



Comprehensive Report on *Educational content/ Curricula*

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(1) Introduction

The report at hand shall give an overview of the activities having taken place within Workpackage 4 *Educational Content*. In order to deliver a clear picture of the *way how the final results have been achieved*, understandable also for those who have not been involved in project work, only the basic elements of the whole process are shown in this report, mirroring the methodological approach of work within this workpackage. The basic steps having been done, arranged in a logical sequence, are the following:

- Typology of curricula (educational content)
A comparative analysis of country-typical approaches to deal with educational content (curricula, study programmes) was undertaken in order to identify the aspects relevant for designing an optimum model of EQF-assigned educational content. The results deliver a synoptic view on the partner countries, considered under the criteria *training design, training delivery, training support, transnational mobility*. These categories have been split up into sub-categories which have not to 100% been considered for the set-up of the optimum model: There was no consensus among project partners about their relevance for EQF-assignment.
- Principles of proper EQF assignment
Although educational key elements described within workpackages 3-5 should be considered independently from each other as they are not necessarily always part of an educational sequence that encompasses all of them, they are in practice very often related to each other in a way that it makes sensible to set up principles of proper EQF assignment valid for all of them.
- Optimum model of EQF-assigned curricula (educational content)
This model, gained by evaluation of the country reports and discussion among partners, includes *essentials of curricula (educational content)* and informs about elements *ideally covered by curricula (educational content)*. It is important that the model is considered in the light of the *principles of proper EQF assignment*.
- Questions to be addressed to stakeholders
These questions are related to the optimum model of curricula (educational content).
- Summary of stakeholders` comments
This summary is based on the answers of stakeholders on the questions related to the optimum model of curricula (educational content). It confirmed more or less the optimum model presented in the framework of the interviews; therefore it did not seem necessary to develop a refined version.

(2) Typology of EQF-Assignable Educational Content

(2.1) Methodological approach for the comparative analysis of EQF assigned educational contents

Seeking to disclose the possibilities of adapting and assigning the educational contents to the EQF as well as of comparing qualifications between countries, the following levels can be discerned:

1. Conceptual level: is defined by the comparability and compatibility of the main concepts and terms related to qualifications in the national/sectoral and contexts. What are the similarities and differences of the concepts of qualifications, learning outcomes, competences, knowledge etc.? The level of compatibility and comparability of these concepts and their understanding by the different stakeholders of the sectors can directly influence the needs and possibilities to use the reference instruments and measures (like the EQF) in order to improve the common understanding also needed for the comparison of qualifications. In order to implement and to apply EQF

as a common referencing tool it is necessary to evaluate the flexibility of the EQF methodological basis and the main grounding concepts.

2. Contextual level: comparability of the sectoral environment and context of designing, provision and usage of qualifications – structure and development of the sectors, the situation of VET and human resource development in the sector, applied policies of skills development, etc. It is important to understand the main factors of the context of sectors, influencing the sector specific characteristics of qualifications as well as those factors which facilitate the comparability of the qualifications in the sectors of different countries.

3. Contents level: is defined by the comparability of the contents of the sector in terms of qualifications (map of qualifications of the sector), as well as the comparability of the contents of sectoral qualifications in terms of their composition of the other units, like competences, units of qualification etc.

In this perspective, Work Package 4 methodological approach seeks to transcend the incomparability of qualifications by focussing mainly on training key elements.

In order to enable the comparison, a basic typology of educational content has been drafted thus enabling a basic selection of comparable educational contents mainly at VET level.

(2.2) A first attempt of creating a basic typology of educational contents

Methodological limitations

Identifying the relevant framework and subsequent criteria on which a typology can be based is complicated on many fronts; not the least of which is securing relevant and objective data. When undertaking a classification exercise across a wide range of countries one also runs into the thorny issue of different (and oftentimes multiple or even overlapping) contexts and institutional settings. As a matter of fact, the development of typologies is a fraught business, beset with problems relating to which countries are assigned to particular grouping in terms of commonalities and differences, reliability of statistical and policy data and the tendency to over-simplify complex social systems. Nonetheless, typologies may be useful in terms of throwing into high relief the similarities and difference between particular systems.

The core concern of the EQF Predict Project is developing a basic typology for characterising and describing various kind of educational key elements existing in the EQF Predict partners' countries in terms of learning location, methods of learning/teaching, quality management approaches, etc. with respect to their different institutional and organizational contexts, yet it is clear that a concept like "research" is neither easily defined nor operationalized. Research-based typologies can be developed from a number of different angles depending on what needs the typology is meant to serve. Hence, developing and implementing the simplest yet most encompassing typology is critical.

Conceptualising and constructing a practical typology

There are a number of features which must be taken into consideration when creating a basis for establishing a typology of qualification-systems/educational elements in terms of their EQF adaptability. These may include:

- modularization of the system and degree of outcome-orientation;
- focus on the outcomes of formal learning versus the possibility of validation of informal learning;
- provision of education and training in state institutions versus private businesses; (non)existence of combined forms (duality, alternance);
- co-existence of different systems of initial vocational education and training within one country;

- constellation of actors in the sphere of certification (schools, businesses, state certifying bodies, chambers, etc.),
- distribution of remits among actors (at the national, regional, sectoral etc. level),
- degree of (vertical and horizontal) permeability and (non-)existence of forms of transfer of learning outcomes
- across the boundaries of sub-systems of the national system of vocational education and training,
- existence of a national qualification framework, etc.

The components of the typology

Based on the above-mentioned considerations, a template focusing on theoretical concepts and methodological approaches for adapting the national educational contents to EQF has been elaborated. The template, whose purpose is mainly to facilitate the process of data collecting, consists of five parts:

TRAINING OFFER DESIGN

The aim of this domain of investigation is to analyse the following descriptive dimensions of vocational training offer design; these dimensions constitute the first analysis matrix of the national studies and make it possible to evaluate the currently existing elements which facilitate or restrain their adaptation to EQF in every country:

- Who is responsible for training needs identification and assessment;
- **Modularization** (*Training design in terms of acquired knowledge and skills, organization of the training in modules; content of the modules in terms of acquired knowledge and skills and competences*). It appears that various countries have embarked on reforming their education policies towards modularisation, however, the cultural context, the existing VET structures and political/ governmental agendas are very different to come to definitive conclusions. Nevertheless, modularisation seems to be a key element of European mandates for integration of skills and qualifications, and labour mobility. Hence, all partners agree on the potential benefits that modularization allows for individual differentiation, for training offer targeted to individual needs, on the positive development associated with credit accumulation and transfer and on the importance of learning from other countries' experiences;
- Modularisation requires the formulation of learning outcomes of VET courses. Against this background, this section is aimed at further partners' understanding as to the different rationales behind national moves towards developing an outcomes-based approach, with qualitatively different outcomes for the work and labour processes. In fact, the shift to learning outcomes is an important factor which will influence the success and/or failure of NQFs in EU. The main NQF objectives identified at national level (transparency, coherence, communication between education and labour market, improved access and progression as well as international comparability) all very much depend on a systematic learning outcomes based (re-)definition and description of qualification and qualifications level and successful implementation at institutional and organisational level;
- **System flexibility**. The main objectives of this descriptive dimension is to explore to what extent partners' VET systems are flexible in training organisation i.e. what major changes have been undergoing towards greater "employability (individualised, flexible VET) away from "occupational education" (tightly regulated, fixed qualifications) by allowing elements of flexibilisation thus reducing barriers between VET and general education, increasing progression between initial, continuing training

and higher education in order to meet the need for higher level VET and providing flexible structures to meet the needs of the emerging knowledge economy;

- **Autonomy of training centres and of stakeholders in training design.** The aim is to explore the degree of degree of the delegation of power i.e. the capability of training providers to participate in the process of training from the design stage to the evaluation, to mobilise the necessary resources, to take initiatives and conclude agreements;
- **Stakeholders' involvement** (national, regional and/or local administration, joint bodies, companies, Chambers of commerce, training centres, teachers, trainers, ect.) as an essential element of employment policy, particularly concerning the evaluation of training needs and drawing up training programmes in order to meet these needs better.

TRAINING PROVISION DELIVERY

The main objective of this second domain of investigation is to analyse the following descriptive dimensions of training provision deliver in partners' national contexts as key elements in ensuring that the introduction/implementation of EQF/NQF is done in a transparent and reliable way based on commitment to Quality Assurance and to a set of common principles and approaches as precondition for cooperation among stakeholders at different levels:

- **Admission procedures.** The aim is to investigate partners' main features and procedures for the admission to VET pathways (e.g. no restriction to admission, selective admission, recognition of prior learning outcomes, permanent entry/exit, APL procedures, etc.);
- **Autonomy of training providers** as a key element in the current evolving socio-economic context requiring to VET providers to be more responsive to the needs of society, employers and learners.
- **Training methodologies** aimed at exploring the main training methodologies used in each national VET system (with a specific focus on practice-oriented teaching methods and other innovative methodologies such as Open and distance learning, E-assessment, Work-based learning, etc.) in order to foster learning outcomes characterized by the real achievement of an integrated cluster made by Knowledge, Skill and Competence.
- **Key competences for LLL.** This section is aimed at exploring another key term in the EQF: that of competence. The specific purpose is to identify the main national measures in place to develop provisions for Key Competences Framework and how these measures relate to existing education and training provision and how they are conceptualised.
- **Assessment procedures.** The aim is to investigate partners' assessment systems' main characteristics with a special focus on the following key elements (the assessment moment, assessment by units or global assessment; assessment object (KSC, knowledge, developed in certification units; design of assessment tools; assessment place , etc..

TOOLS AND TRAINING SUPPORT

The aim of the third domain of investigation is to analyse one of the key element to be included in Quality Assurance System according to the *Common Principles for Quality Assurance in Higher Education and Vocational Education and Training in the context of the EQF* i.e. the availability of appropriate resources. The following key elements will be explored in the different national VET systems:

- Learning location aimed at investigating the availability of adequate learning location and the existence of provisions on the accreditation of VET providers with specific reference to the organisations' structures, equipments and logistical support.
- Technical support: equipment and ICT development aimed at exploring the level of availability in the systems of equipments and ICT tools.

TRANS-NATIONAL MOBILITY

The aim of this domain of investigation is to assess the situation within partners' national VET systems in order to underline the influence/impact of European projects in the respective systems and European mobility. This will help to identify existing cooperation at national and European level among the stakeholders as well as existing obstacles in order to formulate recommendations and suggest proposals for overcoming them. This section is mainly directed to investigate the following main features trying to focus on those that could enhance or make more difficult the design and testing of models aimed at supporting individual mobility involved in training in different countries allowing mutual recognition of outcomes also achieved in different learning contexts:

- **Openness to mobility and current mobility programmes.** The aim is to assess the situation within partners' national VET systems in order to underline the influence/impact of European projects in the respective systems and European mobility. This will help to identify existing cooperation at national and European level among the stakeholders as well as existing obstacles in order to formulate recommendations and suggest proposals for overcoming them.
- **Mutual trust /recognition / transferability** as key elements (highlighted in the EQF Recommendation) and condition for the successful implementation of the EQF. The aim is to investigate the capability to recognise the learning outcomes acquired in another system or environment (acknowledgement of prior learning within training, recognition of the assessment carried out, etc.) as well as the existence of credit transfer systems to facilitate qualifications "portability" and to increase the "permeability" between the different VET subsystems.
- **ECVET implementation.** This descriptive dimension is strictly linked to the ones regarding the modularisation as "modules" are one of the "criteria" for implementation of ECVET. In this respect, its main aim is to investigate the current situation in the different countries concerning the ECVET implementation and institutional embedment in the national application contexts.

The template reported below presents the comparison of how the above-mentioned selected key educational contents and relating development processes are currently defined and managed in each partner's VET system. The selection of the examples does not cover the full range of possible types of educational contents which have been identified but is oriented to the experience of partners involved in WP 4.

