“PEP goes local”
Regional ECVET workshops

European Vocational Training Association
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INTRODUCTION

This report is carried out in the framework of “workpackage 5: Regional ECVET workshops”.

As a result of the partnership “PEP: Partnership for Experimenting with ECVET in a Practical context\(^1\), some of the partners have set up bilateral projects and initiatives to continue the work on ECVET implementation, or to transfer the work to another sector or context. An atmosphere was created for collaboration at European level. However, the members felt also that they had “to go back home” with the results. In order to go one step further in ECVET implementation the partners expressed the need to set up the dialog with the relevant stakeholders in their own context.

This is why the follow up project “PEP goes local” is set up: It is all about organizing workshops at regional, local or sectoral level, involving the most relevant partners for them, in order to discuss the opportunities for ECVET in their context and to see how they can work together on a next step forward in ECVET implementation.

“Within the partnership the benefits of ECVET were clear, but what about the awareness and commitment of stakeholders in our own context?”

In the period June till November 2012, the projet partners of the “PEP goes local” project have planned to organize an ECVET workshop for relevant stakeholders in own context. This context was national, regional or sectoral. No matter the context, a common goal was shared with these workshops:

“To get the most relevant stakeholders on board and to set up conditions for collaboration and to work together on the first steps toward ECVET implementation.”

Obviously, there are many barriers when it comes to a full implementation of ECVET and they cannot be solved by a regional workshop, but these workshops have to be seen as a way to bring relevant actors together, to get people in the right mindset for collaboration, to create awareness on opportunities for ECVET (in mobility, but also in a broader LLL perspective) and to see how work can be organized, together with the relevant actors in VET and National Teams of ECVET Experts towards a first step in ECVET implementation.

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Thematic dossier on ECVET on the EVTA website:
http://www.evta.net/evta_mobility_html/about_ecvet.html

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\(^1\) LLP LdV Partnership, 2009
THE REGIONAL ECVET WORKSHOPS

PLANNING OF THE WORKSHOPS

Within the “PEP goes local” project, in the period June 2012 – November 2012, 9 regional ECVET workshops have taken place in:

- The Netherlands (2):
  - Hospitality sector
  - Trade sector
- France (2):
  - Institutional scope
  - Regional scope
- Sweden: national scope
- Greece: national scope
- Spain: regional scope
- Italy: regional scope
- Hungary: institutional scope

The workshops have taken place at different levels, depending the scope of the partner organizations. If the workshop was focusing at regional or local or sector level, there was still a representation of national stakeholders. For example national ECVET experts, the national ECVET coordination point or a ministry of education and or employment.

Annex I shows the calendar and scope of the regional workshops.
COMMONALITIES AND SPECIFICITIES

The partners have set up the reports of the workshops in a similar way:

- **PART I** about the issues for further development, obstacles and solutions (the “regional action plans”)
- **PART II** about the highlights, wins & learns from participants and initiators point of view.

In this way, the discussion for the final plenary meeting and exchange of outcomes and activities could be done in an effective and efficient way.

**PART I: THE ECVET REGIONAL ACTION PLANS**

*In Annex II a summary report of PART I, the most important issues for further development, obstacles and solutions/recommendations, is included.*

*"In general it can be said that the workshops were received very positively by the stakeholders. There is a general commitment and willingness to continue. However a clear roadmap with concrete next steps is necessary. The vision on how to use and implement ECVET in each context has to be made concrete in steps and actions!"*

Some of the conclusions derived from the workshops:

- In a lot of workshops, the discussion on ECVET is put in a broader context than only mobility and technical specifications.
- The main principles behind ECVET and how they could be used to improve own VET systems was put in the centre of the attention. (learning outcomes based approaches, lifelong learning and transparency of qualifications.)
- Discussions on the technical specifications often led to confusion. Detailed technical discussions were preventing the partners in setting up a dialog with their stakeholders in order to create a vision on ECVET in their own context.
- There is a strong need for continuing with practical approaches, in order to create impact and to “move the system”. The pressure has to come from bottom up: Work on a real life case study.
- There is a need to focus on the whole process from the beginning of the end. There are just a few organizations who do the whole ECVET part. Most examples are just dealing with « traditional » mobility, nothing to do with ECVET.
- For a follow up, in order to create impact, we need to get the most important stakeholders (competent bodies) on board as well from the beginning.
- Lack in mutual trust between partners and being ‘locked up’ in own system (national regulations and legislations) are seen as major obstacles in preventing a fully operational ECVET system.
- There is a need for a common direction at European level, driven by the partner from bottom up: a road map. The interest and willingness is present, but people don’t know how to start.
- Partners make use of the momentum for ECVET: ECVET and EQF can help as a driving force to improve and innovate our VET system in this economic situation.
“Especially in cases were legislations and regulations have to be adapted for a fully operational ECVET system. There is an overall agreement that “policy will not easily change, as long as we can’t show that it works!”. So in other words, there is a belief that policy will follow practice.”

