

“PEP goes local”

(...building upon “PEP”: a Partnership for Experimenting with ECVET in a Practical context)

With special thanks to the partnership:



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Executive Summary

*"The idea behind credit systems (as ECVET) is that once people have achieved certain learning outcomes these remain an acquis over a certain period of time."
"Asking people to undertake learning leading to the same outcomes would be a waste of their time and resources with possible negative impacts on their motivation."*

The project "PEP goes local" is a follow up of the partnership project PEP. In this project experiments in the field of ECVET were carried out among 10 partners. A lot of expertise was gained, but there was a strong need for awareness raising campaigns and the involvement of more stakeholders in own context, in order to make the next step in ECVET implementation. This was exactly at the heart of the PEP goes local project: It was all about organizing workshops at regional, local or sector level, involving the most relevant partners for the partners' own context, 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.

The partnership which was set up to carry out these activities, were all actors in VET, from different perspectives: VET providers, regional authorities, sector organizations supporting VET and the labour market, human resource development experts and a ministry. In other words: all actors who can and want to benefit from opportunities to implement ECVET in their context. However, in ECVET implementation, more actors are necessary to involve. Therefore the regional ECVET workshops allowed the partners to involve directly the most relevant stakeholders in their context, in order to start the dialog on the opportunities for ECVET implementation.

In order to organize and set up the regional ECVET workshops, it was necessary to define the needs and scope for ECVET implementation in the different partner context. As the working fields and scope of the partner differ, the context in which ECVET has to be implemented does so as well. Whereas the VET providers wanted to focus on ECVET for mobility and ECVET as an opportunity to review own certification systems, it seemed that partners who are focusing on human resource development wanted to focus on ECVET in a broader scope and making people more employable on the labour market.

The main outcomes of the PEP goes local project are the following:

- Needs analysis report with different scenarios for ECVET workshops in different contexts.
- A training for workshop facilitators, in order to organize regional ECVET workshops;
- Summary report of the 9 ECVET regional workshops;
- An "inspirational ECVET booklet", with the highlights of the workshops, the project and recommendations for further use in all partner languages (EN,FR,GR,ES,IT,HU,SE) .

9 regional ECVET workshops have taken place in the Netherlands (2), France (2), Sweden, Greece, Spain, Italy and Hungary in the period from June till November 2012. 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 as a next step forward. The vision on how to use and implement ECVET in each context has to be made concrete in steps and actions! This will be the focus for both the EVTA network and the project team for the next coming period.

The outcomes and more about ECVET can be checked out at the ECVET thematic dossier of EVTA. This thematic dossier is part of the EVTA website and contains general information and publications on ECVET from the European Commission and Cedefop and the ECVET network, as well as initiatives in this field at EVTA level.

Link:

<http://www.evta.net/III/index.html>

EVTA ecosystem Sharing knowledge to build a stronger European economy driven by human capital

Employment
Innovation
Entrepreneurship
Training

about EVTA / EVTA TV / EVTA-ES projects / become an EVTA member

ECVET: The European Credit system for Vocational Education and Training

With ECVET as a tool, it should be possible to transfer an individual's learning outcomes from one learning pathway to another: the learning pathway can be a formal pathway as a part of a formal qualification, but can also be an informal or non-formal pathway. In other words, ECVET support lifelong learning pathways of individuals over time, different countries and different contexts. ECVET gives people a greater control over their individual learning experiences and make it more attractive to move between different countries, qualifications, and other learning and working contexts.
[Back to the lifelong learning homepage](#)

ECVET websites:

- ECVET team
- ECVET pilot projects
- European Commission
- Cedefop

Publications:

- ECVET Recommendation (2009)
- ECVET users guide, PART I: Questions & Answers
- ECVET users guide, PART II: ECVET for geographical mobility
- ECVET users guide, PART III: ECVET
- Necessary conditions for ECVET implementation

EVTA projects related to qualifications and learning outcomes:

"Partnership for Experimenting with ECVET in a Practical context"
 In the PEP project, the partnership has worked on some of the conditions for ECVET implementation: comparison of qualifications, definition of common units with learning outcomes and standards and the development of a format.
 • [Click here for more information and the products](#)

"PEP goes local"
 PEP goes local has to put the main focus on awareness raising activities among the most relevant national and regional stakeholders in ECVET. Partners from 9 different countries have carried out regional workshops to influence stakeholders and actors in ECVET implementation.
 • [Click here for more information and the products](#)

"NETWET network"

Special thanks to:

- all the project partners for the effort they have taken in the last 12 months to get one step closer to ECVET implementation.
- all the stakeholders and people involved in the regional ECVET workshops for their input and contribution and willingness and openness to collaborate in the regional ECVET workshops.