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TRAINING DESIGN								
TRAINING NEEDS IDENTIFICATION AND ASSESSMENT	<p>A number of institutions provide advice and information in the process of defining and renewing standards on the basis of investigation and studies on skill needs and qualification developments: Common Science Conference (Gemeinsame Wissenschaftskonferenz); sector-specific associations; the Institute for Labour Market and Vocational Research (Institut für Arbeitsmarkt und Berufsforschung) of the Federal Employment Services (Bundesagentur für Arbeit); several foundations; other stakeholders (e.g. trade unions). The Federal Ministry of Education and Research (BMBF) provides information on future qualification needs through the Arbeitsmarktradar (future-oriented labour market monitoring).</p>	<p>The Austrian Employment Service (AMS) has developed instruments and methods for the assessment of future requirements and the anticipation of skill needs. These include: o skills need analyses for particular economic sectors, target groups, etc. applying a content analytical method of a representative number of job advertisements; the qualification barometer (Qualifikations-Barometer) created in 2002 collects information on the skills deemed most desirable by businesses at present and in the foreseeable future. This information is updated every 6 months, structured and made accessible to the general public through the Internet.</p>	<p>Information on skills needs is provided by Tripartite Advisory Committees (TSE) set up by the OEEK. These committees monitor labour market needs at local and regional level. Employment Observatory Research Informatics SA (PAEP) and Vocational Training SA (AE), which are affiliated to the Manpower Employment Organisation (OAED), provide medium-term forecasts on skill needs.</p>	<p>A research department within the Qualification National Institute (Instituto Nacional de las Qualificaciones INCUAL) called Observatorio Profesional (Professional Observatory) periodically generates information on occupational standards, i.e. the evolution of supply and demand for jobs, occupations and profiles in the labour market. Professional Observatory cooperates closely with a net of observatories where the research department within Ministry of Employment (INEM) also take part as well as other public bodies. There is a configured database on employment, training and the most relevant factors. Sectoral studies are drawn up periodically for every professional family about their evolution in terms of work and educational configuration. Innovation and experimentation in VET are also supported by a network of national reference centres present in all Autonomous</p>	<p>A range of institutions provide information about future skill needs and trends on the labour market. Among them are the regional observatories (Observatoires Régionaux Emploi/Formation – OREF), sectoral observatories, research institutes (i.e. CERREQ) as well as Governmental Institutions (i.e. CAS) which provide specific information on employment prospects and qualification needs to regional actor. As the different kinds of qualification standards are linked to each other and to the occupation profile of ROME (Répertoire Opérationnel des Métiers et des Emplois - database administered by the the National Employment Agency (Pôle Emploi), information of occupational profiles is directly used to define the “référentiel d’activité”, which is used to identify competences for the “référentiel de certification” which is used as a basis to define assessment standards</p>	<p>The main instrument for anticipation of skill needs is represented by “The permanent national system for the observation and forecasting of skill and training needs”, promoted by the Ministry of Labour and implemented by Isfol, as part of the ESF 2000-2006 programme. It brings together labour market information from different sources, including surveys by the social partners, outcomes of econometric modelling and the EXCELSIOR survey (project on continuous training in enterprises, carried out by Unioncamere) on short term trends as regards employment by sector, educational/training level and profession, at national and regional level. In 2004, the Ministry of Labour</p>	<p>Sector Skills Councils (SSCs) licensed by the Government and responsible for addressing skills gaps and skills shortage identify needs from industry sector perspectives. Additional Government bodies including Awarding Bodies, the Qualifications and Curriculum Development Agency and the Learning and Skills Council are involved in designing new training provision at an early stage.</p>	<p>Regional Consortia are responsible for developing policies and strategies on VET planning and development. They have developed the Regional Education Action Plans (REAPs) whose main objective is the long-term strategic planning of VET development needs.</p>

¹ In France: certification = qualification

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				Communities, specialized in the different productive sectors.	and curriculum.	created a Steering Committee, established with a ministerial decree, to favour a sectoral approach for qualitative surveys.. This body is composed of representatives of the Ministry of Labour, Regional Authorities, Social Partners, Unioncamere and ISFOL.		
MODULARISATION	Germany is still reluctant to modularise qualifications. Measures have been undertaken to allow international mobility during education, but it is still not possible to get certificates for single training modules. Controversial discussions take place between the different actors, as some argue that modularization is a necessary condition for the introduction of ECVET and for the validation of non-formal and informal learning. Training and qualifications in IVET are not modularised. A certain degree of flexibility is attained through the possibility offered in some	Qualifications are not yet modularized. However, a modularisation of apprenticeship training has been implemented by the Vocational Training Act (Berufsausbildungsgesetz) in 2006, allowing for specialisation in certain professional areas after completion of a basis module.	There is no legislation for the accumulation and transfer of qualifications / credit units but reforms are under way in order to promote modularization in education and training. The main providers of modular courses are the Institutes of Vocational Training (IEKs) and the tertiary educational institutions. Each IEK focuses on one or more fields in which it offers a number of specializations. IEKs provide modularized courses at European Levels 1, 2 and 3 based on a unified approach to	The modular system is based on the concept of "partial accreditable evaluation". The teaching curriculum in IVET consists of cyclically organised vocational courses (<i>ciclos formativo</i>) including on-the-job training that usually lasts 300-700 hours. The <i>ciclos formativos</i> are organised in vocational modules (<i>módulos profesionales</i>), and are divided into 20 different occupational families. These modules constitute the minimum element to establish VET leading to an official diploma on vocational education and training or an Occupational Aptitude Certificate. The final assessment is single-subject.	Strong efforts are made to modularise all the qualifications/certifications, particularly to facilitate access by the VAE (validation of acquired skills) and build bridges between qualifications.	VET qualifications are modularised at least on the post-secondary level. In the Higher Technical Education and Training (<i>IFTTS</i>) pathways, qualifications are organised in " <i>Unità formative capitalizzabili</i> ". An individual competence portfolio (<i>Portfolio delle competenze individuali</i>), expressed mainly in learning outcomes, was introduced in 2004. Its purpose is to register the qualifications obtained by a person throughout her life.	Qualifications in the UK are built from modules which directly related to occupational standards, which in turn relate to the National Qualifications Framework.. Certification may be applied to individual units or to a combination of units. Certification (consistently applied by awarding bodies) can be achieved either after completion of formal or informal learning. Modules can be accumulated by learners following their choice from a set of compulsory and	Vocational education is organised in competence units, which earn one to two credits (approx. 60 study hours) per module. When a learner interrupts his or her learning path, each completed year is recognized and listed on the individual life-long education portfolio. The portfolio informs about all achieved vocational competencies and the training modules passed.

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	qualifications to opt for specialisation in the work-based part of learning.		assessment.				optional modules.	
LEARNING OUTCOMES APPROACH	<p>An overarching national qualifications framework for lifelong learning based on learning outcomes (<i>Deutscher Qualifikationsrahmen – DQR</i>) is currently being developed in Germany. The shift to learning outcomes is supported by major stakeholders. One important aim of the DQR is to support the use of learning outcomes in standard setting, curricula and assessment. Learning outcomes are expressed in the various formulations of standards of <i>Kompetenz</i> that have been developed in particular for VET, where a concept of <i>Handlungskompetenz</i> (action skills) has gradually assumed a key role in qualifications definition, alongside clear input requirements about place, duration and content of learning.</p>	<p>Austria is moving to strengthen the learning outcome approach in all parts of the education and training system as it will be central to the positioning of qualifications onto the NQF. Many qualifications are already learning outcome oriented, but the approach has not been applied consistently across all sectors and institutions.</p>	<p>A new common methodology for the creation of job profiles based on learning outcomes was created by Ministerial Decision No 110998/2006. This common methodology is an innovative development for VET in Greece as it changes the traditional input orientation to a learning outcomes approach. It is currently used in CVET, but is planned to be the common basis for all VET qualifications. Learning outcomes approaches exist in the practical part of the IVET exams, which is operated by OEEK on a decentralised basis.</p>	<p>The concept of “learning outcome” has been used in VET domain in the 90s and since 2003 it is part of the methodological approach adopted in the National System for Qualifications and VET (Organic Law 5/2002). Being a new concept, its uses need to be contextualized: the Spanish translation of “learning outcomes” (<i>“resultados del aprendizaje”</i>) constitutes the core of the concept of “capacities” defined as “the expression of the expected learning outcomes of learners after completion of the learning/training module”. We find two different general uses of LO (under other denominations, e.g. Objectives, etc) as goals to be attained, as minimal or critical learning, key-competences, in compulsory and education levels. Some variety in typologies and KSC distribution.</p> <p>In the contest of labour, the LO are considered through Units of Competence</p>	<p>LOs concern non formal, informal and formal learning and the descriptions of the LO are made in the same manner whatever the type of learning is. In practice, stakeholders in charge of LO description use two different approaches: A - LO can be seen as training results (<i>résultats de formation</i>). B - LO can be regarded as assessment results. In this case, LO are expressed in terms of type of element assessed: knowledge, skills, competencies.</p>	<p>The approach for developing the LO, has in Italy a high level of understanding. Until now the different Educational and Vocational Training Systems used different approaches to define national standard of qualifications. Recently the LO approach has been adopted by the Ministry of Labour to develop the National Qualification System within the National Table (Committee) set up in 2006.</p>	<p>The learning outcomes approach underpins the English and Northern Ireland qualifications systems. Actively promoted since the 1980s, this perspective is broadly accepted and implemented.</p>	<p>Romanian concept of “LO includes the components of: “Knowledge” “skills” and “competence” as they are described in the EQF recommendation.</p> <p>The Learning Outcomes approach has been more developed in IVET provided in the formal educational system. Currently, higher education qualifications (Bachelor and Master’s levels) are being defined in terms of learning outcomes under an ESF funded project – “Development of an operational system of qualifications in higher education in Romania” – DOCIS, implemented by ACPART.</p>

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				described through professional performances which set up the expected behaviour of one person in terms of outcomes or results of the activities performed.				
SYSTEM FLEXIBILITY			The Greek VET system is flexible to a limited extend. The organization of training is designed by OEEK and is implemented by Public Vocational Institutes (IEKs)	Spain is moving towards a stronger emphasis on company-based training and decentralisation. There is a considerable autonomy of the Regions.	In the last decade the VET system has been affected by major changes that have enhanced its flexibility: the development of alternating training programmes for young people and unemployed; a process of decentralisation which gives to Regions an essential role of coordination; strengthening of links between training and employment; and an increasing responsibility of firms in the management of training.	Italy represents a mixed system in terms of vocational education and training with distinct regional variations and a trend towards regional decentralisation of the system. The collaboration between State, Regions and Provinces has enhanced, in the last few years, the flexibility of the VET system, through the possibility of passing from one pathway to the other and from the school and the vocational training systems, mainly, with the aim of preventing school-drop-out.	The introduction of the Qualification Credit Framework has emphasized the direction towards increased flexibility in the construction and delivery of learning programmes and associated qualification. National Vocational Qualifications do not have to be completed in a strict time frame and they can be taken by full time employees, part-time or college students with no age restrictions or entry requirements.	On going reforms to increase the attractiveness and flexibility of VET system by creating alternative training pathways, offering opportunities for a better insertion on the labour market and continuing studies, enabling academic and vocational recognition
AUTONOMY OF TRAINING CENTRES AND STAKEHOLDERS IN TRAINING DESIGN	Increasing autonomy in the planning of VET delivery although the structure of delivery is largely prescribed.	Increasing autonomy in the planning of VET delivery although the structure of delivery is largely prescribed.	Since OEEK has the responsibility of the Public Vocational Institutes (IEK), all decisions concerning training design re taken by OEEK. Stakeholders	Limited and regulated for the Education System cycles which issue a VET Diploma or a Certificate of Professional Standards. Broader autonomy for any other training centres.	The autonomy is total but the recognition of the designed qualification is restricted by all the certification/qualification procedures and process.	Recent legislation and associated regulations have defined the principles and degrees of autonomy for all VET schools and training centres, so that	Public vocational education is developed through a consultative approach engaging government agencies, educational institutions and stakeholders such	The trend towards increased autonomy of training centres is driven by reforms in the qualifications systems. No autonomy in curriculum and

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			and training centres can make suggestions, either through the Tripartite Consulting Committees but training is designed by OEEK and specifically the Training Department of OEEK.			functional autonomy operates within the parameters of national targets, goals and organisational standards.	as employers, represented by Sector Skills Councils. The development process requires co-ordination and co-operation between several agencies; however, stakeholder initiatives are encouraged and valid requirements are responded to. The private sector has complete freedom to design, deliver and issue own branded qualifications.	assessment methods and criteria design that are centrally designed and based on the training standard requirements.
STAKEHOLDERS' INVOLVEMENT	At <u>national level</u> , social partners provide the Federal Government with a direct advice by setting national standards, designing training regulations and giving recommendations on all VET main topics; at regional level by providing the Länder (States) Governments with direct advice by giving recommendations on all VET subjects; coordination between schools and companies; special offers for disadvantaged. At <u>regional level</u> , social partner	Stakeholders exert a powerful influence on the process of policy - and decision making. Social partnership is based on the principle of voluntarism. At national level, stakeholders are involved in the legislative process and in the formulation of political aims within Government departments. At sectoral and enterprise level their involvement regards the provision of information on VET; the promotion of cooperation between VET institutions	The OEEK has full responsibility of Public Vocational Institutes (IEK) included all decisions concerning training design (OEEK Training Department). Stakeholders and training centres can make suggestions mainly through the Tripartite Consulting Committees	Stakeholders involvement takes place at the General Council of Vocational Education and Training which is as an advisory body organized on a tripartite basis with the participation of the Public Administrations, the employers organizations and the trade unions. It depends on the Ministry of Work and Social Affairs and it is thought to be a specialized body, which advises the Government on the field of Vocational Education and Training. INCUAL is a technical instrument, endowed with capacity and independence, to support the Spanish General Council of Vocational Education and Training in the achievement of the following objectives:	Involvement of the social partners has always been strong in the French VET system. The French VET system has been developed through a tri-partite decision making process in which both the government and employers' organisations and trade unions have been and are involved. At <u>national level</u> , the National Commission for Vocational Certifications (CNCP) has the task to take care of the renewal and adaptation of certifications and to develop a national catalogue of	Framework Law 845/78 has given stakeholders a major role to play in the VET system, recognising them as partners of the Regions for the planning of training as well as potential providers of training schemes. Social partners play an advisory role in the definition of the institutional framework (national level); in the direct intervention in the process of defining, planning and provision	Traditionally, training in the UK is employer-led and the increasing influence of sector skills councils has reinforced this stance. Social partners play an advisory role at national level by defining skill needs and influencing occupational standards for specific sectors. Trade Unions also operate at regional level by developing Frameworks for Regional Employment	Systematic involvement through the creation of Sector Committees The relevant social partners are involved in both developing and validating the professional qualifications offered by the VET system and in the strategic planning of the education and training offer. At sectoral, regional, local levels there are consultative bodies

