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European Workshop On ECVET: the Launch of the Consultation

2 October 2006, Espoo

**Workshop theme 1:
ECVET and lifelong learning**



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Moderator:

Winfried Heidemann

Speakers:

Didier Gélibert (ANFA) and Thomas Reglin (f-bb)

Rapporteurs:

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Advisor

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ECVET is

- a mechanism designed to support international transfer, accumulation and recognition of individuals' learning outcomes with a view to lifelong learning not only for the labour market, but also for the European citizenship;
- not intended to replace any existing national/sector system or to affect full formal qualifications.



ECVET proposal

- has four operational dimensions and functions concerning assessment and validation of learning outcomes; transfer and recognition of learning outcomes; accumulation and capitalisation of learning outcomes; building individual learning pathways;
- involves the commitment of several stakeholders at international, national, regional and local level, including Social Partners.



ECVET "Reflector"

Thomas Reglin- Forschungsinstitut Betriebliche Bildung(f-bb)
gGmbH, Nürnberg -DE

Study on the implementation and development of an ECVET system

- principle: learning outcome oriented>Description of qualifications on the basis of units defined by learning outcomes
- focus on the feasibility of ECVET in IVET
- relationship between ECVET in IVET and practices of assessment, validation, certification, accumulation and transfer of L.O. within European VET systems
- common language at national and Eu level strongly needed



ECVET “Connexion”

Didier GELIBERT- A.N.F.A. (Association Nationale pour la Formation Automobile) – Sèvres- FR

Study on the feasibility of ECVET for apprenticeship from the angle of VET provision (IVET):

Focus on:

- identification of more or less favourable conditions for developing lifelong learning through ECVET according to an identified typology of four kinds VET systems: centred on knowledge, immediate employability, accessibility and development of ability, Portfolio of skills and competences;
- flexibility of VET systems;
- compatibility of each VET system with ECVET.



Questions and key messages:

- Do you think that the orientation towards learning outcomes can help stimulate lifelong learning?
- Is ECVET an adequate device for assessment, validation, transfer and recognition of learning outcomes?
- Are accumulation and capitalisation of learning outcomes a realistic objective of ECVET?
- Is building personal learning pathways suitable for enhancing lifelong learning and how can a patchwork of unstructured profiles be avoided?



Questions and key messages:

1. How can lifelong learning be made more attractive through ECVET?
2. What is the relationship between ECVET and EQF?
3. What is the meaning of learning outcome approach?
4. How can the competent bodies for the assessment of learning outcomes in a LLL context outside formal training be identified?
5. How can basic knowledge be assessed through ECVET and how can relative credit points be allocated?
6. How can coherence of the learning pathway of an individual's be ensured?

Thank you for your attention!

