AQUA-TNET3

Promoting innovation and a European dimension through Lifelong learning in the field of Aquaculture, Fisheries and Aquatic Resource Management – Thematic Network

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PP Restricted to other programme participants (including the Commission Services)	
CO Confidential, only for members of the consortium (including the Commission Services)	

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Aqua-tnet
Annual 'state of innovation' report

April 2013

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1.   European Master Cooperation

Introduction

Taught masters programmes represent the second cycle in the Bologna process, which most European universities have now implemented. Previous iterations of Aqua-tnet have looked at the mechanism of these programmes and the in terms of thesis requirements, work experience and employability, and collation of different programmes and details on a wider and useable database. The present iteration of Aqua-tnet, now concentrates on the cooperation between these programmes and the prospects of common usage of materials and development on web-based common resources for MSc programmes in aquaculture, fisheries and aquatic resource management throughout the EU.

State of the Art in Master Education

Implementation of the second cycle of the Bologna process saw considerable EU wide studies and changes in MSc programmes in 2008 to 2010. In 2009 a survey of masters programmes were published (Davies, 2009), which gave an overview of masters programmes in Europe. This report highlighted that, despite widespread implementation of the process across the 46 Bologna jurisdictions, many masters programmes have different formats or credit systems and outcome levels, as well as different regulatory frameworks, making cross European implementation and cooperation a challenge.

Despite being three years on, little has changed in terms of cross masters capacity and cooperation. More European based MSc and MA courses developed, especially through the Erasmus Mundus programme, but there have been many collaborative and administrative issues which tend to inhibit students being able to complete a truly international degree.

State of the Art in master education – the Aqua-tnet domain

Within Aqua-tnet the first work package (WP1) is dedication to the enhancement of masters in aquaculture, fisheries and aquatic resource management across the EU. Previous iterations of this project have concentrated on the content and quality of masters programmes, whereas Aqua-tnet 3 will develop on previous findings and focus on mechanisms for cooperation between masters programmes, and in particular the potential for development of materials and teaching resources which can be used by all programmes, while conforming to the quality and content requirements of the different programmes. Thus enabling the first stage of a common masters framework.

In the first phase of the current Aqua-tnet project, WP1 has worked with WP5 on the concept of compiling and delivering case studies on European aquaculture businesses that can provide the basis for numerous teaching activities. It is intended that these make good use of Internet and multi-media tools and involve the farm owners or managers in the production of the material. An indicative list of cases is shown below:

Farm type	Country	Status
Tank farming, cold water fish species (juvenile salmon)	Norway	Online
Cage farming, cold water fish species (charr)	Sweden	Online
Sturgeon farming	Finland	In preparation
Pond farming, biogas	Germany	In preparation
Pond farming, geothermal	Hungary	In preparation
Land-based Arctic charr aquaculture	Iceland	To be confirmed
Mussel culture	Greece	In preparation
Sea bass/sea bream farming	Turkey	In preparation
Clam farm	Portugal	In preparation
Salmonid farm for cultured for conservation purposes (stocking, sea ranching)	England	In preparation
Traditional carp farming in earth ponds	Poland	In preparation
Sea bass and Shi Drum	Italy	Draft published

The cases are hosted on the website www.aquacase.org which has been established with inputs from WP5. Teaching activities are now under development based on a template consisting of:

- Learning outcomes
- The situation or problem
- Question(s) students are to answer
- Additional materials/resources needed
- Notes to the teacher

In addition to the case studies, a set of country presentations are being prepared. These are videos giving information about the aquaculture production in that country. To date videos on the following countries have been produced: Germany, Greece, Finland, Italy and Lithuania. Further videos are under preparation for Portugal, Turkey and the Basque Country.

Screenshot of the AquaCase home page

In later stages of the project further attention will be given to how the tool can be used to enhance cooperation between partners through collaborative activities and courses.

