

Learning Unit 1: Introduction into EUVET Policy

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Author(s)	Alina Praun, Sandra Bohlinger
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1 Learning Unit Introduction

Learning Unit 1: Introduction to EUVET policy

Welcome to our first learning unit, which introduces you to the **basics of the European Union (EU) and its Vocational Education and Training (VET) policy**—often referred to as EUVET policy.

Vocational Education and Training (VET) has always been central to the European Union's goals: building peace, supporting social cohesion, and strengthening the economy. Over the decades, EU policy in VET has evolved to respect the diversity of national systems while promoting cooperation, transparency, and mobility. In this unit, we will explore how European VET policy is shaped, which principles guide it, and what instruments are used to govern and support it. You will see that, while education systems remain under national authority, the EU plays an important role through frameworks, recommendations, and programmes that bring added value to learners, providers, and societies across Europe.



This unit consists of three main topics:

- The link between EUVET and European values:** You will learn about the core ideas of EUVET, see how they connect to European values, and recognize how EUVET aligns with broader European strategies.
- EUVET Tools and Instruments:** You will learn to identify these tools, reflect on how they might be relevant to your own professional context, and explain the key ideas and principles that build the foundation of EUVET.
- Types and Benefits of EUVET (tools and instruments):** How does VET policy support lifelong learning, employability, and mobility across the Union.

By the end of this learning unit, the learner will be able:

- To know the core ideas of EUVET and its relation to European values
- To understand how EUVET aligns with overarching European strategies
- To identify EUVET tools and instruments
- To reflect on the relevance of EUVET tools in their professional working environment
- To differentiate between different EUVET tools and instruments
- To compare the functions and purposes of various EUVET tools

Let's get started and discover how European VET policy has developed into a key driver of skills, opportunities, and cooperation across Europe.

Note:

- You will find examples, explanations, and activities to connect complex concepts with your own teaching and training practice.
- A glossary and references at the end of the unit will help you clarify terms and explore further resources.
- Feel free to study the topics in sequence or revisit those most relevant to you.

Estimated Time: Completing this unit will take approximately 180 minutes (3 hours). Additional time may be needed to complete the learning exercises.

Modality: Remote, self-paced learning

2 Introductory Video

Video Link: <https://www.youtube.com/watch?v=9m3BdeQhceg>

Transcript: Introduction to European Vocational Education and Training Policy

Hello and welcome to the first of our four learning units on Vocational Education and Training Policy in the European Union – in brief EU VET policy.

This unit will provide you with an introduction to EU VET policy – a fundamental component in shaping vocational education and training across Europe.

But why does EU VET policy matter? As Europe faces rapid economic and technological changes, the ability to develop a skilled and adaptable workforce is more important than ever. Thereby, EU VET policies are essential for ensuring a highly qualified workforce by providing individuals throughout the EU with access to high quality training that meets labor market demands. Thus, these policies influence the design, implementation, and recognition of training programs and foster individual mobility across Europe.

In the first learning unit, we will focus on three main learning objectives:

1. **First, you will gain an understanding of EU VET and its relationship with European values.**
You will learn about the core ideas and concepts of the topic and how EU VET policies reflect key European principles like freedom, democracy, equality and peace.
2. **Second, we will introduce you to what EU VET policy tools and instruments are.**
By the end of this unit, you will be able to identify and differentiate between EU VET tools and instruments and understand their added value in both policy and professional practice.
3. **Finally, you will learn to compare the functions and purposes of these different tools.**
We will also highlight the relevance of these tools to your own professional environment, helping you see how these policies affect your work and the opportunities they create.

Therefore, we'll provide you with an interactive learning path by engaging with texts, podcasts, videos and learning activities, to deepen your understanding while also providing practical insights into how EU VET policies is realised in everyday professional environments.

So, *let's* get ready to explore and gain a deeper understanding of EU VET policy, related tools, and their impact on your daily work.

3 Learning Activity 1: Reflecting on your experience with European VET policy and tools

Description (not for OPAL): This reflection helps to connect learners their own experiences and goals to the broader topic of European vocational education and training (EU VET) — including tools such as the **EQF**, **Europass**, **EQAVET**, and **Erasmus+**. It is also an opportunity to bring in the personal perspective and better understand how European cooperation in VET relates to your professional context.

Title:  **Reflection Task – Your Experience with EU VET**

Before diving into the core content of this module, take a few minutes to reflect on your own experiences and expectations regarding European VET policy and tools such as the **EQF**, **Europass**, **EQAVET**, and **Erasmus+**. In the following, you are provided with two guiding questions. If your are not familiar with EUVET – or are not yet aware that you do – just skip the second question or save it for later.

 *There are no right or wrong answers — this is about your personal reflection and starting point.*

Guiding Question 1:

What are your personal goals or motivations for learning more about EU VET policy or for strengthening the European dimension in your work?

Sample Solutions/Suggestions:

Thank you for sharing your motivation for learning about EUVET! Here is a collection of motivations from other participants:

“My organization wants to start with Erasmus+, therefore I wanted to receive information on tools such as the Europass and the EQF”

“I wanted to learn about EU instruments in other national contexts and see practice examples”

“I am currently working in a cooperation project and will encounter more about the EUVET tools such as EQF, Europass and EQAVET that can help us in joint curriculum development”

Guiding Question 2

What is your experience with EU VET tools or programs so far? What do you find helpful or challenging? (e.g. EQF, Europass, EQAVET, Erasmus+, mobility projects, etc.)

Sample Solutions:

Thank you for sharing your experience! Experience with EUVET tools can be manifold. To supplement your answers, here is a non-exhaustive list of potential scenarios indicating ways in which you may have already had contact with EU tools:

- The qualification certificates of your learners often include a level of the European or national qualification frameworks (EQF/NQF) or a diploma supplement which includes a description of a qualification. It is a European tool.
- You may have already used learning materials, toolboxes, guidelines or other resources, which were results of EU funded programmes in Vocational Education and Training within Erasmus+ projects are available to the public afterwards and can be used for teaching, organizational development etc.
- You may also have participated in an Erasmus+ mobility – either as a student or as a teacher/staff. Even now, you may be eligible to participate in Erasmus+ mobility and visit other VET providers for European exchange or participate in an Erasmus+ staff week.
- You may have already used EUROPASS for creating your CV or Cover Letter when seeking for a job! The EU portal helps you not only to apply but it can also be used to certify digital skills or mobilities.
- Have you ever heard about DigComp or other competence frameworks? These are part of the EU's key competences of lifelong learning and display e.g. digital competences (DigCom), sustainable competences (GreenComp) or Entrepreneurial Competences (EntreComp). You can use such frameworks for either reflecting on yourself (DigCompEdu) or for designing learning activities for your students.

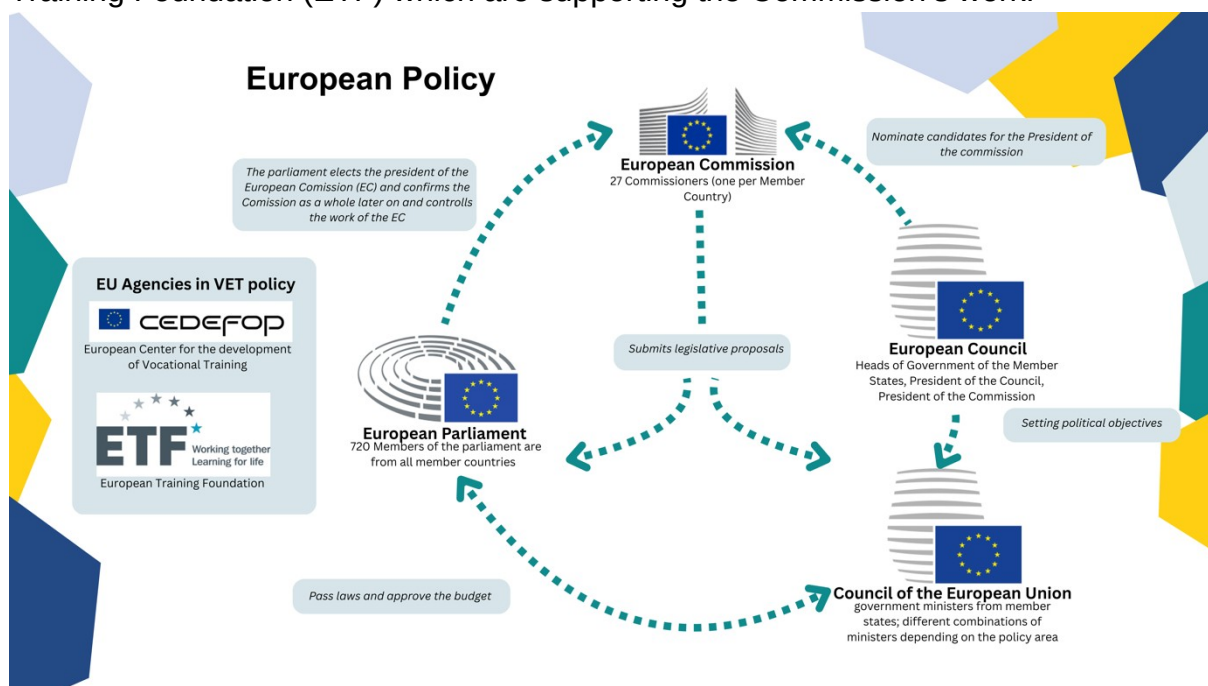
4 What is European VET policy?

Sandra Bohlinger, Christian Müller, Alina Praun

4.1 Introduction

Since its founding on April 18, 1951 as the European Coal and Steel Community, the European Union has pursued three key objectives: peacebuilding, fostering social coherence and creating a common European economic area. Ever since, vocational education and training (VET) has played a key role in achieving these goals. The overall aim of European VET policy has always been to make sure that learners gain (vocational) knowledge, skills and competences they need to find a job and be a part of society.

All EU Member States share this aim, but the structures and institutions that lead to occupations and qualifications are different across countries. The same is true for the question of how to govern and steer VET policy. Multiple languages, cultural-historical and socio-structural differences as well as the numerous stakeholders and institutions involved in this field lead to an even more complex picture. At European level, education policy is primarily shaped by the Council of Ministers, the European Council, the European Commission, the European Court of Justice and the European Parliament. In addition, there are several so-called agencies including the European Centre for the Development of Vocational Education (CEDEFOP) and the European Training Foundation (ETF) which are supporting the Commission's work.

