



TCA Thematic seminar “ECVET for the long-term mobility of apprentices”



The transparency of learning outcomes in the transnational mobility of apprentices

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EU priorities for VET 2015-2020

EU cooperation on VET enhanced by the Bruges Communiqué and the Riga Conclusions of 22 June 2015

Ministers responsible for vocational skills development from all EU Member States, EU Candidate Countries and European Economic Area countries along with the European Social Partners, European VET providers and EU institutions agreed on 5 EU priorities for the period 2015-2020



The Riga conclusions 5 goals to improve VET

WBL?



1. **Promote work-based learning in all its forms, with a special focus on apprenticeships**, by involving social partners, companies, chambers and VET providers, and by stimulating innovation and entrepreneurship

European Alliance for Apprenticeship

Quality and effective apprenticeships combining job related skills, work-based experience and learning, and key competences, **facilitate young people's entry in the labour market**

Well-designed apprenticeship schemes benefit both employers and learners as well as reinforce the link between the world of work and the world of education and training



The Riga conclusions 5 goals to improve VET

2. Further develop quality assurance mechanisms in VET in line with the EQAVET Recommendation and, as part of quality assurance systems, establish continuous information and feedback loops in I-VET and C-VET systems based on learning outcomes



3. Improve access to VET and qualifications for everyone through **more flexible and open systems**, notably by offering efficient and comprehensive guidance services and validating non formal and informal learning



The Riga conclusions

5 goals to improve VET

4. Provide an added **boost** to **key competences in VET** curricula and offer more effective opportunities to acquire or develop these skills through I-VET and C-VET



Erasmus+

5. Introduce systematic approaches to, and opportunities for, **initial and continual professional development of VET teachers, trainers and mentors** in both education and work-based settings



EU tools and initiatives promoting VET

- [European Credit system for Vocational Education and Training \(ECVET\)](#)
- European Quality Assurance Reference Framework (EQAVET)
- Council Recommendation on a European Framework for Quality and Effective Apprenticeships
- European Alliance for Apprenticeships
- European Apprentices Network
- [European Vocational Skills Week](#)
- ET2020 Working Group on VET



EU financial support to VET and apprenticeships

- **Erasmus+** Programme
- **European Structural and Investment Funds** (2014-2020), namely the European Social Fund (ESF) and the European Regional Development Fund (ERDF)
- **COSME** - Union programme for the Competitiveness of Enterprises and Small and Medium-sized Enterprises
- **EaSI** - Union Programme for Employment and Social Innovation
- **YEI** - Youth Employment Initiative



European Alliance for Apprenticeships (EAfA)

- Launched in 2013
- Brings together governments and key stakeholders to improve **the quality, supply and overall image of apprenticeships** in Europe, while also **promoting the transnational mobility of apprentices** also through the Erasmus+ Programme
- Mobilised more than 700 000 offers for apprenticeships, traineeships or first jobs offers

European Alliance for Apprenticeship
<https://ec.europa.eu/social/main.jsp?catId=1147>



A NEW SKILLS AGENDA FOR EUROPE

- Adopted by the EC on 10 June 2016 to make the right training, skills and support available to people in the EU. The 10 actions are designed to:
 - ✓ improve the quality and relevance of training and other ways of acquiring skills
 - ✓ make skills more visible and comparable
 - ✓ improve information and understanding in trends and demands for skills and jobs (skills intelligence)
- 10 actions launched:

Upskilling Pathways: New Opportunities for Adults

VET

EQF

Key competences

Digital Skills and Jobs Coalition

Europass

Blueprint for Sectoral Cooperation on Skills

Graduate Tracking

EU Skills Profile Tool Kit for Third-Country Nationals

Analysing and sharing of best practice on brain flows



Investing in Europe's youth

- On 7 December 2016 the Commission proposed in a Communication Investing in Europe's Youth a renewed effort to support young people in the form of a package. The Youth Package proposes 3 strands of action:
 - ✓ Better opportunities to access employment
 - ✓ Better opportunities for solidarity, **learning mobility** and participation
 - ✓ **Better opportunities through education and training** (objective to be achieved by facilitating the cooperation between Member States and supporting their efforts to reform education and training systems).