References

Davies, H. 2009. Survey of Master Degrees in Europe. EUA Publications. http://www.eua.be/Libraries/Publications_homepage_list/EUA_Survey_Of_Master_D egrees_In_Europe_FINAL_www.sflb.ashx

2. European PhD Collaboration

Introduction

There is considerable variation of requirements for PhD research within EU and associated countries. The general trend, however, has been to require training in research and transferable skills as credit bearing parts of PhD programmes, though this has varied between countries and regions. More and more, PhD programmes are seen as "*enhancing innovation and economic growth*" (Georg Winckler – EUA President 2005 – 2009[1]) to aid industry and commerce, rather than production of 'blue skies' research. To this end previous iterations of Aqua-tnet have concentrated on the development of curricula and resources for PhD training in the EU.

The European commission already supports modernisation of PhD programmes, particularly by involving stakeholders from public and private sectors. There is an increase in mobility of Bologna third cycle research through funding by Marie Curie Actions, Erasmus, Erasmus Mundus and the European Institute of Innovation and Technology (EIT). In addition, relations with non-EU countries are supported through bilateral cooperation in USA/Canada, Latin America and Africa. These are enhanced by many PhD programmes and outcomes being in English as the international language.

The present iteration of Aqua-tnet is developing this further in focusing on PhD collaboration between EU countries and institutions, and investigating potential for wider collaboration with non-EU countries.

State of the Art in PhD Collaboration – the Aqua-tnet domain

Short courses for doctoral level students are increasingly being developed and offered by a range of European Universities (see www.shortcoursesportal.eu) however, the number relevant to the aquaculture and fisheries domains is very small. Conversely, it can be hard for a University to justify a special course if the potential number of participants is small. WP2 have therefore carried out a gap analysis to assess needs against provision and have identified a range of courses that would be valuable. These are generally specific scientific topics rather than generic skills, although practical analytical or modelling methods also feature.

Potential providers of specific courses have been identified and work is ongoing to build programmes and partnerships that can develop the required materials and deliver the training needs identified.

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[1] http://www.eua.be/cde/Home.aspx

3. Aqua-tnet on the move

Introduction

The previous Aqua-tnet projects have highlighted that education and training has been a priority area in the EU especially since the adoption of the Lisbon Strategy in 2000. March 2010 saw the launch of the Europe 2020 Strategy, which included two flagship initiatives, "Youth of the move" and "An agenda for new skills and jobs", as well as the Bologna Process 2020 Communiqué (Louvain, 2009)[2]. All stress the importance of mobility of European students and early stage researchers to strengthen academic and cultural internationalisation of European higher education. This is with a view to enhancing the quality of programmes and excellence in research for revival of the European economy.

Longstanding EC programs, such as Leonardo da Vinci and particularly Erasmus (3 million students by 2012), have clearly contributed substantially to both training mobility and better integration among European regions. Erasmus Mundus (from December 2003) is the worldwide extension of the Erasmus programme to extend academic cooperation between all countries. The mobility experience within higher education programmes is seen as an added value by students and teachers across Europe and therefore, any university considers the inclusion of foreign experience as an important addition to their quality.

The "Youth on the Move" programme[3] is the Europe 2020 Flagship Initiative to unleash the potential of young people to achieve smart, sustainable and inclusive growth in the EU, and address issues such as high youth unemployment and improving training to increase their prospects in the labour market. As a consequence the programme plans to ensure that:

- more EU youth have the opportunity to enrol in higher education
- EU universities improve the quality of the courses they offer – to make them more attractive for students and more responsive to their needs
- by 2020, all young EU nationals have an opportunity to study or train abroad at some point during their education
- there is a decrease in school drop-out and an increase in "later in life" learning opportunities.
- there is promotion of workplace and entrepreneurial learning experiences
- there are more possibilities for self-employment and for young people to work abroad

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[2] http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Leuven_Louvain-la-Neuve_Communiqu%C3%A9_April_2009.pdf
[3] http://ec.europa.eu/youthonthemove/index_en.htm

The first proposal of the European Commission to encourage young people to spend a period studying or training abroad was promoted in September 2010. Aqua-tnet plans to enhance this EC proposal in the "Aqua-tnet on the move" work-package.