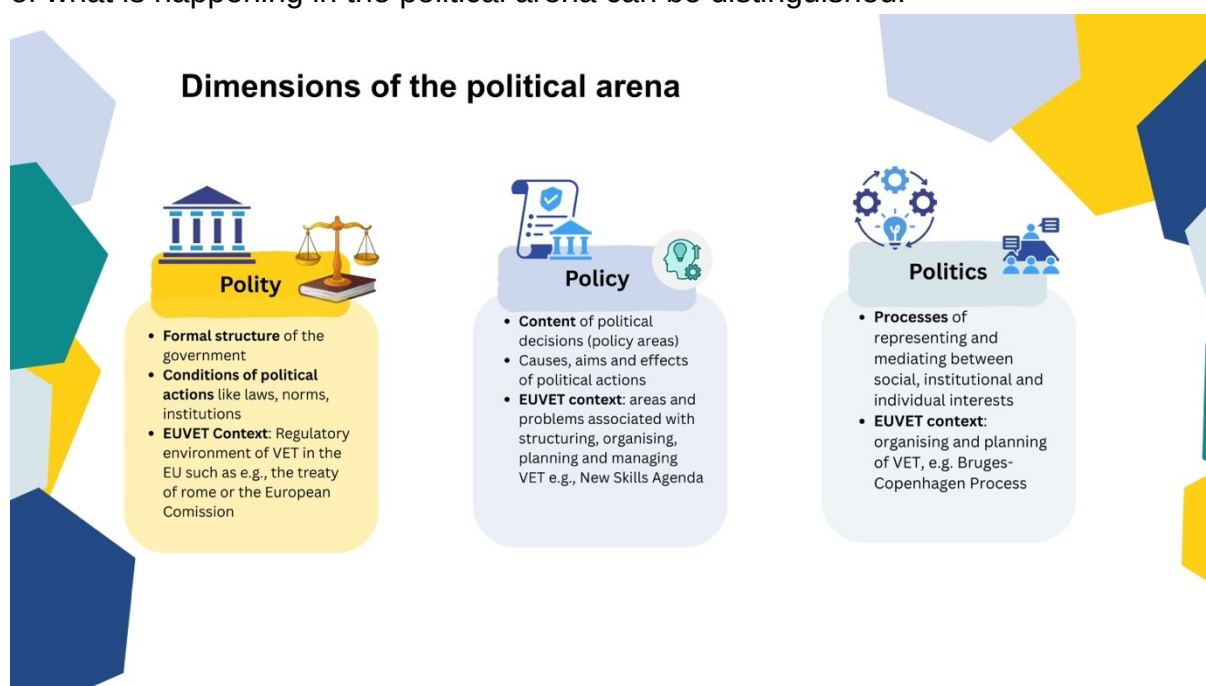


Against this background, this overview aims to introduce to European VET policy including principles and instruments of governance, also known as EUVET policy tools and instruments.

4.2 Setting the scene

Traditionally, VET has focused on various forms of education and training that are relevant for the labour market. VET is at the crossroads of the education system and the labour market, which makes it much more complex than other educational fields such as general or higher education. This makes VET policy even more complex as it is intertwined with educational, economic and social policies.

Research has provided many definitions of policy. A well-known definition of policy (policy analysis) indicates that it is about understanding “what governments do, why they do it, and what difference it makes” (Dye, 1978: 3). Moreover, three dimensions of what is happening in the political arena can be distinguished:



In practice, these three dimensions of the political arena are overlapping and interdependent. Nevertheless, it is relevant to know the difference between these three dimensions to make sure that we know what we are talking about, particularly since not all languages provide a distinct terminology for the three dimensions of the political arena.

4.3 Aims of VET policy and governing tools and instruments

Since it was created, the main aims of the European Union have been peace building, economic development and social coherence, which means aligning living standards across European countries. Even today, EU policy – also in the field of VET – is all about achieving and implementing these aims. At the core of the European Union’s policies is the so-called Treaty of Rome, which guarantees free movement of persons, services, capital and goods. In the early years of what is now the European Union, the idea of European policy in the field of VET and beyond was to harmonise VET systems. This resulted in a long discussion in which ways VET structures, qualifications, occupations and other parts of national VET systems could be unified. In the 1970s, unifying (“harmonizing”) VET systems turned out unrealistic as national education systems are too complex and too much rooted in national structures and histories to

apply a one-size-fits-all strategy. This was stated in the so-called Dahrendorf Memorandum and still applies today.

Since then, the European Union (including its predecessors) has developed political measures, instruments and programmes that respect the diversity of national qualification pathways and structures. Respecting this variety of national VET pathways and institutions and trying to align them rather than harmonising (unifying) them, has become a key characteristic of EU VET policy. This is accompanied by the **subsidiarity principle** indicating that the Union will only intervene in the field of VET when the European Member States request it.

Today, EU VET policy has become a strategic priority within the European Union. Thus, the EU established a number of EUVET tools and instruments, which describe techniques and approaches of governing the EU in order to achieve the defined policy goals in the field of VET (e.g., New Skills Agenda). Among the many tools, instruments and programmes in the field of education, some are directly relevant and important to learners and workers. This includes

- the [Europass](#) as it is a comprehensive tool for workers, learners and teachers at the crossroad of labour market and educational mobility. Europass allows easy application across all member states, but also facilitates learner mobilities.
- the [European Qualifications Framework](#) (EQF) which helps to translate your qualification in other national systems, in case you want to work or learn abroad
- The [EQAVET](#), which provides VET organisations—especially small ones, and staff guidelines and practical tools for quality development in VET.

These instruments are explained in detail in the other learning units of this course. Next to these three key instruments of EUVET policy, there many more tools including e.g. the learning outcomes orientation, competence frameworks like [DigComp](#) and programmes like [Erasmus+](#).

4.4 Background information: policy instruments and legislative acts

Behind the scenes of EU VET policy tools are the European Union's legislative acts. They are the backbone of any kind of EU policy, no matter what the topic is. There are basic treaties (so-called primary law) such as the treaties of Rome or the Single European Act. For further information take a closer look at our timeline.

The following table provides an overview of these legislative acts indicating VET-related examples. The five forms of acts, also called EU law, can be differentiated among their degree of bindingness which are relevant to VET. In the following sections, the examples are explained.

Table 1. Five forms of EU law

Description	Scope	Examples related to VET
Regulations	General validity; Regulations are binding on every Member State	Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021(European Parliament & Council of the

Directives	The goal to be achieved is binding for all EU members, but the form of implementation is free to each member states.	European Union, 2024) Directive 2005/36/EG (directive on the recognition of professional qualifications) (European Parliament & Council of the European Union, 2005)
Decisions	Binding in all parts for all those the decision is addressed at (e.g., companies, countries)	Decisions by the European Court of Justice (ECJ-Blaizot, 1988 ¹ ; ECJ-Gravier, 1983 ²)
Recommendations	Non-binding	Recommendation on the Establishment of European Qualifications Framework (European Parliament & Council of the European Union, 2008)
Opinions	Non-binding	Opinion of the European Economic and Social Committee on the 'Proposal for a Council Recommendation on a European approach to micro-credentials for lifelong learning and employability' (COM(2021) 770 final) — 'Proposal for a Council Recommendation on individual learning accounts' (COM(2021) 773 final) (European Economic and Social Committee, 2021)

4.4.1 Regulations

Definition: The Council and the Parliament issue binding regulations for policy fields that, under EU law, are to be governed across the EU. The European Commission recommends these regulations. Since VET falls under the sovereignty of the Member States, the EU cannot issue regulations that directly affect VET. For example the EU cannot issue a regulation on VET financing or VET structures.

Example: Regulations such as the European Social Fund (ESF) offer the opportunity to indirectly rule national VET systems. This is often done through financial incentives for policy measures and programmes; for example, in the case of combating youth unemployment, with approximately 10 billion Euros annually (for all member countries), where all subsidised means require a national contribution of 15-50% per measure.

¹ Blaizot, Case 24/86, Decision by the ECJ 02.02.1988

² Gravier, Case 293/83, Decision by the ECJ 3.02.1983

With education and training at the crossroads of labour market participation, the ESF plus aims to achieve several goals relevant for VET including:

- Better education and training systems at all levels.
- Equal access to quality education and training.
- Upskilling, reskilling and lifelong learning for all.
- Access to quality employment for all, including youth employment.
- Modernising labour market institutions and services.
- Gender-balanced labour market participation.
- Adaptation of workers, enterprises and entrepreneurs to change.

4.4.2 Directives

Definition: Directives are binding on every Member State, however, the national authorities may freely choose forms and means for their implementation.

Example: An example is the directive on the recognition of professional qualifications, which refers to the recognition of so-called regulated professions. It applies to all citizens of European Union (EU) Member States, the European Economic Area (EEA) and Switzerland who have obtained their qualification in an EU Member State and guarantees them access to these professions on the same terms as nationals. The Directive came into force in 2005 and has been lastly amended in October 2025. Basically, it follows the logic of granting one of the four basic freedoms, the free movement and residence of workers.

A so-called regulated profession requires a specific degree to access the profession. This is realised by e.g. sitting a particular exam and access to a profession also often requires registration with a professional body. Thus, a regulated occupation indicates under which conditions someone can practice a profession and is entitled to hold a professional title and certification³.

While this Directive does not directly impact on VET, it indirectly governs the conditions under which specific qualifications and professional titles may be awarded or claimed. Thus, ideally, the Directive serves to protect EU nationals and simplifies their access to the Union's internal labour market.

4.4.3 Decisions

Definition: Decisions by the European Court of Justice (ECJ) play a significant role in VET and national VET policies. Over the past few decades, the ECJ has interpreted the European Union's authority expansively; while concurrently it has left untouched the principle that the organisation of VET systems and policy does not fall within the Union's responsibility.

Example: the Blaizot and Gravier⁴ cases were ground-setting, because for the first time students became part of the scope of *professional education*. Previously, anyone who moved to a different country to study was unable to derive any rights from the freedom of movement of workers (e.g., with respect to tuition fee waivers). Ever since these two decisions, any education at academic (university) level is seen as

³ The list of regulated professions can be found here: <https://ec.europa.eu/growth/tools-databases/regprof/home>

⁴ Blaizot, Case 24/86, Decision by the ECJ 02.02.1988; Gravier, Case 293/83, Decision by the ECJ 3.02.1983

professional education, which has considerable effects on tax rules, tuition, grant schemes and more. This court ruling has substantially accelerated the blurring of the line between professional and academic education.

More than for any other governance tool, Court decisions de facto have regulative and constitutive character. Their binding character is so high that – to date – in no case could they be reversed (i.e., voided by a new ECJ decision). As a consequence, national interests as they concern VET are undermined in places where the Union essentially has no right to intervene.

4.4.4 Recommendations and opinions

Definition: Recommendations and opinions are non-binding. Council (and Parliament) opinions mostly are encountered in EU foreign policy and opinions issued by the Commission serve as decision support for the Council and the Parliament. However, *recommendations by the Council and the Parliament* produce the paradoxical situation that they end up – despite their recommendatory nature – in most cases being implemented by all countries.

Example: In the example of the EQF recommendation, even countries, which, for a long time, had critically questioned the added value of the framework, ultimately fell in line with the recommendation.

4.5 Conclusions

VET is of critical and central importance for European citizens, and even more so for VET research. While some instruments such as the European Qualifications Framework are called policy tools, this is not the case with the background governing mechanisms (legislative acts), which are the legal backbone of the EU policy in general.