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	also play an advisory and decision-making role by supervising the implementation of training in companies; conducting examinations; awarding qualifications. At <u>sectoral and enterprise level</u> , they are involved in decision-making (contractual bargaining on supply with training places; remuneration of apprentices; planning and implementing in-company training and appointing instructors.	and the business community; the establishment of new apprenticeship trades; to provide financial incentives for CVET.		<ul style="list-style-type: none"> - to observe qualifications and their evolution - to determine qualifications. - to accredit qualifications - to develop the integration of professional qualifications - Follow-up and assessment of the National Program of Vocational Training 	vocational certifications; the advisory vocational commissions (Commissions Professionnelles Consultatives); the inter-professional advisory vocational commission; the professional sectors through their "Commissions Professionnelles Nationales pour l'Emploi" (CPNE) or national vocational commissions for employment; the national Committee for the Co-ordination of Regional Apprenticeships and VET Programmes. The following bodies operate on the regional and local level: The so-called "Commission Nationale de la Formation Professionnelle tout au long de la vie" and the chambers of commerce and industry/agriculture/trade that not only register the apprenticeship contracts, but are also involved in providing vocational training by running the Centres de Formation d'Apprentis	of VET strategies and actions (regional level); in the definition of training activities, elaboration of training plans (enterprise level).	and Skills Action and at local level by drawing up statements of local priorities and skills needs.	such as: sectoral committees, regional consortiums, local committees for the development of the social partnership, the administration councils of the schools. The VET curricula are developed with the consultation of all the above mentioned structures and after investigating the needs of training on the labour market at regional and local levels.
TRAINING DELIVERY								
ORGANISATION OF TRAINING OFFER	The main educational organisation in the German VET is the "Berufsschule".	AUSTRIA	Initial Vocational Education is provided in Vocational Lyceums	Vocational training is organised into two education levels: intermediate and advanced	The training offer is free. Each training organisation can	Vocational training falls under the Regions' responsibility. The State	Vocational education is delivered primarily through further	TVET is organized both into formal and non-formal/ informal

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	<p>The schools provide a wide range of services in terms of general, specialised and preparatory programs. Beside the school system and on the job-training at companies, in recent years a system of inter-company training centres have been developed in order to provide training facilities with the focus on smaller companies.</p> <p>Additional it is possible to attend full school based training. This however is only a minor part of the system compared to the Dual system.</p>		<p>(EPAL) and Vocational Schools (EPAS). It is also provided in Apprenticeship EPAS (EPAS Mathiteias), which operate within the framework of upper secondary education.</p> <p>Initial Vocational Training is provided mainly in Vocational Training Institutes (IEK), which operate within the framework of post-secondary vocational training. Within the framework of the National VET System, OEEK (the Organisation for Vocational Education & Training) acts as an independent body under the supervision of the Ministry of Education and provides formal IVET, has the overall responsibility of the Public Vocational Training Institutes (IEK) and the supervision and control of the private ones.</p> <p>Other VET providers are the Ministries of Labour, Development, Agriculture, Health, Commercial Marine etc. There are also certain private organizations operating along with the public ones, but they only have a minor role.</p> <p>Continuing Vocational Education and Training is provided by Universities, Public and</p>	<p>vocational training, also called, respectively, intermediate and advanced <i>ciclos formative grado medio y grado superior</i>, covering different occupational groups and leading to the award of professional qualifications.</p> <p>The duration varies depending on the <i>ciclo formative</i>, (ranging from 1,300 to 2,000 hours, distributed over one and a half or two school years).</p>	<p>propose any curriculum on the market.</p> <p>If a training organisation wants to sell its services to a public or professional body, the new procedure is the following:</p> <ol style="list-style-type: none"> 1. Referencing of the training centre through a call for tender 2. Submission of specific proposals answering to public calls 	<p>remains nonetheless responsible for setting the essential minimum levels of provision. Initial vocational training concerns training for 14-17 year-old students carried out by accredited training agencies and schools providing three-year education and training pathways. Initial training includes external training for underage apprentices (foreseen by the 'right-duty' to education and training) organised by the Regions and by the Provinces through short formative modules (120 annual hours dedicated to vocational training and 120 annual hours of basic competences).</p> <p>The three-year pathways have been established at the national level to integrate accredited training agencies with schools. A qualification or a school certificate is released.</p> <p>The system of higher-level technical education and training (IFTS) is designed to provide young people and adults (employed or otherwise) with more specific cultural knowledge and in-depth and targeted technical and vocational training. The offer at this level is the following: training offer and programmes provided by Higher Technical</p>	<p>education colleges, employer academies and private training institutions.</p> <p>Programmes of education range from 1-day training modules through to 3-year apprenticeship schemes conducted in partnership between employers and further education colleges. Awarding bodies provide certification of learning, including quality control and examination setting. Programmes which are publicly funded are aligned to the national qualification framework</p>	<p>system. For initial technical and vocational education and training delivered through the formal pre-university system, the National Centre for TVET Development - NCTVETD – as an organisation subordinated to the Ministry of Education, Research and Innovation which coordinates TVET schools accredited to provide nationally recognised qualifications levels 1, 2, 3 and 3 advanced. Qualifications acquired outside the formal educational system are awarded upon completion of training programmes organised by training providers authorised by the National Adult Training Board – NATB, National Authority for Qualifications.</p> <p>Companies in Romania organise training courses both for their own staff and for other institutions' staff and issue certificates recognised only at company organisation level or at national level, if the respective company has been authorised by NATB as a training provider. Higher Education provides qualifications level 4 (upon completion of a Bachelor</p>

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			Private Organizations, Prefectures, Ministries and NGO's. Training in this case is provided through Vocational Training Centres (KEK, either privately-owned or state-run), Adult Education Centres (KEE), the Centre for Distance Lifelong Learning (KEDVMAP), Prefectural Committees for Adult Education (NELE), Employment Promotion Centres (KPA, run by the Greek Organisation for the Employment of Manpower, under the Ministry of Labour) and other bodies which offer a variety of courses for the unemployed, the self-employed or employees in enterprises.			Institutes (Istituti Tecnici Superiori – ITS) and training offers provided through the IFTS pathways. IFTS courses are free of charge. They are co-financed by the Ministry and by the Regions; however, private financing can also be foreseen.		programme) and level 5 for qualifications acquired upon graduation of Master's and doctoral programmes. The Higher Education programmes are provided in state and private universities which can decide on the flexibility of the learning path and the recognition of ECTS accumulated in other HEIs or during internships or summer courses. Most universities have implemented in their curricula alternative modules of disciplines and/ or lists of elective topics which encourage students for a more interdisciplinary approach of their education.
ADMISSION PROCEDURES (APL, ENTRY CRITERIA, ETC.)	Admission is based on leaving certificates and qualifications acquired at the end of lower secondary level. The admission requirements for the various types of schools and courses differ according to whether the upper secondary level course of education in question culminates in a higher education entrance qualification or in a vocational qualification. As a general rule, in the dual system there are no formal access restrictions for individuals to train nor are	Students may access VET schools if they have successfully completed lower secondary school or secondary academic school. Some students may be required to take an entrance examination, depending on their level of achievement and the subjects completed. Where places are limited, schools may apply their own selection criteria. As to the apprenticeship training, the only access requirement for apprenticeship programmes is completion of compulsory education.	Graduates of lower secondary level education may register in the Technical Vocational Schools (TEEs). Registration in the 1 st circle does not require examination but only a simple statement recorded by students at the school from which they graduated. As to the vocational education and training at post-secondary (non tertiary level), graduates from all types of upper secondary level education are accepted into Institutes of	The Graduado en Educación Secundaria Obligatoria, Técnico Auxiliar or Técnico certificates are required in order to enter intermediate vocational training. Those students who have passed the second year of the bachillerato unificado y polivalente (BUP), those who have successfully completed certain courses of Applied Arts or Artistic Crafts education, and those who have passed other types of studies, which are equivalent to the above, are also eligible for entry. In the admission procedures for students in intermediate	For public certifications the prerequisites are defined by law For private certifications, the prerequisites are defined by each certifier and take part in the accreditation process of the diplomas	The access requirements to the three-year vocational education and training pathways refer to the completion of lower secondary school. The possession of an upper secondary school leaving certificate diploma is required to access the courses organised both by the ITS (Higher Technical Institutes) and within the IFTS system. Access to the IFTS courses is allowed also to applicants in possession of an upper	A wide variety of admission strategies are adopted. Higher Education normally requires that students meet entry criteria based upon achievement of a set of qualifications or examination passes at high grades. These qualifications are directly related to the NQF. Many VET institutions accept students based upon APL by taking previous experience and learning into account. Equally a large number of VET programmes have no entry criteria.	Admission requirements are specified by the different VET courses. Sometimes, admission is certificate from lower secondary school, upper secondary school or university). When there is a great demand for certain courses, entrance examinations may be organised. Professional competences acquired in non-formal and informal contexts may be recognised by means of competence assessment upon

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	there entrance examinations.	Access, however, depends on candidates finding an apprenticeship placement in a suitable enterprise. Demand for placements is higher than the supply and applicants are faced with a strict selection process.	Vocational Training (IEKs). Some vocational fields may accept lower secondary education graduates as well. Students select their field of study, subject to it being available at the specific IEK. The fields offered are determined by the OEEK. As admission is competitive, there are selection criteria. These criteria relate to level of qualification, age, previous experience, and family size.	and advanced training cycles, attention must be paid –when there are not enough school places– to students’ academic record regardless the educational institution they come from (whether it is the same or not), or to the final result of the test explained below. Students who do not meet the established academic requirements may also access intermediate vocational training, provided they pass a test specifically designed by education authorities, valid nationwide.		secondary technical qualification (four-year courses), to those admitted to the last grade of a liceo, as well as to those who are not in possession of an upper secondary school certificate, upon recognition of their competences (school education, training courses, working experiences, etc.), acquired after the fulfilment of compulsory education.	Progress is monitored and recorded and students are supported to achieve learning objectives of the programme.	application, performed in an assessment centre certified by NATB (National Adult Training Board).
AUTONOMY OF TRAINING PROVIDERS	Developing the quality of training on offer as well as introducing quality management systems/evaluation processes delegating more autonomy is at the heart of the German VET reform efforts. In the Dual System, training directives ensure a uniform national standard including the framework training plan and the examination requirements. VET providers are autonomous training facilities that cooperate on an equal footing with other parties involved in VET.	The VET public system has a very limited degree of autonomy with respect to financial matters and staff management while autonomy is very high in choosing learning materials and assessment procedures.	VET providers are monitored regarding the training they provide. The certification process and its quality assurance are managed by the awarding body OEEK. These QA processes are not monitored or evaluated specifically.	Training delivery as well as delivery of assessment and validation processes are largely left to individual VET providers to decide, with little external monitoring of judgements other than the fact that providers are required to fulfil certain general quality assurance criteria by the administrations responsible for awarding the qualifications. VET providers are required to fulfil general quality assurance criteria, by the administrations responsible for awarding the VET qualifications, but the level of scrutiny and the precise criteria varies considerably according to the autonomous communities.	For certificates delivered by the Ministry of Education, there are regular inspections of providers and of assessment processes. The inspection board participates in the validation process. For private certifications, they have to be examined by the CNCP every 4 years.	Recent legislation and associated regulations have defined the principles and degrees of autonomy for all VET schools and training centres, so that functional autonomy operates within the parameters of national targets, goals and organisational standards. According to Law 845/78, the training centers that intend to deliver training with public resources must meet some specific requirements.	The private sector has complete freedom to deliver and issue qualifications. Public VET is developed through a consultative approach engaging Government agencies, educational institutions and stakeholders represented by Sector Skills Councils. Awarding bodies are responsible for implementing national vocational qualifications (NVQs). VQs often involve assessment and internal verification (quality assurance). Providers conduct processes in accordance with published codes of practice. They are subject to external verification (by awarding bodies) of applied assessment standards.	Increased level of autonomy at provider level (vocational offer planning, educational and pedagogical organisation, setting-up projects and partnerships with different stakeholders at local and regional level). Romania has a two stage accreditation process for VET based on the right to provide training and the right to award qualifications. Romanian providers are required to complete an annual self-evaluation. All internal and external self-evaluation processes are co-ordinated by a national agency.