See also the newsletter and the booklet (in all partner languages) of the “PEP goes local” project

**PART II: “WINS, LEARNS, CHANGES”**

In the report about the main highlights, wins and changes, the partners were asked to report on the general impression of the workshops: ‘what were main observations, what was the most positive and what would you like to change for a next time?’ the perspective was both from the participants point of view as the organizers point of view. The evaluation is carried out via a questionnaire, or via an ‘open discussion’ at the end of the meeting with the participants.

In Annex III an overall evaluation of the workshops is included (PART II about the highlights, wins & learns)

Main “WINS”:

- One of the great “wins” in this project was the involvement of relevant stakeholders at regional, local or sector level. Both in terms of quality as in terms of quantity.
- The workshops strengthened the relation with the partner organizations and their stakeholders for further activities in the near future.
- Another important strength and even eye opener was that ECVET is seen (also by the participants) in a broader perspective and not only in the context of mobility.
- There is a common understanding and awareness on how to proceed and use ECVET
- The practical approach of the workshop, with intensive debates and high level of interaction
- The diversity and number of participants.
- A high learning effect even for the organizers.
- ECVET can help to improve our methodologies and to reflect own certification system.
- Using a quiz is a good tool to “break the ice” and to set the atmosphere for discussion.
- The representation of ministries and social partners: An opportunity to go further in a practical way, involving our ministry and social partners, with the opening that we can really change things in our system
- Use of study cases to make it more concrete.

“ECVET is seen as an opportunity to open their own VET system to other systems. And not only from abroad, but also in the perspective of “How transparent is our own VET system for people in our own country?”
Main “LEARNS”:
- A lack of insight in « how ». We couldn’t provide answers on this question.
- Now the next step would be to go into the practical aspects, instead of having a more general discussion. Using more practical examples on how ECVET can work.
- The awareness raising is still limited to single persons and not to institutions. So more stakeholders have to be involved and in a more profound way.
- Avoid going into the technical discussion, as this blocks often the definition of an open vision on how ECVET can be used in own context.
- Involvement of other European partners, in order to learn from each other.
THE NEXT STEP FORWARD...

The need of the “PEP partners” to continue on a practical level will be translated in a follow up proposal. In this new proposal, the partnership will work on a common methodology for ECVET, from the beginning till the end, with the contexts and sectors of the partners at the practical background. Important in this perspective is that from each country more relevant stakeholders will be on board, in order to create more commitment and impact at strategic level.

"The project will be successful in our context when training centres or employers accept the learning outcomes achieved in other (formal, or non/informal) contexts, thanks to our common methodology."

An ambitious project, but not impossible as long as we have a clear vision on where to end and as long as we work with a partnership which is motivated and committed in our mission to make people more employable with ECVET.

The proposal will describe a 2-way approach, where development of a common methodology ("the ECVET roadmap") by the project partners and the validation and testing of this common methodology in own context (the “stakeholders consultation rounds”) will go hand in hand.

Critical success factors: how the entrepreneurs will receive this. When will an individual with his learning outcomes be accepted from abroad by entrepreneurs without extra training? What are the conditions for a training centre to accept what is achieved in another context?