Summary box

- **What is VET:** education and training relevant for labour market; at the crossroad of education and labour market
- **Why EUVET policy:** learners should gain competences, knowledge and skills to get a job and be part of society
- **Idea of EUVET:** EU members share the aim of EUVET, but structures and institutions on national level differ
- **Three Dimensions of the political arena:** polity = formal structure; policy = content of political decisions; politics = process of mediating between interests
- **Dahrendorf Memorandum:** Harmonising national VET systems is not realistic or necessary
- **Subsidiarity principle:** the EU will only intervene in the field of VET when Member States request it
- **EUVET tools and instruments,** as techniques and approaches of governing to achieve the defined policy goals in the field of VET (e.g., Skills Agenda).
- **Five forms of legislative acts in the EU:** Regulations (general validity, binding); Directives (goals are binding, form of implementation up to member states); Decisions (binding for those addressed); Recommendations (non-binding), Opinions (non-binding)

4.6 References

- European Parliament & Council of the European Union (2024). *Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy. Document 32021R1060. Brussels. <http://data.europa.eu/eli/reg/2021/1060/oj>*
- European Parliament & Council of the European Union (2013). *Regulation (EU) Nr. 1304/2013 of 17 December 2013 on the European Social Fund and repealing Council Regulation (EC) No 1081/2006, Brussels.*
- European Parliament & Council of the European Union (2008): *Recommendation of the European Parliament and the European Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning. COM (2008) 111/01, Brussels.*
- European Parliament & the Council of the European Union (2005). *Directive 2005/36/EC on the recognition of professional qualifications. Brussels.*

5 Learning Activity 2: Understanding the Dimensions, Legislative Acts, and Aims of EU VET Policy

Instruction for learners

After reading the information text, test your understanding of core elements of European VET policy using the following interactive exercises.

This activity helps you deepen your understanding of how European VET (Vocational Education and Training) policy works. By engaging with key concepts such as the political dimensions of policy making, the legislative acts of the EU, and the overarching aims of European integration, you will strengthen your ability to navigate and apply EU VET tools in your own context.

Task 1: Match examples to political dimensions

Instruction: Match the following examples to the correct dimensions of what is happening in the political arena. (*Hint: Think of polity as structure, policy as content and politics as process*)

Dimension	Example
Polity	Treaty of the founding of the European Union
	CEDEFOP (European Centre for the Development of Vocational Training)
	European Court of Justice
Policy (Content)	Lifelong Learning
	Digital skills
	Fostering mobility of learners within Europe
Politics (Process)	Bruges Conference
	EU-Member State negotiations on the future of VET
	Presidency-led policy dialogues

Feedback:

The polity dimension as formal structure includes laws, norms and institutions. Thus, the treaty of the founding of the European Union in a central formal structure that enables EU policy in general in the first place. The CEDEFOP as a European Agency is also part of the structure of the EU's political arena, nevertheless the CEDEFOP is also engaged in policy and politics, but here we focus on it as a part of the EU'S formal structure.

The policy dimension mostly refers to the content of political action including e.g., lifelong learning or digital skills as concepts, which are at the focus of several EU recommendations, actions etc.

In the politics dimension, referring to the process of mediating interests, the Bruges conference is an example of negotiating national interests in the field of VET.

Task 2: Match EU legal instruments

Instruction: Match each type of EU legislative acts to its level of binding force and scope of application.

Description	Scope
Regulations	General validity; all their parts are binding on every Member State
Directives	With regard to the objective to be achieved, binding on each Member State to which directed; intra-state authorities may freely choose forms and means for their implementation
Decisions	Binding in all parts for all those designated
Recommendations	Non-binding
Opinions	Non-binding

Feedback:

Regulations have a general validity as all their parts are binding for every member state.

Directives are binding regarding the objective, but the way how to implement it remains to the member states

Decisions of the European Court of Justice are binding in all parts for those who are addressed by it.

Recommendations and opinions are non-binding, however they often build an incentive or starting point for member states.

Task 3: Recognise the main goals of the European Union

Instruction: Indicate whether the following goals belong to the main/founding objectives of the European Union. Select “Right” or “Wrong” for each statement.

Aim	Solution
Peacebuilding	Right
Fostering social coherence	Right
Creating a common economic area	Right
Harmonisation of education systems	Wrong
Standardization of labor markets and qualification	Wrong

The main aims of the EU are peacebuilding, fostering social coherence and the creation of a common economic area – all while respecting national diversity and authority. Consequently, harmonization and standardization of education and qualifications is not the goal of the EU.

Task 4: Single Choice

Question 1: What best describes VET (Vocational Education and Training)?

- a) Education focused mainly on academic research
- b) Education and training relevant for the labour market (R)
- c) Informal learning outside institutions
- d) Education only for unemployed adults

Question 2: Why is EUVET policy important?

- a) To harmonise all national education systems
- b) To replace general education in the EU
- c) To ensure learners gain competences, knowledge and skills for employment and social participation (R)
- d) To reduce labour mobility in the EU

Question 3: What is the main idea behind EUVET?

- a) All EU Member States must have identical VET systems
- b) EU Member States share common aims, but national structures and institutions differ (R)
- c) VET is regulated exclusively at EU level
- d) EUVET replaces national VET policies

Question 4: What is a key statement of the Dahrendorf Memorandum?

- a) National VET systems must be unified
- b) The EU should fully control VET
- c) Harmonising national VET systems is neither realistic nor necessary (R)
- d) VET should be abolished in favour of higher education

Question 5: What does the subsidiarity principle mean in the field of VET?

- a) The EU always intervenes in VET policy
- b) Member States must follow EU law strictly
- c) The EU intervenes only if Member States request it
- d) VET is regulated exclusively at regional level

Question 6: What are EUVET tools and instruments?

- a) National laws on education
- b) Techniques and approaches to achieve EUVET policy goals (R)
- c) Private training programmes
- d) Examination formats

6 Podcast 1: European Vocational Education and Training Policy in Europe

Goals

- To clarify what EU VET policy tools and instruments are (e.g. EQF, EQAVET, Europass),
- Demonstrate their practical relevance for professionals in vocational education and training,
- Build awareness of the European dimension in VET,
- Reduce complexity through expert dialogue and concrete examples.

Link to the Podcast:

<https://bildungsportal.sachsen.de/opal/auth/RepositoryEntry/49845567496/CourseNode/1755657489244576012>

6.1 Podcast Transcript:

Narrator: EUVET– Vocational Education and Training Policy in Europe. A podcast from the Erasmus+ project EUVET-P with Sandra Bohlinger, professor of adult education at Dresden University of Technology, and Alina Praun, research associate at the chair of adult Education at TU Dresden. Introduction. #00:00:20-8#

Sandra Bohlinger: #00:00:23-6# Welcome to this piece of the project, EUVET-P, which refers to European Vocational Education and Training policy. With this podcast, we provide you with an overview of what is meant by EU policy tools and instruments. We show, why tools such as the European Qualifications Framework or the Europass are relevant to you. And of course, we explain what is meant by these instruments and what they are. With this particular learning unit, we will reduce a little bit of the complexity and find our paths through what some people feel is a bureaucratic jungle. Let's start with a simple question: why should you be interested in EUVET policy tools and instruments, and why is this relevant to you? I guess you are a person who is curious about what working life is like in other countries, and you may even think about working or studying abroad. As qualifications and labour markets vary from country to country, you may wonder how employers, training providers or educational providers know about the content and the level of your qualification. They want to compare and contrast it against what is available in their country, and thus they want to identify what you could call is the value of your qualification. This is a precondition to foster mobility and allow you to move across countries and settle down wherever you want to work or study in the EU. Knowing more about how this works is what this podcast is about. #00:02:01-6#

Alina Praun: #00:02:02-4# So in this podcast, we will talk all about the topic of the European Union's vocational education and training policy, and especially the benefits which the teachers, trainers and providers have, but of course also the students and learners. Thereby, we will look into three thematic areas: First, we'll unpack what EUVET policy actually means, who's involved, what the guiding principles are and the goals Europe is working towards. Second, we will look at the main tools and instruments, things like the European Qualification Framework, Europass and

EQAVET and how they connect to those goals. Finally, we'll look how EUVET policy and its tools and instruments benefit those, who use these tools every day – teachers, trainers, VET staff as well as VET organisations in general. #00:02:49-3#

Narrator: #00:02:52-1# Chapter one what is EUVET policy? #00:02:54-4#

Alina Praun: #00:02:56-3# So first we might need to take a look into what EUVET policy is, or maybe what we mean when we say EUVET policy as well as its current goals. So, Sandra, how would you define EUVET policy in simple terms? #00:03:10-1#

Sandra Bohlinger: #00:03:10-3# So well first what do we mean by EUVET policy. EUVET policy is a political field that surrounds vocational education and training. It is at the crossroads of education policy and labour market policy and social policy. As you can imagine, there are hundreds and hundreds of stakeholders, institutions and experts working in this field, and there are even many more individuals aiming at moving, studying and working across borders. That is why EUVET policy is so complex, and it is even more complex, as education and training are a matter of national governments and not a EU matter. That means: there is no unified education and training system across the EU, and education and training, as well as labour market structures vary between countries. #00:04:00-5#

Alina Praun: #00:04:01-4# So after. We now know what EUVET policy is, the question arises, what is EUVET policy about? So, what are the current goals of EUVET and how are these goals implemented? #00:04:12-6#

Sandra Bohlinger: #00:04:12-6# Um, so VET as well as other types of education such as higher education are important. Education matters to individuals, policymakers, employers, and society in general. Indeed, there are numerous policy papers, so-called policy tools, and support mechanisms in VET and VET policy. They all aim at making VET an attractive pathway into the labour market, and thus help individuals to participate in the labour market and to develop a skilled workforce. At the same time, this also allows individuals to participate in lifelong learning and to be mobile across countries and regions, if they want to. While seen from a political background, one of the European institutions, the European Council, has stated THIS particular linkage in a political paper. The so-called Council recommendation of 2020 on Vocational Education and Training for Sustainable Competitiveness, Social Fairness and Resilience states that EU member states should work towards implementing a VET policy, which equips young people and adults with the knowledge, skills and competencies to thrive in the evolving labour market and society, to manage the recovery and the just transitions to the green and digital economy – and this in times of demographic change and throughout all economy cycles. Second, to foster inclusiveness and equal opportunities and contribute to achieving resilience, social fairness and prosperity for all. And third, to promote EU VET systems in an international context, so that they are recognised as a worldwide reference to VET learners. #00:06:00-0#

Narrator: #00:06:02-3# Chapter two: EUVET Tools and Instruments. #00:06:04-9#

Alina Praun: #00:06:06-3# So now, as we have talked about these really important and big aims of the European Union in the field of vocational education, the next logical question would be: how's that put or transferred into practice? How does the European Union helps VET teachers, trainers and organisations and of course, learners to contribute to these aims? And those questions bring us to the so-called policy tools and instruments and especially those in VET. So Sandra, my first question would be what are EUVET policy tools and instruments. #00:06:35-4#