State of the Art in Aqua-tnet on the move – the Aqua-tnet domain

The primary tool developed by WP3 for enhancing mobility is the Aqua-tnet Education Gate, which is a database of organisations involved in the sector and the MSc, PhD and short courses that they provide. The functionality is still under development, but includes search functions and an interactive map using Google technology.
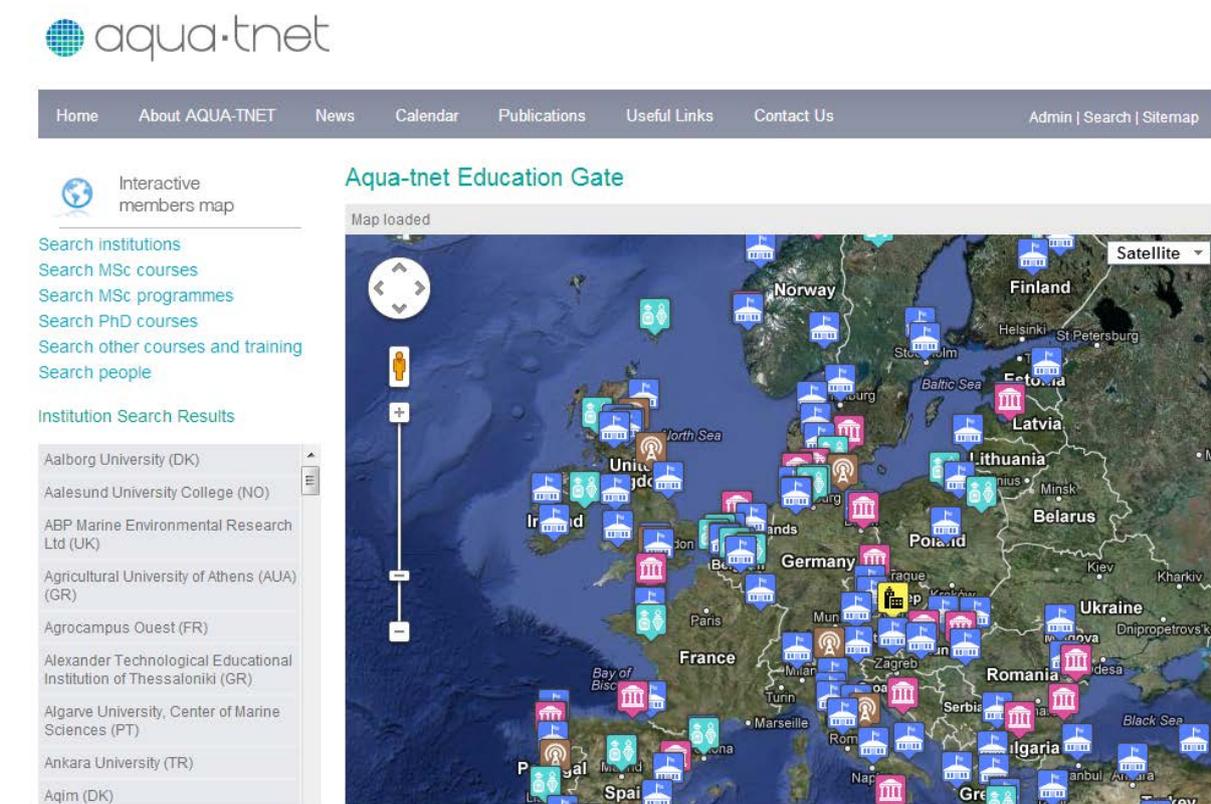
Screenshot of the Aqua-tnet Education Gate

Maintenance of the data is largely devolved to the contributing organisations, with support from AquaTT.

WP3 are currently examining additional information that is needed to improve the usefulness of the Education Gate service, and on guidelines for users of the service, particularly providers of mobility opportunities. These include improvement to:

- information on grant availability, e.g. from national and regional authorities as well as EU

- local contact points and information package
- opportunities for bilateral exchanges
- opportunities for institutional networks exchanges
- Promotion of the Aqua-tnet Education Gate through other networks and services
- Guidance on internships
- Organisational coverage (e.g. France, Germany and Poland are currently thought to be under-represented)

4.   Generic Skills for Future Success

Introduction

The EC Commissioner for Education, Training, Culture and Youth stated that "fast changes in the job market means that there is a need to continue to teach specific skills. However, graduates will also need a set of more generic skills in order to increase their job opportunities and maintain employability" (Figel, 2008). Thus generic skills training will be vital for future successful graduates to make a comprehensive contribution to the job market.