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							The Office of the Qualifications and Examinations Regulator (Ofqual) requires awarding bodies to demonstrate that they have the expertise and resources to conduct quality assurance processes and to monitor the QA practices of providers in order to be given recognised awarding body status.	
TRAINING METHODOLOGIES	Practice-oriented teaching methods are employed in providing basic and technical vocational training and a broader general education. The use of new information and communication technologies opens up a new scope of conveying up-to-date vocational knowledge. The basic didactic methods to be used in on-the-job training are outlined in the Ausbildungsordnungen (training regulations).	Training methodologies are age-oriented, subject-oriented and practically-oriented. "Learning by doing" and modern technologies are not only a matter of course, but the prerequisite of technical and vocational education and training that is up to current day demands. EDP and computer-assisted teaching have a long-standing tradition in this field. Project-oriented, cross-curricular forms of instruction are being increasingly adopted to promote "holistic thinking". A maximum of one third of the teaching units is spent in state-of-the art workshops to complement practical, company-based training.	Combination of theoretical presentation and workshop practice. Use of innovative methodologies (simulations, case-studies, role-playing, Open and distance learning, etc.)	Teaching methods in vocational training integrate the relevant scientific, technological and organisational aspects in order to provide students with a global overview of the productive processes of the professional activity in question. Under new technology programmes promoted by the different Autonomous Communities, audiovisual and computer media have been introduced in classrooms.	IVET: Active teaching methods, target-based and project-based teaching, differentiation, and the concepts of aims and obstacles, problem situations and centres of interest. The focus throughout is on the learning process. Continuing training: Play-based approaches; Scenario-based games (life stories, career narratives geared to validating learning, dramatisation, and role-play), in particular, are becoming ever more popular. Open and distance training and e-learning: Innovation in open and distance training and e-learning takes the form of encouraging all those involved in a constructive learner-centred partnership to develop new skills and to	The use of non-traditional teaching methods is becoming more and more common. Beside traditional class teaching, the use of project-based learning methods, problem solving, cooperative approach, simulations, role plays etc, is quite widespread. The above mentioned teaching/learning methods are supported by other tools such as stages, use of labs and the generalised use of ICT. As to the post-secondary non tertiary	Many type of education delivery including conventional classroom learning at full time, part-time evening or week-end training sessions are used. Open distance learning, E-assessment, Work-based learning have a role in the overall education system and each is exploited to meet different learners needs.	Traditional methods; Laboratory; Problem solving; Role Playing; Team working; Personal Counselling

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					analyse their familiar activities from a different perspective. <u>Alternative training</u>			
KEY COMPETENCES FOR LL	A key development is the increasing policy shift towards an outputs approach across the entire education. A joint <i>Bund-Länder</i> initiative ("Qualifizierungsinitiative") adopted in October 2008 includes a comprehensive set of objectives and measures targeting learning during the entire lifecycle. The objective is to allow all people to access and to proceed through education and training and thus to raise the general competence level of the population. The measures address all areas of lifelong learning, e.g. improved early childhood education, better support for language acquisition, more training opportunities, better academic education and further education.	The implementation of the Recommendation on Key Competences has been taken up in various educational and VET fields, which are currently under development, such as standards for education and training, LLL strategy, Lifelong Guidance Strategy, NQF, etc. A wide range of stakeholders (social partners, universities, school councils, staff representatives, experts, and parents' associations) are involved in this process.	There is a gradual but slow shift to a less teacher/single book/exam-centred, more flexible system with some emphasis on the development of key competences.	The European framework of key competences is an ongoing process as far integration into the curricula at VET level (formal education, continuous and occupational training)	France develops policy to strengthen the acquisition of the key competences. This policy is coherent with the European Framework for Key Competences and has various measures. The target groups, identified as those requiring special training or education provisions in order to allow them to acquire the key competences, are mainly illiterate persons, persons with low education level (ISCED level 0 to 3), prisoners and immigrants.	In VET, to guarantee basic competence to all young people leaving upper secondary general education, a review of continuous training is in development. Most of initiatives targeted at adults concern VET, and particularly continuous training activities for employed persons. These activities are managed and funded both by public authorities, trade unions and private companies; the latter are financed by funds collectively managed by social partners (Fondi Paritetici Interprofessionali). In the frame of national measures against the current crisis, these funds cover inter alia training to improve transversal, linguistic, entrepreneurship and digital key competences as the foundation for economic recovery.	All the eight competences listed in the European Reference Framework have been embedded in the UK education system for some time. The UK has strategies to increase the numbers of adults with basic level literacy and numeracy skills. (It uses a sub EQF level 1 to provide an entry route into the national vocational system for individuals with learning difficulties).	The transition to a curriculum based on key competences is a central part of current educational reforms. Key competences are also included in the occupational standards which guide the offer of adult education. Social partners and A growing supply of courses targets specifically key competencies, including transversal ones.
ASSESSMENT PROCEDURES	In all types of VET schools, each student's achievement is continuously monitored by means of written tests and an assessment of the student's oral and practical work. Before moving up to the next year, a student must fulfil certain minimum requirements in all relevant subjects.	Students are evaluated through continuous monitoring of progress and in written (tests, assignments), graphic, practical or oral forms of assessment (e.g.. oral exams). The examinations and assignments are prepared and evaluated by the teacher (also for the	At the Technical Vocational School (TEE) and Institute for Vocational Training (IEK) evaluation and assessment of students takes place during teaching in the form of oral examinations and through intermediary	Each Autonomous Community, in the exercise of its powers, and using the basic State regulations as a starting point, has regulated the aspects related to assessment in vocational training and no significant differences have been found among the Autonomous Communities as a whole. Thus,	For Public Vet diplomas from French Ministry of Education : The <u>assessment is made through:</u> - <u>internal evaluations</u> realized by teachers and possibly professionals - external evaluations based on national exams The qualification is	In the three-year as well as in IFTS pathways, learning assessment is carried out at the beginning, during and at the end of pathways (qualification exams). The final exams, aimed at releasing a final vocational qualification certificate and credits or,	Sophisticated assessments schemes are used to monitor student progress and quality of education delivery. Vocational qualification programmes are monitored through the deployment of internal and external verifiers	Assessment methods are adapted to the type of VET course and most of training programmes conclude with a final examination and a certificate of qualification. In order to be nationally recognised, courses must be submitted to an

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	<p>Assessment is made according to: Intermediate examinations (in all recognised occupations): there must be at least one intermediate examination. It usually takes place midway through training and serves as an assessment of training progress;</p> <ul style="list-style-type: none"> • final examinations – admission is dependent upon completion of the duration of traineeship, a correctly maintained report portfolio from the company and the participation in the intermediate examination. 	<p>final examinations). The provision governing evaluation are laid down in the Performance Assessment Ordinance.</p>	<p>written examinations. Other assessment takes place through individual or group assignments of work (typically written reports). At the end of each year of study, the final written examinations are held. The objective of the year-end examinations is the final assessment of the students' knowledge, critical skills and competences acquired during the year.</p>	<p>as occurs in the other educational provisions, assessment is continuous, and is performed per <i>módulos profesionales</i>, although the overall aspects of such training are not to be overlooked. The person appointed by the educational institution to supervise on-the-job training participates in assessing students. Remedial work is programmed for those módulos which have not been successfully completed. At continuous and occupational VET assessment is hardly regulated and homogeneous, prevailing low control by educational system. Accreditation/Validation of non formal knowledge/competences however has an entire system designed and controlled by the public bodies, This system is very new and its full usage is foreseen as from 2011.</p>	<p>awarded by the Ministry of education and a jury, defined in relation with the type of diploma, is the competent body involved in the validation/certification</p> <p>For private diplomas: The assessment is made by professionals, trainers or tutors from the firm (when the access to the qualification is made by alternative training) A jury is involved in the assessment /evaluation and is composed at least of 25% of professionals in the framework of informal and non formal learning recognition The qualifications authority can delegate the training and the assessment to subcontractors. The certification is given by the institution in its own name.</p> <p>The main types of institutions involved are:</p> <ul style="list-style-type: none"> - Ministries without advisory authority including social partners - public or private bodies - consular institutions. <p>Generally the validation is realized by a mixed jury composed of professionals and trainers. The composition of the jury is decided by the institution which gives the certification.</p> <p>The certification can be co-delivered by several authorities, in particular</p>	<p>for IFTS, a Certificate of high level technical specialisation, are both held before a Board of examiners that include internal and external teachers, representatives of the Ministry of Education, University and Research, experts from the labour market and representatives of the Regions that have been authorised to award qualifications. Increasing use of portfolio as a means for systematic assessment of the trainees' performance and learning processes.</p>	<p>who have the role of supporting students but also maintaining equitable standards of achievement. Many agencies have a clearly defined role in maintaining assessment standards, with the ultimate responsibility resting with The Office of the Qualifications and Examinations Regulator (Ofqual).</p>	<p>evaluation process and accredited by competent authorities (Ministry of Education and Research and Ministry of Labour and Social Protection).</p>

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					in the framework of an institution network. + Europass assessment procedures			
TOOLS AND TRAINING SUPPORT								
LEARNING LOCATION	Public and private learning locations are widely available to all learners and levels of academic achievement.	Public and private learning locations are widely available to all learners and levels of academic achievement.	Public and private learning locations are widely available, in every capital of almost every Prefecture, to all learners and levels of academic achievement.	Education authorities carry out appropriate planning regarding the provision of free learning places so that the right to education is guaranteed. In all cases, this planning must take into account the satisfactory and balanced allocation of students with special needs to the different institutions, so that their education is guaranteed. Education authorities must likewise consider the particular characteristics of the rural schools with the aim of offering the necessary means to meet their specific needs and to guarantee equality of opportunity.	Public and private learning locations are widely available to all learners and levels of academic achievement (schools, training centres, public places, in the companies, at home, ...) Access for disabled trainees is in progress	Public and private learning locations are widely available to all learners and levels of academic achievement.	Public and private learning locations are widely available to all learners and levels of academic achievement.	According to Law 84/95, Ministry of Education is responsible for location mainly used by the public education system. Many EU and State-funded projects to the rehabilitation of existing building according to the EU standards and to the building of new location especially in rural areas.
TECHNICAL SUPPORT: EQUIPMENT AND ICT DEVELOPMENT	In general, the German VET system is technologically and logistically well-supported. Remarkable opportunities are supplied by ICT in the definition of training methodologies, confirming the necessity of concentrating on innovation training.	In general, the Austria VET system is technologically and logistically well-supported.	Expansion of ICT across the education and training system combined with the enhancement of e-learning platforms.	There are various national programmes to promote the development of ICTs in education and Training and to supply the educational community with infrastructure, digital services (computerized working environment) and user support adapted to the spread of digitalisation.	The French VET system is technologically and logistically well-supported. Good opportunities are supplied by ICT in the definition of training methodologies, confirming the necessity of concentrating on innovation training.. Generally, the training centres do their best to ensure that trainees are in a similar environment to work situations in companies	There are various national programmes to promote the development of ICTs in education and Training and to supply the educational community with infrastructure, digital services (computerized working environment) and user support adapted to the spread of digitalisation	In general, the U.K. education system is logistically well-supported. Becta is the Government's lead agency for ICT in education. It leads the national drive to ensure the effective and innovative use of technology throughout learning. It delivers its work directly to the learning and skills sector through the provision of advice, digital resources, partnerships, standards and organisational development strategies.	There are various national programmes, mainly managed by the Ministry of Education and Research, to promote the development of ICTs in education and Training and to supply the educational community with infrastructure, digital services (computerized working environment) and user support adapted to the spread of digitalisation