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1. Project Objectives

The European Vocational Training Association (EVTA) started in 2009, under the Lifelong Learning Programme, a partnership project “PEP”: “Partnership for Experimenting with ECVET in a Practical context.”. It was an experiment to explore what ECVET could do for the members in the EVTA network. Taking on board 10 members from different countries, it became very soon clear that all contexts were different. Both in terms of educational system as in terms of how the members wanted to apply ECVET.

As a result of this partnership, some of the partners were setting up bilateral projects and initiatives to continue the work, or to transfer the work to another sector or context. In other words: 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.

“Within the partnership the benefits of ECVET were clear, but what about the awareness and commitment of stakeholders in our 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 sector 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.



*figure 1:
The regional ECVET
workshop in Stockholm,
Sweden*

2. Project Approach

The working methodology:

The core activities of the project are the regional ECVET workshops, involving the most relevant stakeholders for ECVET implementation in their own context. However, in order to organize the workshops, the target groups, the scope and the needs for material must be clear. Learning from the PEPI project, that the scopes and contexts of the partners in which they would like to apply ECVET is very different, a needs analysis is an important first step.

The project approach and working methodology can be simplified in the following way:

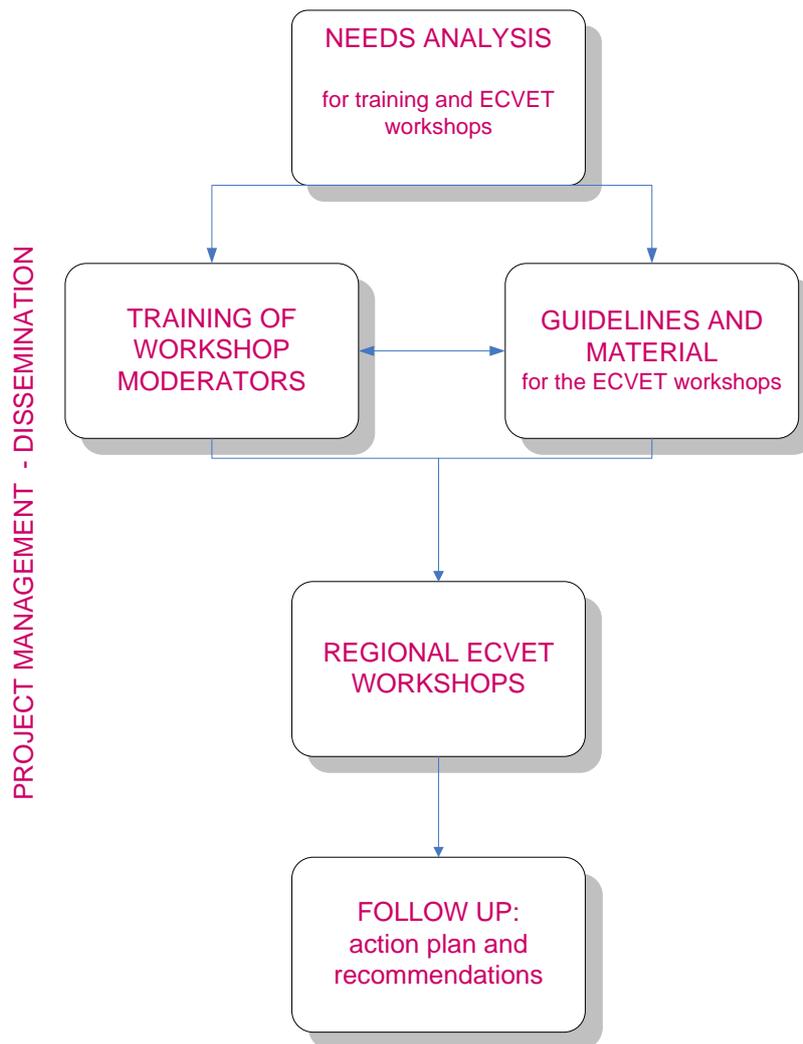


Figure 2: The workflow of the PEP goes local project

Step 1:

To define in a plenary meeting the scopes for ECVET implementation: the contexts in which the partners wanted to work on ECVET were different. For example ECVET for mobility, ECVET for making job seekers more employable, ECVET for upskilling of workers, ECVET to make VET systems more transparent etc.