Person 2: #00:06:35-5# To define policy tools and instruments, we usually refer to a definition provided by Bailey and his colleagues stating that policy tools are also referred to as governing instruments or tools of governance. They are techniques of governing, that help define and achieve policy goals. These different terms broadly describe the same phenomena, although they are sometimes used to refer to slightly different aspects of policy means. Thus, EUVET tools and instruments are techniques and methods that are established to reach the aims in the field of VET, which we just talked about. There is a huge variety of such tools, tools and instruments for all political fields, and some were explicitly developed for VET. The ones for VET mostly support recognition between countries. So ,recognition of qualifications between countries. Facilitate lifelong learning as well as they are improving learning, transparency and mobility across Europe. As I said, there are numerous tools and instruments and you may have heard about them or have even used them recently, maybe even without knowing that this is a so-called VET policy tool. #00:07:54-2#

Alina Praun: #00:07:55-9# So as you just mentioned that there are several tools, the question would be which EUVET tools exist or which types do exist ? #00:08:05-3#

Sandra Bohlinger: #00:08:05-3# Hmm. There are indeed several types of such tools. Policy tools and instruments in the context of EU,VET policy refers or refer to mechanisms and resources used to implement, monitor and evaluate policies in VET at the European level. Then we have tools ,which aim to ensure transparency, equality and mobility within VET sector across EU member states. And these are instruments that support, first of all, the policy implementation. That means facilitating the achievement of policy goals, such as improving employability and developing skills. Second, we have qualification recognition that is promoting comparability and mutual recognition of qualifications between EU countries. And third, we have monitoring and evaluation instruments that refers to measuring the impact of policies and the progress achieved within VET systems. Now, what tools and instruments are there in place in detail? There is for example, the European Qualifications Framework. There is ECVET, EQAVET or Europass. And we will go into detail in all our learning units and these instruments – the EQF, the ECVET, EQAVET, Europass and so on – work synergistically to support the European Union's goals of creating a cohesive and inclusive area for education and training. Such transparency tools are developed to

enable comparisons across Member States, and thus they enable and foster mobility in education and in the labour market. Then we have funding tools like the Erasmus+ programme, which serves to foster European collaboration, mobility and simultaneously focuses on the overall goals such as sustainability, inclusiveness and equality within education. Last not least, there is one particular tool called EQAVET, which was established to ensure quality and common quality standards in VET. To give you a brief overview of what kinds of different tools do exist in the field of vocational education and training. #00:10:17-2#

Narrator: #00:10:18-7# Chapter three: Relevance and Benefits of EU Vet instruments. #00:10:22-1#

Alina Praun: #00:10:23-3# Now, after we have talked a lot about quite abstract things such as policy goals like mobility, alignment of education and labour market, let's try to make it a bit more practical for our audience. What is the benefit of EUVET policy and tools like Europass, QEF or EQAVET in practice? Why should a vet, teacher or trainer or also a whole organisation in VET start engaging in that topic? #00:10:47-9#

Sandra Bohlinger: #00:10:48-0# Hmm. There are indeed numerous benefits of all these tools and instruments, and as it is sometimes difficult to see their benefits in everyday working and training life. From our perspective as Researchers, we also talk with training providers and vet teachers and trainers and education providers to find out what they think about these tools. So, we discussed this issue with persons from four European countries, including Estonia, Germany, Greece and Portugal. And all in all, our interview partners pointed out how helpful these tools are and what they mean to them in everyday life. And I will start with a quote by an Erasmus Plus project coordinator who's working in numerous projects and has a lot of experience in international project collaboration. This person said: I believe that these tools enable us to experience fewer restrictions across borders. Really now studying, working, whatever. If we can go to other countries with our qualifications and certificates without encountering all kinds of difficulties, then that's a very, very important point. And these tools, this framework, for example, these frameworks are precisely what we need for this. #00:12:07-5#

Alina Praun 3: #00:12:08-4# So that sounds like a very interesting quote. What I would take from that is that, first it highlights that the tools enable mobility across Europe and cooperation and collaboration between VET providers. Further, for me it sounds like the participant is highlighting the usefulness of the tools that foster alignment and lower barriers. Third, the standardisation of tools that people have to work with across Europe helps to make those mobility projects work. #00:12:43-9#

Sandra Bohlinger: #00:12:45-9# And I would like to give you a second quote, um, by a coordinator for internationalisation in Europe. And this person has been working in an adult education institution. And this person said: and we've now reached a point where the whole team, from the management to the janitor have discovered that it's simply

extremely beneficial not only for them personally, but also for the organisation. But you also take something away from yourself, simply living this idea of networking and learning in Europe and our goal, and we are well on the way to achieving it, is simply to make it part of our organisational culture. To think European, to act European across borders, and to network and exchange ideas with permanent partners in the long term.
#00:13:35-9#

Alina Praun: #00:13:36-5# So that is a really interesting quote as it highlights the individual and the organisational level. It seems like the organisational culture is positively affected as diverse staff groups benefit from European VET tools. Second, it highlights the mindset of European networking, which becomes part of the organisational culture and identity of the VET provider. Third, it fosters European thinking, living and acting across European borders, local and international.
#00:14:07-7#

Sandra Bohlinger: #00:14:10-2# I would like to provide you with a third quote, and that one was particularly interesting because it was given by a person, who is a headmaster in a VET training institution, a VET training school. And this headmaster said: because then I get feedback from the teachers and from the students about how important it was to have this experience, it is added value for the people themselves, for self-development above all, for every participant, regardless of whether they are a teacher, a secondary school student or an apprentice. These are added values that cannot be measured with a benchmark. They are completely different for everyone, but the main thing is that they are opened up to new things. They have new intercultural skills.
#00:14:57-6#

Alina Praun: #00:14:58-3# So for me it sounds like the third quote emphasises the individual level and the added value for the individuals participating in the European dimension of VET. It also shows that it is more in the area of soft skills and self-efficacy, or personal development, than in professional skills. Further, it shows that the added value is for students or apprentices, but also for teachers. And for teachers it is generally often described that they have perceived the experience as motivating. Even if it is first emphasised here that the results cannot be measured in numbers, he nevertheless emphasises the advantage of certification via Europass at the end in a further quote, and this also shows the relevance for the employer and employability, and that these intercultural experiences are also considered as important.
#00:15:52-1#

Sandra Bohlinger : #00:15:52-1# I would like to provide you with one more quote, um, that was given by an international coordinator working for a VET provider. And this person said: of course, getting to know European approaches and other institutions can be incredibly helpful in making your own work easier and better. That you don't do things twice because you see that it's already being done elsewhere. So, in this respect, the challenge is, let's say, skills development plans, artificial intelligence, digitalisation and inclusion. You don't have to reinvent the wheel if you know that there

is good practice. I think we can certainly overcome certain challenges in VET training better in this way, because we are not tackling them twice, but because we are tackling them in an integrative way. So, it also has a bit to do with efficiency and meaningfulness, and I think that's where the practical benefits are defined. So these are four quotes altogether. And as you can see and have said already, um, they are all pointing at different things. And this particular one has also, again, a couple of highlights. #00:17:09-7#

Alina Praun : #00:17:10-0# Yeah. So for me, one highlight is the orientation on the good practices and the exchange of them with other organisations and actors, which also highlights learning from others within Europe. And it seems like it's pretty useful for organisations, for example, regarding digitalisation or to enhance inclusion. So, the big challenges VET organisations have can be addressed by peer learning from other organisations. And also, it sounds to me that an individual level, it highlights how one's own work and tasks can be facilitated by looking and learning from good practices within Europe. So, the individual that's changed with other actors in the field addressing similar or even the same issues and networking, leads to the centralisation of resources and thus helps to gain efficiency in one's own work. #00:17:59-2#

Narrator: #00:18:03-0# Summary. #00:18:03-8#

Alina Praun: #00:18:05-6# So as we now have talked throughout three topics, my last question would be: what, why, how and for who is EUVET policy and rules instruments in short. So, what can we take with us from a podcast? Um. #00:18:19-3#

Sandra Bohlinger: #00:18:19-9# I think the most important issues are: EUVET policy is relevant to all of us, as there are tools such as the EQF or the Europass. And all these tools matter to all of us, to individuals, training providers, teachers, trainers and employers since we are all relying on decent work and skilled workforce. The tools are means to foster transparency, mobility and lifelong learning. And again, this matters to all of us. And last not least, all of this is much easier than what it may look like. And I hope we gave you a brief overview. Thank you very much, Alina. #00:18:55-2#

Alina Praun: #00:18:55-4# Thank you Sandra. So that's it for today. If today's conversation sparked your interest, you can dive deeper with the resources from our project, such as our learning units. Maybe you're already listening to this as part of our first learning unit on introducing EUVET policy. In that case, we hope this discussion has given you a clearer picture of the bigger context. And if you want to go further, we also have additional learning units on key tools like the European Qualification Framework, Europass and EQAVET. You all find these plus more materials on our project website which are linked in the episode's note. Thank you for joining us and keep learning, keep connecting and keep building bridges across European borders. #00:19:38-1#

Narrator: #00:19:43-5# This podcast is part of the EU Vet project, which is co-funded by the European Union. The views and opinions expressed. However, those of the authors only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.
#00:19:58-9#

7 Learning Activity 3: Reflecting the Value of EU VET Policy Tools

7.1 Purpose of this activity

This activity invites you to reflect on your understanding of European VET (Vocational Education and Training). By connecting the content of the podcast and the learning video with your personal professional experience, this will help you build confident argumentation strategies for future discussions and decisions in your organisation.

7.2 Instruction for learners

You will work through three reflection tasks, each focusing on a different perspective:

- Task 1: Understanding and meaning
- Task 2: Application and transfer
- Task 3: Pitch EUVET

Task includes guiding questions to support your reflection. You can write your answers in a learning journal, digital worksheet, or directly in the learning platform if available.

Task 1: Understanding and Meaning

- 1) Which aspects of what you have learned so far were new, surprising, or thought-provoking for you?

Sample Solution Q1:

- How EUVET tools directly impact mobility, transparency of qualifications
- That EUVET can lead to benefits on different levels e.g., individual learning experience abroad, organizational development by European cooperation, networking on individual and organisational level

- 2) What purposes do the EU VET tools serve, in your view? (e.g., comparability, mobility, quality assurance...)

Sample Solutions Q2:

- Promote comparability of qualifications across countries
- Enhance mobility for learners, workers, teachers
- Establishing quality standards in VET
- Promote European Dimension (e.g. cultural exchange) in VET

Task 2: Application and Transfer

- 1) What **added value** would stronger engagement with EU VET bring to:
 - a. your **organization**
 - b. your **learners**
 - c. you as a **teacher or trainer**?