European Framework for Quality and Effective Apprenticeships



Long-term mobility strand for apprentices (“ErasmusPro”)



Council Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships

- The Recommendation aims at **increasing the employability and personal development of apprentices** and contributing towards a highly skilled and qualified workforce responsive to labour market needs. Quality apprenticeships also help encourage active citizenship and social inclusion by integrating people of different social backgrounds into the labour market.
- The framework sets out **14 criteria** in relation to **working and learning conditions** as well as to **framework conditions**. It provides a common understanding among Member States and it will support their efforts to reform and modernise apprenticeship systems that provide an excellent learning and career pathway.

Council Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships

Criteria for learning and working conditions

Learning outcomes

2. The delivery of a **set of comprehensive learning outcomes** defined in accordance with national legislation should be **agreed by the employers and vocational education and training institutions** and, where appropriate, trade unions. This should ensure a balance between job-specific skills, knowledge and key competences for lifelong learning supporting both the personal development and lifelong career opportunities of the apprentices with a view to adapt to changing career patterns.

Council Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships

Criteria for framework conditions

Involvement of social partners

9. **Social partners**, including, where relevant, at sectoral level and/or intermediary bodies, should be **involved in the design, governance and implementation of apprenticeship schemes**, in line with national industrial relations systems and education and training practices.

Support for companies

10. **Financial and/or non-financial support** should be envisaged, particularly for micro-, small and medium-sized companies, enabling cost-effective apprenticeships for companies, taking into account, when appropriate, cost-sharing arrangements between employers and public authorities.

Council Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships

Criteria for framework conditions

Flexible pathways and mobility

11. To facilitate access, entry requirements for apprenticeships should **take into account relevant informal and non-formal learning**. Qualifications acquired through apprenticeships should be included in nationally recognised qualification frameworks referenced to the EQF. **Transnational mobility of apprentices**, either at the workplace or education and training institutions, should be progressively **promoted as a component of apprenticeship** qualifications.



Long-term mobility of apprentices in Erasmus+

ErasmusPro initiative aims at **increasing the quality, attractiveness and employability of VET learners** through **long-term mobility experiences abroad** (from 3 to 12 months)

Added value for learners in terms of **developing specific professional skills**, acquiring **better familiarity with foreign languages, cultures and working environments**

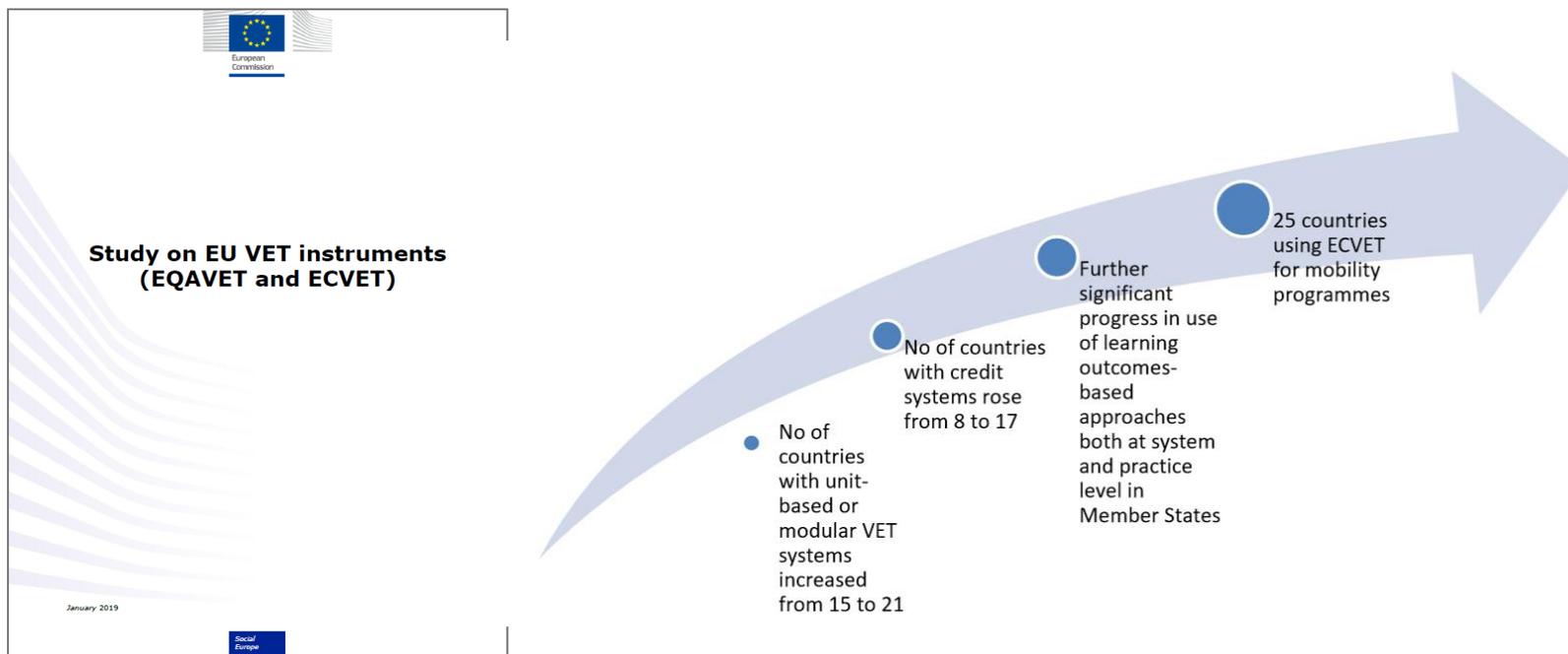
Starting from a common approach based on learning outcomes, ECVET can facilitate the **recognition of LOs achieved during periods of mobility abroad**, strengthening the value and the usability of such experiences