The role of EVTA, the European Vocational Training Association is seen as a European platform were partners gather to share and exchange experiences in the field of ECVET. EVTA provide the partners with the latest news and offer an online community of practice to share ideas. Thereby, EVTA organizes at regular basis workshops and conference in the field of education and employment, where the focus on learning outcomes based approaches in VET and labor market is still an important issue.
## Annex I  Calendar of regional ECVET workshops

<table>
<thead>
<tr>
<th>Partners</th>
<th>Scope</th>
<th>Planning</th>
<th>Location (city)</th>
<th>Target group</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR</td>
<td>Région Centre (P2), AFPA (P6), AFEC (P11), DRAAF (P12), Univ. Tours</td>
<td>Regional (Région centre)</td>
<td>11/10/2012</td>
<td>Region Centre</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ VET providers&lt;br&gt;▪ Regional stakeholders/ authorities&lt;br&gt;▪ National representatives (ministry, ECVET experts)</td>
</tr>
<tr>
<td>NL</td>
<td>KCH International (P3)</td>
<td>National/ sector (Commerce)</td>
<td>31/10/2012</td>
<td>Ede (NL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ VET providers, mobility coordinators, VET professionals&lt;br&gt;▪ National representatives (ECVET experts, national agency)</td>
</tr>
<tr>
<td>ES</td>
<td>IMELSA (P4)</td>
<td>Regional (va)</td>
<td>30/10/2012</td>
<td>Valencia</td>
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<td></td>
<td></td>
<td>lencia)</td>
<td></td>
<td>▪ VET providers&lt;br&gt;▪ Regional authorities&lt;br&gt;▪ National representatives (ministries, ECVET experts)</td>
</tr>
<tr>
<td>HU</td>
<td>Eurokt-Akademia (P5)</td>
<td>Institutional (Eurokt-Akademia)</td>
<td>22/11/2012</td>
<td>Esztergom</td>
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<td></td>
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<td></td>
<td>▪ VET providers&lt;br&gt;▪ National representatives (ECVET experts)</td>
</tr>
<tr>
<td>FR</td>
<td>AFPA (P6)</td>
<td>Institutional (AFPA)</td>
<td>20/09/2012</td>
<td>Paris (FR)</td>
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<td></td>
<td></td>
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<td></td>
<td>▪ VET providers&lt;br&gt;▪ National representatives (ministry, ECVET experts)</td>
</tr>
<tr>
<td>NL</td>
<td>Kenwerk (P7),</td>
<td>National/ sector (Hospitality)</td>
<td>06/09/2012</td>
<td>Antwerpen (BE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ VET consultant from BE en NL (from Kenwerk)&lt;br&gt;▪ Sector representatives (social partners)</td>
</tr>
<tr>
<td>GR</td>
<td>NILHR (P8)</td>
<td>National</td>
<td>24/10/2012</td>
<td>Athens</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ National ECVET coordination point, VET providers&lt;br&gt;▪ National representatives (ministry, ECVET experts)&lt;br&gt;▪ Social partners</td>
</tr>
<tr>
<td>IT</td>
<td>ENAIP Rome (P9)</td>
<td>Regional (Lazio)</td>
<td>12/11/2012</td>
<td>Rome</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ VET providers, Pa, workers representatives&lt;br&gt;▪ National representatives (ECVET experts)</td>
</tr>
<tr>
<td>SE</td>
<td>Lernia (P10)</td>
<td>(inter) National</td>
<td>19/06/2012</td>
<td>Stockholm</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ Lernia, EVTA members,&lt;br&gt;▪ National representatives (ECVET experts, national agency)</td>