Sample Solutions

Level	Added Value examples
Organizations	- Peer-learning and exchange with other VET providers in Europe - Attractiveness of learning offers with international influence (e.g., mobility programmes)

	- Tools such as EQAVET provide guidelines for quality - Organizational development by using EUVET tools - Participation in European Projects, which can either contribute to curriculum or organizational development
Learners	- Intercultural exchange and learning: getting to know other cultures, countries, schools/companies etc. - Experiencing Europe as a Dimension in VET - Foreign language skills
Teachers and Trainers	- Exchange with other teachers, organizations etc. - Competency Frameworks such as DigComp, GreenComp provide starting points for class preparation - Staff mobility for individual professional learning

2) What challenges might arise when introducing EU VET tools in your organization, and how could you address them?

Sample Solution:

- **Lack of Awareness and Understanding:** staff members may not be familiar with EUVET tools and information load is quite high, which could lead to disinterest or resistance in adopting these tools → Solution: Conduct Workshops, Use the learning units to highlight benefits, exchange with organizations who are already engaged in EUVET (Good Practice examples)
- **Lack of Resources (Time and funding):** Too few resources (time, staff etc.) for organizing/introducing EUVET tools → Solutions

Task 3: Pitch EUVET

Goal: Create a short argument to promote the European Dimension in VET in your institution.

Imagine: You want to propose using EU VET instruments in your organisation. Based on what you have reflected so far, write a **short pitch (5–8 sentences)** explaining:

- Why it is **worth starting** with EU VET,
- What the **benefits** could be,
- And how it fits your institution's **future goals**.

Optional: Share your pitch (4–5 key sentences) in the course forum and get inspired by your peers!

Sample Solution: "Implementing EU VET tools like EQF and Europass in our organisation is a crucial step toward aligning with European standards and enhancing our international reputation. These tools will provide our learners with qualifications that are recognised across Europe, fostering mobility and increasing their employment opportunities. For our institution, engaging with EU VET will strengthen our partnerships with European organisations, allowing us to exchange best practices and stay ahead in addressing challenges like

digitalisation and inclusion. By adopting these tools, we position ourselves as a forward-thinking institution dedicated to quality, inclusiveness, and lifelong learning. Let's take this opportunity to lead the way in preparing our learners and staff for a globally connected future."

8 Learning Video Script

Aims

- To provide an overview of what EUVET policy is and what goals it has
- To explain how EUVET tools and instruments work
- To illustrate added value of tools by using examples

Link: <https://www.youtube.com/watch?v=ArFezw9d5JA>

Transcript: European Vocational Education Policy – Why is a European dimension in VET beneficial to learners?

Welcome!

In this video, we'll explore **European vocational education and training (VET) policy** and what it means to **you as a teacher or trainer and your organization**. As there is a bunch of tools and instruments – like EQF, EQUAVET or EUROPASS - we exemplify how it works and how such tools can bring added value to your work in VET. But before? Let's take a quick look at what European vocational education policy is and what its goals are.

What is European VET policy?

European VET policy refers to the shared goals and strategies developed by EU institutions and member states. This policy aims to improve and modernize vocational education and training across Europe to make it a competitive economic area with a qualified workforce.

While education remains a **national competence**, the EU plays a **coordinating and supporting role** – helping countries to collaborate effectively.

From **mobility opportunities** to **quality assurance**, European initiatives aim to make VET more attractive – and empowering both learners and educators.

How do such tools work - ESCO

But how do such tools work and what relevance or benefit do they have for you as you are working in Vocational Education and Training? Each Tool has its own specific purpose, also they relate to the overall aims of VET policy and foster either transparency, mobility or skills. In this video, we will deep dive in the two tools. These are ESCO and DigComp. Next, we will show you some overall benefits of EUVET

tools. Main tools such as EQF, EQAVET or EUROPASS will be extensively dealt with in our other learning units and videos.

One example is ESCO. This is the abbreviation for European Skills Competences, Qualifications and Occupations. It is a classification of skills, competences, qualifications and occupations. You can imagine ESCO as a dictionary that describes and classifies occupations and relevant skills for the European Labour market and VET. Thereby, ESCO allows to show relations between occupations and skills and facilitates the communication between the two worlds of Work and Education.

For you and your students, ESCO can help to better communicate about skills, competences and occupations to employers when seeking a job within Europe. It thereby supports mobility in Europe and offers a common language on jobs and occupations.

Benefits of the DigComp

Another tool is DigComp, which stands for Digital Competence Framework for Citizens and displays key components of digital competences split in five areas and 21 specific competences.

As a teacher you can use DigComp to create courses and materials or even to identify professional digital profiles. Further, a self-assessment of digital competences based on DigComp is directly integrated in EUROPASS – another EUVET tool – and allows you and your students to test your own digital competence.

Teachers and trainers often need education-specific competences in the digital world. Therefore, Digcomp Edu was developed as sound and research-based framework, with the aim to describe what digitally competent educators need. It was built on DigComp. As you can see, it is organized in 6 areas, which do not just aim at technical skills but also to enhance the use of digital technologies in Education and Training.

Why does this matter to you as a teacher or trainer?

But why does this matter to you working in VET?

There are not only ESCO or DigComp, but also many other tools such as the Erasmus+ Program, the EQAVET or the EQF which provide benefits for your daily work. Here are just a few benefits:

- Such tools facilitate your mobility and the ones of your learners within Europe and beyond
- They help to assess and classify the own skills and competences as well as those of others and can provide orientation for competence enhancement
- They enable working and learning within Europe and thereby foster employability
- They contribute to EU-level networks and collaboration among individuals and organizations from different countries
- They provide access to funded exchange programs and job shadowing
- as well as they help to develop modern, responsive curricula
- Lastly those tools support teachers, trainers and learners' mobility

Being engaged with EU VET policy helps you stay informed, inspire your learners, and expand your professional practice. Participating in the European Education dimension opens a lot of opportunities for you, your organization and your learners!

Conclusion

In summary: European VET policy is more than an abstract policy strategy – it's a set of **practical tools, opportunities, and collaborations** that empower educators and learners alike and foster the European values by sharing the European diversity.

Outro & Funding Hint

If you want to learn more about EUVET policy and tools such as the EQF, EQAVET and Europass take a look at our learning units and project website.

9 Learning Activity 4: "European Vocational Education Policy in a nutshell"

Question 1:

What is the main goal of European Vocational Education and Training (VET) Policy?

- a) To replace national education systems
- b) **To promote cooperation and modernisation of vocational education across Europe**
- c) To teach only digital competences
- d) To restrict VET to higher education

Which of the following are EU VET tools?

- a) **ESCO**
- b) **DigComp**
- c) **Europass**
- d) EuroClassroom

(Multiple answers possible)

Question 3:

What does ESCO stand for?

- a) **European Skills, Competences, Qualifications and Occupations**
- b) European Standards for Competence Outcomes
- c) European School and College Operations
- d) European Skill and Competence orientation

Drag and Drop Task

Match the tools with the right description.

Tool	Description
ESCO	a) Classification of jobs, qualifications, and competences in Europe
DigComp	b) Framework for citizens' digital competences
DigCompEdu	c) Specific framework for educators' digital competences
Europass	d) Platform to present CVs and competences, including self-assessment of digital skills

Fill in the Blank (Self-check)

Task: Complete the missing terms.

The European Vocational Education and Training Policy – also called (1) – aims to improve and modernise vocational education across Europe. One example of an EU VET tool is 2, which classifies jobs and competences. For digital competences, there is the framework 3, which is divided into five areas and 21 competences.

(Solution: 1 = EUVET Policy, 2 = ESCO, 3 = DigComp)

Benefits List (Drag & Drop or Matching)

Task: Assign the benefits to the correct areas.

Mobility

- Participation in Erasmus+
- Recognition of qualifications

Skills Development

- Self-assessment of digital competences
- Orientation for professional development

Collaboration & Networks

- EU-wide projects
- Curriculum development

10 Podcast: Bridging VET Tools and Reality – The European Dialogue

Link to the Podcast: <https://www.youtube.com/watch?v=NPYkPs2TWiE>

Transcript

Alina Praun: So welcome to Bridging VET Tools and Reality – The European Dialogue, the podcast where we connect European vocational education training policy with national experiences. I'm Alina Praun representing TU Dresden as the EUVET-P project coordinator. #00:00:24-6#

Claudia Viana: #00:00:25-5# And I'm Claudia Viana, representing AidLearn as a VET Portuguese provider and EUVET-P project partner. And today we'll be diving into three key EU vet tools your EUROPASS, EQF and EQAVETavit. #00:00:39-2#

Alina: #00:00:40-2# Further, we are joined by four outstanding VET experts from across Europe. From Germany we have Isabella Le Mouillour, head of the Work Area of Vocational Education international comparison research and monitoring at the Federal Institute for Vocational Education Training in Germany, or short BiBB. From Portugal, we welcome Teresa Duarte, working at the National Agency for Qualification and Vocational Education and Training, or short ACAP and part of the European Commission's EQF advisory Group. We also welcome Külli All from Estonia, deputy head of the adult Education department at the Estonian Ministry of Education and Research, also part of the European Commission's EQF advisory Group. And finally, from Greece, we are pleased to have Konstantinos Bourletidis, head of the Quality Assurance Unit of University of Athens. #00:01:35-1#

Claudia: #00:01:36-1# And together we'll be exploring how these tools shape that policy and practice in each of the guest experts, national countries and how they align with European objectives. #00:01:44-9#

Alina Praun: #00:01:52-7# So let's begin with a brief overview. Why were Europass, EQF, and NQF and EQAVET created and how do they interrelate to support learner mobility and quality in Vet? #00:02:04-3#

Isabelle Le Mouillour: #00:02:04-6# So why? You can go chronologically back to the Treaty of Rome, where it says that the European Union is in charge of everything beyond the national responsibilities, and especially in the field of mobility of learners and, uh, VET staff, VET professionals. Um, why those three? And, uh, you also put it in a chronological order, because Europass is the first one to be created, 2004 if I'm, correctly reminding. EQF you have the first recommendation in 2008 and then EQAVET 2009. And I think it's important to see that they are following each other. But the first one, Europass, was really with the objective of fostering mobility. And I would say for me, fostering European culture, fostering the building of the European Union,

back, of course, to the Treaty of Rome. Then the question was, we all have our own systems, we all have different schemes, and we all have different understanding of what qualifications are. So it was a necessity to create the European qualification framework from this background, to create transparency on qualifications. EQAVET addresses maybe another kind of target groups. Those are, to my mind, rather VET providers. And here again is a list of indicators to support, um, quality in Europe and in VET. How they relate? I mentioned a lot about learner mobility because this is a core responsibility of the European Union beyond member states. Um, and quality is something which we need. If you create transparency with Europass and EQF, you nevertheless need to support quality and improvement of quality. This is how I see the things. Quality is nevertheless a blurred scheme. How do you define quality? And this is something that you see when you look at the history of those instruments. That quality is linked to different items of such as provision of VET, of course, the teachers and training staff, but also increasingly link to the requirements of the labour market. #00:04:45-2#

