can be conversed to ECVET. This differs greatly across Member States; and constitutes an important factor for further preparation of ‘the necessary conditions’ for ECVET implementation.

When summarising the challenges that might hinder ECVET implementation in Member States as of 2012, the report states that ‘...interviewees from all countries emphasised that stakeholders need clarity on ECVET related matters to be able to identify its added value in relation to their concerns.’

A need for clear statements at ministerial levels and from major stakeholder organisations on the potential added value of ECVET was identified; and it was emphasised that this aspect of ECVET implementation is as important as the work on learning outcomes or unit-based qualifications.

**Please note:**


### 2.3 Group Work

The participants will work on this question country by country (BE-fr, DE, FR, IT, MT). They will be asked to discuss the following guiding questions:

- In your country, what are the main objectives associated with the implementation of ECVET?
- What activities are currently undertaken in your country to take forward the implementation of ECVET?
- What is/could be the role of your project within the strategy of your country?
  - Is your project part of a testing initiative?
  - Is it part of a theoretical approach?
  - Is it part of an ‘updating regulations’ procedure?

---

6 Ibid, p. 51
— Or what else?

■ Would you say the context conditions in your country are supportive to ECVET? Are the ‘necessary conditions’ in place?

■ What can concretely be your contribution to preparing the necessary conditions for ECVET implementation?

■ In addition to your projects, which measures still need to be taken to prepare the necessary conditions for ECVET implementation in your country? In how far is further clarity needed?

Please note:

For the bottom-up projects, the focus of the discussion should be on how your project could play a role to prepare the necessary conditions for ECVET implementation in your country.

For the top-down projects, the focus of the discussion should be on which measures still need to be taken to prepare the necessary conditions for ECVET implementation in your country.

After the group work phase, the country representatives will be asked to share their views on the country strategies with the rest of the group. They will also be asked – project by project - to present their view on their contribution to putting the necessary conditions in place.
3 The pilot projects approach to using ECVET for lifelong learning

Part 3 of the seminar will collect further examples and models on how to work with the ECVET technical specifications in the context of lifelong learning. This part will give projects the opportunity to contribute to the development of ECVET at European level. It will be based on the note prepared at European level on ECVET in the context of Lifelong Learning. The projects’ work will add practical examples to the existing text.

The work will be structured as follows:

- Presentation of the scenarios for transfer, recognition and accumulation of learning outcomes in the context of lifelong learning in which structure the note ‘Using ECVET to Support Lifelong Learning’ – Annotated examples of how ECVET can be used to support lifelong learning;
- Group work on how these scenarios relate to the work of the projects and collection of examples from projects’ own practice.

3.1 Five scenarios for transfer, recognition and accumulation

In June 2012, a note called ‘Using ECVET to Support Lifelong Learning’ was published. The note was written to illustrate the added value of ECVET technical specifications in creating flexible learning pathways in a lifelong learning perspective. Since it is for the Member States and stakeholders to decide whether, in which situations and how they wish to use ECVET for lifelong learning, the note contains no specific recommendations or guidelines.

However, the note contains several possible situations and examples of learners’ paths in which ECVET technical specifications could be used to enable recognition of learning outcomes. These examples are inspired by mechanisms and provisions for accumulating and recognising learning outcomes that currently exist in some EU Member States, but the examples as such are hypothetical. The work and experiences of the ECVET pilot projects can help to identify real-life examples.

In the following, a short summary of the 5 scenarios is given.

Please note:

The complete note can be accessed via the ECVET pilot projects website:

http://www.ecvet-projects.eu/About/Default.aspx

Or directly here:

Scenario 1: Progressively accumulating learning

ECVET uses the concept of units, which group learning outcomes into sets that are smaller than the full qualification. Competent authorities may decide to structure their qualifications in units and give learners the possibility to achieve units one by one and to achieve the full qualification following the accumulation of units. In some cases, the award of the qualification may follow automatically once all units have been achieved. In others, the competent authorities may wish to condition the award of the qualification with a requirement that students must successfully pass a final assessment that would indicate that they are capable of combining the knowledge, skills and competence from all units in view of a more complex product or project.

The training providers preparing adult learners may use the different units as a basis for structuring their education and training provision. Each unit would be assessed and recorded in a learner’s transcript which documents what the person has achieved.