This needs analysis has to the development of 2 different scenarios: ECVET for mobility and ECVET for the labour market.

Step 2:

Development of the workshop content, based on the 2 scenarios and development of the training work those who have to organize and facilitate the regional ECVET workshops. During the training, the content for the workshops and the scenarios were validated by the partners.

Step 3:

The organization and provision of the regional ECVET workshops. All partners had to provide a workshop on ECVET for their stakeholders in order to start the dialog on the opportunities for ECVET in their context and to see what the next step forward could be.

Step 4:

Follow up. The results of the workshops have led to concrete actions for further collaboration and to the development of an ECVET booklet which is an inspirational guide for all who is involved or wants to work on ECVET as well.

In total three plenary meetings have taken place in 2012:

- The first one to define the needs for the training and the workshop scopes and material.
- The second one was the training of the facilitators and the support to organize the regional workshops.
- The third meeting was the “coming back after the workshops” meeting, where exchange, peer learning and follow up were in the centre.

In between the plenary meetings, the partners have organized bilateral meetings in order to set up the regional ECVET workshops.

Evaluation of the project:

During the project, different types of evaluation have taken place:

Evaluation at the level of the **process** (the project and the partnership)

- A quantitative evaluation of the project and the meetings during the first 2 meetings via a questionnaire.
- A qualitative evaluation of the project as a whole is done during the 3rd meeting, via a round table with “wins,learns,changes” methodology. Based on the outcomes of this evaluation, a lot of opportunities for further development and sustainability were defined. This is shown in the SWOT analysis of the project. (figure 5 and in chapter 3)

Evaluation at the level of the **products/outcomes** (the workshops):

- A qualitative evaluation in terms of “wins & learns” held during the workshops, reported in the workshop reports of the partners;
- A quantitative evaluation, done by some of the partners (NL, GR, FR, SE), via a questionnaire at the end of the workshop.

Dissemination and exploitation:

Dissemination activities were at the heart of this project. In the first place, as it was an accompanying measures project, building further on the expertise and working methods of the PEP project.

In the second place as the regional ECVET workshops were a way to disseminate and create awareness around ECVET, with the aim to set up collaboration in the field of ECVET implementation. In this sense the entire project was focussed on dissemination and awareness raising activities. In total 9 regional workshops have taken place, in 7 different countries.

Therewith, dissemination at European level has taken place. Examples of the dissemination at European level:

- Development of digital newsletters for actors in VET and labour market
- Development of an article of the project outcomes and highlights of the ECVET workshops for the European ECVET magazine
- Organization of workshop/ conference for European collaborations of EVTA in VET and labour market on “learning outcomes based approaches in VET and labour market”, integrating the outcomes of the PEP goes local project.
- Development of videos “EVTA view on ECVET”, accessible via youtube in FR and EN.
- Development of the ECVET booklet as an inspirational guide for all actors in VET and labour market in 8 European languages.
- Instead of having a separate website for the project, the project outcomes are integrated in 2 websites of EVTA: the EVTA project compendium and a thematic dossier on ECVET. In this way, the project is directly related to the work programme and existing projects and initiatives of EVTA.

The links to the websites and publications are available in chapter 7.

3. Project Outcomes & Results

The project outcomes, in terms of products:

The main tangible outcomes of the PEP goes local project are the following:

- Needs analysis for the regional ECVET workshop, including the different workshop scenarios and the needs for the training of workshop facilitators;
- The training for workshop facilitators, a workshop guideline and material to support the partners in the organization and facilitation of the regional ECVET workshops;
- A summary report of the regional ECVET workshop, including the action plans;
- The ECVET booklet, as an inspirational guide for all actors in VET and labour market who are interested in ECVET.

All the activities in the projects were centered around the main activity: the regional ECVET workshops, involving the most relevant stakeholders in the partner context.

The main focus and achievements of the workshops were:

- Involving relevant stakeholder, taking into account the scope of ECVET (in the case of ECVET for the labour market it is essential to invite social partners. For ECVET for mobility, it is necessary to include competent bodies);
- Getting to know each other: setting up sustainable partnerships for the future;
- Awareness raising: what are the opportunities in our context?
- Capacity building: building upon existing experiences and knowledge.
- How can we collaborate, and what do we need as a next step;

9 regional ECVET workshops have taken place in the Netherlands (2), France (2), Sweden, Greece, Spain, Italy and Hungary in the period from June till November 2012. Figure 3 shows the differences of the partners in scope and target groups.



