

## EDITO

### ASSET

*The ASSET project is drawing to a close. This final newsletter will show that, while adjustments may need to be made, ECVET can successfully be implemented if, as in so many cases, there is the desire to do so.*

*It is this same desire that motivated all of the partners on the ASSET project to work together throughout the three years and which has allowed us to make our modest contribution to the future of ECVET.*

*I would just like to take this opportunity to thank each and everyone of you that has worked on this project and given so much of their time and energy making this project such an amazing experience on both a personal and professional level.*

THIERRY JOSEPH  
PROJECT COORDINATOR



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## ASSET news !

### At the end of the ASSET project

**Each partner, from France, Romania, Hungary, and Finland testifies about its involvement in ASSET and gives its own conclusions about the project.**



### From EFMA

🇫🇷 (France)

**The ASSET project is coming to an end and it is now time to see what lessons can be learnt from all the work done throughout the last three years.**

First of all, let's remind ourselves of the ASSET project's main objective – the use of ECVET for implementing integrated and recognised mobility.

**Integration** concerns both the organisation of the learning pathway and the building of training courses which therefore involves the teams of people working within the training centres participating in the project. By starting from the professional activity and identifying a job profile and the main activities for this job profile, it is quite easy to find points of convergence allowing for the writing of units of learning outcomes which may be open to mobility.

As ECVET proposes a method for writing units based on acquired learning, we can therefore consider it to be a

advantage for immediate integration of mobility in the individual learning pathways.

**Recognition** concerns the formalities for certification and concerns the institutions. From this point of view, the ASSET project has allowed us to confirm what other studies had previously highlighted, which is that there is a wide range of systems which are more or less compatible with immediate recognition of learning acquired within a different training context. The recognition of acquired learning, despite the desire of the institutions involved in the ASSET project, has not always been fully possible. However, during these three years, we have seen an evolution within the training systems which leads us to believe that, should such a project be implemented today, the difficulties linked to recognition of acquired learning outcomes would be overcome.

**In conclusion, the ASSET project has allowed us to identify several important points to be considered order for ECVET to be successfully implemented.**

- The quality of the partnership based on a shared desire to work towards the same objective.
- The necessity to appropriate ECVET and acquire a level of expertise based on a solid experience of mobility projects.
- The importance of a good relationship between the training providers and the awarding bodies.
- The need for the organisations within the training structures to evolve in order to be able to implement a new generation of integrated and recognised mobility.
- A necessity for coherence, complementarity and stability of the politics at the different institutional levels (European institutions – national, regional or certifying levels).



## From ANFA

 (France)

**The ANFA** (Association Nationale pour la Formation Automobile) is the French training organisation for the Automobile Services Sector. It's a joint body, in charge of implementing the sector training policy defined by the Social partners (Employers federations and Trade Unions).

**Since 1992, the ANFA has carried out a European Mobility Strategy.**

Through its International Relations Department and Regional Headquarters, ANFA provides a technical, educational, financial or organisational support to Training Centres involved in mobility actions. Each year it concerns more than 300 learners (IVET). The benefit of transnational mobility is important for learners : more autonomy, improvement of skills and discovery of other cultures.

**Nevertheless, one issue still remains : the formal recognition of learning outcomes acquired abroad.** The ECVET system could be a solution. In this perspective the Sector has been committed to various initiatives : ECVET Connexion feasibility study, ECVET working group, more recently in the Secretariat (member of the board as co-leader).

**The Branch has also decided to have a very pragmatic approach to ECVET by experimenting the system.**

Two possible approaches were possible : a bottom up and a top down approach.

- Concerning the first it was decided to "ecvetize" an existing mobility programme. It concerned 6 countries and 18 partners and for France it was based on a diploma by the French Ministry of Education. It ended in 2009.

- ASSET is the 2nd experimentation that the Sector is involved in and has initiated. It is a top-down approach project. It takes a qualification and shapes it in order to test ECVET specifications with the perspective of a mobility programme. The outcomes such as tools (MoU, Learning Agreement), methods (building units of Learning Outcomes) and analysis - diagnosis (accreditation, transfer process) of both experimentations will be

analyzed in the first semester of 2012. A report will be presented to the sector's Social Partners in September. This report will deliver recommendations concerning the ECVET system and its implementation for the branch qualifications and the approach we may have with the Ministry of Education diplomas.

