

## EDITO

### ASSET

*I hear and I forget  
I see and I remember  
I do and I understand*

*This proverb could be the ASSET project's one as partners decided to test ECVET. They didn't only want to product tools and procedures which could not be realised. So, at the beginning of 2011, several mobility tests occurred.*

*ASSET project will end very soon with the analysis of this experimentation's results. We could define this last step adding a 4th sentence to the proverb previously quoted :*

*I understand and I adapt ;*

*Indeed, our target is now to learn from these different experiences and to be able to make eventual propositions to adapt ECVET.*

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## CONTENTS

### P1. EDITO ASSET news

. Is ECVET an ASSET to mobility ?

### P2. . ASSET project from 2009 to 2011

#### ASSET and Training Centers

. **Outcomes of the ECVET mobility test : testimonies of the training centers**

- From Gr Sc George Bibescu
- From EFMA

### P3. - From VANYAI - From OMNIA

### P4. ECVET in Europe . European ECVET network FORUM 2011

## ASSET news !

### Is ECVET an ASSET to mobility ?

This is a major question for the ASSET project (Automobile Service Sector ECVET Testing) which is principally focused on operational implementation of ECVET and facilitated by the fact that all partners involved in the project have solid previous experience in implementing classic mobility. They believe ECVET can bring added value to mobility by integrating periods of mobility into both the training pathways and the recognition of learning outcomes.

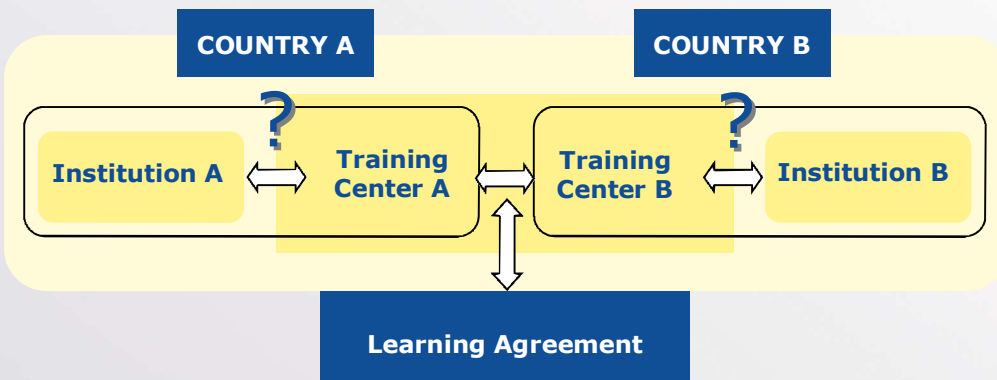
In this way, it becomes clear that success lies in adopting all of ECVET's currently available concepts and tools but also mainly depends on the quality of the relationship between the stakeholders involved (Training operators and Certifying Bodies).

can be implemented in acceptable, quality conditions.

For levels 1 and 2, ECVET provides us with the answers necessary for applying the correct cooperation terms and conditions between the partners involved :

- First, a partnership agreement to define the cooperation terms and conditions between certifying bodies.
- Then a pedagogical agreement to certify the partnership between the training providers and define the conditions for operational implementation of mobility.

However, implementing ECVET also impacts the existing relational framework within each country between a training



This partnership dimension is acted out at **three levels** as shown in the following below :

- . **At a transnational level,**
  - Between training providers, on one hand,
  - Between certification bodies, on the other hand.
- . **At a national level,**
- . **Between each provider and its competent institution.**

This diagram clearly indicates the need to formalise, for each of the three levels, the conditions required for this partnership to work, therefore guaranteeing to the stakeholders involved that ECVET

provider and its competent institution. It is obvious that this is an important, if not essential question which mainly affects the qualification terms and conditions.

On one hand, it is undoubtedly necessary to be guaranteed that the qualification process has enough leeway to recognise learning outcomes in different training environments and, on the other hand, that a certain trust is founded between certifying bodies and training providers. This allows establishments enough autonomy for ECVET to genuinely become an asset for implementing integrated and recognised mobility.