</tr>
</tbody>
</table>
## Annex II  Report of the “regional action plans”

<table>
<thead>
<tr>
<th>Partners</th>
<th>Issues for further development and implementation: “Action plans”</th>
<th>Obstacles</th>
<th>Solutions and recommendations</th>
</tr>
</thead>
</table>
| FR       | • We would like to focus on the whole process from the beginning of the end. So in concrete terms: how to put it in practice.  
• AFEC has taken the initiative last year to set up a project on mobility of young people, to make them more employable. We will continue with the mobility of students and try to use ECVET in this perspective. However, recognition of mobility is still an issue to work on in the future.  
• For Region Centre, due to capacity issues, there is not much space for further development. However, RC will monitor the developments of the partnership and be involved in consultation rounds/stakeholder meetings were possible.  
• Following this workshop would be to work by targeting one or two certifiers certifiers such as Education or Agriculture  
• PEP goes local could help reflect on the modularisation of learning with recognition ECVET France, before considering mobility.  
• Work on modularization from the current terms of recognition of prior learning (CQP, UC, ... CCF) between certifiers to innovate and offer training modules individualized, which can have a value of ECVET points;  
• Time investment to set up mobility: Is it worth the time investment, regarding the fact that it is each time about a limited number of students.  
• There are just a few organizations who do the whole ECVET part. Most examples are just dealing with « traditional » mobility, nothing to do with ECVET.  
• According to the certifiers and the logical structure favored in the repositories, according to the terms of relationship “operators / certification,” the brakes been identified from the slow implementation of ECVET | • Using mobility projects to test the experiences of the PEP goes local project.  
• Start from the practice and work on concrete examples to recognize mobility from abroad;  
• Continue with the stakeholders meeting, involving conseil regional du centre as participant and not as the leader  
• Mobilize certifiers in the identification of obstacles to the practical implementation of ECVET. For example, the National Education has decided to appoint  
• a reference area for joint analysis and facilitation of ECVET projects, especially in CFA. |
| NL       | • KCH will support the VET providers to set up sustainable partnerships between VET providers, by providing good practices (NETINVET)  
• Also work on concrete examples on summative assessments abroad and transfer of these learning outcomes as this is still the critical part of ECVET. It providers have the need for practical tools and examples and KCH will take the initiative to work on it and to involve the training centres in testing these tools.  
• Although Dutch VET providers are not hindered by any regulations if it comes to ECVET implementation, it is not yet implemented, due to a lack of mutual trust between sending and hosting organization. | • Good practices of summative assessment, to show that it can work.  
• Focus on quality Assurance in workplace companies (coaching, assessments, training of mentors) in order to improve mutual trust  
• Focus on practical tools which can be used in common (as part of the QA) |