At the European level, the Bologna Declaration and Lisbon Strategy have resulted in extensive discussion of generic skills training. Both address generic skills training needs at doctoral level and emphasised the role of generic skills training in preparing doctoral students for employment and mobility. The development of generic skills has therefore been motivated by the belief that there are skills which all graduates should possess, and which would be applicable to a wide range of tasks and contexts beyond the university setting. Aqua-tnet 2 outcomes included results of surveys of stakeholders (industry and other employers) of what these generic skills should be. In addition, the EU and UNESCO are developing a database of skills and competences for specific occupations and linking this with higher education strategies for the future (EC, 2009; Figel, 2008).

State of the Art in Generic skills for future success – the Aqua-tnet domain

The previous Aqua-tnet identified current learning and skills training needs, gaps and new requirements in current postgraduate generic skills training and provided recommendations concerning best practice for generic skills training modules. The present iteration of Aqua-tnet is continuing this research and aims to develop generic skills training materials, training approaches and delivery methods.

At present, generic skill training is often integrated into the teaching objectives and approaches used within institutions, with relatively little strategic and coordinated approach to their assessment and recognition. A better toolkit for recognising and making explicit generic skill development is one approach under consideration. The development of specific short courses and supporting materials will also be pursued during the second half of the project.

References

Figel, J. 2008. The future of higher education: challenges and policy directions: The EU perspective. OECD/France International Conference: Higher Education to 2030. What future for quality access in the era of globalisation? Paris, December 2008.

European Council Conclusions "A strategic framework for European cooperation in education and training" (ET 2020). Official Journal C 119 of 28.5.2009.

Introduction

The increasing power of computers and their interconnection through the internet is presenting new opportunities and challenges for learners, educators and academic institutions. This allows potential for working over a wider locational and temporal framework using digital tools. Conversely, education is now framed within the wider policy of support for lifelong learning that encourages wider access to education and places new emphasis on the role of informal learning. Thus considerable importance has been attached to information and communications technologies (ICT) for delivering innovative learning and in particular in the context of continuing adult education.

State of the Art in Innovative Lifelong Learning – the Aqua-tnet domain

Sub-group A – Lifelong learning Pathways

The updating and upgrading of previous WP5A activities and deliverables were the main group objectives of the first phase, subject to a pragmatic evaluation of their usefulness and usability. As a result, the aquaculture competencies/learning outcomes developed under the WAVE[4] and VALLA[5] projects were updated and used as follows: a) to describe new aquaculture courses in terms of learning outcomes (Iceland, Denmark); b) high-level dissemination (new VALLA leaflet) to the 3rd ECVET Annual Forum in Brussels; c) constituting a pivotal part of the work of the Agriculture & Fisheries Reference Group in the preparation of the new European occupational profiles for the ESCO 2020 Initiative[6] (European Skills/Competences, qualifications & Occupations).

As the ECVET process is rolled out over Europe (see below for further details), it became apparent that the group's ECVET workshop, due in month 11, should be scheduled later in the project lifetime to take account of the fast-moving rate of development in the process, so as to maximize the benefits for AQUATNET's tertiary educational organisations. The group has kept up a flow of information on ECVET to AQUATNET members, via project newsletters, reports and presentations at both Annual Events, continuing to keep track of members' awareness of developments. As a result of the group's participation in the 3rd ECVET Forum (Brussels, June 2012), and informal participation in the ECVET Community of Interest, the group was able to access and circulate radical documents such as the ECVET Learning

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[4] WAVE website: http://waveproject.com (accessed 22/04/2013)

[5] VALLA website: http://vallaproject.com (accessed 22/04/2013)

[6] ESCO: http://ec.europa.eu/social/main.jsp?catId=1042&langId=en (accessed 22/04/2013)

Agreement and Memorandum of Understanding[7] at least one year before these were generally available.

