



HEARING – EUROPEAN CREDIT TRANSFER SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING (ECVET)

GENERAL

LO-Norway considers this matter to be so important, both in a trade union and an educational policy perspective, particularly for those who have a role in further education and colleges of further education, that a broad national hearing with a normal hearing deadline would have been natural.

LO does, however, miss the role of colleges of further education in ECVET. It is unclear whether colleges of further education are covered by the system. This is regrettable, since we in this training see a need for considering a credit transfer system which is linked together with further education and higher education.

The document is an interesting contribution to the continued work with focus on more mutual mobility in the European educational and labour markets. LO-Norway misses an analysis of why the mobility arrangement is not functioning better, and whether ECVET is the right instrument.

Apprentices/learning candidates involved in vocational training, and skilled workers, will to an increasingly higher extent gain experience from the European world of work and from various educational institutions. It is therefore important to contribute in the work to promote mutual recognition of acquired skills in education and training and work.

LO-Norway therefore regrets that the present hearing document is far from precise enough in its information to make it possible for us to take a stand with regard to the individual questions. How to be able to compare the various vocational skills without harmonising the content and educational levels in the vocational training in the various countries is difficult to understand from the document. This would constitute a project of a very long duration.

Norway has made a lot of progress in the work on actual skills, more progress than most other countries. Good models have been developed for making assessments, i.a., vocational testing combined with personal documentation and interviews. Testing and the use of testing boards will constitute an important element in such an assessment. Reference is made to our longstanding participation in World Skills and the experience with regard to assessment methods that have been developed for this event.

LO-Norway believes the objective is important, but the question is whether the system development is satisfactory enough, and whether it can contribute to reaching the objective. The system must be anchored at the national level where the owners and the users participate in the system development. Administrative bodies such as the Cooperation Council on Vocational Education and Training, industrial committees, vocational training boards, testing boards and the social partners must handle this matter in the work on an implementation and operation of the system. LO-Norway takes a positive stand to launching pilot projects within

the framework of the Leonardo da Vinci programme, and we would welcome a consideration of further national and multinational projects.

Yours sincerely

THE NORWEGIAN CONFEDERATION OF TRADE UNIONS

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