Figure 3: the scope and target groups of the regional ECVET workshops.

The main achievements:

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 as a next step forward. The vision on how to use and implement ECVET in each context has to be made concrete in steps and actions!

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. Thereby, the workshops strengthened the relation with the partner organizations and their stakeholders for further activities in the near future.

All the partners have carried out regional workshops in a successful way, but in some of the cases more questions are rising than answers. Due to the experimental character of ECVET at the moment, there is a need for concrete examples of how ECVET can work in practice. The partnership indicated that a regional approach is very valuable, but can even be more valuable when combining with more interaction of these actors at European level.

The role of EVTA is seen as a binding factor between the partners at European level: it is a sustainable platform for exchange and capacity building. EVTA will keep the themes of learning outcomes based approaches on the agenda for the next years.

What is in it for you?

The PEP goes local project has the following benefits for other potential users and partners acting in ECVET:

- The scenarios and workshop content: the scenarios can be, if adapted where necessary, be applied in different contexts;
- The working method: the concept of organizing stakeholders meetings (regional ecvet workshops). This is worked out in the guideline for workshop facilitators;
- Action plans and experiences: described in the report of the workshops and the highlights are described in the ECVET booklet;

The guidelines for the workshops and the ECVET booklets are in particular interesting for all actors and stakeholders in VET and labour market who are interested and can benefit from ECVET. As methodologies are described, examples are provided and experiences are shared, the document should be seen as an inspirational guidelines and not as a ‘checklist’. They are free of use and actively distributed and disseminated at the end and after the project. The booklet is available in 8 languages, which makes the use and transfer of the experiences and methodology easier. (EN, FR, NL, GR, HU, ES, IT, SE)

All the produced material in the context of the PEP goes local project are public and free of use. The intellectual property rights are in the hands of the partnership.

Testimonials from partners derived from the regional ECVET workshops:

P1: EVTA (promoter):

"PEP", started as a partnership for Experimenting with ECVET has evolved from a projects partnership into a sustainable peer learning network where the partners are using European practices and examples in order to set up local and regional actions for ECVET implementation."

P2: Conseil Régional du Centre (France)

"...PEP goes local could help us to reflect on the modularisation of learning in France, before considering mobility..."

P3: KCHandel (The Netherlands)

"...In the Netherlands, there are not much legislations which prevent organizations to implement ECVET. The main obstacle is often (a lack of) mutual trust and quality assurance when it comes to summative assessments abroad...."

P4: IMELSA (Spain):

"... There was a good acceptance of ECVET by the target group. They expressed their interest, fears and 'transmission needs'. This is already a good achievement, considering the fact that the economic depression were are in at the moment, has led for so far to frustration, discouragement and general apathy."

P5: Eurokt-Akademia (Hungary)

"...With the ECVET workshop, we managed to raise more awareness around ECVET and the opportunities and benefits for our context.."

P6: AFPA (France):

"...We have to deal with national rules and legislations, which prevent us to implement a fully operational ECVET system. But however, rules can be adapted. But only if we can show that ECVET works and is of benefit for people. Therefore, the bottom up approach is so important..."

P7: Kenwerk (The Netherlands)

"...we are working on 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...."

P8: National Institute for Labour and Human Resources (Greece):

"...In these economic times, we are not in the position to think that ECVET is NOT relevant for Greece. We see a clear added value, especially in making people more employable with ECVET. Therefore, we need a roadmap to start and European practices can help us...."

P9: ENAIP Lazio (Italy):

"...ECVET can help us in making qualifications more transparent between the regions. For us, ECVET is not only about mobility, but about opening our qualification systems towards each other and to create more transparency and employability..."

P10: Lernia (Sweden):

"...Swedish people are not so mobile, for us it could be an opportunity to use ECVET to open the doors towards Europe..."

P11: AFEC (France):

"...We see a real added value of mobility for people, but only if we manage to validate and recognize the learning outcomes from abroad..."

P12: DRAAF (France):

"...We would like to see wheterh ECVET could be applied specifically for the agicultural sector and how it matches with the higher levels and thus ECTS...."