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TRANS-NATIONAL MOBILITY								
OPENNESS TO MOBILITY AND CURRENT MOBILITY PROGRAMMES	<p>A number of German institutions are involved in promoting international exchange in Germany, including the Federal Employment Agency (<i>Bundesagentur für Arbeit, BA</i>), InWent (<i>Internationale Weiterbildung und Entwicklung gGmbH</i>, Capacity Building International), the Educational Exchange Service (<i>Pädagogischer Austauschdienst, PAD</i>), the German Academic Exchange Service (<i>Deutscher Akademischer Austauschdienst, DAAD</i>) and the International Youth Exchange and Visitors' Service of the Federal Republic of Germany (<i>Internationaler Jugendaustausch- und Besucherdienst der Bundesrepublik Deutschland, IJAB</i>). Experience abroad for apprentices is facilitated especially by the EUs Leonardo and Socrates programmes as well as bilateral exchange programmes with Great Britain, the Netherlands, Norway, the USA and Japan, which take the form of advanced training courses for groups. An online database of advanced training opportunities abroad for Germans is maintained by the Information and Guidance Centre for</p>	<p>At the tertiary level, mobility is even more strongly promoted. The introduction of ECTS has facilitated the mechanisms for credit transfer in this area. Quality assurance in implementing ECTS at the level of individual institutions is guaranteed through awarding the ECTS seal on the basis of specific criteria. In Austria, the <i>Technische Universität Graz</i> and the <i>Fachhochschule Vorarlberg</i> carry this seal. Europass documents with data banks are available on the Internet. There is quite a great interest in the Europass in Austria. Awareness of the programme can be interpreted from the number of hits on the website. Since the online publication, visitor numbers have risen steadily. The website meanwhile records 1,100 visitors daily.</p>	<p>The goal of mobility in education and VET is achieved mainly through programmes financed by the European Union within the framework of the Operational Program for Education and Initial Vocational Training (EPEAEK II). They are implemented in cooperation with the Ministry of National Education and Religious Affairs and the National Youth Foundation (EIN).</p>	<p>The instruments and mechanisms are, essentially, those developed within the EU vocational training programmes, in relation to mobility, particularly the LdV. The mobility programmes have aroused considerable interest, for which reason, in many cases, the Autonomous Communities have provided co-financing for projects designed for youngsters in IVET and young workers.</p>	<p>The Leonardo Mobility programme chiefly benefits apprentices. It is little used by people in work or job-seekers. The Europass mobility scheme has proved increasingly successful. France is the first country to have put in place an automated document-authentication and document-issuing system for beneficiaries of Leonardo and Erasmus programmes. There are also a number of regional and national schemes which promote mobility within Europe.</p>	<p>There is a relevant institutional awareness about the European issue of leaning mobility in Italy. Following the EU provisions in 2004 the National Reference Point Italy (NRP-ITALY) website has been opened. Meanwhile the different EU transparency devices are already used in Italy: the Europass CV is widely spread and used by many students and job seekers. The Europass Mobility tools devices have been established in Italy in 2002. The most relevant mobility experiences for training in Italy still regard the University system with the Erasmus program. A great attention has been put on the implementation of community programmes and tools, especially those like Europass, supporting geographical mobility in VET, through the activities of the Europass National Centre (NEC). During the last years, the Ministry of Labour and Education, together with the Regions, have cooperated to facilitate transfer and students mobility between the education and vocational training systems, both through horizontal and vertical pathways (from vocational training and apprenticeship to school and vice versa), through intermediate and final tools</p>	<p>The UK support the developments of EQF and ECVET, which both have a potential to help increase transnational mobility of individuals, as well as aid the development of institutional and sectoral partnerships across Europe. The DIUS (Department for Innovation, Universities and Skills) encourages efforts to exchange best practice in the areas of quality of qualifications by supporting some bilateral initiatives, for example, twinning arrangements between the French colleges and lycées and UK language colleges in collaboration with the Technology College Trust.</p>	<p>Efforts focus on the implementation of EU to ensure the transparency of qualifications. The activities of the National Agency for Education and Training (NACPET) includes, besides the implementation of the Integrated Lifelong Learning Programme, actions related to the implementation of Europass Programme in Romania (The European National Centre). A legislative proposal on the harmonisation of Romanian legislation with the European directives on recognition of professional qualifications is currently submitted to the ratification procedure. Also the Sectoral Operational Programme for the Development of Human Resources includes a series of measures meant to sustain geographical and occupational mobility of teachers, especially of those working in rural areas or with Roma population.</p>

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	Advanced Training Abroad (IBS) and supports the transfer process.					regarding the recognition of competences and skills acquired in training pathways.		
MUTUAL TRUST / RECOGNITION / TRANSFERABILITY	<p>There is no standard system of recognition and credit transfer for competencies acquired informally or non-formally within Germany as well as for awarding recognition and credit for learning outcomes achieved abroad. The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK) has set up an information office which deals with questions relating to the recognition of educational qualifications (certificates) but not competencies acquired abroad. The EU proposals for international comparison systems are still in their infancy and the Europass widely known but still too little used.</p>	<p>The possibility for recognition of formal degrees completed abroad has always been available. For those who have completed an apprenticeship in Germany, Hungary, or South Tyrol, many vocational degrees are considered equivalent, which means that the examination certificates are automatically recognized as equal. In addition, validation of foreign school diplomas and training received abroad is also possible. In addition to completed training and education, credit can also be given for individual parts of an apprenticeship, job-related training, or university study.</p>	<p>The Ministry of National Education and Religious Affairs with the Directorate of Secondary Education and its Departments are involved in the validation of qualifications acquired in primary and secondary education. Primary and Secondary education graduates submit their qualifications and the Directorate and Departments recognize their diplomas without asking them to sit any exams. The Professional Rights and Degree Equivalence Department of the Organization for Vocational Education and Training (OEEK) is responsible for the validation of qualifications acquired abroad in IVET. The graduates are not asked to sit any exams. The Hellenic NARIC is responsible for the accreditation of diplomas acquired abroad by educational institutes of tertiary education as well as providing information about tertiary studies abroad.</p>	<p>The provisions for the certification and validation of foreign qualifications and studies for their Spanish equivalents in non-university education has been the subject of readjustments and adaptations. Mutual Trust, Transferability & Recognition internally as far VET Formal Education and VET Non formal education has increased under the legal convergence established by the INCUAL and the National Qualifications Catalogue. At European level this process is at very early days with no relevant results so far.</p>	<p>The certification bodies (Ministries) may grant recognition of qualifications obtained abroad. This is done on a case-by-case basis after examination of individual qualifications. The experience-validation procedure (VAE) places no restrictions on the validity of jobs held abroad. This means that the professional experience gained outside France can be validated if there is an appropriate link with the diploma of degree being sought. The only conditions are that the person must have a good command of French and that the application must be in French.</p>		<p>An all encompassing group of public and private stakeholders from each of the nations of the UK (England, Northern Ireland, Scotland and Wales) has been established to ensure uniform application of the EQF. The group forms the leadership of the National co ordination point and its remit is to ensure that a transparent methodology is used to refer national qualifications level to the EQF in order to facilitate the comparison between them and ensuring that the resulting decisions are published</p>	<p>Learning outcomes of qualifications acquired upon graduation of a study level are recognised at national level if they had been obtained in institutions accredited by ARACIP, pre-university education ARACIS, for higher education. Accreditation of these institutions entitles them to issue diploma certificates and other study documents recognised by the Ministry of Education. For initial training undertaken through the formal educational system the National Centre for TVET Development – NCTVETD –, subordinate to Ministry of Education coordinates the TVET schools accredited to provide qualifications levels 1, 2, 3 and 3 advance (ISCED levels) recognised at national level. With regards to recognition of competences acquired in non-formal and informal contexts, so far this is possible only for adult training, managed by NA Qualification. Qualifications obtained abroad are recognised by the National Centre for Recognition and Equivalence of Diplomas, authority with Ministry of Education. Pre-university diplomas and certificates obtained abroad are recognised either or b</p>

	GERMANY	AUSTRIA	GREECE	SPAIN	FRANCE ¹	ITALY	U.K.	ROMANIA
								<p>applying knowledge tests/equivalence examinations/adaptation periods/study periods depending on the differences between the Romanian and the respective foreign systems. Higher education diplomas, certificates or scientific degrees obtained abroad are recognised after NCREC has acknowledged that the studies undertaken abroad are compatible with the study programme and qualifications in Romania. All other employees may provide training programmes for their own employees finalised with a graduation certificate which is recognised only with the respective organisation.</p>
ECVET IMPLEMENTATION	<p>So far systematic modularisation/unitisation and consequent crediting is implemented only in HE. To a certain extent advanced vocational qualifications are modularised but there is no systematic modular system. Therefore, a system of credit points has not been established within the German VET system. The Deutsche ECVET (DECVET) initiative of the Federal Ministry of Education and Research has financed national pilot projects which explore how a unit-based credit system can enhance permeability in the German context. In spring 2009 the projects</p>	<p>Austrian curricula and training plans are only partially (November 2009) following the specifications required for implementing ECVET at present. On the one hand, curricula are only partially including formulations with learning outcome orientation. On the other hand, most of them are not divided up into learning outcome units or modules. In addition, there is no credit system either in Austria which would enable the crediting of learning outcomes in the event of a (temporary) transfer from one learning context to another. Nevertheless there are regulations governing the crediting of learning outcomes if learners change between training</p>	<p>Concerning ECVET, there is no legislation for the accumulation and transfer of qualifications up to now. However, OEEK has implemented the specialties 'International Trade Executive' and 'Small-medium enterprise executive' in the form of units which were designed in the context of the approved pilot programme Leonardo da Vinci "Cominter" and the corresponding certification units. The development of these profiles aims at facilitating the geographical mobility of trainees coming from the participant countries. During the second stage of the programme the occupational profiles were</p>	<p>A royal decree regulating the National Catalogue of Qualifications was published in 2003 formalizing the structure of the national qualification and vocational training system as levels of qualification. The conceptual format of the National Catalogue of Qualifications is in line with the conceptual model of ECVET. To date, it can be said that the IVET and CVET have acted like credit systems without points, in terms of their convalidation, for the entrance tests for vocational training diplomas and/or certificates of professionalism. The development of recent regulations has introduced important elements of</p>	<p>The French NQF is not so far from the EQF. One of the difference is on the French levels of qualifications. Referencing NQF to the EQF levels will happen by blocs for all levels of qualifications except the CQP. A specific approach was set up: close to CNCP through a specific active working group composed with ministries as social partners. This group includes statistics institution in order to have a common methodology for all the French sub-system to link NQF to EQF. Descriptors used and</p>	<p>The Ministry of Labour has coordinated ECVET consultation in Italy. Particular attention is devoted to the definition of reference levels and common guidelines for certifications, to the sharing of best practices and tools, and finally to the implementation of an European credit transfer system for VET. Starting from 2003, the Ministry of University and Scientific Research has activated an experimental plan to favour integration of the IFTS system with other European educational systems. A particularly important factor and condition on the road to a national qualifications system is the recent (April 2006) establishment of the</p>	<p>The development of the UK Qualification and Credit Framework (QCF) linked to the National Qualification Framework (NQF) provides a solid basis to interface with ECVET in a transparent and consistent manner. The conditions for acceptance and deployment of ECVET are therefore in place. An indication of the importance of this topic and its relevance to labour mobility is that the responsibility for ECVET application rests with the (DIUS) and not the Education Ministry.</p>	<p>ECVET is already a very important debate subject for the experts in Romania. It needs to be further improved as to the following main issues:</p> <ol style="list-style-type: none"> 1. Units' assessment, recognition and individualized pathways. The main obstacles are now the administrative ones. The progress on the decentralization process is expected to alleviate the constraints. 2. Recognition of competences achieved abroad either under Community programmes (Leonardo) or based on bilateral agreements of training centres.

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	<p>completed the translation of inputs to learning outcomes. Future work in 2009-2010 will concentrate on clustering learning outcomes into units, exploring the requirements on assessment, validation and recognition.</p>	<p>institutions and/or training levels. Most of these regulations refer to the crediting of learning times and are based on a comparison of curricula or training plans.</p>	<p>modified in a curriculum in order to be introduced in public Vocational Training Institutes (<i>Institouta Epangelmatikis Katartisis, IEK</i>). This is the first time that the system of transferring credit units has been implemented at ISCED 4 level in Greece. The programme regards the development of the specialties in the form of certification units in order for the occupational profiles to become compatible with the current system of education and training in force. In this way, trainees can transfer or collect them depending on their needs for occupation or education. In general, the system of credit units of VET aims at increasing mobility as well as transparency of occupational profiles within a national system or among various countries.</p>	<p>flexibility into the context of the national system that favour the formal introduction/implementation of the credit system.. The credit system for initial vocational training and vocational training for employment is still in the process of development in order to convalidate the entrance tests with vocational training diplomas and/or certificates of professionalism.</p>	<p>Process : The levels result from two approaches: an approach linked with a 5 levels nomenclature (nomenclature of 1969) according to the level of responsibility in the jobs (cf phase 1). As a result of the harmonization of systems of higher education at European level, some qualifications delivered by the Universities are identified through their grade or degrees (reform "LMD" in France). They are classified in 5 levels nomenclature of 1967 in accordance with their duration of training</p>	<p>Technical Table promoted by the Ministry of Labour and Social Security, which also involves the Ministry of Education, the Ministry of Universities and Research, the Regions Coordination body and the social partners. The aim of the Table is to begin the process of defining a national system of minimum vocational, competence recognition and certification standards and training standards. The standards currently being established for the recognition and certification of competences envisage: setting out principles and criteria for the recognition of competences, regardless of how they were acquired; and correlation with professional standards to make it possible to evaluate and valorize the competences held and acquired in formal, non-formal and informal learning contexts.</p>		

(2.3) Identifying a basic typology of educational contents and their EQF adaptability

Several observed elements have revealed recurrence of functioning, organisation and processes between different VET systems. Moreover, many of the systems could be grouped together as long as they apply similar solutions and attitude to the whole of the observed elements.