Scenario 2: Changing qualification: From one qualification to another

The competent authorities in charge of the qualifications system can decide to use ECVET to develop links and equivalences between units of different qualifications. Different qualifications can also contain common units (the same unit can be found in different qualifications). It is possible that the relative weight of these units, as expressed in terms of ECVET points, is the same when the unit is common to several qualifications. However, depending on the system rules on the allocation of credit points, it is also possible that the relative weight would differ from one qualification to another even if the unit is the same.


Scenario 3: Changing qualification: From one education sector to another

The units of learning outcomes could be used by competent institutions to develop links between qualifications. While each profession or group of professions requires knowledge, skills and competence that are specific to the tasks of professionals in the given field, there are also often learning outcomes which are shared with other professions (for example, with other professions in the same sector or even beyond).

It is therefore possible for competent institutions to identify overlap or equivalence between units of learning outcomes of different qualifications. Competent institutions may:

- Use the concept of common units, whereby one unit can be found in several qualifications;
- Establish equivalence between units whereby the learning outcomes of the two units may not be exactly the same, but are considered to be equivalent and the competent institution will recognise them as such (without additional learning or evidence of achievement).

By using ECVET, it can therefore be possible to shorten the process of achieving a new qualification for people who already hold relevant qualifications by asking them to only undergo learning for units that concern learning outcomes they have not yet achieved.

Scenario 4: Formalising achieved Learning Outcomes

Competent institutions may decide to use ECVET to support the validation of non-formal and informal learning. If this is the case, the following aspects of ECVET can facilitate the process:

- ECVET is based on the use of units of learning outcomes. The learning outcomes of a unit represent a 'standard' against which a person's knowledge, skills and competence is assessed (see above). The use of units creates the possibility to recognize learning outcomes for parts of qualifications and to give people the possibility to achieve the remaining units of learning outcomes through formal learning;
- ECVET uses the distinction between the processes of assessment, validation and recognition. The assessment process identifies the learning outcomes achieved independent of the process through which they have been acquired. These learning outcomes are then validated based on the unit learning outcomes descriptions and then recognised;
- ECVET documents the learning outcomes a person has acquired;
- When using ECVET, VET providers and competent institutions are expected to develop quality assured approaches to assessment, validation and recognition.

ECVET could therefore support partial or full validation and recognition of non-formal and informal learning in view of achieving qualifications (i.e. through the award or units). It can also help the mainstreaming of the use of a quality assured processes of assessment, validation and recognition.


Scenario 5: Upgrading

The use of ECVET in vocational education and training can support recognition of credit from another education sector towards VET, but it can also improve the recognition of credit from VET to another qualification system:

- When learning outcomes are used to define qualifications in both qualifications systems, it becomes easier to identify to what extent the requirements of one qualification overlap with the requirements of another qualification;
- Thanks to the use of units (or programme components in higher education), it is possible to map the learning outcomes achieved in view of the qualification that the person already holds against the learning outcomes of the qualification that the person wishes to achieve. If there is a relationship between the units of the qualification and the structure of the learning activities (for example, use of programme components), it becomes easier to exempt the person from part of the qualification.

The development of partnerships between VET competent authorities (including providers) and competent authorities from other systems facilitates the development of enhanced access routes and progression pathways using credit transfer and accumulation.


3.2 Group Work

During the group work phase, the projects will be working – project by project - on the following two questions:

- Which of the scenarios (if any) is closest to the situation that your project is working on?

The projects will be asked to describe a (fictional or actual) learner’s pathway based on the use of ECVET for credit transfer and accumulation in a similar manner as this is done in the EU note.
4 ECVET-related related documentation in the context of lifelong learning

Part 4 of the seminar will be dedicated to the topic of ‘ECVET related documentation: Learning Agreement, Memorandum of Understanding, Transcript of Records’. This part will provide the opportunity to discuss how to work with the ECVET related documentation in the context of lifelong learning.

It will be structured as follows:

- An introductory presentation framing the topic, and referring to the use of these documents in a mobility context and in a lifelong learning context;
- Four presentations of how the pilot projects approach the discussion around the use of these documents (C.O.L.OR, CPU Europe, EASYMetal and ICARE);
- Group work on key issues to ECVET related documentation in the context of lifelong learning.

