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# **European Workshop On ECVET: the Launch of the Consultation**

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## **Workshop theme 1: ECVET and Lifelong Learning**

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## **Study on the Feasibility of an ECVET system for apprentices **from the angle of Training Provision****

- Approach per Systems
- Some results (work in progress)
- Study focused on IVET



## All training systems aim at integrating the young to the labour market and at giving the skills to adapt to change

Typology identified > 4 kind of systems

**1** centred on knowledge

Training is a period before working life. The trainee acquires knowledge and skills in laboratory. He/she will discover work afterwards. The employer will adapt the trainee to real situations

**2** Immediate employability

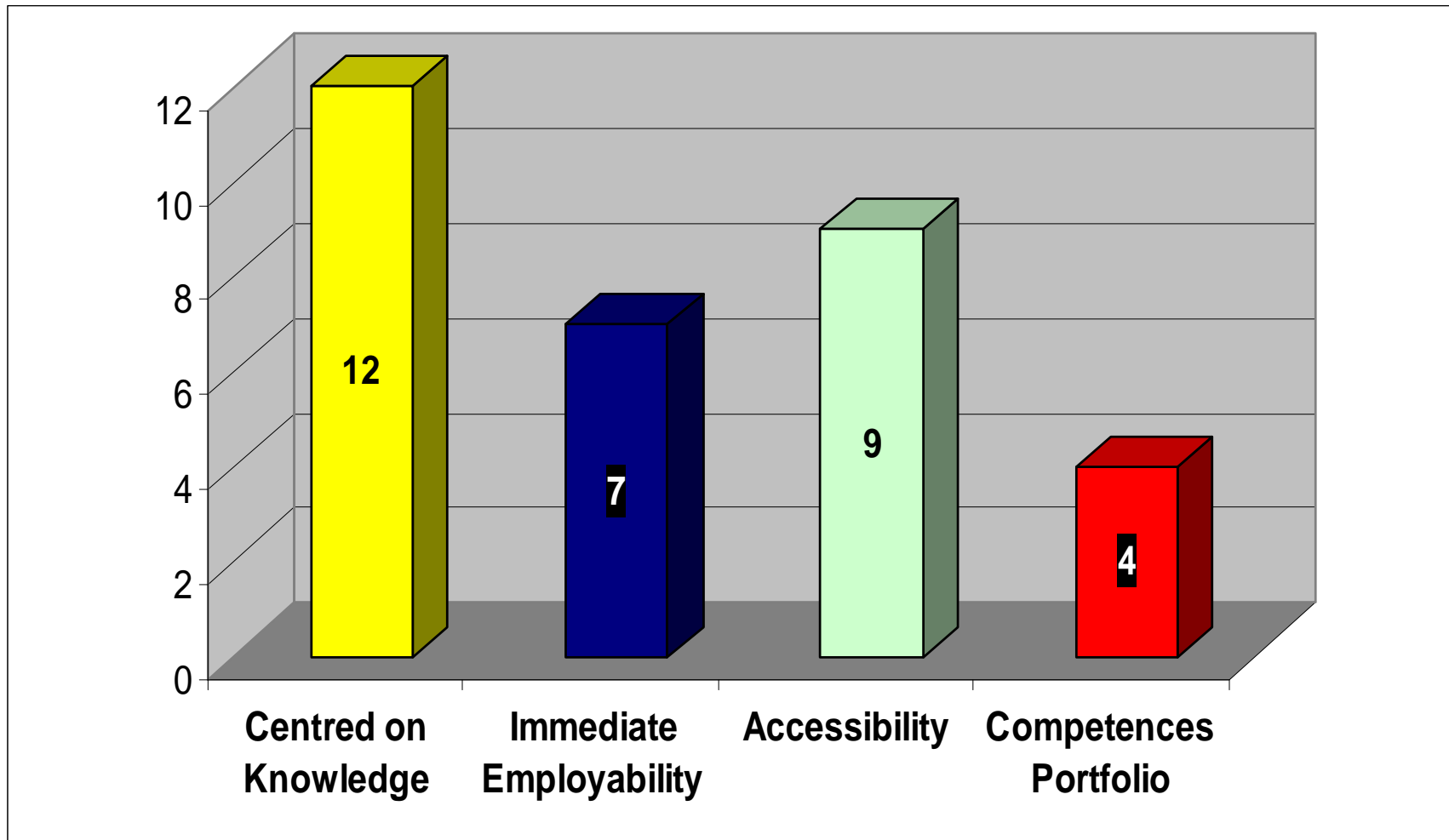
Qualification is based on the profession . At the end of training , trainee can be immediately employed. The Company is a key player in the training process.