Teresa Duarte: #00:04:45-4# These three uh, European tools, uh, were created to support transparency comparability and quality in education and training across Europe. They are complementary instruments within the European Education and Training area. And, so, they were created, there is, there was a combination in the creation of these instruments. EQF was created to serve as a common, European in reference framework or a translation device, making qualifications from different national systems more understandable and comparable across Europe. Europass almost follow the same objective, but to make the skills and qualifications more transparent and easily understood across countries also and sectors. And EQAVET focus on quality assurance in VET. So, in terms of mobility, I think that we can say that learners can study or work abroad because the qualifications are comparable via the EQF or NQF framework is, they are recognisable via Europass and they are trusted via quality assurance related with the EQAVET. #00:06:20-2#

Küllil All: #00:06:20-2# In Estonia, we have to say that you almost answered the question. These are transparency tools, the tools for transparency and the quality. So, it means that it's important these tools to make it easier for learners to, um, to move across borders and for employers to trust the qualifications which someone has gained from another country. Quality, trust and transparency. #00:06:58-6#

Konstantin Bourletidis: #00:06:59-2# In Greece, these three European instruments were created to make vocational education and training more transparent and comparable across countries. Europass provides a standardised way for learners to present their skills and qualifications. The European and national qualification frameworks ensure that qualifications can be understood and recognised across borders through common learning outcome levels, and EQAVET establishes a shared framework of quality indicators and continuous improvements in VET. So, working together these tools strengthens trust and qualification, rise the overall quality of VET

provision and facilitate learner and worker mobility throughout Europe. They also respond directly to the European skills agenda promoting transparency, comparability and recognitions of qualification across the European Union. #00:08:10-5#

Claudia Viana: #00:08:11-3# how are these tools implemented in each of your four considered national VET systems? Let's go country by country. #00:08:17-6#

Isabelle Le Mouillour: #00:08:18-1# I would start with Europass, and in Germany, Europass is, I would say well used by, uh, learners and individuals since it is, as you know, a portfolio of different instrument. I think it's very well used in terms of mobility to describe the learning outcomes acquired while training abroad, but also increasingly in terms of European CV. And this is also you can have a look at our database from the national agency, and you will see that they have thousands of European CVS in use. I think it's also a good idea. And our national agency also requested that, when mobility project are being developed Europe CV in Europe as portfolio a must. A concrete which I appreciate very much is um, certificate supplement, which is, as you know, a summary translated in English of the German training regulations, which indicates learning outcomes, which indicates the EQF level of a given qualification. And this is used, I know, by training providers, VET providers to get insights into what is the core, because it's a summary of the German training regulations, which could be of 20 to 30 pages, so it's nice to have it on one page with the core elements. It is translated in, certificate supplement is in English and French. And this is also, something good because, we work also with French colleagues and they also use, I know this, certificate supplement in French language to the special case of German French mobility project within European schemes, but also beyond European schemes. When two regions try to develop mobility, they also use the certificate supplement in French and German languages. The second tool, the EQF, I would say, there would be no national qualification framework in Germany without the recommendation on EQF. And you might know that it lasted some years until we had developed our national qualification framework, the German qualification framework. But it was very useful years because it brought some major changes, views into the national German education system, such as, strengthening the learning outcomes approach, but also it engaged into a huge discussion on the equivalence between higher education qualifications and vocational education and training qualifications. It was not an easy discussion, but I think it was a milestone in terms of equal values of qualification, whether they are gained by vocational training or by higher education. We saw also, I think 2015 maybe, that the chambers decided to inscribe the qualification level, the German qualification levels and the European qualification levels on the certificates. So, this was also a milestone to say we are now part of this European context and we carry on our certificates the level inscription. EQAVET might be something more complicated to put into practice. Nevertheless, we have at the BiBB the EQAVET for, German quality assurance in VET coordination points. And I will maybe, recall on recent developments, you might know that all these EQAVET coordination points have their own project. And the last two years we worked with European colleagues, also from Portugal, from Greece, by the way, on reflecting on our own quality framework.

So we, for instance, invited our colleagues to reflect with us on quality criteria for distance learning. And last year we worked on quality criteria for further or continuous vocational education and training. And again, this is like it gives an impulse into reflecting how good or not so good we are in terms of quality assurance measures in Germany. You must know, of course, because you are from the field that the quality assurance system in Germany is growing from different documents, decisions, background. So, we don't have a system as such, but a lot of bricks everywhere, which form a kind of system. So this is one challenge. We put nevertheless, recommendations by the EQAVET colleagues to our board, and they are taking them on board for renewing or adapting even those quality criteria for, uh, distance learning and CVET. This would be, I think, some examples. Your question was also intending at practical and maybe this is something which is less in the forefront. The question is who are the end users? It's easy to answer by Europass, because each European citizen should have, to my view, a European CV and should use this for transparency of learning outcomes. When it comes to the German qualification Framework. Okay, an indication on a certificate can be mentioned as an impact, but it's less maybe of concern of end users, whether there is a equivalence between higher education qualifications and VET qualifications. Nevertheless, it brings some new insights, for instance, in terms of access of VET graduates to higher education and to universities. But it's a slow process., I think it's already good that it exists and is already good that we have one integrated qualification framework in Germany for higher education and VET. So it's all together. The last one on EQAVET in terms of concrete impact, I think it's it's rather difficult to say. As you know, because EQAVET to my view as for most VET providers in view, and here we have the issue of quality insurance by companies. And you cannot, I would say, bother small companies with the list of hundreds of indicators. This is a little bit too complicated. Nevertheless, we find and this is why we can work, um, at least at BiBB and with the chambers, with our stakeholders using EQAVET, because they have the right indications on what should be taken into consideration when you want to improve quality. So it really depends in terms of end users. The Learners might be less impacted by EQAVET than they are by Europass or EQF. #00:16:27-9#

Theresa Duarte: #00:16:28-6# Well, maybe I can begin with the EQAVET. In Portugal, as you know, the national qualification framework was created within the reform form of the Portuguese Education and Training system in 2007. And so we had, two decree laws, 1 in 2007 and the other in 2017 on the National qualifications system. And then, with within this decree laws, we have the creation of several instruments. One of them was the National qualification framework. In 2011 Portugal referenced the national qualification framework to the European Qualification Framework in order to establish a clear and transparent relation relationship between the frameworks. So Portugal had to prepare a referencing report that follows ten criteria defined by the European Commission and then in 2011, this report was approved. Like the EQF, the NQF in Portugal is a comprehensive framework and adopts the same eight levels of qualification. And, it follows almost the same level descriptors of the European qualification framework defined in terms of knowledge, skills and attitudes. And since

then we made some improvements and one of them was the introduction of the obligation to put the national qualification framework and European qualification framework levels to be mentioned on the diplomas and certificates of qualifications from level one to level five. So education levels in the case of Portugal. In databases, we have also the indication of these levels, mainly in the most important register, that is the National Catalogue of Qualifications. If you open that register, you can see that for each qualification, you have the level, the European and the national level of qualification. Related with EQAVET, the process began a little bit later in Portugal. And it was defined that the responsibility was from ANKEPP, to promote follow up and support the implementation of quality assurance systems, and to certify them as EQAVET system. The first version of the EQAVET national model was issued in 2018, and it includes public and private VET providers of professional courses, so level four qualification in Portugal. But its implementation is only mandatory for private VET schools. And we have three specific features or characteristics that I think that are important. We have a EQAVET seal, valid for three years that is awarded to VET providers attesting to the conformity of the training practices of these operators with the principles and criteria of EQAVET. We have also a set of criteria that frame the different degrees of alignment with the EQAVET reference framework. And we have also, protocols agreed between ANKEPP and higher education institutions for the recruitment and training of the external experts who make the assessment and the verification teams responsible for the school's assessment process. Nowadays and so far we have around 17% of EQAVET seals that have been awarded to VET schools offering professional courses. In terms of contribution of EQAVET: several times we have peer learning and we have a peer review. And, the peers noted that the EQAVET alignment process take into account the specific circumstances and context of VET schools in the flexible way. So it is a helpful tool that supports the schools in the process of quality development and assurance. The last tool, the Europass, we have two, two main instruments, the Europass CV and the Europass mobility. The Europass CV is widely used to support students in preparing applications for internships both nationally and abroad. It helps learners present their skills and qualifications in the standardised and professional format. And Europass mobility certifies the learning outcomes acquired during the mobility experience experiences such as the Erasmus+ internships. These tools are implemented through collaboration between VET institutions and the Erasmus+ project coordinator coordinators, ensuring that learners receive guidance and support effectively the use of these tools in Portugal. It significantly enhances learners employability and mobility by making the qualifications and experiences more transparent and understandable to employers across Europe, so too they contribute to greater confidence in Portuguese VET graduates and supports their integration to the European labour markets. Okay. #00:23:40-4#

Küllil All: #00:23:40-8# In Estonia, all these tools are totally integrated into our VET system. Starting from the qualification framework, we have the qualification framework linked to the European qualification framework and all the VET qualifications, are the label of the EQF level and all these EQF level descriptors and learning outcomes are aligned with the qualification framework. So, it makes it easier for other countries to

understand what the qualification is and in a way, to compare the qualification framework levels. It makes it easier. And for EQAVET, for the quality. It's also we have the EQAVET quality tools and, the principles, how the quality that is embedded implemented in Europe, we have also in Estonia, the same principles. And also I have to mention that the EQAVET network and all these sharing, the experience is important for our schools, for our teachers, for our implementers of the VET qualifications. And what considering the Europass. You know, in Estonia, it is implemented even in this way that every student graduated from VET schools, gets the Europass documents automatically in English and in Estonian added to their qualification, to their professional qualification. And also our students are like good informed about the possibilities of Europass: to go to other countries, to present their qualification to the user, the Europass portfolio. And what is important for us, especially important, that all these tools are digital, that makes it understandable, it makes more easier to work with them. And this is what we in Estonia, think what is important. #00:26:19-5#

Konstantin Bourletidis: #00:26:19-9# In Greece, the national qualification framework has been fully aligned with the European qualification framework since 2016. Yes. 2016. All formal with programs from upper secondary vocational schools to post secondary institutes are referenced to specific EQF levels, which makes the level of each qualification transparent both to Greek and, uh, European employers. A complete example is the accreditation, for example, of 40 undergraduate and 120 master's degrees programs in my university and the national University of Athens. This programs have been mapped to EQF level seven for master's degrees with clearly defined learning outcomes. So, this shows how higher education and vet related. Postgraduate programs are full incomparable at uh European level. Also, for example, EQAVET principles are embedded in the National Quality Assurance framework coordinated by the National Organisation for the Specification of Qualification and Vocational Guidance EOPEPP in my country. For instance, the internal quality assurance system of Greek universities, of my university for example, which recently achieved accreditation with top marks, uses EQAVET styles, indicators such as graduate employment rates and continuous external evaluation to drive improvement. Similar EQAVET based requirements apply to public vocational training schools and many private VETs that provide seeking accreditation. And Europass has evolved into a digital portfolio. The Hellenic Europass centre promotes a new platform where learners create portfolios and receive a Europass digital credentials, pilot projects, for example, in post-secondary apprenticeship programs already issue verifiable, verifiable digital certificates. University career services also encourage students to use European CV's and the portfolios to apply for jobs or further studies abroad. And concluding, the impact is clear. Greek learners and graduates graduate can present qualifications that are easily recognised across Europe, while employers, both domestic and international. Better understand the skills on offer. #00:29:30-9#