4.1 The purpose of ECVET related documentation

The ECVET Recommendation introduces three key types of documents to be used in the process of transfer and accumulation of learning outcomes:

- The Memorandum of Understanding (MoU);
- The Learning Agreement (LA);
- The Learner’s Personal Transcript.

According to the ECVET Recommendation, an LA is concluded by the two competent institutions involved in the training and validation process and the learner, in the framework of an MoU. In the context of ECVET mobility, the LA is a document that defines the mobility period, its learning objectives and conditions under which credit will be recognised for individual learners.

The LA sets the basis for how achieved units of learning outcomes will be transferred and accumulated. It can thus only be developed when it is clear what pathway the learner will follow. It is not applicable to situations when the learner decides or has to change pathways on ad-hoc basis (for example when someone drops out of education and then reintegrates another training pathway later on). Therefore it is only relevant to some situations of lifelong learning. The rest of this section focuses on the possible use of the other two documents – MoU and Personal Transcript. The potential use of a learning agreement will however still be discussed in the workshop.

4.2 The Memorandum of Understanding

*A MoU is an agreement between competent institutions which sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved. It also establishes partnership’s procedures for cooperation.*

From: Get to Know ECVET Better: Questions and Answers

The use of ECVET is expected to be facilitated by the development of partnerships. In the context of lifelong learning, for instance, partnerships between providers of VET and providers of adult learning, or partnerships between VET providers and higher education institutions could be established.

These partnerships can be formalised through an MoU. The ECVET Recommendation states that the MoU should confirm that partners:
- Accept each other’s status as competent institutions;
- Accept each other’s quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer;
- Agree the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU;
- Agree on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF;
- Identify other actors and competent institutions that may be involved in the process concerned and their functions.

Setting up MoUs for lifelong learning may be in particular useful for situations where it is expected or desired that the pathway created by credit transfer and accumulation will be used by a larger number of learners; so as to avoid that each case has to be examined on an individual basis.

However, in situations where other forms of agreements (explicit or implicit) exist, such formalisation may not be necessary.

When projects are deciding on how to establish mutual trust and formalise cooperation, it will be necessary to discuss:

**Step 1:**
- Is it necessary to establish an MoU for the use of ECVET in the context of the specific project?
- What is the rationale for the chosen approach?

**Step 2**

After making a decision, two scenarios will emerge, each connected to more specific questions to discuss:

- Scenario 1: In case a MoU has been established: Who signs a MoU (and why)? Who are the competent institutions? What information needs to be included in a MoU?
- Scenario 2: In case no MoU has been established: How is mutual trust ensured? Is there any other form of (formal) agreement for credit transfer and accumulation?

### 4.3 Learner’s personal transcript

The learner’s ‘personal transcript’ is a record of learning achievements. It contains information on learners’ assessed learning outcomes, units and ECVET points awarded. It also specifies the identity of the learner and the competent institution(s) that assessed, validated and recognised learners’ credit.

From: Get to Know ECVET Better: Questions and Answers

The learners’ personal transcript or ‘transcript of records’ is a documentation of what qualifications and credit (positively assessed learning outcomes) a person has achieved – during initial training or throughout lifelong learning. It serves as evidence to enable validation and recognition in another education institution, sub-system or sector.

When projects are deciding on how to ensure documentation of learning outcomes and/or credit achieved, it will be necessary to discuss:

- How should the learning achievements be recorded in the context of their project / the lifelong learning setting they are operating in?
- What does this record look like - for instance, is it stored in a database and can be updated if needed?
- Who completes or adds information to the learner’s personal transcript?
- How formalised is this procedure?

4.4 Group Work

During the group work phase, the group will be working on the following question:

**Do different lifelong learning settings require different forms of documentation?**

The projects’ will work together according to areas of credit transfer and accumulation they work in (as identified during the morning session).

During the group work phase, participants will be expected to:

- Exchange information on how their projects proceed with regard to the ECVET related documentation;
- Discuss how they address key issues with regard to the drafting of these documents in their project (see the questions presented in section 5.2 and 5.3 above);
- Discuss and share solutions put into place;
- Discuss in general which lifelong learning settings do/do not require the establishment of a MoU;
- What a ‘Transcript of Records’ should look like in the specific lifelong learning setting.