Pictures of regional ECVET workshops:



Hungary (Eurokt Akademia) - November 2012



Sweden (Lernia) – June 2012



Greece (NILHR) – October 2012



The Netherlands (KC Handel) – October 2012

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> ▪ Strong involvement of the partners during the project: bilateral coordination meetings were set up to define the best strategy for the regional workshops; ▪ Strong involvement and variety of the stakeholders during the regional workshops; ▪ The “local” idea, the regional workshops was strong and appreciated: “It forced us to think about our needs and opportunities in own context instead of thinking in general terms.” ▪ The practical side of the workshops and the responsibility of the partners. We were forced to think about our own situation. We were given a blanc page: “It forced us to think about what we really wanted to achieve with ECVET and the workshop.” ▪ The output of the workshops are relevant for the organizations as well for further activities and relations with their stakeholders: “It was a good opportunity to bring together our stakeholders and to improvements of our own systems.” ▪ A strong dissemination, as many people were involved in the workshops, which could never been realized in a project with a solely European focus. ▪ Capacity building of the partners: “It was a training module for ourselves as well.” 	<ul style="list-style-type: none"> ▪ The results of the regional workshops provided new ideas for a follow up proposal with a two way approach: technical (definition of roadmap and tools at European level) and strategic (consultation rounds at regional level) ▪ The need for a roadmap and concrete actions is an opportunity for the partners to take the initiative in this field. This can strengthen their position towards the stakeholders. With the help of the other European partners, this can give an extra dimension for the partners activities (“working with us opens doors towards Europe”) ▪ The role of EVTA as a sustainable community for ECVET experiments and expertise can be exploited further.
WEAKNESSES	THREATS
<ul style="list-style-type: none"> ▪ A missed chance that the other partners were not involved in the other workshops, but this was not possible within the scope and timeframe of the project. ▪ There were only a few meetings possible. The project was actually too short. ▪ A lot of questions were posed during the regional workshops, but unfortunately we couldn’t provide solutions to the questions. This had to do with the fact that concrete solutions aren’t there at the moment. ▪ There is no time to really work on the execution of our action plan. 	<ul style="list-style-type: none"> ▪ As the time was limited, there was only time to organize the workshop and to define working areas for further collaboration (“action plans”). The risk is that if we don’t have a follow up, the “spirit and motivation and commitment we have created with the workshops will get lost” ▪ How to “keep the fire burning” among the partners and stakeholders, if there is no follow up and funding. There is a need for a plan b. ▪ Involvement of partners is always limited in European projects. Though in order to create impact, more relevant stakeholders should be involved. ▪ Limited involvement and awareness: still too much limited to single persons and not to organizations. ▪ If we don’t focus on the concrete working of ECVET and on concrete steps, the ECVET implementation will remain in an “experimentation sphere”, with limited impact and credibility.

Figure 5: The SWOT analysis of the PEP goes local project.

4. Partnerships

The partnership consisted of 13 partners, from 9 different countries :

- Promoter: EVTA, Belgium
- France: Conseil régional du Centre, AFPA, AFEC, DRAAF, Université du Tours
- The Netherlands : KCHandel, Kenwerk
- Hungary : Eurokt Akademia
- Greece : National Institute of labour and human resources
- Sweden: Lernia Utbildning
- Italy: ENAIP Lazio
- Spain: IMELSA

The partnership varies from actors in human resources, labour market, VET providers, sectoral organization and regional authorities.

The project was difficult to coordinate in the following ways:

- the involvement a lot of core partners
- a lot of results to be achieved in a short time
- a large role of the partners in the workshops (they were given a “blanc page with a deadline”, which means less control on the progress and achievement of the activities carried out by the partners)
- the success of the project depended to a large extend to “external/uncertain” factors (participation of stakeholders in the workshops, what will be the quality and quantity of the input of the stakeholders?)

Despite the above mentioned difficulties, the project has been very successful and has brought the partner very close to each other. The motivation to continue is high and they are eager to continue with the collaborations they have set up with their stakeholders. The project is really seen as a follow up of the PEP project, using the expertise of the first PEP project, transfer it to own context in this project and no the partners feel the need to make it a reality in a follow up project. Also the learning effect for the project team was very high. It was difficult to know what to expect of the workshops in advance (in terms of outcomes and quality of interaction), but they all went very well. The partner did the effort to become “experts” in their field for their stakeholders.

The above mentioned difficulties were at the same time also the strengths of the project: a short time makes partner work intensively with each other and makes that everybody has to contribute equally in order to achieve the results.



Figure 6: The partners of the PEP goes local project

5. Plans for the Future

It is clear that there is a need for more practical experiences from bottom up, involving the most relevant stakeholders. Although the conditions for ECVET implementation have to be applied at national or regional level, the project has shown that European collaboration and partnership are valuable in this sense. Peer learning, analyzing good practices from other countries can help partners considerably in convincing and influencing stakeholders in own context and in defining the next step for ECVET implementation.