**3** Accessibility & development of ability

Centred on the vocational adaptability. Proximity with the trade exists but it's a potential trade which will be attainable / accessible only after an adaptation to work and after putting to test in a work situation..

**4** Portfolio of skills, competences

The qualification is composed of competence units which can be combined in order to answer to job requirements . The system is focused on a flexible management of individual training pathways.



**Typology identified > 4 kind of systems**  
**Present situation some systems under reforms to come**



## **ECVET AND LIFELONG LEARNING** **from the angle of Training Provision**

ECVET based on learning outcomes  
ECVET for all individualized learning pathways in LLL

**Main dimension > FLEXIBILITY**

### **2 Strands**

- > flexibility in training design
- > flexibility in training organization.

### **Criteria** (among others)

- > Pathways defined in units / modules,
- > permanent entry/exit or several periods of recruitment
- > individual pathways are used or in development
- > continuous assessment process in centres
- > final evaluation or continuous assessment, etc.

# ECVET AND LIFELONG LEARNING

## from the angle of Training Provision

### Less favourable conditions for developing LLL through ECVET

kind of systems

#### FLEXIBILITY

**1**      **centred on  
knowledge**

- > Most of cases no training modules/units
- > No Individual pathways
- > Final assessment

**2**      **immediate  
employability**

- > No modules but ...
- > Individual pathways not very developed
- > Final assessment



## **ECVET AND LIFELONG LEARNING** **from the angle of Training Provision**

### **Favourable conditions for developing LLL through ECVET**

kind of systems

#### **FLEXIBILITY**

**3** **Accessibility &  
development  
of ability**

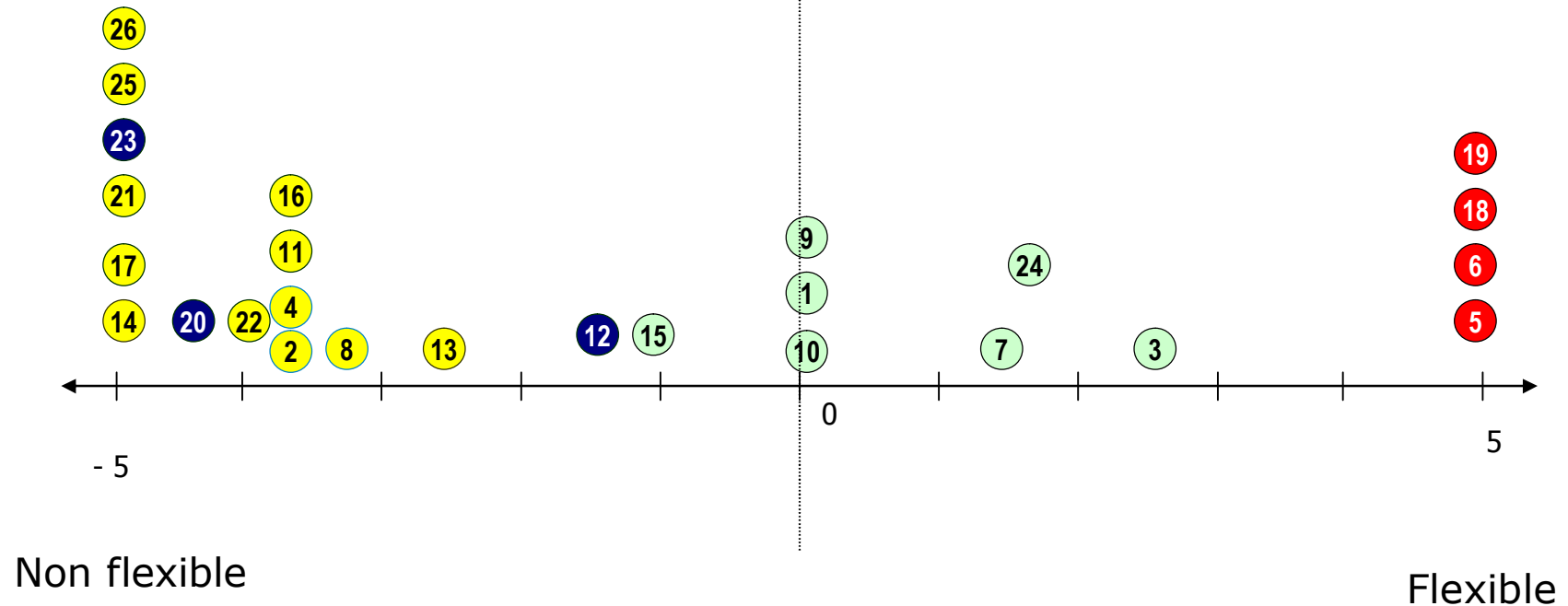
- > modules quite developed
- > Individual pathways quite developed
- > Continuous assessment