In this perspective, the proposed typology is based on general characteristic features prevailing in the surveyed systems. The adaptability to the EQF can be differentiated for each element e.g. the training outcome orientation makes a system more adapt to EQF that one which is not. There is no complete tightness between different types. The criteria defining one type may not be wholly respected by a given system. Nevertheless, such a system can be classified as a given type (convergence criteria).

On the basis of the surveyed dimensions, the following two types of qualification systems and educational key elements can be identified:

Type A displaying most of the prerequisites and characteristics for EQF adaptability and assignment. This type is mainly characterised by:

- Holistic approach on the anticipation of skills needs and well-developed established permanent skill needs monitoring systems;
- Modularly structured and competence-based qualifications;
- "Individualised" flexible VET systems;
- Full or increasing autonomy of training centres and stakeholders in training design and delivery mainly associated with reforms or reorganization of the VET systems;
- Fully institutionalised systems for the recognition of non-formal and informal learning;
- Assessment methods oriented to learning outcomes and mostly structured according to independent units;
- Institutionalised methods for recognising learning units or qualifications acquired abroad or for accumulating learning outcomes across different training programmes. Credit system in use or preparation.

Type B is mainly characterised by:

- Attempts to build a more systematic approach of permanent skill needs monitoring;
- Expansion of modularised VET offer or on-going reorganization of existing VET programmes towards further modularisation;
- Currently undergoing extensive restructuring process that is heading in the direction of increased flexibility and decentralization;
- Limited autonomy of training centres and stakeholders in training design and delivery;
- Recognition of non-formal and informal learning and assessment of prior learning not fully implemented yet but still at research and experimentation phase;
- No official framework for transferring learning outcomes acquired abroad or across national borders. No formalised methods to establish the equivalence of (completed or partial) qualifications both in the national and international contexts;

(2.4) Implementing the proposed typology

Several issues that are of crucial importance for the further development of the typology are explored below.

TRAINING DESIGN	
TRAINING NEEDS IDENTIFICATION AND ASSESSMENT	<p>The following observations on common trends in approaches and systems on anticipation of skills needs can be made: the prevailing trend among EQF Predict partners' countries is a holistic approach and combination of various methods seeking to achieve reliable results. Mostly all the countries have very well-developed and established systems based on well-coordinated sectoral and/or regional research into skill needs identification and medium to long-term forecasting which provides the necessary level of detail at sectoral and regional levels as well as implications for qualifications and regular employers skills surveys at national and regional levels. The most commonly used methods and tools vary from quantitative and semi-quantitative approaches such as econometric forecasting models, surveys among employers, skills audits to qualitative method, case studies, focus groups, sector scouting sector and/or regional observatories. Other approaches used include sector studies, specific type of activity/occupation/field of qualification studies, studies on skill requirements for specific target groups and so on. Some countries as Italy and Greece are now attempting to build a more systematic approach of permanent skill needs monitoring.</p>
MODULARISATION	<p>EQF Predict partners' countries have reported to be at different stages in the modularisation of their VET offer. Some countries (Spain, France, United Kingdom) have reported to have recently modularised most of their vocational and educational training provision. Romania is adopting a competence-based approach to VET organised in the form of competence units subdivided into modules. The other countries (Germany, Austria, Italy, Greece) have reported to be expanding the modularized VET offer or to be reorganising their existing VET programmes towards further modularisation (by way of example, in Austria modular apprenticeship programmes have been implemented and in Italy VET qualification are already modularised on the post-secondary level).</p>
LEARNING OUTCOMES APPROACH	<p>The development of learning outcomes-based qualifications and learning approaches supporting the transparency of qualifications is on the political agenda of all the EQF Predict partners countries. Many national initiatives have been carried out to establish a learning outcomes-based approach linking this to the development of National Qualifications Frameworks. Nevertheless, in some countries (Greece, Spain, Italy, Romania) the results of these initiatives and processes need to be discussed at the methodological and political level with different stakeholders to agree on common guidelines.</p>
SYSTEM FLEXIBILITY	<p>All the EQF Predict partner's countries have been undergoing major changes moving towards "individualised" flexible VET systems mainly to reduce the barriers between VET and the education system and to provide flexible structures. Only Greece has reported a limited flexibility of the system while a trend towards decentralization as one of the ways to achieve flexibility and</p>

	responsiveness of VET systems can be observed mainly in Spain, France and Italy (increasing autonomy of the Regions).
AUTONOMY OF TRAINING CENTRES AND STAKEHOLDERS IN TRAINING DESIGN	All EQF Predict partners' countries describe a situation of increasing autonomy of VET centres and stakeholders and this is associated with reforms or re-organisation in the VET system generally to make it more flexible and responsive to changing needs. Nevertheless, a strongly centralised element can be generally observed in designing curricula, the range of vocational programmes on offer and assessment methods thus ensuring the observance of training and organisational standards and requirements set at national level or in compliance with the powers devolved to Regional Authorities. In some case, a dimension of the curriculum design process takes place at the level of training centres within national or regional guidelines or within a national framework curriculum. A broader autonomy can be generally observed in setting up projects and partnerships with different stakeholders at local and regional level. U.K reports a complete freedom of the private sector in designing, delivering and issuing own branded qualifications.
STAKEHOLDERS' INVOLVEMENT	The information from EQF Predict partners' national experiences show different forms and level of stakeholders' involvement. Generally speaking, the co-operation between social partner and the partners' national governments concerns the evaluation of companies' training needs and drawing up of specific tailored-made training programmes. Hence, in all partners' countries, stakeholders contribute to policy making by taking part in national council or advisory boards and are usually also represented in the education and training boards of national vocational education bodies. In some countries (mainly in Germany, Austria, France, Italy, U.K.) social partners are also represented in sector-specific committees.
TRAINING DELIVERY	
ADMISSION PROCEDURES (APL, ENTRY CRITERIA, ETC.)	EQF Predict partner's countries report a wide range of admission procedures varying according to the existing vocational education and training provisions. The context for recognising non-formal and informal learning varies considerably. Historical, social, anthropological, cultural and economic factors influence the approach to recognition systems. Some countries have long standing, large-scale, fully institutionalised systems (as France, United Kingdom and Romania) while the others are encouraging or requiring processes for the recognition of non-formal and informal learning and exploring new practices. The need for a recognition and an assessment of prior learning tends to be generally recognised but, in some case, it has remained at the level of research and experimentation and has not been implemented yet (Italy, ...).
AUTONOMY OF TRAINING PROVIDERS	All EQF Predict partners' countries describe a situation of increasing autonomy of VET providers although they have to comply with quality standards, specific requirements and parameters defined at national or regional level on how training activities should be performed nor standards of reference for either supply or output of training.
TRAINING METHODOLOGIES	The information provided by EQF Predict partners' countries identify a prevalent

	<p>trend in current teaching and learning methodologies and practices each reflecting the current international imperative of highly skilled and motivated workforces with the capacity to meet the challenges of global competition, an ageing population and evolving technology. The examples that comprises some of the non-traditional training methods and practices basically fall into the following categories: learner-focused, target-based and project-based approaches with the use of ICT and media; use of active and innovative methodologies (simulations, case-studies, role-playing, etc.); increase use of learning platforms and distance-learning initiatives; increased practices of collaborative and networking learning.</p>
KEY COMPETENCES FOR LL	<p>All EQF Predict partners' countries have measures in place to develop provisions for key competences according to the Recommendation of the EU Parliament and of the Council in their national policies. Most of the countries (Germany, Austria, Greece, Spain, France, Italy and Romania) are implementing reforms which use the Key Competences Framework to develop specific provisions. These reforms generally concern all the sectors of education and training. Information from EQF Predict partners' countries also show a considerable involvement of stakeholders in the design and implementation of reforms to support key competences provisions.</p>
ASSESSMENT PROCEDURES	<p>From EQF Predict partner countries' information three forms of assessment are evident: examination; coursework; assessment of practical capability. Depending upon the typology of the course/training paths all three tend to be used in combination although the balance between them varies by course/training paths and country. In some instances, the balance is tipped towards continuous assessment of skills learnt, in other cases there are both written and practical examinations. In most cases the assessors are professionals in their field where the assessment regards practical skills.</p>
TOOLS AND TRAINING SUPPORT	
LEARNING LOCATION	<p>Public and private learning locations are widely available in all EQF Predict partners' countries.</p>
TECHNICAL SUPPORT: EQUIPMENT AND ICT DEVELOPMENT	<p>All EQF Predict partners' VET systems are technologically and logistically well supported. Significant investment in term of funding and resources has been reported by most of the countries involved in the project.</p>
TRANS-NATIONAL MOBILITY	
OPENNESS TO MOBILITY AND CURRENT MOBILITY PROGRAMMES	<p>Major efforts are being made by all EQF Predict partners' countries to enable real progress on mutual recognition and transparency of qualifications as well as on the development of credit transfer systems and qualifications frameworks in line with the conceptual model of ECVET.</p>
MUTUAL TRUST/RECOGNITION/ TRANSFERABILITY	
ECVET IMPLEMENTATION	

In light of these considerations, EQF Predict partners believe that the viability of the proposed typology will strongly depend on the involvement of vocational education and training institutions and stakeholders in its further development. VET institutions should see the advantages of the typology for the design and development of their

strategic profiles. Next steps in the development of the typology therefore include testing and further operationalisation, as well as a careful planning of the implementation of the typology, all in close collaboration with competent authorities, VET institutions and stakeholders.

(3) Principles of Proper EQF Assignment

Preliminary Remark: These principles concern work within Workpackages 3 – 5. They have been used as a basis of the discussion about the development of optimum models as well as basic guidelines for interviews with stakeholders. Since the specific optimum model of the workpackage at hand should be considered against the background of these principles, they are included in the report at hand, too, although this report deals with the specific work within this workpackage and the principles have been also described at another place.²

Developed within the project *EQF Predict* in order to demonstrate how *educational elements* in various European countries could be best adapted to the needs of appropriate EQF use, then presented to an audience of stakeholders who were asked to confront it with their experience in national/sectoral educational debates and their ideas how EQF implementation/reference could be established/continued in various countries, the *sequence of optimum models of EQF assignment* was elaborated on the basis of a comparison of partially strongly differing approaches to prepare, carry out, and assess (vocational) education, according to national/sectoral traditions of various origin. For this purpose, contributions of project partners were collected which delivered necessary information about the situation in the partner countries, but also some studies dealing with the above mentioned key educational elements were evaluated.

The objective of this work was to create optimum models for the EQF assignment of key educational elements, using the experience of various countries/sectors with establishing and maintaining educational systems before the introduction of the EQF, but also in the course of the EQF debates.

The following assumptions were made on the basis of the review:

- There is no undoubtable, single way to reference national/sectoral educational systems to the EQF.
- This delivers space for various understandings, often following the specific interests of stakeholders.
- This is not a good starting point for the development of “zones of mutual trust”; it is therefore important to get to a *common understanding of issues crucial for EQF assignment* which exceeds the very generic level of assigning qualifications to EQF levels.
- This could be achieved by an agreement on *principles of assigning educational key elements to the EQF*.

These principles, referring to the above mentioned sequence of optimum models, shall be described in the following. The results of interviews carried out with stakeholders are considered, as well as the results of pilots carried out to practically test the approaches presented in the sequence of optimum models.

Principle 1: Interrelations between different key education elements and the consequences resulting from these interrelations when assigning one of them to the EQF

There are three key educational elements which are considered crucial for EQF assignment:

- Occupational profiles
- Curricula
- Assessment and quality assurance procedures

² Within Deliverable 88

It is obvious that these elements should not be dealt with separately; they are closely related to each other. Therefore the first requirement of proper EQF assignment is to provide for *accordance of these elements with regard to EQF reference*. It makes no sense if one element is adapted to the EQF without reflection about the consequences for other elements which are linked to it:

- Curricula intended to lead to a qualification should agree with the occupational profile which describes the profession which the qualification refers to.
- Assessment and quality assurance measures refer to performance and results of training and education. It is therefore self-evident that their features have to mirror the EQF orientation of curricula and occupational profiles.³

We should be aware that the stated interrelations actually exclude to set up optimum models for occupational profiles, qualifications, and assessment procedures separately from each other: There should be one optimum model that integrates all specifications for the mentioned three areas. Against this background, it would be more than unwise to go too much into details; this would be more or less the same as to suggest the replacement of a total national educational systems by an ideal one.

From this point of view, the procedure to present the optimum models is especially justified: It starts from general principles reflecting the overall linkage of the three areas, and it proceeds to area-specific recommendations that should be seen in the light of the general ones.

Principle 2: A holistic view on the work process as the starting point for EQF application

This common EQF orientation of educational key elements is based on a common objective which has existed long ago before the EQF was invented: Training and education is no end in itself, but serve goals of the individuals which, as a rule, are situated *beyond learning*. *Occupational profiles* reflect that it is *work* for which learning processes shall enable, but there are, of course, other issues which play a role in this context: *scientific interests, citizenship, ethical questions*, and all issues which can be considered moments of *individual development*.