APPRENTICESHIPS IN ITALY: 3 TYPES

- **Type 1: Apprenticeship for Vocational Qualification and Diploma, Upper Secondary Education Diploma and High Technical Specialisation Certificate**
(in Italian «Apprendistato per la qualifica e il diploma professionale, il diploma di istruzione secondaria superiore e il certificato di specializzazione tecnica superiore»)
E-Distribuzione and Istituto Salvemini-Duca D'Aosta case studies
- **Type 2: Professional apprenticeship**
(in Italian «Apprendistato professionalizzante»)
Fondazione Lepido Rocco case study
- **Type 3: Higher Training/Education and Research apprenticeship**
(in Italian «Apprendistato di alta formazione e ricerca»)

VET modernisation

Progress of ECVET and main impact



- **Improving quality of mobility experiences in Erasmus+ with a focus on LOs**
- **Creating a «common language» and providing more effective documentation and concrete tools (MoU, LA) serving as framework of reference for recognition of LOs achieved in VET mobility**



VET modernisation

Preparing the post-2020 strategy

The way forward - Options for ECVET:

- 1. European VET mobility tool** – develop ECVET as a tool supporting mobility to be mainstreamed in the new Erasmus Programme
- 2. Embedding the functions of ECVET into other EU instruments and programmes:**
 - ✓ Work on flexibility of VET / LO approach through the EQF and validation of prior learning and possibly also integrate ECVET principles in an overarching VET Recommendation
 - ✓ Mobility in VET – ECVET tools (MoU, LA) streamlined into Europass and the new Erasmus Programme



The next Erasmus Programme 2021-2027



MAKING IT MORE ...INCLUSIVE

...ACCESSIBLE

...INTERNATIONAL

Introducing the opportunity for vocational learners to carry out an experience beyond Europe

Enriching lives, opening minds
through EU-funded learning opportunities abroad, partnerships, support to reform

2014 - 2020

14.7 billion EUR

Opportunities abroad for over
4 million people



2021 - 2027

30 billion EUR

Opportunities abroad for over
12 million people





A new ambition for VET post 2020



*Digitalisation,
Industry 4.0*

*21st century
skills*

*New methods for
teaching and
learning*

Excellence

- Supporting innovation
- Regional development
- Regional economic strategies
- Focus on both initial and continuing VET

Inclusion

- Broadening access
- Social mobility
- "Nobody left behind"
- Guidance
- Validation

Flexibility and responsiveness

- Skills anticipation
- Flexible 'rapid response'
- Modular curricula and qualifications

Efficiency and financing

- Investment and cost-sharing
- Rewarding quality and efficiency
- Performance based financing

International dimension

- Mobility of learners, T&T, leaders
- International qualification
- Partnerships
- Evidence sharing