## ASSET PROJECT FROM 2009 TO 2011

WORK DONE BETWEEN THE STEERING COMMITTEES IN BUCHAREST (November 2010) AND BUDAPEST (June 2011)	WORK TO BE DONE BETWEEN THE STEERING COMMITTEE IN BUDAPEST (June 2011) AND THE ASSET FINAL CONFERENCE IN PARIS (December 2011)
<p><b>WP5 : Mobility</b> Mobility tests between Finland and Hungary, and France and Romania, completed</p> <p><b>WP7 : Communication</b> Regular update of the ASSET project's internet site (www.asset.eu) 4th newsletter written ASSET dissemination tools updated</p> <p><b>WP8 : Quality Assurance</b> Checking on the productions and on the progress of ASSET project</p>	<p><b>WP1: Coordination</b> Production and validation of final report</p> <p><b>WP6 : ECVET Test</b> Analysis of mobility tests, conclusions and recommendations</p> <p><b>WP7 : Communication</b> 5th and final newsletter to be written ASSET dissemination tools to be updated</p> <p><b>WP8 : Quality Assurance</b> Production of a final report by the external evaluator</p>

## ASSET & Training Centers

### Outcomes of the ECVET Mobility test : testimonies of the training centers

*The 4 training centres, from Romania, France, Hungary and Finland, give their conclusions about the ECVET mobility test.*

#### From Grp Scol George Bibescu (Romania)

*Interview with Mr. Petre CAUC- principal at GSGB.*

#### Can you tell us what ECVET means to your school ?

**Petre Cauc :** There is a special interest for ECVET in our school because it has allowed us to implement the projects and programs for ECVET testing. It has also smoothed the way to develop practical tools, to develop common evaluation procedures, credit allocation, validation and recognition of learning outcomes in the benefit of the students we are training. ECVET also ensures the transparency of qualifications obtained by students, increases learners' mobility, employment opportunities and life-long learning opportunities of our students.

#### What is the impact of ASSET on the school's students and teachers?

**PC :** The ASSET project represents an opportunity for our school's students and teachers to participate actively in the development of tools that allow recognition of mobility for the car electrician electronics technician qualification as well as testing them.

#### As a result of the work done in the project can you draw any conclusions on the ECVET-ASSET test ?

**PC :** During the ECVET-ASSET test, the students benefited from optimum learning conditions, suitable facilities for practical training and worked in teams

to develop specific professional skills for the unit tested in order to get the transferable credits. Mobility allowed contact with other students and broadened their cultural knowledge.

#### Were there any difficulties in applying the ECVET-ASSET test ?

**PC :** The linguistic barriers were an obstacle for students, but also the difference in the practical training given to the Romanian students due to the limited number of practical training classes in the syllabus.

#### Can you give a few ideas that could improve ECVET experience ?

**PC :** I would propose optimizing the quality assurance for training providers responsible for certification of the results in the ECVET context, as well as the including institutions involved in European projects in the media campaigns . They can inform students of the benefits of mobility that allows students to obtain transferable credits.

#### From EFMA (France)

As we chose the date for the mobility period and the unit we wanted to work on (unit 3 : "Wheel Alignment") with our Romanian partners, we started to prepare our 6 apprentices for the two weeks they would spend in Romania. First we reminded them of the context of the mobility period : they would participate in something totally new within European training. Then we gave them tools that would help them during this experience : we presented the host country, the school they would be attending and the programme for the two

weeks :

- First week : visit of the school and the garages; learning of the theoretical part of unit 3 in their native language; discovery of Romanian people and the country (Dracula's castle, Brasov town).



- Second week : practical training in garages; individual assessment of the unit by a French and a Romanian teacher using the ECVET documents which we created. We also gave them an every-day life and a

technical phrase book, in both languages, to help them communicate with Romanian partners.

We are now convinced that this preparation time was important, even essential, as our apprentices showed themselves to be deeply involved and curious during these two weeks. We would also like to say that our Romanian partners were very welcoming !

To conclude, we want to focus on 4 main points : the language, the practical training in companies, the length of the 3rd unit, and the assessment of this unit.

#### The language :

We met very few difficulties with the language, mainly because the Romanian teachers speak French fluently but also because the French apprentices threw themselves into it and they really used the linguistic phrase books. Of course, it is undoubtedly easier to communicate with two languages that have the same latin roots.



ECVET Mobility tests in 2011 :  
« Building a brighter future »



### **The practical training in companies :**

Organising the practical training in companies made the apprentices more at ease, as they spend quite a lot of time training in garages in France.

We also noticed that the Romanian companies use the same equipment, have the same health and safety requirements so, there were no difficulties for the French learners to apply correctly the procedures.

### **The length of unit 3 :**

The third unit is the smallest of the 4 units we created. The learners didn't find any difficulties in learning unit 3 and acquiring the knowledge necessary for "Wheel Alignment" in the two weeks of the mobility period.

### **Assessment of unit 3 :**

As it was easy to gain this unit, it was easy to assess it. We didn't meet any problem in using the evaluation grids and documents. However we did notice that the time dedicated to the assessment (2h30) was too long! We think that 1h30 would be enough.

As a general and last comment, we really want to insist on the fact that all of the conclusions we can now draw depend completely on the unit treated. It is obvious that it would be totally different for each of the other three units, such as the time dedicated to the learning of the unit, the difficulties which may be encountered with the practical training in companies, ... and so on !