KCH International (P3)
<table>
<thead>
<tr>
<th>Partners</th>
<th>Issues for further development and implementation: “Action plans”</th>
<th>Obstacles</th>
<th>Solutions and recommendations</th>
</tr>
</thead>
</table>
| ES IMELSA (P4) | • This moment we need the consolidation of our VET system. It is a new system. Within this system, ECVT offers the possibility for training and to achieve qualifications and reduce the drop off rates;  
• For IMELSA it is important to continue with the awareness raising campaigns, but now using practical examples which can be applied in our own context.  
• Other issues to work on: The recognition of experiences abroad. To build further on networks and good practices. | • Common understanding and awareness on how to proceed and use ECVT | • Start with a practical case  
• Setting up partnerships in our own context  
• Involve more stakeholders as awareness is often limited to single persons |
| HU Eurokt-Akademia (P5) | • Eurokt is already working with the Europass and we would like to see how this can be used in the context of ECVT and give it more value for the students. However if it comes to mobility, we face still several problems: How can we prepare our students for mobility is an issues to work on further, with the focus coaching, guidance and assessments; | • It will be necessary to work out the eligibility requirement, for going abroad. The human and vocational requirements. | • Elaboration of basic requirement for mobility;  
• Integrate Europass as an important tool for the student |
| FR AFPA (P6) | • For some of partners we have ‘used’ ECVT without mentioning ECVT. For example: focus on transparency of qualifications. ECVT can be used to trigger and can support innovation in VET. This is the focus we would like to keep in mind.  
• AFPA wants to reconstructing methodologies and training standards, matching better the needs of the labour market Mobility is not a priority as such, but we would like to bring in our expertise in design of qualifications.  
• For next meetings, we need an active involvement of our ministry, as this is the only opportunity to really change things. | • No trust within the country.  
• Blocked in own system with national regulations and legislations. We have to break out, otherwise nothing will happen. | • Focus more on using ECVT and EQF as a tool for transparency and improving own VET system.  
• Pressure has to come from bottom up : Work on a real life case study.  
• For a follow up, in order to create impact, we need to get the most important stakeholders on board as well from the beginning. Once they are on board they cant go back. |
| NL Kenwerk (P7), | • We would like to start with a concrete case in which we see the need for ECVT: a mobility experiment between Belgium and the Netherlands for the hospitality sector. We will plan to start with the development of common profiles for our sector with foreign partners and to build a network for collaboration.  
• Need for best practice in this sense and just start by doing step by step. | • Awareness and convince people to join the partnership,  
• We have the partners, but we have to start somewhere. | • Start with partnerships within our sector.  
• Approach the ECVT implementation « step by step ». So start within defining common working processes, units and learning outcomes and assessment standards for example. |
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<tr>
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<th>Issues for further development and implementation: “Action plans”</th>
<th>Obstacles</th>
<th>Solutions and recommendations</th>
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</thead>
</table>
| GR NILHR (P8) | • How can ECVET be used for the labour market. For us, ECVET is not really interesting for mobility, but is more for accessing the labour market. So for the sector non formal and informal learning.  
• There is a need for networking and technical support. We need to make the scope broader, otherwise the discussion will be focused on the NQF.  
• We need other countries to help us. We see ECVET as a national objective, but we need Europe for that. So for us a European scope in a follow up is essential. So learning from experiences in other countries.  
• For us, the next step is to design an ECVET roadmap (how can it look like) and work on it together with our stakeholders and European partners. | • We need an action plan, a road map. The interest and willingness is present, but people don’t know how to start. | • When revising the national system, we have to include the needs of the labour market and the EU developments.  
• Make use of the momentum for ECVET in Greece. The economic situation doesn’t allow us to think it is NOT important, but we have to take the right actions to proceed.  
• With an unemployment which is so high, people are really interested to collaborate and to work further. |
| IT ENAIP Rome (P9) | • In Italy ECVET system could be very useful most of all for foreign people: they often come in Italy without any declaration about their title of study, so ECVET system could be applied to guarantee a form of evaluation and validation of their competences  
• We would like to use ECVET for the labour market, to enter the labour market. People that are at risk of social inclusion. We have to map and improve our competences in this field.  
• Using ECVET to create more transparency between the regions in Italy.  
• ENAIP will continue with the involvement and dialog with stakeholders. This was a good start. Then concrete cases can help us in a next step forward. First we have to define exactly where the needs are.  
• It must be continued to invest on a learning outcomes approach, that is more flexible and transferable in different contexts than a professional qualification approach | • Regional approach in Italy is preventing us to have a transparent national qualification system. At the same time it is a challenge to find out how ECVET can improve this  
• Among different subjects involved in evaluation credit system (institutions, school, university, vocational training centers), there’s no communication about how their roles could integrate and there’s a misunderstanding even about the meanings of single terms, such as “competence, skill, capability,…”  
• In Italy it’s not clear who should certificate competences and credits  
• People often don’t know what they should do to make their competences recognized. | • A common program among regions to compare each qualification framework and to share methodologies and good practices  
• Individuating a subject who should certificate competences and credits  
• Starting a communication program to make people aware about how seeing their competences recognized and to create an ECVET culture  
• Involvement of relevant stakeholders and keep on the dialog;  
• Using ECVET in a broader context than only mobility;  
• Starting with a practical context. |
| SE Lernia (P10) | • Lernia would like to use ECVET for own organization as a service for the labour market (“if you work with us, your doors are open to Europe”).  
• Using ECVET to open up our own national qualification system for people who want to (re) enter the educational system.  
• For lernia it is now the task to develop a model/roadmap with the Lernia experts and test this with the clients. | • People are not mobile in Sweden, so mobility is not the main priority, however mobility can be a solution to make people more employable and less vulnerable on the labour market | • A broader LLL scope of ECVET;  
• Promotion of mobility  
• Using ECVET and EQF to make own system more transparent. |
## Annex III  Overall Evaluation