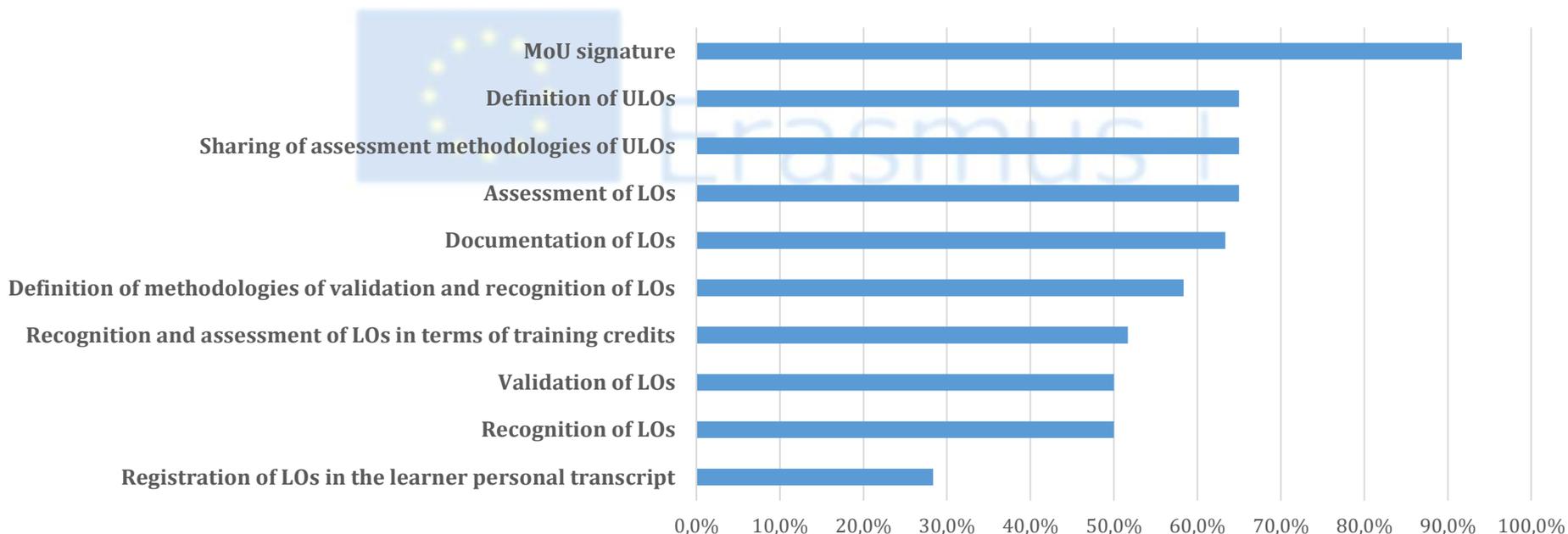
*Teachers and
trainers*

*Validation +
Guidance*

*Changing world
of work*

ECVET for mobility – Survey on Erasmus+ KA1 VET projects

Practical experience on ECVET implementation in Erasmus+ mobility
(2019 survey)



* Answers provided by organisations declaring to have practical experience on ECVET implementation (further to using Learning Agreement)

ECVET for mobility – Survey on Erasmus+ KA1 VET projects

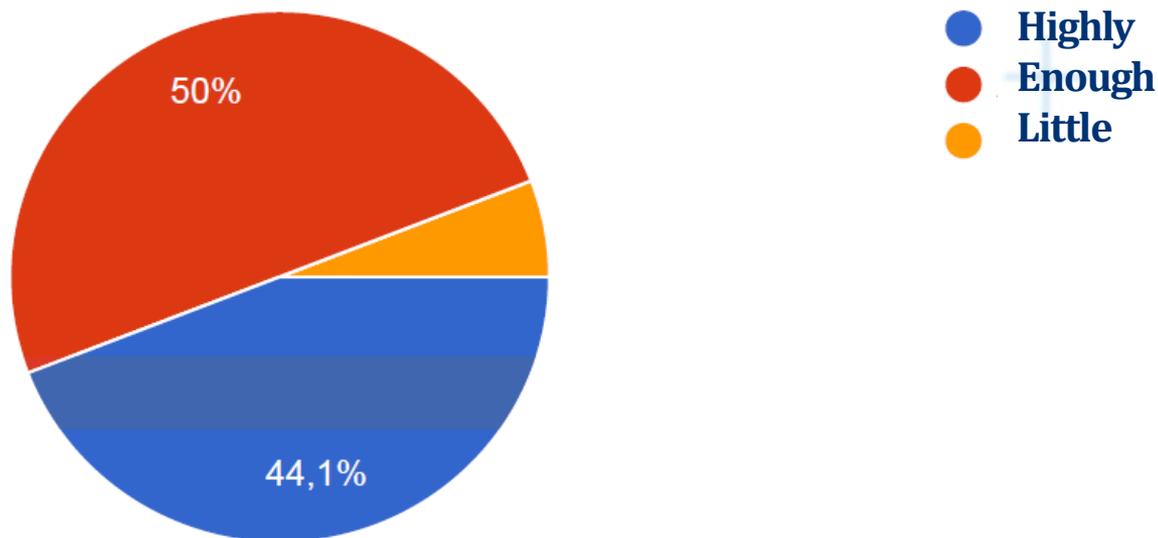
Added value of ECVET in transnational mobility *(in order of priority)*