### **From VANYAI (Hungary) :**

Our institution has had a 15-year long tradition of taking part in short and long term exchange programmes providing our students with development and strengthening their skills and competences in their profile.

Having no official measure by which to transfer, validate and recognise the students' knowledge gained abroad, we

could only recognise their knowledge and competences at an institutional level - they received a certificate for their work abroad and we recognised it in their professional training.

Thanks to the ECVET ASSET programme we hope that the students' knowledge obtained in a foreign country will be validated, recognised and accumulated in their home country using an assessment scale and credit points allocated system. The professional dictionary was a very useful device which greatly helped studying the different units and implementing the mobility programmes.

The success of ECVET depends on how much it will become applicable and authentic for the host and sending institutions as well as for the intermediary, decision-making and participating partners who have an interest in the process. ECVET could be the ERASMUS for professional training. Having used experiences of similar educational programmes and tests as well as having updated it continuously, it may become the new generation of educational programmes that have been worked on for the last few decades.

There was a great change even between the pre-test and the real test processes in terms of the recruitment of the students, the procedures for testing, the programme scenario and the use of the experiences.

Thanks to the ECVET programme, our students have become more open-minded to other cultures, foreign languages and more confident in their profession. The Hungarian-Finnish mobility test was carried out according to the expectations.

### **From OMNIA (Finland) :**

The added value for Omnia is to participate in mobility activities with a new partnership and ASSET was another possibility for the learners to go abroad.

The experiences improved both social and language skills.

The ECVET Units promote the accumulation of real learning outcomes. With the help of the documents it was easier to recognise and validate the student's learning outcomes. It was very useful for the learner to have a clear plan of what they were going to study in the host country and they could practice before going abroad.

Using similar equipment in both schools, such as the Bosch diagnostics tester, made it easier for the learners to adapt to studying in the host country.

The main challenge was communication due to the difference in languages; Hungarians are used to communicate in German and Finns in English.

On the other hand the challenge developed problem solving skills

which is an important skill for lifelong learning.

This test also showed that the Hungarians were capable of learning some Finnish in two weeks and also the student's English language skills improved a lot.

Cultural experiences, such as the sauna and ice hole swimming in Finland and thermal baths in Hungary helped to create great and memorable experiences.

The Omnia team will disseminate and make use of the Asset Units in our international networks and other ECVET projects.



# ECVET in Europe

## European ECVET network FORUM 2011



The 9<sup>th</sup> and 10<sup>th</sup> of June, the yearly ECVET forum took place in Madrid in the premises of the Instituto de Formación Empresarial (Chamber of Commerce of Madrid).

**The main objective of the forum was to highlight the major issues and challenges which VET systems will have to tackle** in order to create, by 2012, the necessary conditions for ECVET implementation in accordance with the Recommendation.

The forum united 129 registered participants (around 1/3 of Network members). 27 countries were represented. The organisations participating included amongst others : the European Union, National Ministries, certifying bodies, Regions, companies and professional/sectoral associations, VET providers, research centres, etc. 22 members of ECVET Users' Group attended the Forum.

The variety of participating organisations ensured the richness of perspectives (different perceptions even within same systems).

**The Forum tackled 3 main issues :** national strategies related to ECVET implementation in progress throughout Europe, projects (pilot, national and mobility) and outcomes and networks (for facilitating partnerships) in development.

Concrete examples and illustrations provided gave participants the opportunity to set up their own strategies, to update their knowledge and to take ideas.

**Erik Hess responsible for ECVET at the DGEAC (European Commission) presented the "Restricted call National Teams of ECVET Experts"**. This call will be published in July 2011 with a deadline in October 2011. The Eligibility period will be from 01/01/2012 to 31/12/2013.

The main objective of this call is to set up a team of ECVET experts. This team is quite similar to ECTS Bologna Experts. The call is restricted to LLP National Agencies.

The national authorities will, amongst others, select and appoint the experts, approve the task distribution within the Team(s), endorse the Activity Plan, set goals and targets for the work of the Experts.

The core tasks of the National Teams of ECVET Experts are to,

### At domestic level :

- **Deliver training** to staff of VET competent bodies, relevant stakeholders, institutions, companies, VET providers,
- **Advise** VET competent bodies, stakeholders, institutions, companies, VET providers,
- **Assist in policy-making.** The Experts may participate in the development of ECVET. They should cooperate with EQF NCP and EQAVET NRP,
- **Be involved** in promotional/awareness raising activities,
- **Assist** in establishing a ECVET community of practice.

### At international level :

- **Take part** in European events support other National Agencies (on request).



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EDITION

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