One of the next steps will be the creation of a European peer learning network of actors implementing ECVET system, coordinated by EVTA, in order to highlight the practical application of the system and the dissemination of good practices at European, national and local level.

This is an initiative in which practice and policy have to go hand in hand and where the diversity at European level is not seen as a problem, but as an asset to work with and to exploit.

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?

“ECVET is 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.”

6. Contribution to EU policies

The aim of the EVTA network (promoter) is to set up a sustainable environment for exchange of knowledge and experiences and to work shared issues in the field of human capital development at European level. EVTA sees ECVET as an example of one to the European initiatives which cannot only be of great use in the different contexts of the member countries, but it can also help Europe in creating a strong European environment in which education and employment are closer connected between the member states.

Keywords of the PEP goes local project are:

- awareness and promotion of mobility and ECVET at national, regional and sector level;
- involvement and collaboration between the relevant stakeholders in VET and labour market ;
- exchange of experiences between the participating countries at international level;
- contributing to the implementation of ECVET at national and/ or regional level;

These key words fit with the objectives of the ET 2020 strategy to make LLL and mobility a reality in Europe and to improve the quality and attractiveness of VET.

It seems that in most EU member states, there is a need for concrete examples, experiments and good (or bad) examples, rather than more general explanations and information on ECVET. People have a need for practical solutions for use and implementation of ECVET in their own context. Therefore, the PEP goes local project was focussing on bringing together relevant stakeholders, start the dialog and disseminate and discuss results of practical experiments during the regional ECVET workshops.

The project contributed to a first step in ECVET implementation as it brought together the most important stakeholders in different context and it opened their minds to have an open discussion on the opportunities and possibilities. This is a big achievement, taking into account that ECVET implementation depends on the working and collaboration of these actors.

It is not difficult to develop tools, but it difficult to set up partnerships, to create an environment for collaboration and to create mutual trust.

Some opinions of the project partners on ECVET implementation, which contribute to making Lifelong learning a reality in Europe (with the help of ECVET):

"One of our objectives is to analyze labour market trends and needs and to see how we can use ECVET in the labour market as a tool for human capital development."

"We should see ECVET in a broader context and not only in the context of mobility"

"ECVET tools, if applied correctly, can be proved important competences for the labour market integration, increasing mobility especially for young people. However we should not loose out of sight the importance of ECVET for older workers in order to remain and progress in the labour market."

*"ECVET is a tool for transparency of qualifications. In this perspective we should not only think in terms of transparency compared to other countries, but also in our own context."
"How transparent is our VET system for people in our own country? "*

7. More information about « PEP goes local »

Websites:

PEP goes local in the EVTA project compendium:

http://www.evta.net/html_pc/pep2.htm

PEP goes local in the EVTA thematic dossier on ECVET

<http://www.evta.net/III/index.html>

PEP goes local in the ADAM database

<http://www.adam-europe.eu/adam/project/view.htm?prj=8488#.UMXPsYPK514>

PEP goes local newsarticle

http://www.evta.net/website_docs/pep2_news2.pdf

PEP goes local in the official "ECVET magazine" (p40-42)

http://www.evta.net/wp7_ecvetmagazine.pdf

Publications and reports of the PEP goes local project:

ECVET booklet in the partner languages:

EN: http://www.evta.net/pep2/wp6_report_ecvetbooklet_en.pdf

ES: http://www.evta.net/pep2/wp6_report_ecvetbooklet_es.pdf

FR: http://www.evta.net/pep2/wp6_report_ecvetbooklet_fr.pdf

GR: http://www.evta.net/pep2/wp6_report_ecvetbooklet_el.pdf

HU: http://www.evta.net/pep2/wp6_report_ecvetbooklet_hu.pdf

IT: http://www.evta.net/pep2/wp6_report_ecvetbooklet_it.pdf

NL: http://www.evta.net/pep2/wp6_report_ecvetbooklet_nl.pdf

SE: http://www.evta.net/pep2/wp6_report_ecvetbooklet_sv.pdf

Guidelines to organize a regional ECVET workshop

http://www.evta.net/pep2/wp3_report_guidelines.pdf

Summary report of the regional ECVET workshops

http://www.evta.net/pep2/wp5_report_workshops.pdf

"EVTA view on ECVET" (video via youtube, FR and EN)

<http://www.youtube.com/watch?v=XMmHWsvpE0c>

<http://www.youtube.com/watch?v=0w1BzqYFTnl&feature=youtu.be>