Participation of HE Institutions in Lifelong Learning

The ECVET credit system, an important but voluntary instrument in the furthering of EU objectives concerning LLL pathways, has made steady progress since its adoption by the Commission in 2009. Its role as an integral part of the EQF (European Qualifications Framework) will be reviewed in 2014 with respect to conditions necessary for implementation; WP5 A hopes to make a significant contribution. To this end many pilot ECVET projects[8] were funded, which have provided useful case studies, good practices, solutions, proposals and debates. From the series of ECVET pilot project seminars (to date, 11 have been held; see annex 1) strategies in progress throughout Europe have been trialled and evaluated, and networks of users have been developed which will help participants to set up their own approaches and policies.

Conclusions

Lifelong learning has been on the European agenda since 1996, and is a main pillar of the "Europe 2020: Agenda for New Skills Initiative"[9].

Cedfop has already pointed out the underlying inherent difficulties in the following concise yet thoroughly pragmatic view of the situation. "Strong disjunctions traditionally exist between HE and VET. In many countries the framing of HE qualifications and VET qualifications are separate, and there is institutional reluctance and technical difficulty in bringing the two into closer alignment. This lack of connection has also emerged as a potential problem within the EQF, where the specific intention is to bring into alignment different forms of qualification through the adoption of common levels based on generalised learning outcomes."[10]

The latest Cedefop publication[11] still comes to the conclusion that while many countries are well on their way to implementing ECVET, credit transfer is still not an integral part of vocational education and training systems. "Moreover, there is still work to be done on making all common European tools - the European Qualifications Framework, quality assurance mechanisms and lifelong guidance, as well as ECVET - work as a seamless whole. "

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[7] Learning Agreement/Memorandum of Understanding: http://www.ecvet-projects.eu/ToolBox/ToolBoxList.aspx?id=16&type=1 (accessed 22/04/2013)
[8] ECVET website (http://ec.europa.eu/education/lifelong-learning-policy/doc50_en.htm), http://www.ecvet-projects.eu/ (accessed 22/04/2013)
[9] "An Agenda for New Skills and Jobs", Strasbourg, 23.11.2010, COM(2010) 682 final)
[10] Vocational Education and Training at Higher Qualification Levels", CEDEFOP, Luxembourg, 2011. http://www.cedefop.europa.eu/EN/Files/5515_en.pdf (accessed 22/04/2013)
[11] "Monitoring ECVET implementation strategies in Europe", CEDEFOP, APRIL 9, 2013

The integration of lifelong learning strategies into the mission of higher education institutions is still marginal across Europe as shown in the surveys conducted in the EUA Trends reports. The Trends 2010[9] survey results indicate that the development of institutional lifelong learning strategies that support all educational provision in a lifelong perspective (i.e. the first meaning of the term) evolves very slowly. Aqua-tnet2 carried out a similar survey, using similar questions to enable comparisons to be made. In this context, it is perhaps revealing that 31% of the 72 Aqua-tnet2 HE respondents have a system in place whereby an individual can obtain credits towards one of their programmes through evidence of work experience.

Yet according to the definitive Trends 2010 report[12], this type of provision is very rare, "In the majority of European countries, lifelong learning is considered as a set of activities provided outside mainstream education, in relation to which Bologna tools such as learning outcomes and academic credits are only rarely defined or attached."

Perhaps because of the greater integration and cooperation of the Aqua-tnet partnership which includes organisations, research organisations and industrial partners as well as universities, there is a greater awareness of the need for more flexible learning pathways and also for recognition of prior learning, which has long been one of the pillars of the *Bologna* reforms. This is an area where WP5 A can continue to make a difference, by continually providing up-to-date information regarding the current situation vis-à-vis Lifelong Learning Pathways.

Sub-group B – Curriculum Frameworks

Sub-group B's activities and deliverables focus on two specific items: updating of the previous Aqua-tnet TUNING application, and supporting the implementation of the EUA (European Universities Association) Charter for Lifelong learning by circulating relevant recent information to all members, culminating in an Information Day type workshop in Month 24.

All due activities and deliverables were achieved within the planned timescale, though the upgrading of the project website delayed the online circulation of the amended TUNING application.