Alina Praun: #00:29:32-3# And based on the implementation of these tools in your national VET systems, what challenges do you see in the practical application of these tools? #00:29:40-5#

Isabelle Le Mouillour: #00:29:41-1# In the European policy context, we have this European learning model. And, I see the attempt by the European Commission to merge the different tools in one big learning system or learning model. And I'm not sure that it's so easy to implement or even to develop, but to implement in Germany because of the multiplicity of the stakeholders. But I know this is coming, so we will have to, to deal with this practical application, as I say, of the German qualification framework. I'm not sure, to my view, it's not for the practice. It's an indication where you can use it. So in terms of if you want to set up a mobility project, you have an indication of the qualifications which are in concern or which are attached to single mobile persons, let's say. So this is a practical implementation or application. EQAVET, I think it's, it's really more for the time being a policy instrument, with guidelines and so on for that providers. And I know the Commission wants to develop this for VET providers. And I think this is going to be difficult because we don't mean only, of course, full time vet schools or part time VET schools in Germany. But we also have to take on board training companies. And those are of different size, of different sectors. They are already have a lot of paperwork linked to implementation of apprenticeship. And I'm not sure that there would be so happy to get another checklist to improve the quality. I think one challenge we mastered in the past, was the one of the transition to the learning outcomes. And I think this was a challenge, but it's a challenge which the stakeholders took on board, because they saw the necessity in the European context with the diversity of the VET systems to establish a common language. And this is it. I would say. This is a challenge which has been taken on board and solved as good as it can. We know it will be always something incremental, something which will have to be taken on board again. Yes, those are the challenges, as far as I see them for now. #00:32:41-5#

Teresa Duarte: #00:32:43-0# We have several challenges. But in general, we can say that raising awareness of learning outcomes and the European and national qualification framework levels among different stakeholders, be might a challenge. Particularly related with employers; Also aligning qualifications and curricula with the descriptors, especially in higher and general education, is also a challenge. And we need to increase the offer of training for teachers and trainers as experts of the implementation of learning outcomes approach. We are now investing in these training among teachers and trainers related with public and private institutions in Portugal. Another challenges is related with Europass. So in Portugal, many learners and even some educators are not fully aware of the full potential of Europass tools beyond the CV. And the tools like Europass mobility document or the certificate supplements are under-used, unless less directly linked to Erasmus projects or formal certification processes. So, we need to disseminate in a more efficient way, mainly the Europass mobility. Although it improves transparency, not all employers are familiar with its

formats, especially small companies. So this can reduce the perceived value of Europass documents in recruitment processes. And, if you want, these are the main challenges that we have now in Portugal related with the tools. #00:35:15-0#

Küllil All: #00:35:15-1# In Estonia, we have to say that the challenges are from the other side. I say, that we like the Communication and the integration of these tools is an achievement. But in other side, it's a challenge also to make all these possibilities understandable and to communicate the profits everyone get from these tools. Another challenge is the fast movements of the labour market. And if you creating qualification occupational standard, which is based on the qualification framework, and you need to update all these occupational standards, all these Qualification. Another challenge is being continuously up to date all with these qualifications. #00:36:19-4#

Konstantin Bourletidis 5: #00:36:20-7# In Greece, despite significant progress several challenges remain. Awareness of EQF and EQAVET is uneven among smaller VET providers and local employers, which lead to inconsistent implementation. We have inconsistent implementation. Limited digital infrastructure in some rural areas still hampers the use of Europass digital credentials. Finally, I think that, um, ongoing professional development for teachers and trainers is needed so that curricula and assessment methods fully reflect EQF learning outcomes and EQAVET quality indicators. #00:37:10-6#

Claudia Viana: #00:37:11-3# And when it comes to good practices, what can we learn from each of your national systems that could inspire others within the European Union? #00:37:17-6#

Isabelle Le Mouillour: #00:37:18-0# In Germany, I think that, a good practice was the way the German qualification framework was developed. All the stakeholders were involved. This is why it took so long. Higher education, vocational education and training stakeholders meeting all together. Also checking in different sectors to see the variety of application or possible application of the qualification framework. And we have at BiBB, we have a department to develop the National Apprenticeship Training regulations. And the colleagues took on board the EQF Recommendation to develop a guideline for writing, designing our national VET regulation along the learning outcomes approach. So, it's a little taking by hand, let's say, the specialist experts working on training regulations, which might not be knowledgeable of, of the European VET policy issues. I think this is this is something, I like very much. And the idea, this is not new to you, because you are also specialists of European policy that we add all VET stakeholders along the way in, in the three fields in, in EUROPASS, EQF and EQAVET. That they are involved and, and that we have a national uh coordination point for NQF which organises the registration of National qualifications to the NQF repertory. And we also have, um, for Europass a national agency. So I think you need also in, in our multiple stakeholder systems, you need a point, which is a kind of neutral point in the middle of all secular interest to manage and to develop a joint approach on

those European tools. We still try to inspire the European Commission on the issue of quality insurance in the context of apprenticeship. This is not so easy, because we are in some somehow special in that regard of the apprenticeship system. It could be that. Sorry. It's not a good practice is rather a challenge, which we are taking on board and trying to see, how to adapt the EQAVET framework to this specific VET system. I think the certificate supplement is a good practice, but it is shared by all national systems, as far as I know. I think this would be maybe. I don't think now of something more special. What I think is. What could be needed? Maybe it's for your your project is really the issue of the challenges of using this tool in two different backgrounds: The one is the education and training system, and the other one is the labour market demands and requirements. And sometimes, I would say, those tools are challenged to be used in those two contexts. And these tiers the instrument apart where you don't know, for which purposes am I using EQAVET, EQF or Europass? And this is something I hope we can we can solve. Maybe , it's an issue for for the German system, but it's also an issue for the European systems, I think. #00:41:29-8#

Theresa Duarte: #00:41:30-7# Maybe related with Europass. One good practice from Portugal is the past adoption of the Europass CV for public sector job applications, which, although no longer mandatory, helped to normalise its use and increase awareness of the tool among job seekers. So we consider that this is a good practice. Related with EQAVET in Portugal, we think that it is a good practice. It was a good practice to introduce the EQAVET seal, that attests the conformity of the training practices of that operators with the principles and criteria of EQAVET. If you want to, we think that it creates some good competition between VET operators. And related with the European qualification framework, Portugal produced some documentation like interpretation guides and methodologies, that we disseminate in terms of public understanding. And they help stakeholders to design qualifications based in learning outcomes and they allow to better understood the EQF and NQF framework. #00:43:06-9#

Küllil All: #00:43:07-1# I think that I also already mentioned, that Digitalisation is, I think, one of our could practice. We have our Estonian education info system, and we also have our professions register and they are linked with each other. And they are also linked with all those other registers in Estonia, what we have about the information about jobs, about the qualification, about the education. So, the qualification register is open to everyone. Everyone has the possibility to have search, learn from people or persons having certain qualifications. And I think it's the openness and transparency again, which is enabled with the help of the digital tools is very important and very good practice for us. And the other strong point in Estonian system, I would say, is the way how we engage the labour side, employment. The work of our sectoral councils, the work of how the occupational standards are created together. And basically, they are created by employers and they are base for the curricula in VET schools. And from the other side, when graduating from VET schools, the examination is taken by employers.

So it's I think that all the integration of the VET education, with the labour side and the employment side is our strong point. #00:45:15-3#

Konstantin Bourletiditis5: #00:45:15-9# In my country Greece, so we share common European challenges, such as ensuring provider level uptake and engaging all stakeholders. But at the same time, we have a good practices. We have good practices, such as the pilot apprenticeship programs co-financed by the European Union and implemented by DIPA. Dipa is the Greece national organisation for employability. These programs explicitly link curricula to specific EQF levels and use EQAVET Equivalent indicators such as graduate employability rates for systematic monitoring. Another strong example is the Hellenic Europass Centre's outreach work. It organises workshops for students and guidance counsellors on how to create a Europass portfolio and how to share to share digital credentials with employers. This Hands-On approach has significantly increased the practical use of Europass in career guidance. #00:46:31-6#

Alina Praun: #00:46:31-9# Finally, regarding the continued relevance and strengthening of Europass, EQF and EQAVET, what do you see as the most important steps for the future? #00:46:40-9#

Isabelle Le Mouillour: #00:46:41-3# If you take these three instruments Europass, EQF and EQAVET, as I said, the main point, joint point, are the learning outcomes. Nevertheless, we are in the context of major transformation challenges, digitalisation, the issue of sustainability and the issue, that maybe mobility is not so longer so in fashion, let's say, by some of our learners in Europe. So, if I take digitalisation, it's really the issue of how do you make the shift also in Germany from a paper based system, let's say, to a digital system. So how to foster the use, I mentioned the European learning model, how to foster the use of ECV, how to foster the use of wallets in terms of learning pathways. I see this as a challenge for end users, for learners, but also, of course, for VET teachers and trainers to integrate this. It's rather the management side of our learning pathways in Europe in a digital way. If I take also digitalisation in those three instruments from the content side, is also the issue that digitalisation is coming, sustainability is coming. We're not sure about globalisation in our turbulent times, but it means that you have to find a way to adapt those instruments, but not to take too long. And, you know that we also have, of course, to discuss with the stakeholders. So how to find a way to make them more flexible. And here I see a contradiction between learners having flexible learning pathways, maybe being mobile or in their training pathways, but also in their work pathway and the system, which might not be so flexible for the time being. And the instruments you know that EQF, we have, I think the second recommendation and in ten years between the first and the second one. EQAVET is similar in terms of timing, and the changes that do not wait for ten years of elaboration, let's say. So I think also for the German context is this challenge of managing quality, reliability, transparency and in the context of a need for more flexibility and adaptability of the instruments. So this will be, I guess, the

challenge, but an important step to come back to your question, to tech and find ways of doing so in in terms of qualifications. #00:50:05-4#

Theresa Duarte: #00:50:05-5# One of them is related with the European qualification framework. And so, it will be important to further disseminate the framework and raise awareness among different stakeholders. And it is also important to better disseminate the implementation of learning outcomes approach in the general education system. And also and I insist with the training of teachers and trainers. It is also important to provide large-scale training to teachers and trainers based on the new methodology of learning outcomes. Without that, I think, that one part of the European qualification framework and the national qualification framework, will not follow up the main goals without the trainer, the trainee. In terms of EQAVET, it is important to reinforce the exchange of good practice between the external experts and the networking between the individual schools and, how to best use their experiences and feedback to further improve the process. One last important step, this is related with the Europass. And, I think that it is important. It will be important to integrate Europass tools more systematically into VET curricula, especially in career guidance and internship preparation and also to encourage employer recognition of Europass formats to boost their value in recruitment processes. #00:52:20-7#