These “soft” objectives are sometimes understood to contradict to *fitness for the labour market* as a goal of training and education, but this is not necessarily the case: Within *work, individual development* is not excluded, but takes place, taking in account *ethical issues and citizenship's requirements*, and might even refer to *science* which is also a kind of work.

A *holistic view* on the work process should therefore be the starting point for designing educational key elements and determining the reference to the EQF. This should not be understood as a plea for some overall approach which does not clearly determine what in detail is considered; it should deliver a systematic view on the work process as a set of actions carried out by individuals in a context structured according to the expected results of work. This includes and does not prevent a functional view on work, and at the same it prevents a “freezing” of partial work processes from which sets of learning outcomes are derived that have to be replaced at short notice due to technical progress: According to the *function* of partial work processes in relationship to the *goals* of work they will be not described in an empirical, but *conceptual* way.

It is obvious that national educational systems do not value all these aspects of training and education to the same degree, this was also confirmed by the results of the interviews with stakeholders. However, it makes sense to demand that proper EQF assignment should keep the perspective of considering the mentioned aspects under the umbrella of an integrative concept; this does commit nobody, but it prevents a-priori-reductions.

³ For example, it makes no sense if a curriculum shall provide for learning outcomes described in terms of *abilities*, and assessment only checks *knowledge*.

Principle 3: Determining learning outcomes in a holistic way vs. fragmentation through learning outcome orientation

Learning outcomes have from the very beginning of EQF implementation been considered crucial: If national educational systems shall be judged which differ considerably in terms of organisation, structure, and generally in the way how they deal with educational content, learning outcomes deliver the only criterion which makes systems *comparable*. This pragmatic issue, however, should not disguise that since years there has been a strong tendency to learning outcome orientation of educational key elements *intrinsically* motivated by needs of various national educational systems, EQF implementation has only strengthened this trend, not originally caused it.

The reason for this is certainly the growing *request to make educational systems fit to agree to the needs of the labour market*, and it is not a secret that the specific position of the demand side has influenced the way how requests were formulated, and how this – at least to a certain extent – has been mirrored in design and use of educational key elements. Following the argumentation above, there is no need to reduce work processes to lists of separately taking place operations, and the *abilities* to carry out work processes should analogously not be understood as learning outcomes to be introduced into occupational profiles, curricula, and assessment/quality assurance procedures without reflection on their systematic coherence.

In order to *avoid fragmentation of learning outcomes* (which in some educational contexts already has become a reality), and at the same time to make sure that *changing requirements coming from outside educational systems* can always smoothly be considered, it should therefore be reflected how learning outcomes can be described in a way which brings the available anchoring points of the EQF – *knowledge, skills, and competence* – in a systematic order which overcomes all ambiguities and delivers guarantees for the sustainability of occupational profiles, curricula, assessment and quality assurance measures without the necessity to change these elements totally according to changes in the (mostly technically defined) state of the art: Learning outcomes should encompass the ability to adapt work processes to these changes.

This exceeds the mere appeal to leave input orientation of educational key elements in favour of learning outcome orientation. It is demanded that learning outcomes are determined in a holistic way, according to the model which is suggested for the understanding of the work process.

Principle 4: Developing trust in learning outcomes achieved outside the institutional context of certifying bodies

Following the first debates about the EQF, this framework was *not* planned to be an instrument of educational reform, but a *translation machine* which shall allow stakeholders all over Europe to judge properly (and to measure against the own background) what learning outcomes have been achieved by learners coming from abroad. It was explicitly said that the introduction of the EQF would not touch the autonomy of member states to determine themselves how their educational systems should look like.

This is only true in a formal sense. There was, of course, no EU directive to which national law had to be adapted as this is the case in other fields of policy. The introduction of the EQF, however, caused reaction in national fields which already becomes visible by the establishment resp. update of national frameworks related to the EQF and the debates which are connected to these processes: It can be easily grasped that this sometimes leads to a renewal of or even to a launch of reform discussions, especially there where the EQF discussion makes visible that there are some *gaps in the own system*. The results of interviews with stakeholders confirm empirically that there is a relationship between the introduction of the EQF and reform debates; they show clearly that the *degree of interest in debates of this kind differs from country to country according to reform necessities*

Among others, this concerns the topics *recognition of prior, non-formal, and informal learning*. Mechanisms to assess these learning results exist, but in many countries they are not very popular, at least as far this concerns bodies currently responsible for certification. Ways have to be shown how trust in learning results can be ensured

that have not been achieved in the institutional context of certifying bodies; this has to be reflected when the EQF assignment of educational key elements is discussed.

Principle 5: The role of stakeholders and their specific interests and positions

There is a common understanding that the *involvement of stakeholders* into the process of setting up and maintaining educational systems has a positive influence on the quality of training and education. Success stories, mostly dealing with the common activities of *social partners*, are sometimes considered to be useable as models which can be easily transferred to countries where comparable structures of collaboration in the field do not (yet) exist.

In this context, it should not be forgotten that success is always dependent on the specific content of the agreement which can be achieved among stakeholders, and that it cannot be taken for granted that this always fits to 100% the needs of all involved parties: Not only social partners (organisations of entrepreneurs and trade unions), but also individuals and single enterprises as well as public and private educational bodies can claim interests, and it is not clear from the very beginning that the result of negotiations between politically acting stakeholders will cover all needs: This works only if the basic common understanding can be achieved that, at least in the long run, the needs of all interested parties are covered if the interests of individuals - to be flexible to fulfil the requirements of various work places - , and the interests of enterprises - to get a workforce able to match their specific requirements as soon as possible – are integrated into an overarching model as it was suggested above.

This might be difficult if there is no rough idea how this “focal point” of common interest (as “profession” in central Europe) could look like. But even if there is some tradition of common understanding, the involvement of stakeholders always leads to some *political compromise* which is certainly not oriented to conceptual reflections, but to protection or extension of an acquired position. As results of interviews suggest, this does not only concern stakeholders representing different societal areas, but also those who come from different educational subsystems.

This attitude, of course, is not only typical for the behaviour of stakeholders *within a national environment*, it influences also *their relationships to stakeholders abroad*, in particular during the currently taking place NQF/SQF/EQF debates. There should be found ways how can be made sure that this kind of thinking does not threaten the whole EQF implementation process. Suggestions to deal properly with this issue will be made in the chapter *General Recommendations* following the chapters describing optimum ways to assign occupational standards, qualifications, and assessment procedures to the EQF.

(4) The optimum Model of EQF-Assigned Curricula

(4.1) Basic reflections

Curricula are often understood as key instruments in adapting education and training to changing requirements⁴. This is certainly true if curricula are not considered separately, but in connection with instruments to identify and determine *work requirements*, and with *assessment procedures* which are based on these statements. With regard to the EQF, curricula actually only play a secondary role: The “classical” user of the EQF wants to know what an individual is able to do within work processes, and he is *not* interested in the *way how these abilities were acquired*.

⁴ See e.g. CEDEFOP, Learning outcomes approaches in VET curricula, A comparative analysis of nine countries, p.136.

Curricula describe ways how this happens within *institutionalised learning sequences*, but this is not the only possibility how abilities can be developed: They might also be the outcome of *non-formal* and *informal learning*; this is explicitly mentioned in the relevant EQF document.

Nevertheless, the majority of qualification processes still takes places on the basis of curricula, and if we reflect how the learning outcomes defined in EQF categories can be best achieved, it is certainly sensible to consider how curricula can *facilitate* this:

- First and utmost, curricula should include a description of these *learning to be achieved outcomes* (which have to be derived from work processes), and they should clarify *how* learning sequences foreseen in the curriculum contribute to achieving these learning outcomes.
- It should also be noted which *assessment procedures* are available and how these refer to the specific quality of the abilities to be assessed.⁵
- Moreover, the curriculum should include information about *education and training pathways*, also showing which alternative ways are possible, in particular, if parts of training/education are useable in the context of various professional activities. As a consequence, the curriculum should be *structured in a modular way*, this enables learners to *combine learning units according to their career objectives*. But it should be reflected that this only works if modularisation mirrors *structures of real work* and does not primarily follow organisational requirements of the curriculum. This requirement is met if the subdivision of a curriculum agrees with the separation of work process units⁶.

There are further topics which could play a role in the context of curricula design and maintenance:

- The teaching/training methods applied for training and education and the personnel initiating, supporting, and supervising learning processes
- The kind of organisations designing and updating curricula

(4.2) Further aspects to be touched with regard to curricula

Choice of teaching methods

There are a lot of curricula which include hints for the right methods to be used for training and teaching. If this is sensible, then it is taken in account that there are specific conditions for teaching and training in differing institutional contexts (as work places or schools), and that teaching/training methods have even more to reflect the specific character of the target groups to be taught, trained, and or coached. This has, however, nothing to do with the main requirements of a *learning outcome oriented* curriculum; learning outcomes can steer training design only insofar as training and education should put a strong focus on the *application* of the abilities to be developed (by simulating, training on the job, etc.), and the degree to which this is possible depends upon the above mentioned conditions under which training and education takes place. At any rate, there are *no specific methodical requirements* which have to be considered substantial with regard to EQF adaptability.

Selection of educators

This is also true for the selection of training/teaching personnel: It is of course an advantage if a teacher/trainer can carry out her/his activity against the background of personal experience, but this is not a condition sine qua non; and it might even be insufficient to work only with practitioners if these are not able for theoretical reflection

⁵ For this issue see optimum model for assessment "essentials of assessment procedures" 2nd paragraph

⁶ Concerning the principles of separation see optimum model for assessment "essentials of assessment procedures" 3rd paragraph

and/or to facilitate individual and group learning processes. It is therefore a crucial requirement on teaching and training personal within EQF adaptation that they are able to facilitate learning processes that likewise lead to the development of knowledge, skills and competences.

Bodies involved in curricula design and implementation

With regard to the selection of bodies responsible for design and updating of curricula, it can be argued similarly: It is certainly an advantage if practical experience supports design work, but as such this does not deliver a guarantee that curricula are elaborated in a way which helps to achieve EQF-described learning outcomes easily. This will work if the designing organisations take in account the *structural requirements* described above (learning outcome description, derivation of content from learning outcomes, modularisation according to work structure), and it should not play an essential role if the designing body is a public organisation, an organisation of social partners, or an educational institution.

(4.3) Elements ideally covered by curricula

Following this argumentation, a curriculum ideally covers the following elements facilitating reference to the EQF:

- Title and definition of the curriculum
- Reference to the work processes⁷ via occupational profiles or equivalent instruments⁸
- Learning outcomes derived from the requirements of work processes, described in terms of abilities expressed in the EQF descriptors knowledge, skills and competencies (see “occupation profiles” for further information)
- Education and training pathways to which the curriculum refers
- Indications on the assessment of the required abilities

(5) Questions Addressed to Stakeholders

Questions related to *Basic Reflections*:

- (1) How do you rate these aspects in terms of its relevance for EQF-adaptation?
- (2) How would you describe the current approach in our education system in relation to the one proposed?
- (3) Which limitations and options do you see regarding their application in our education system?

Questions related to *Further Aspects to be Touched with regard to Curricula*

- (4) How do you rate these aspects in terms of its relevance for EQF-adaptation?
- (5) How would you describe the current approach in our education system in relation to the one proposed?
- (6) Which limitations and options do you see regarding their application in our education system?

Questions related to *Elements Ideally Covered by Curricula*

- (7) Do you agree with this?

⁷ In this context, it should be reflected that traditional studies in Higher Education implicitly or explicitly refer to scientific *work*.

⁸ Since not in every country exist occupational profiles, there might be other ways to determine the reference of curricula to *work processes*. Be that as it may, it is crucial that *learning outcomes* steering curricula refer to the work process as an *ensemble of actions following common aims*, and not only encompass a list of not connected abilities which have been collected on the basis of an empirical analysis of the (mostly only technically understood) status quo. Otherwise *fragmentation of work* (which at certain levels is certainly a reality) will become the leading principle for all training and education under the flag of EQF appropriate learning outcome orientation.

- (8) How do you see this in comparison with our education systems approach?
- (9) Which limitations and options do you see regarding its application in our education system?

These questions were supplemented by *general interview questions*:

- (10) Do you consider all aspects necessary for proper EQF assignment as presented and described so far?
- (11) Do you have any suggestions of how to improve the optimum model(s) outlined before?
- (12) From your point of view, what are the main strength and weakness of the proposed model(s); what benefits/drawbacks would such a model(s) bring to our education system?
- (13) Based on the NQF implementation process in our country, which possibilities and limitations do you (still) see to further address the aspects discussed in this optimum model for EQF adaptation of occupation profiles / standards?
- (14) Could the elements of the optimum model(s) be a contribution to resolve problems of EQF referencing? Do you feel the optimum model could contribute to easing EQF referencing in our country?
- (15) Following the framework debates in your country/sector, which tie-ins do you discover for the discussion of the issues raised by the above delivered descriptions of optimum models?