The projects will also be asked to discuss the following:

- Are the key aspects defined for these documents in the mobility context also relevant for the lifelong learning context?

**Please note:**

Annex C of the “ECVET Mobility Guide – 2012”\(^\text{11}\) page 32-35) presents key aspects that should be part of these documents in the mobility context.

The document can be accessed via the ECVET pilot projects website:


If you have examples of templates for a MoU, LA or ToR or completed documents available, please send them to ICF GHK; emmanuelle.meens@ghkint.com.

ICF GHK will print these and make them available for the discussion.

# Annex 1 Agenda

## ECVET PILOT PROJECTS - 2\textsuperscript{nd} generation, 3rd Seminar

**ECVET-implementation across Europe / ECVET-related related documentation in the context of lifelong learning**

22-23 October 2012, Berlin

### FINAL AGENDA

<table>
<thead>
<tr>
<th>DAY 1 – Monday, 22 October 2012</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13.30 – 14.00</strong></td>
<td>Registration</td>
</tr>
<tr>
<td><strong>14.00 – 14.05</strong></td>
<td>Opening – Welcome</td>
</tr>
<tr>
<td><strong>14.05 – 14.25</strong></td>
<td>ECVET on the European VET-Agenda: Work programme and challenges 2013</td>
</tr>
<tr>
<td><strong>14.20 – 14.45</strong></td>
<td>The ECVET Community of Practice</td>
</tr>
<tr>
<td><strong>14.45 – 15.15</strong></td>
<td>ECVET-implementation in Germany: Results of the DECVET initiative</td>
</tr>
<tr>
<td><strong>15.15 – 15.30</strong></td>
<td>Introduction to Day 1 and 2 Work Programme</td>
</tr>
<tr>
<td><strong>15.30 - 16.00</strong></td>
<td>Coffee Break</td>
</tr>
<tr>
<td><strong>16.00 – 16.20</strong></td>
<td>ECVET implementation in the 5 Member States represented by the 8 pilot projects: Progress to date <em>Results of the CEDEFOP Study on ‘The development of ECEVT in Europe’ (2011)</em></td>
</tr>
<tr>
<td><strong>16.20 – 16.30</strong></td>
<td>Introduction to the group work and the methods</td>
</tr>
<tr>
<td><strong>16.30 – 17.00</strong></td>
<td>National implementation of ECVET and the role of the projects as part of the national strategy <em>Group work - Groups will fill in grids according to Member States represented</em></td>
</tr>
<tr>
<td><strong>17.00 – 17.45</strong></td>
<td>Presentation of Group Work results in plenary</td>
</tr>
<tr>
<td><strong>17.45 - 18.00</strong></td>
<td>Closure of Day 1 and Outlook to day 2</td>
</tr>
</tbody>
</table>