Küllil All: #00:52:21-0# Thank you very much for the question. Because in Estonia, we are looking ahead for even more digitalisation, for making it even more like user friendly. Like in the current moment, there are mostly full qualifications, mostly formal qualifications in the databases, but we are looking more for the partial qualification, more for the micro qualification and the linkages and portability of micro qualification. And this all making it reasonable and, transferable for users. #00:53:10-7#

Konstantinos Bourletidis: #00:53:10-8# So I think in Greece, to ensure continuing relevance, we need to fully digitalise credentialing so that all VET and higher education qualification are automatically issued as EU or Europass digital credentials. Equally important is ongoing capacity building for VET teachers and administration to keep them familiar with EQF learning outcomes and EQAVET quality criteria. Finally, closer cooperation with employers is essential so that qualifications remain aligned with labour market needs and so that the EQF levels and quality assurance mechanisms maintain the credibility across Europe. WE also need to improve the digital literacy of VET practitioners, so they can fully use Europass and digital credentials and also strengthen cross-border cooperation to keep qualification comparable and the learning mobility in very high levels. #00:54:28-3#

Claudia Viana: #00:54:29-0# Thank you to our guest experts from Germany, Portugal, Greece and Estonia for sharing such valuable insights today. In recapping the key messages and takeaways, it is worth noting some common priorities across countries. First all highlighted the role of transparency, comparability and mobility supported by Europass, EQf, NQF and EQAVET. #00:54:49-5#

Alina Praun: #00:54:50-3# Yes. Moreover, they also highlighted the importance of quality assurance and alignment with labour market needs, with several examples of peer learning, accreditation and employer involvement. #00:55:02-4#

Claudia Viana: #00:55:03-3# And finally, countries emphasised the growing need for digitalisation, both in credentialing and integrating tools into user friendly platforms. #00:55:11-7#

Alina Praun: #00:55:12-8# In addition, some unique points were also addressed that reflect national contexts: In Germany, strong stakeholder involvement in developing the National Qualification Framework and the certificate supplement were highlighted as good practices, and in Portugal, EQAVET certification for VET schools and the adoption of Europass CV and public sector application stood out. #00:55:35-3#

Claudia Viana: #00:55:36-0# Whereas in Estonia, full integration of the tools into digital systems, and close collaboration with employers in sectoral councils were identified as strengths. And finally, in Greece, the link between EQAVET and higher education accreditation, as well as the outreach to students were noted. #00:55:53-3#

Alina Praun: #00:55:54-5# So, if we bring this all together, the key takeaway seems to be that while each country adapts these European tools to its own context, the shared direction is clear: ensuring transparent, trusted and digitally accessible qualifications that are relevant to labour market needs, thereby strengthening mobility and employability across Europe. #00:56:15-1#

Claudia Viana: #00:56:16-0# Indeed. So, on that note, we'd like to end by again thanking our guest, the VET experts from Germany, Portugal, Estonia and Greece for sharing their national perspectives. We've seen how Europass, Eqf, NQF and EQAVET are more than just acronyms. They're living frameworks shaping skills, careers and lives. #00:56:33-0#

Alina Praun: #00:56:33-7# And thank you to our viewers and listeners for joining us. Whether you're a provider, trainer, policy maker or learner, these tools are here to help you navigate and thrive in the European learning space. So stay tuned to follow our EUVET-P project results through our website or social media. Until then, keep building skills and bridging borders. #00:56:53-7#

11 Information Tool:

Please note, this Link collection shall serve as a short overview, whereby simultaneously avoid Information overload and redundancy to other units. We are pleased to add Links if needed

11.1.1 Information Side of the EU and its Agencies

Name	Description	Link
Cedefop	European Centre for the Development of Vocational Training – provides research, data, and policy support on vocational education and training (VET) in the EU.	https://www.cedefop.europa.eu/en
ETF	European Training Foundation – supports EU neighboring countries in reforming education, training, and labor market systems through expertise and cooperation.	https://www.etf.europa.eu/en
Epale	Electronic Platform for Adult Learning in Europe – a multilingual community for adult learning professionals to share resources, ideas, and good practices.	https://epale.ec.europa.eu/en
European Education Area	Official EU platform outlining strategic priorities, initiatives, and funding opportunities for building a unified European Education Area.	https://education.ec.europa.eu/
Overview of NAs	Overview of National Agencies responsible for implementing Erasmus+ at national level – includes contact details for all countries	https://erasmus-plus.ec.europa.eu/contacts/national-agencies

11.1.2 EUVET tools

Name	Description	Link
Erasmus+	The EU's flagship	https://erasmus-plus.ec.europa.eu/

	programme for education, training, youth, and sport – supports learning mobility, cooperation, and policy reform.	
ESCO	European Skills, Competences, Qualifications and Occupations – a multilingual classification system linking skills to occupations and qualifications across the EU.	https://esco.ec.europa.eu/en
Europass	A set of online tools to help individuals document and communicate their skills and qualifications across Europe.	https://europass.europa.eu/de
EQF	European Qualifications Framework – a translation tool to compare qualifications across countries, promoting mobility and lifelong learning.	https://europass.europa.eu/en/europass-digital-tools/european-qualifications-framework
EQAVET	European Quality Assurance in Vocational Education and Training – provides a framework for quality assurance to improve VET systems and providers.	https://employment-social-affairs.ec.europa.eu/policies-and-activities/skills-and-qualifications/working-together/eqavet-european-quality-assurance-vocational-education-and-training_en

11.1.3 Other informations

Name	Description	Link
EU made simple	YouTube channel offering short, engaging videos that explain EU basics and current developments in an accessible way.	https://youtu.be/SFeB9fMGJ9k?feature=shared

12 Assessment

Which of the following statements reflects the position of the Dahrendorf Memorandum on European education policy?

Content of question	Please tick all the answers which are true
Answer 1	The EU should introduce uniform curricula for all member states.
Answer 2	Education should be within the authority of the EU not the member states
Answer 3	Educational qualifications should be automatically recognised throughout the EU, regardless of content or quality and without harmonization.
Answer 4	Harmonization of Educational systems is neither necessary or realistic
Answer 5	Full standardisation of vocational education systems is a prerequisite for economic integration
Correct answer(s)	4

Which of the following are tools and instruments used in EU VET policy?

Content of question	Please tick all the answers which are true
Answer 1	The European Curriculum for Vocational Education and Training
Answer 2	Europass
Answer 3	Bologna Process
Answer 4	The Common Vocational Taxonomy Regulation
Answer 5	The European Qualification Framework (EQF)
Correct answer(s)	2, 5

What are aims of EUVET policy?

Content of question	Please tick all the answers which are true
Answer 1	Promoting lifelong learning and employability across member states.
Answer 2	Establishing a single, uniform vocational training curriculum for the entire EU.
Answer 3	Enhancing the quality, relevance and attractiveness of vocational education and training.
Answer 4	Limiting vocational training to formal education pathways only.
Answer 5	EU VET policy aims to eliminate all national qualifications in favor of a European diploma system of VET.
Correct answer(s)	1,3,

Question 4: Which EU law forms are non-binding

Content of question	Please tick all the answers which are true
Answer 1	Recommendation
Answer 2	Directives

Answer 3	Opinions
Answer 4	Decisions
Answer 5	Regulations
Correct answer(s)	1, 3
Question 5: What are the benefits or added value for individuals and organisations in using EU VET policy tools?	
Content of question	Please tick all the answers which are true
Answer 1	Guaranteed job placement through EU funding
Answer 2	Enhanced mobility opportunities for learners and workers in the EU.
Answer 3	Recognition and validation of non-formal and informal learning.
Answer 4	Using EU VET tools exempts organisations from national education regulations.
Answer 5	Improved transparency and comparability of qualifications across countries.
Correct answer(s)	4,3

13 Glossary

Term/ Acronym	Definition
Cedefop (European Centre for the Development of Vocational Education)	Cedefop is a decentralised agency of the European Union with the aim to support the development of VET policies, systems and practices within Europe.
DigCom (Digital Competence Framework for Citizens)	DigCom is a European competency framework, which identifies key components of digital competences within 5 areas and 21 specific competences. Thus, this framework serves the aim of enhancing digital skills.
EACEA (European Education and Culture Executive Agency)	The EACEA is an executive agency of the European Union located in Brussels. The Agency administers programmes in the area of Education, Culture, Sports, including e.g., the Erasmus+ Programme.
EC (European Commission)	The European Commission is an executive organ of the European Union – often labelled as “Executive” organ. The European Commission consists of EU-Commissioners, which are nominated by the European Countries and are elected by the European Parliament.
ECJ (European Court of Justice)	The European Court of justice is the highest court of the European Union – in matters of EU law. It e.g., interprets EU law or settles legal disputes.
ECSC (European Coal and Steel Community)	The European Coal and Steel Community was a European organisation created after World War II and can be seen as a predecessor of the European Union.
ECVET (European Credit System for Vocational Education and Training)	ECVET was initiated by the European Commission to facilitate the transfer of learning outcomes in the context of VET to foster mobility. The idea was based on ECTS in higher education; while the core – credit points – is no longer relevant, the learning outcomes orientation still plays a major role in VET policy.

EEA (European Economic Area)	The EEA consists of the EU member countries as well as the countries of the European Free Trade Association. It follows four fundamental principles: free movement of a) goods, b) people, c) services and d) capital.
ESCO (European Skills, Competences and Occupations Taxonomy)	ESCO is a multilingual classification of Skills, Competences and Occupations within Europe and serves like a dictionary for describing and classifying professional occupations and relevant skills. As it can “translate” an occupation into other countries it supports job mobility across Europe.
ESF (European Social Fund)	The European Social Fund is the main pillar in investing in people, (skilled) workforce and reaching employment-related, social, educational and skills-related aims. It particularly aims to create more (and more qualified) jobs in the EU by the instrument of co-funding relevant projects and initiatives.
ETF (European Training Foundation)	The European Training Foundation is a decentralized agency of the European Union helping developing countries outside the EU to reform their vocational education systems as well as the labour market.
EU (European Union)	The European Union is a supranational organization consisting of 27 member states. The EU aims to foster peace, democracy and social coherence within Europe but also economic competitiveness and well-being.
EURATOM (European Atomic Energy Community)	EURATOM is a European community that was established under the Euratom Treaty establishing the European Atomic Energy Community. Parties to the Euratom are the EU Member States.
VET (Vocational Education and Training)	Vocational Education and Training refer to education equipping individuals with skills and competences for professional occupations. VET is heterogeneously designed in Europe.
Policy Tools and Instruments	Policy tools and instruments can be labelled as „tools of governance“ and describe techniques that help define and

	achieve policy goals within the process of policy making.
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