**4** **Portfolio  
of skills,  
competences**

- > modules very developed
- > Individual pathways very developed
- > Continuous assessment

**More or Less favourable  
situation for ECVET  
implementation**  
> actions to conduct

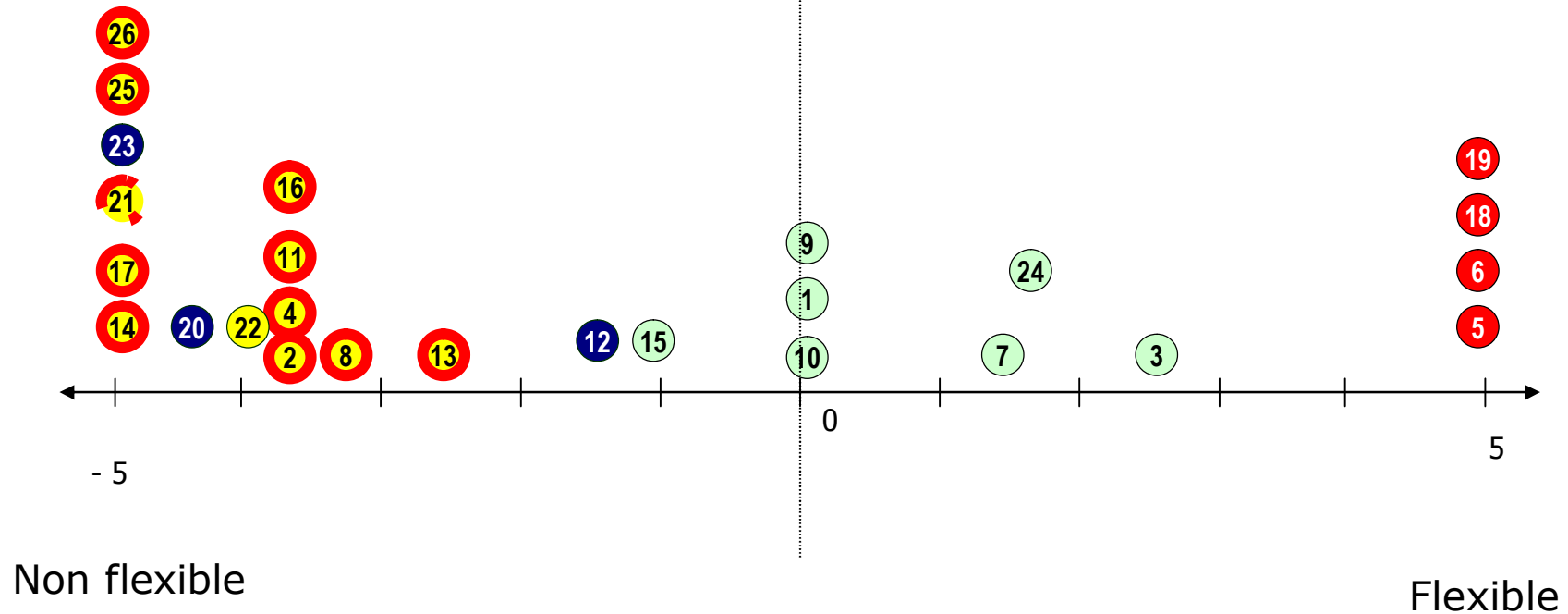
**Favourable situation for  
ECVET implementation**  
> few actions to conduct



**Flexibility from the angle of Training Provision**

**More or Less favourable situation for ECVET implementation**  
 > actions to conduct

**Favourable situation for ECVET implementation**  
 > few actions to conduct



**○ 0 to 25 % of training provision in terms of LO**

**Flexibility from the angle of Training Provision**



## **ECVET AND LIFELONG LEARNING** **from the angle of Training Provision**

### **Systems type 3 & 4**

**Favourable conditions for developing LLL through ECVET**

### **Systems 1 & 2**

**Less favourable conditions for developing LLL through ECVET**

**Type 2 > Little flexibility but  
training provision are defined in L.O**

**Type 1 > Not favourable conditions in term of  
flexibility and system in which from 0 to 25 %  
of training provision are defined in terms of LO.**

**But in these cases, 6 of the 8 systems considered  
we noticed a “reform” in progress.**



## **ECVET AND LIFELONG LEARNING** **from the angle of Training Provision**

### **Comments / misunderstandings from experts or interviewees (whatever the system considered)**

- > Difficulties to reform / adjust the system, “centralized systems” (Type 1)
- > Module (unit) different understanding (in term of duration from 1 week to 1,5 years)
- > “Modules” are not the only positive ways of organization (Type 2)
- > Continuous training could be a better (easier) way to start the implementation of ECVET (whatever the system considered)

Thank you for your attention  
Merci de votre attention