**ASSET for the ANFA is not the end of the story but the beginning of a process.**



## From GSGB

 (Romania)

**GSGB** was involved in the ASSET project to help create opportunities for the recognition of learning outcomes in periods of mobility, where the adaptation of vocational training is necessary to facilitate the integration into the European society.

The outcome of this project aimed at creating appropriate tools and their testing them on groups of students during mobility.

The organization of the mobility period was based on LA and MoU, allowing skills to be obtained in different contexts of learning and ensuring the recognition of learning outcomes.

The exchange of mobility was, for both students and teachers, a positive experience, especially regarding the adaptation to different working conditions. The project allowed the development of new skills and the enhancement of the unexplored potential of students, expanding their educational and cultural horizon, although there have been also difficulties, especially related to communication in a foreign language and some differences in practical experience.

**Our school, involved in education and training in the automotive field, is interested in the implementation of ASSET- ECVET project,** taking into account both the technical specifications and the flexibility of the training offer, the affordability factors of education and training open to mobility and to the European factors.



## From NCTVETD

 (Romania)

**The National Centre for VET Development in Romania is involved in the European process to modernize education and training systems** to make them more responsive to the needs of society and individuals.

**ECVET is one of the main tools supporting the establishment of the National Qualifications System.**

This is the reason why the Centre was involved in this pilot process so as to participate in the development of methods and tools for mutual trust when implementing ECVET and to ensure their testing in schools. The testing process done with the participation of a Romanian school and French training centre created a good opportunity for students to gain experience in another context and to have recognition of their experience in the national context.

**We consider that ECVET and NQF implementation will lead to a better and more coherent conjunction between different training systems and will support the learner's mobility.**



## From VANYAI

 (Hungary)

**Our institution joined the ECVET ASSET project for several reasons.**

**First,** on the basis of our previous exchange projects, we experienced how important it is to be open minded and eager to learn from the good practices of other partners.

**Secondly,** such projects are suitable for strengthening the role of the school in the field of professional training, locally and regionally.

**Finally,** it can contribute to create an innovative staff, who are able to renew their methods and adapt their practices to the needs of the students and the labour market.

It also helps to form a closer relationship between the school, the teachers and the students.

The mobility programmes result in forming new professional and human contacts with other institutions.

**We also expect that the evalua**



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a brigther future** »

tion methods and credit systems developed within the framework of ECVET ASSET, could be used in other trades as well as in the mutual acceptance of the professional exchange programmes within the Leonardo Da Vinci projects.

We strongly believe that the ECVET programme will be a successful way for professional training in Europe in the future.

 From JNSCZ CCI  
 (Hungary)

We joined the project with great expectations and determination. The high standard development of the project is in the interest of all of us.

Our ability to adapt to the new challenges can only be based on high professional competence and marketable language skills. Vocational training is still the fastest profitable investment both for the individual and society. The new Vocational Training Act in preparation is consistent with ECVET. Knowledge-based training that can be put in practice is well suited to the mobility programme. We propose that in parallel with the introduction of the vocational training reform, the mobility programme should be part of each forum. The implementation of the programme should be built on the existing, well-functioning system of international relations. The essence of the programme to be adopted must be accessible on the Chamber's website. **The Chamber's task is to work on**

the development based on the analysis of the experience gained by the implementation of the programme from 2012 onwards, which hopefully will result in the extension of a generalised experience for 102 trades.



From NIVE  
 (Hungary)

**The National Institute of Vocational and Adult Education (NIVE)** in Hungary, as the background institution of the relevant ministry, had the role of the Hungarian competent institution in the implementation of ECVET ASSET project.

The institute, as a member of the ASSET consortium, took part in the development of vocational materials to enhance mutual trust between the partners (MoU, LA, credit point allocation).

**At the Hungarian national level NIVE had the legitimacy for working on the transfer process topic** regarding its general activities such as collecting domestic and international VET methods, or facilitating the development, adaptation, improvement and circulation of efficient procedures and methods.

With respect to ECVET development, NIVE has participated in the activities of the ECVET Users' Group since 2009.

**In June 2011 the National ECVET Coordination Point (along with Europass and EQAVET Reference Point) was established to provide information in the Hungarian language about the implementation of ECVET on a national and Euro-**

pean level under the domain of NIVE.

On the website of the Coordination Point you can find a description of the ASSET project and several samples of vocational material.