- Facilitate the recognition of school/work alternance experiences carried out abroad
- Strengthen the assessment of learning outcomes
- Facilitate the school-work connection
- Valorisation of agreements between partners and/or members of consortium
- Increase the self-esteem, motivation and willpower of mobility participants
- Improve the dialogue between training organisations and institutional stakeholders
- Encourage the modularisation of training pathways
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ECVET for mobility – Survey on Erasmus+ KA1 VET projects

Does the use of ECVET facilitate the recognition of Los achieved in long-term mobility experiences?





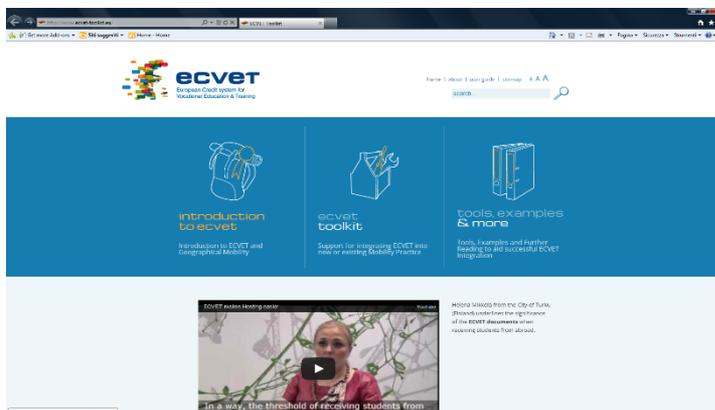
Food for thought

- **Transnational mobility of apprentices**, either at the workplace or education and training institutions, should be progressively **promoted as a component of apprenticeship** qualifications
- Quality and effective apprenticeships require **structured and stable partnerships** involving all relevant stakeholders, particularly social partners, businesses, intermediary bodies such as chambers of industry, commerce and crafts, professional and sectorial organisations, vocational education and training institutions, parent organisations, as well as local, regional and national authorities
- **Longer placements** abroad have a clear added value for **acquiring job-specific skills and reinforcing key/transversal competences** strategic for the labour market and to reinforce the sense of European citizenship
- **Valorisation of learning outcomes** achieved by apprentices within mobility experiences abroad are crucial to maximize their employability potential



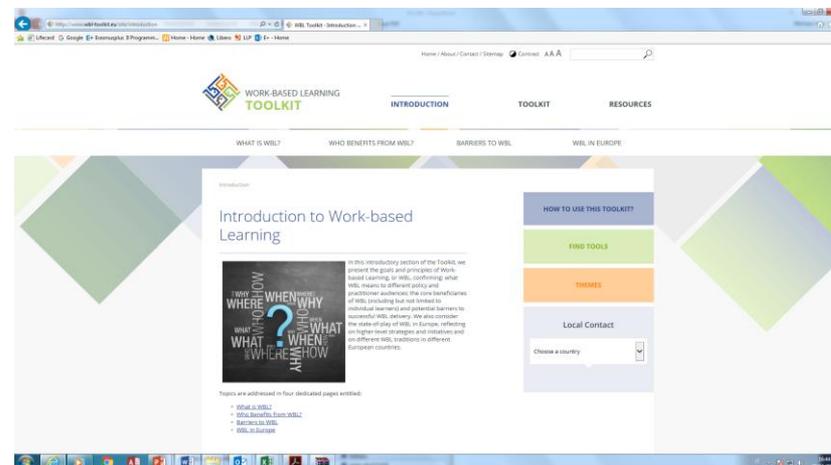
ECVET Mobility toolkit

<http://www.ecvet-toolkit.eu/>



Work-based learning toolkit

<http://www.wbl-toolkit.eu/>





Further info....

- National Team of ECVET Experts (coordinated by Erasmus+ National Agency IANPP)
<http://www.erasmusplus.it/formazione/gruppo-esperti-nazionali-ecvet/>
- ECVET Secretariat
<http://www.ecvet-secretariat.eu>