Developments in the Tuning initiative

The TUNING Initiative[13] has slowed its innovative pace over the past two years, since the establishment and launch of the TUNING Academy in 2011. Run by Groningen and Deusto Universities, the Academy aims to be an international reference point in higher education, specifically in teaching-learning processes and the design and implementation of quality degrees/qualifications with the aim of

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[12] "Trends 2010: A decade of change in European Education", Sursock & Smidt, EUA, 2010.
[13] TUNING: http://www.unideusto.org/tuningeu/

becoming a university centre of excellence. Its awkwardly-named four-unit structure (sic) (i.Investigation and Doctorate; ii. Innovation and Education/Training; iii. Analysis and Politics (Employment-Higher Education) + Observatories; iv. Spreading/Media, Publications and Projects) will provide support for a diverse group of users (Tuning Research Fellows, Tuning Doctoral, Researchers, Tuning Policy Fellows, Tuning Academic Experts, Tuning Association Members, Tuning Coordinators) who will be able to provide through the Academy, training in how to design student-centred curricula, in how to write good Learning Outcomes, in how to formulate degree profiles, and will also serve as a platform for research and reflection between academics on HE issues. Despite (or perhaps because of) its ambitious aims, the TUNING Academy does not seem to have made much progress since 2011, except in the area of Spreading/Media where it continues to promote its methodology worldwide (Japan, Russia) and has set up many TUNING Information Points (TIPS).

Developments in the EUA charter of Lifelong Learning implementation

Two valuable EUA projects, SIRUS[14] (29 universities) and ALLUME[15] (10 universities with 6 additional 'testing' partners) were carried out with the explicit aim of furthering the implementation of the EUA Charter of lifelong Learning and these have been duly reported on by Sub-Group B and circulated to all Aqua-tnet members.

SIRUS findings

Most universities go through a three-step sequence in developing an institutional LLL strategy involving: an adaptation stage; an organisation stage (where strategies are put in place); and finally a cultural stage (where universities adopt a new way of thinking, a LLL culture and a shared vision across the institution). The framework conditions crucial for supporting the successful development of lifelong learning were funding and legislation. Only 12 of the 18 SIRUS countries believed such 'supporting legislation' was in place and only 4 countries had specific funding for the development of lifelong learning activities. Many of the universities also pointed out that their respective governments had been slow to respond to the commitments in the EUA Lifelong Learning Charter. Universities agreed that for successful implementation, both support from the university leadership and the proactive engagement of staff was crucial. Partnerships and cooperation with other universities and also with non-university partners, including the private sector, were identified as another strategic priority for the success of LLL.

ALLUME'S findings

ALLUME's main objective was to find ways of increasing university participation in lifelong learning and to produce "A Lifelong Learning University Model for Europe", intended to assist universities by providing guidelines based on the European

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[14] SIRUS http://www.eua.be/eua-work-and-policy-area/building-the-european-higher-education-area/projects/shaping-inclusive-and-responsive-university-strate.aspx
[15] ALLUME http://allume.eucen.eu/)

Universities' Charter on Lifelong Learning (2008). However, it became clear that the idea of a unique model or a one-size-fits-all approach was not only out-dated but seriously inadequate given the diversity of universities, environments and the heterogeneity of LLL strategies and processes. ALLUME instead tried to find ways for universities to develop flexible "Pathways for Lifelong Learning Universities" as one method of tackling the diversity in LLL strategies. ALLUME produced a useful methodology from 10 case studies based on structured peer visits, with essential tools for self-analysis and benchmarking.

Conclusions

The rather depressing findings from SIRUS could certainly be a consequence of the severe financial climate throughout Europe, in which European universities have had to make many severe cutbacks. It is not surprising therefore, that universities are reluctant to commit to those actions of the Charter such as "adapting study programmes to enhance widening participation", catering for "a diversified student population" and "providing appropriate guidance & counselling service". Especially when governments do not appear eager to engage in their commitments, such as "recognising the university contribution to LLL as a major benefit to individuals and society" and "promoting social equity & an inclusive learning society". However, even the rather promising findings from the ALLUME project do not appear to have been taken up by European Universities as the present financial situation does not warrant the taking up of costly new programmes, no matter how worthy the aims and the ultimate benefit to society.

Sub-group C – Innovative tools and methods

Introduction

Taking advantage of developments in ICT, especially Internet technologies and multi-media has been a key strand in EC Lifelong Learning Policy since 2000. WP5 Sub-group C is monitoring developments and seeking to support project members in implementing innovations both in approach (methods) and the tools that are used. Previous phases of Aqua-tnet have developed supporting materials for use of Web 2.0 platforms and developing audio, video and graphical resources. Substantial work has also been carried out on encouraging and supporting language learning and linguistic diversity within the Aqua-tnet domain.