### DAY 1 – evening time

Participants are invited to enjoy Berlin at their own leisure
### DAY 2 – Tuesday, 23 October 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 – 9.10</td>
<td>Introduction to the day</td>
<td></td>
</tr>
<tr>
<td>9.10 – 9.40</td>
<td>‘Using ECVET in the context of lifelong learning’ – presentation of the 5 scenarios for transfer, recognition and accumulation of learning outcomes as presented in the Annotated note that is part of the ECVET User’s Guide</td>
<td>ICF GHK, Daniela Ulicna</td>
</tr>
<tr>
<td>9.40 – 9.45</td>
<td>Introduction to the group work and the methods</td>
<td></td>
</tr>
</tbody>
</table>
| 9.45 – 10.15  | How does the projects’ work relate to the scenarios presented in the groups?  
*Participants working project by project on the 5 scenarios – each project discussing how their own work relates to the scenarios and how a concrete learner could benefit from the results* |                             |
| 10.15 – 11.00 | Presentation of Group work results                                     |                             |
|               | Each project presents its own scenario of credit transfer and accumulation |                             |
| 11.00 – 11.30 | Coffee break                                                            |                             |
| 11.30 – 12.15 | Learning Agreement, Memorandum of Understanding, Transcript of Records: The ECVET related documentation in the context of mobility and in the context of lifelong learning  
*Introductory presentation to the topic, Q&A* | 3s, Karin Luomi-Messerer |
| 12.15 – 13.15 | Lunch Break                                                              |                             |
| 13.15 – 14.15 | Approaches to ECVET-related documentation discussed and developed by the pilot projects  
*Short presentations + Q&A* | Pilot Projects              |
| 14.15 – 15.00 | Discussion: How are the projects proceeding with regard to the ECVET related documentation?  
*World Café Setting – mixed groups – according to areas of transfer as worked out in the morning*  
- Solutions put into place by the pilot projects according to areas of credit transfer aimed at  
- Key issues with regard to the drafting of these documents – discuss several questions posed |                             |
| 15.00 – 15.30 | Key Aspects of the ECVET related documentation in the context of different settings of Lifelong Learning of the pilot projects  
*Presentation of group work in Plenary* |                             |
| 15.30 – 16.00 | Coffee Break                                                             |                             |
| 16.00 – 16.30 | Immediate Feedback & time to fill in questionnaire                      |                             |
| 16.30 – 17.00 | Closing remarks, Upcoming dates and events, administrative matters       | ICF GHK + EACEA             |
|               |                                                                         |                             |
| From 17.00 on | Departure                                                               |                             |
Annex 2  Practical Information

Venue: Mövenpick Hotel Berlin
Address: Schoeneberger Strasse 3, 10963 Berlin, Germany
The Mövenpick Hotel Berlin is located in the city centre near Potsdamer Platz. The unique design of the former Siemens building and perfect service with a personal touch ensure genuine hospitality. The hotel is just a few steps away from the station "Anhalter Bahnhof".

Check-in time: 2.00 pm - Check-out time: 12 noon

Contact 1: Stefan Grieseler, +493023006294; stefan.grieseler@moevenpick.com
Contact 2: Gesa-Marleen Schink, +493023006490; gesa-marleen.schink@moevenpick.com

Web: www.moevenpick-hotels.com/berlin

Location:
- Distance to main railway station: 3 km
- Distance to Tegel airport: 9.5 km
- Distance to Schoenefeld airport: 20.5 km
- Distance to Museum Island: 3 km

When arriving by plane:
- From TXL Tegel Airport
  Take bus TXL and exit at station "Beusselstrasse". From there take the S-Bahn S41 or S42 (direction to the east). Change at "Gesundbrunnen" to S1 (direction Wannsee/Nikolassee) or S2 (direction Blankenfelde) or S25 (direction Teltow Stadt) Exit at "Anhalter Bahnhof".
  *Tariff: You need to buy a zone-B ticket!!*

- From SXF Schönefeld airport
  Take the S-Bahn S45 and exit station "Südkreuz". Change to S25 (direction Hennigsdorf) or S2 (direction Bernau). Exit at "Anhalter Bahnhof".
  *Tariff: You need to buy a zone-C ticket!!*

When arriving by train:
- From Central Station
  Take Bus M41 direction Sonnenallee. Exit at "Anhalter Bahnhof". Alternatively you can take the S-Bahn S5, S7 or S75 towards "Friedrichstrasse" and change to S-Bahn S1 (direction Wannsee), S2 (direction Lichtenrade) or S25 (direction Teltow Stadt) and exit at "Anhalter Bahnhof".

When arriving by car:
Take the A111 motorway until Kaiserdamm exit. Follow the signs straight ahead to Potsdamer Platz and turn into Stresemannstrasse. After 1 km you will reach Askischer Platz/Anhalter Bahnhof. Turn right into Schoeneberger Strasse.

The environmental zone in inner city Berlin became effective on 1 January 2008. You can find general information concerning the regulations on the internet: www.berlin.de/umweltzone. You can order your windscreen sticker quickly and easily online at www.car-germany.eu A parking garage is located near the hotel. The day rate is EUR 20. Please pick up your parking card at the reception before parking.

Taxi fare (estimate):
- From Berlin Central station: ca. 10 €
- From TXL: ca. 20 €
- From SXF: ca. 30 €
Public transport:
To download plans of Berlin metro, bus and other transports, click on the following link:
Berlin Map: Schoeneberger Strasse 3, 10963 Berlin