(6) Summary of Stakeholders' Comments

EQF Predict partners have interviewed a cross-section of interested stakeholders selected among national/regional competent authorities, VET providers, employers, trade unions representatives, schools, etc.. Stakeholder interviewees have been asked a series of questions (conducted according to the guidelines) mainly addressed at:

1. evaluating the proposed model/criteria/principles coherence with the overall EQF approach;
2. reflecting on possible changes/steps to be undertaken to adapt/integrate the models to the individual national systems;
3. reflecting on limitations and possibilities to implement such a model/criteria/principles at national level.

The following narrative summarizes the findings from these interviews. However, the report reflects the opinions of the individuals interviewed and it is not intended to provide a scientifically valid profile of stakeholders' opinion as a whole.

(6.1) Curricula

Interview questions 14-16 have been mainly addressed to the understanding of the following key elements to be included in curricula design and implementation and their relevance for EQF-adaptation:

- ✓ A description of learning outcomes (to be derived from work processes) and a clear explanation on how learning sequences foreseen in the curriculum contribute to achieving these learning outcomes;
- ✓ Description of assessment procedures and how these refer to the specific quality of abilities to be assessed;
- ✓ Information about alternative education and training pathways if partners of training/education are

usable in the context of different professional activities;

- ✓ **Modularisation enabling learners to combine learning units according to their career objectives**

Teaching and training methods and practices applied in VET curricula and learning programmes;

Organisations involved in curricula design and updating.

(6.2) Key findings from the stakeholders interviews:

All interviewees agree on rating the above-mentioned aspects related to curricula as essential for EQF-adaptation process.

Interviewees have also been asked to share their perceptions related to the current approach in their national VET system along with their vision and suggestions on limitations and options regarding the application of the above-identified elements and aspects to be included in curricula design, implementation and updating.

As regards curricula development, Italian interviewees have highlighted the peculiarities of the Italian VET system which is constituted, on the one hand by the school education (whose rules are mainly given at a national level), on the other hand by the vocational training (whose responsibility is entrusted to the Regions).

As regards curricula, the school education is focused on programmes set out by the Ministry of Education.

The Ministry sets essential levels of service and sets procedural and managerial standards, notwithstanding the autonomy allowed to schools as envisaged in the Presidential Decree 275/99. Vocational training falls under the responsibility of the Regional Authorities, with the sole exception of the establishment of essential levels of service that is placed under the exclusive authority of the Ministry of Education. One of the most important pieces of legislation governing the introduction of innovative educational measures in schools is the aforementioned DPR 275/99 concerning the Autonomy of Schools. This Decree establishes the Piano per l'Offerta Formativa (POF, Training Supply Plan), containing indications for curricular, extracurricular, educational and organisational policy. Under the school autonomy decree, schools have the flexibility to arrange course schedules, to make the best use of yearly classroom hours, to customise educational pathways, to arrange groups of students into modules, to cluster subjects into discipline areas and fields of study as well as to introduce foreign language education. Organisational autonomy of schools also allows greater flexibility to teaching staff, for changes to the school calendar, in scheduling for the curriculum as a whole and for individual subjects. Individually and collectively, schools can exercise their autonomy in research, experimentation and development, undertake training and retraining initiatives for teaching staff and promote innovation in subject content and educational methods.

Greek stakeholders have reported a very chaotic situation affecting the Greek educational system. The national education system is currently in an attempt to put an end to this situation by establishing a register of bodies offering learning and associated titles. As for the current national approach in relation to the proposed principles, the Greek educational system is largely based on learning input. Curricula contain references to classifications of learning outcomes and at large they are used in occupational profiles. Currently, there is a trend towards learning outcomes in the development of curricula in higher education as well.

However, the interviewees have reported that in the existing system occupational profiles do not reflect curricula. Almost all curricula are old and they do not reflect contemporary needs and requirements in education and training. The education and training system should develop new ones and adapt those already existing.

According to Greek stakeholders, educators and VET executives are of the opinion that the choice of educational institutions and educators must not necessarily be linked to and described in EQF. The minimum requirements in educators' qualifications may be described in the framework but they should not be restrictive to the implementation of curricula i.e. the curriculum could not limit the choice of educators since it cannot be updated

constantly or soon enough to take into account new areas of specialization and technologies. The body responsible for planning could be a public organization, an organization of social partners and an educational institution even a person or a trade union.

As for the elements to be covered in curricula as cited in the interview, Greek interviewees answer that in the majority of curricula especially in the older ones that have not been updated, these elements are not included.

German interviewees have reported that, currently, training regulations and framework curricula for vocational schools include all the identified key elements. It has also been stressed that in the dual system, it is important to include aspects of how learning contents can be “taught”, methods, time frame, etc. This is particularly helpful for SMEs who need more assistance with their training than larger companies.

The German system, at least in IVET is highly standardised. The respective educators (vocational schools/teachers, companies/in-company trainers) and bodies involved in curricula design (social partners, relevant ministries, etc.) are legally pre-defined. With regard to the choice of teaching methods, this is normally left to the respective educators. The system in CVET is a lot less regulated and curriculum design, choice of methods and trainers are normally left to the training providers.

The current approaches in the French, Austrian and Spanish education systems are totally consonant to the one proposed. Notwithstanding, French interviewees have stated that the interviews are not useful for the French system because the EQF referencing process is already finished in France.

The proposition from stakeholders should be presented to work on the EQF definition, concepts (descriptors and levels) in order to:

- to have a better understanding of the LOs (knowledge/skills/competencies);
- to work together on /to precise qualification classifications and levels;
- to better communicate about concepts and indicators which are differently understood and interpreted in different countries;
- to extend/better communicate on the use of the existing supports linked to qualifications (especially Europass supports);
- to develop links between EQF and other initiatives of the European Commission (Europass, ECVET, ECTS) describing qualifications.

For Romania, the interviews have mainly involved stakeholders in the field of higher education (as envisaged in the Application form).

All interviewees have agreed on the relevance of the proposed issues for the correlation with the EQF.

Each university (based on the principle of university autonomy) should establish the most appropriate curricula for the training of certain skills. They are both programs in which the curricula is set up after careful analysis of the requirements and programs that work primarily on covering the areas of knowledge. Therefore, it is not possible to generalize any of the approaches.

According to the interviewees, teaching methods should not be relevant for the correlation with the EQF but, at each training institution of the curricula, the methods of teaching must be specified and improved because it has a direct influence on the formation of skills. Furthermore, the trainers' quality is of great importance and especially the manner in which they approach the skills in the spirit of the EQF. Currently, there is a significant share of higher education teachers who teach in the spirit of the EQF and the NQF.

Romanian interviewees have agreed with all the items ideally covered by the curricula and commented that they are found in a certain extent in the curricula description. The relation with the work process is less through the occupational profiles or equivalent instruments. So far, the learning outcomes which arise from the work process requirements have not been described in terms of skills expressed in the EQF descriptors by knowledge, skills and abilities.

WP 4 Curricula: Limitations and options regarding the application of key aspects in curricula design, implementation and updating in EQF Predict partners' countries

GERMANY	AUSTRIA	FRANCE	ITALY	SPAIN	GREECE	ROMANIA
<p>The shift towards learning outcome orientation bears the risk of losing sight of aspects of how learning contents can be “taught”, methods, time frames. All these aspects are relevant in the dual system.</p> <p>Fragmentation of “professions” through outcome orientation.</p>	<p>No limitations.</p>	<p>No limitations regarding the application of the identified key elements to be included in curricula design and implementation as the French system takes all these elements into account.</p> <p>Need to define some common references to implement EQF, using LO descriptors in competence-based training courses to allow comparison between qualifications. The model to be proposed has to</p>	<p>Considering the peculiarity of Italian VET system, organized both at National and Regional level, it is quite understandable that the national school qualification and programs are not easy to be updated although every secondary school in Italy has some degrees of autonomy.</p> <p>Regions are now working to establish their own regional qualifications systems. Differences among decentralised VET systems have, therefore, additionally hampered the establishment of the Italian NQF. This reform, combined with the autonomy of several stakeholders (autonomy of the regional authorities in regulating training; autonomy of universities and schools; autonomy</p>	<p>No major limitations regarding the application of the identified key elements to be included in curricula design and implementation as the Spanish system takes all these elements into account.</p> <p>As to the selection of bodies responsible for designing and updating of curricula, it is essential that a Central Institution (such as a Governmental Body) recognised by all parties plays a central key role for curricula design and implementation otherwise it is not possible to guarantee minimum reliable levels of learning outcomes effecting directly mutual trust.</p> <p>Other limitation regarding teachers profiles and teaching/training:</p>	<ul style="list-style-type: none"> - Most of the existing curricula are obsolete and do not reflect current educational requirements. - New initiatives should be undertaken for the development of new programmes linked to occupational profiles. - Vocational training has not yet been fully appreciated in education and has not become attractive to young people. - Erroneous funding and administrative support <ul style="list-style-type: none"> - The status of educators/trainers as well as the minimum requirements in their qualifications should be clearly described. - No updating process for curricula 	<p><u>Focus on higher education</u></p> <p>The elaboration of the curricula takes into account in a small measure the learning outcomes and modularity in accordance with the labour market.</p> <p>One of the major problem in the description of a curricula is the individualized approach with no connection between the various subjects within it. In addition , to a large extent it is missing the correlation between curricula, on various levels of the NQF.</p> <p>Another main obstacle can be identified in the choice of teaching methods i.e. when the same people are employed both to teach knowledge (courses) and to assess the learning</p>

			<p>of the enterprises in offering 'qualifications' in the workplace, etc.) created a difficult situation to manage.</p> <p>Long lasting tradition of an idealistic pedagogy whose attention has been mainly on programmes and contents rather than on acquiring competences, skills and knowledge notions.</p>	<p>The shift from the traditional to the new way of teaching (learning outcomes) as well as the development of new didactical models and methodologies require a lot of time.</p> <p>Other limitation: Slow updating pace of the Spanish National Qualification Catalogue according to the changes in the working processes.</p>	<p>- No structured recognition and certification of learning outcomes acquired in non-formal and informal contexts</p>	<p>outcomes. One option would be to implement the British method by which learning outcomes are periodically evaluated by teachers from other universities (external examiners, once every 2-3 years).</p> <p>Great difficulties in attracting young well-prepared people to teaching due to low wages and lack of social consideration for this profession.</p>
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Drawing on the main findings of the stakeholders' interviews, some key concepts and features charactering an optimum model of outcome-oriented curricula can be identified⁹:

The essential element of the methodological design of outcome-based curricula is the involvement of many experts from different background in the analysis of work requirements, training needs and skills gaps as well as in their formalisation in occupational standards which will serve as a basis for developing the curricula based on work requirements. The development process is "backward mapping": contents, learning processes and the length of a course have to be deduced from the outcomes, defining the levels of achievement. This deduction process takes the form of a decision making and negotiation process; stakeholders have to decide what they think is necessary to reach an outcome.

The use of scientific and pedagogic methodologies and theory-based instruments to define learning outcomes and to determine the progression in curricula and learning programmes is required.

The modularisation is the key element in increasing the learner's autonomy and opportunity to select learning pathways and programmes according to its preference and specific needs. The learning experiences defined in the curricula are divided into outcome-based units organising teaching, learning and assessment activities. Units are validated separately increasing the opportunity to combine them according to the learners' needs and interests

More holistic understanding of competence i.e. too detailed and narrowly defined learning outcomes only oriented to functional performances risk to impose constraints on the learning process and to hamper creativity and innovation;

The shift from an input-based to and outcome-based curricula defines new objectives that may be met only through new forms of learning. Among the new forms of learning, the action learning, the experiential learning aim to help learners to develop integrated competences i.e. to acquire a combination cognitive, functional, emotional and social skills. Obviously, these ways of learning require dynamic learning environments enabling an higher involvement of students in the learning process as active learners.

Learning outcome-oriented curricula require **higher and real autonomy and responsibility of teachers and training providers** in defining learning programmes and in adapting them to learners' individual needs;

Teaching and learning methods aimed at a combination of theoretical and practical learning and a combination between theoretical knowledge and practical skills. The learner and his/her individuality are put as the focus of the learning and teaching process and the learning activities and learning environment have to be structured in a way that the learner can create and control the development of his/her own learning. The teacher becomes a facilitator of the learning process and the learner is asked to manage his/her learning (Yilmaz, 2008).

The shift to learning outcomes in curricula has many implications for learners assesment methods. Active learning methods and learner-centred approaches highlight the importance of formative assessment thus raising levels of student achievement, equity of student outcomes, and "learning to learn skills".

⁹ Cedefop, Research paper No 6 Learning outcomes approaches in VET curricula – A comparative analysis of nine European countries, Luxembourg: Publications Office of the European Union, 2010

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