Support to WP5

A key objective during the reporting period has been to assist WP1 develop structured case studies, presented via a web site and using video and other multi-media. This uses the concept of learning objects as basic building blocks:
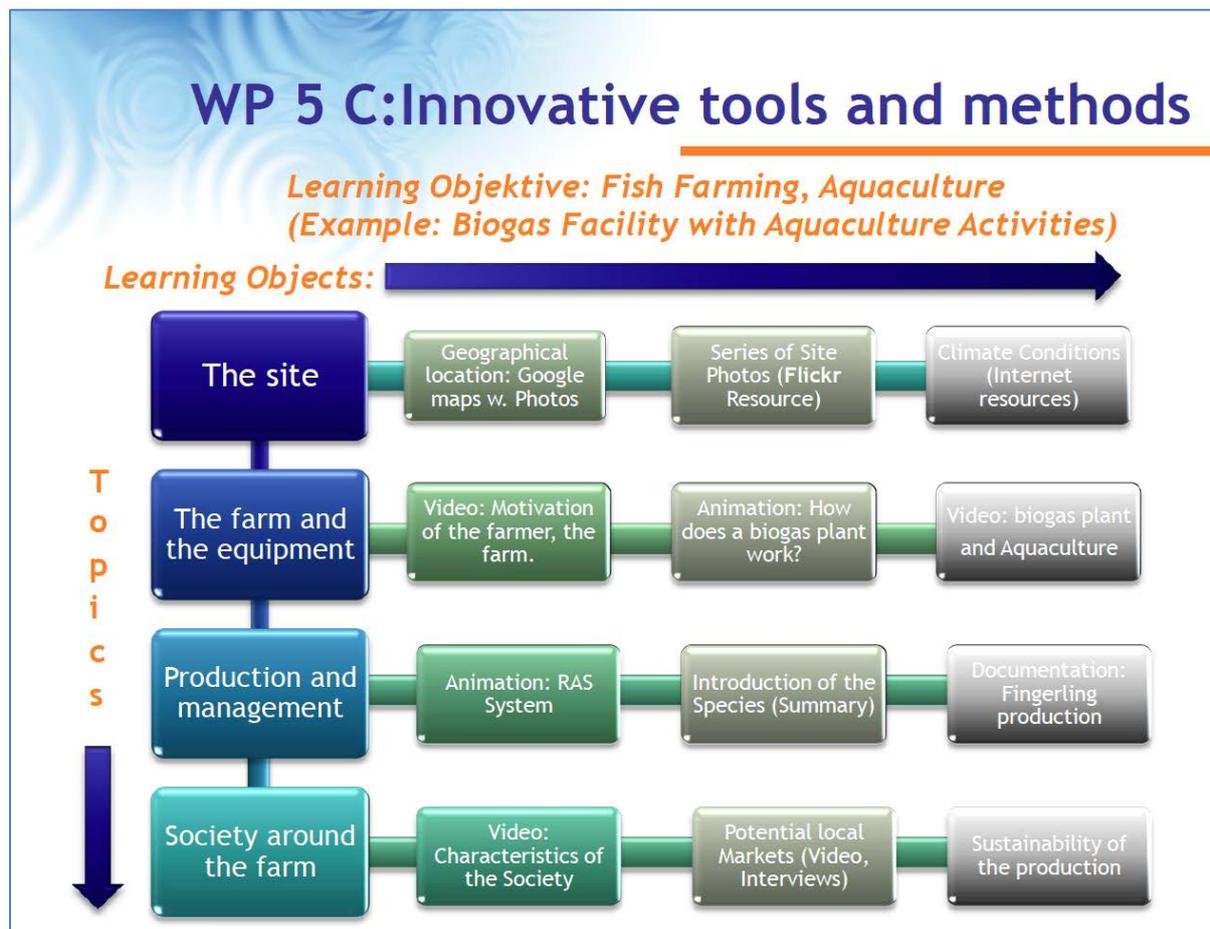
Using learning objects to structure Aqua-tnet case studies

Support has been given at WP1 meetings for the production and editing of video materials which are being transferred once complete to www.aquacase.org.