<table>
<thead>
<tr>
<th>Partners</th>
<th>Highlights</th>
<th>« WINS »</th>
<th>« LEARNs »</th>
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<tbody>
<tr>
<td>FR</td>
<td>- The participation rate was high: 45 p. from different fields: ministry of employment, education, VET providers, CFA, The focus was &quot;different&quot;: How can we use ECVET without mobility? Opportunity to gather the certifying bodies and reflect on the certification in France and how it can be improved.</td>
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<tr>
<td>FR</td>
<td>We were focussing too much on the ECVET system and maybe we should have focussed the discussion more on the debate and the main concept. Discussion was often too much stuck in the technical specifications. This is a threat when speaking about ECVET. It is not (only) about the technical specifications, but we should more focus on the main ideas.</td>
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<tr>
<td>NL</td>
<td>- VET providers were the main target group, as the conditions are present in the NL, it is up to the VET providers to set up partnerships and start implementing. « EU parliament style », practical discussion with 'pros and cons' of ECVET implementation.</td>
<td>Intensive debate with exchange of experiences</td>
<td>Need for practical tools on summative assessments abroad. Need for solutions to create mutual trust ('how does it look like', what is necessary to realize mutual trust)</td>
</tr>
<tr>
<td>ES</td>
<td>- The involvement of the Valencia region, VET professionals and ministry and universities. It was a practical workshop, showing what ECVET is and to show the benefits. Focussed on awareness raising. Involvement of 2 national ECVET experts.</td>
<td>Practical workshop, with a good acceptance. A lot of discussion. There is now also more interest to participate in ECVET projects. Very positive reaction of the participants.</td>
<td>The awareness raising is still limited to single persons and not to institutions.</td>
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<tr>
<td>HU</td>
<td>- There was a lot of place for discussion and exchange of information and experiences. Necessary to inspect our syllabus. The requirements are: transparency, updating, and 'easy to use'. Necessary to improve the efficiency of learning the foreign vocational language.</td>
<td>Active involvement and participation of the team. Everybody liked to hear more information of the ECVET. They were interested in to learn about the ECVET and how can they use the facilities. The meaning of how to use ECVET is more widespread now. An opportunity to learn the 'language', to take a practice abroad. To learn the special words of the vocational language</td>
<td>There is a need for more information.</td>
</tr>
<tr>
<td>FR</td>
<td>- Rich representation of AFPA participants, certification experts for assessments and design of qualifications. ECVET experts, ministry. Very much focussed on awareness and design of learning outcomes. There was a 'need to get away from national constraints'.</td>
<td>The interest and willing to go further. This is an important step for AFPA. Not for using ECVET for mobility as such, but as a trigger to improve our methodologies and to reflect on our own certification system. A lot of interaction, which we didn't expect. A high level of discussion in terms of quality and quantity. Started with a quiz to set the atmosphere and to</td>
<td></td>
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<tr>
<td>FR</td>
<td>Logistics, not enough time, a bit rushed. Maybe take more next time.</td>
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<tr>
<td>Partners</td>
<td>Highlights</td>
<td>« WINS »</td>
<td>« LEARNS »</td>
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| NL Kenwerk (P7), | • Our target group was broad: own organization and stakeholders of Kenwerk. There were also stakeholders from Belgium of the hospitality sector.  
• Practical context and scope: How to get BE students to NL and the other way around. | • There was a lot of interest in ECVET and opportunities were seen in within the sector.  
• A lot of questions, but no answers. We opened the discussion and this was a first start. | • A lack of insight in « the how ».  
• Now the next step would be to go into the practical aspects. |
| GR NILHR (P8) | • Rich representation of ministries, social partners, VET providers.  
• Demonstrate how the EU tools could work.  
• Geographical and mobility of workers | • Participation. (High number of participants)  
• The level of participation was high as well.  
• A lot of collaboration.  
• People are aware of ECVET, no general introductions, but focus on technical discussions.  
• We have to make up the state of the art today. Then make the next step.  
• There is also a need for an action plan. | • Regional workshops, we should have invite the other partners as well (at European level).  
• No more general discussion, but more focus on technical aspects and the next step forward.  
• The working groups went very well, we should have done more of this in the workshops. |
| IT ENAIP Rome (P9) | • From the workshop it appeared that the problem of competences’ evaluation and credits’ validation is dramatically felt and identified as a priority among regional institutions;  
• It’s necessary that all different subjects involved in education and work processes (institutions, education and vocational training centers, schools, companies, labor unions) start working together to define how to apply positively a common evaluation and validation framework  
• The workshop was organized with universities, regional authorities, Isfol provides information on ECVET, EQF and EU developments.  
• We discovered that there is an ECVET team in Italy to improve the implementation of ECVET in Italy.  
• The 2nd part was discussion about the possibility of improvement in our system. Tried to identify 3 practical paths to work. | • First of all the presence of difference subjects that came from the world of school and work both (representatives of local institutions, university professors, experts in education and vocational training)  
• We had the possibility of finding 3 practical solutions for our national system: Common language and how to describe the qualifications.  
• The presence of an ECVET expert, that made participants understand what ECVET is and why it should be used  
• The presence of a facilitator, that helped participants to focus the main concepts about the theme and to explain their own point of view | • We have to deal with regional systems. This makes the discussion very difficult. We needed to find a common language.  
• It could be useful the presence of representatives from the Ministry of Labor or the Ministry of Education, because they could bring the workshop the leading point of view |
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| SE       | • The involvement of National experts, NQF experts,  
          • The workshop was about the state of the art of the  
          developments of the NQF and ECVET and the impact  
          on the Swedish system;  
          • The scope was broad and allowed us to approach  
            ECVET from 3 views: national, European and  
            institutional. | • Discussion with national and international  
            stakeholders.  
          • Focus on “how open is our system to other  
            systems”, also at national level. | • Avoid going into the technical discussion. |