In the future **the Hungarian ECVET Point** will provide professional support to pilot projects, research and the implementation of innovative efforts initiated or performed by teachers or institutions engaged in VET, while it will disseminate the results of ECVET-ASSET Test.

**One of our tasks is to prepare the draft and monitor the implementation of the National Development Plan.** The basic requirement for the introduction of ECVET is to prepare a comprehensive concept for all stakeholders in Hungarian VET to assist decision-makers' work. In this way, NIVE also supports the implementation of the European Credit System for Vocational Education and Training on a national level. Finally, we suggest that ASSET competent institutions should stay in contact and help each other by exchanging experiences in the future.

 From OMNIA  
 (Finland)

**Why ASSET ECVET?**

**Omnia has participated as competent institution in ECVET-process since 2004.** The process is coordinated by the Finnish National Board of Education (FNBE). Asset-project is a natural continuation to promote Ecvet ideas in the vehicle sector too.

FNBE is in charge of the national core curricula and qualifications requirements. Within this framework, Omnia prepares its own curricula. Concerning the development of qualifications, units and ECVET units, the FNBE and Omnia work in close co-operation.

### Results

In Finland the FNBE will launch the ECVET framework and the credit points in 2013. Omnia will integrate Asset-results – documentation for Memorandum of Understanding, Learning agreement and all four units in Omnia's development work which is an ongoing process. The knowledge, skills, competences and learning outcomes requirements of units are very clear. Based on the unit description, assessment of tests are easy to carry out.

### Use of Asset


Omnia will promote more and more competence based mobility. It was very useful to reflect during the Asset-project procedure that you have to get to know each other and build mutual trust between partners. The project encourages mobility and facilitates the recognition of qualifications. All participants have become "ready to go and ready to host". For the dissemination of the results Mr Timo Repo from FNBE suggested that the Finnish network of the vehicle sector to develop the ECVET-procedure. Omnia will launch Asset-units through this network. The results can be transferred to other projects, for instance to the Heta-Ecvet, a project between Finland and Estonia. The mobility programmes result in forming new professional and human contacts with other institutions.

needed for the transfer. This gives a good opportunity for the employers' organisation to see if the development is serving the employers' needs in the future. **At least in Finland, the employers are of the opinion that the transfer system should be as simple as possible and that there should be as little bureaucracy as possible. From that point of view, AKL found it very useful to have the opportunity to be involved in the ASSET project.** We consider the ASSET as a significant and natural continuation of the first ECVET project in which AKL was lucky to have a role to play.

When considering the employers in a country like Finland that does not have any car manufacturing industry of its own, the free movement of employees creates an opportunity for acquiring new professionals, especially car mechanics. In Finland, the population is getting older and the employers have already difficulties filling the open vacancies with skilled craftsmen. **The ECVET system opens new possibilities for the youth to improve their skills and competences and to bring new ideas to workplaces.** Student exchange is a very good tool for spreading not only professional skills and competences but also cultural ones. The usefulness increases when part of the training that has taken place in another country has been executed as practical training in repair shops.

It is in the interest of the employers that the skills and competences learned in one EU member state can be easily transferred from that member state and VET system to another. **The ASSET project should be one step that is used to achieve a common European structure for this transfer.** To fulfil these expectations, the ASSET project should result in closer co-operation between the VET providers in all EU countries without any restrictive bureaucracy. **One good result could be the expansion of common understanding about the possibilities of co-operation between the different VET systems. Another achievement could be at least a partial harmonisation of learning outcomes that would make the transfer reasonably easy.** It is natural that in the harmonisation the national regulations must be taken into account, but on the other hand, one must be willing to change the national regulation in order to meet the European standards.

**If the ECVET reaches its ultimate goal and becomes a functioning system that is going to unite the Europe and the European educational structures, the enterprises are going to have better possibilities of acquiring highly trained employees. In addition, this would mean that the VET systems in the different EU countries can, in the future, understand each other without barriers and obstacles.** From the standpoint of the commercial world, the ECVET, at its best, will be a tool for the vocational education and training and especially for the VET providers. Still one must remember that the ECVET is a system that is very dependent on the development of the VET systems. **Even though the VET systems are national, their results are international.** This reminds us that certain fundamental structures should be regulated on the European level with the appropriate EU regulations.

**From AKL**  
 **(Finland)**

The aim of the ECVET-ASSET project is to test the transfer system of learning outcomes and the procedures

**From AKL**  
 **(Finland)**



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