The group continue to promote the sharing of learning objects through a Flickr group (http://www.flickr.com/groups/aqua-tnet/) and also plan to develop resources on YouTube (http://www.youtube.com/user/aquatnet).

Language Learning Developments

Following the sudden demise of the EU Directorate for Multilingualism in 2009, there were very few new developments in this area. However, as part of the EU 2020

strategic priorities, some new initiatives have emerged with some significance for this sector. Later in 2009, the Business Platform for Multilingualism was created in order to improve the contribution of language knowledge to economic growth. Clearly stated business needs (from a Language Needs Analysis carried out under the auspices of its funded CELAN (Ref.1) project) seem to carry some weight, as can be seen from the significance given to this aspect in the EU 2020 initiatives. Commission Staff Working Document (SWD(2012) 372 final) "Language competences for employability, mobility and growth" (Ref. 2) makes it clear that support will be given for Innovative tools and methods for language learning in the framework of Erasmus for All, making full use of the existing platforms to bring together representatives of the civil society and the world of business. One of the 6 pillars of ERASMUS for All is language learning and linguistic diversity. The OMC working group 'Languages in education and training' will identify and analyse good practices for up-scaling language skills for jobs. There will also be Multilingualism policy conferences to give a strong orientation to international commercial and cultural exchanges.

Following earlier work in both Aqua-tnet and PESCALEX (Leonardo) projects, development of a Language Learning Game has continued. Two iMovie films are currently on YouTube (French[16] and Polish[17]) and two more have been recorded (Greek, Turkish) and will be uploaded in the near future. A new proposal featuring the basic fish disease VOLL material as a cellphone application has also been submitted to the Lifelong Learning Programme.

Example material from the Language Learning Game (in Turkish)

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[16] http://www.youtube.com/watch?v=0RG71MViGPA
[17] http://www.youtube.com/watch?v=WI0BnqicwoI

References

1. http://www.celan-platform.eu/

2. "Language competences for employability, mobility and growth" Commission Staff Working Document (SWD(2012) 372 final) Strasbourg, 20.11.2012

Annex 1

Sub-group A – Lifelong learning Pathways

Below are just a few of the many seminars, workshops and conferences which have taken place since AQUATNET started.

2011 (Sept, Lublijiana) ECVET Pilot projects 1st generation Synergies & Challenges

This seminar brought together the first (2008-2011) and the second generation of ECVET pilot projects (2011-2013). The themes (common challenges and create synergies) covered issues of mainstreaming and dissemination, aspects of the technical specifications (description of vocational qualifications in terms of units of learning outcomes, design of learning outcome transfer process.

2012 (Feb, Brussels) Final conference ECVET pilot projects

The ECVET pilot projects shared their findings after three years of project work, covering testing, methods and tools. 140 participants (29 countries) included representatives of competent institutions involved in ECVET testing and implementation (Ministries but also Chambers and sectoral bodies), representatives of National Agencies of the Lifelong Learning Programme, future ECVET promoters and others interested in working with ECVET.

2012 (April, Rome) ECVET 2nd generation Pilot Projects one year on

Discussion centred on the assessment of learning outcomes in view of ECVET credit transfer and accumulation.

2012 (Oct., Berlin) 10th seminar 2nd generation Pilot Projects

The seminar addressed the following topics: ECVET implementation across Europe; scenarios of using ECVET to support lifelong learning; ECVET related documentation (Memorandum of Understanding, Learning Agreements) in the context of lifelong learning.

2013 (March, Paris) 11th seminar

Subjects addressed: validation and recognition of learning outcomes in the context of mobility and lifelong learning; how to communicate ECVET to VET-providers;

appropriate strategies in relation to projects' final national dissemination events; key messages on ECVET.

2013 (March, CEDEFOP-European Centre for the Development of Vocational Training) Publication of 3rd analysis of developments in ECVET (June 2011 - September 2012) (Ref.6)

This was based on analysis of policy and research documents in 32 countries, along with the results of 44 interviews conducted between August and October 2012, gathering views of more than 70 experts and members of the ECVET users' group.