

LIST OF SOCIAL PARTNERS' OPINIONS ON ECVET

Institution presenting the opinion	Opinion
Sekcja Krajowa Oświaty i Wychowania NSZZ „Solidarność” [Solidarity Trade Union, National Education Section]	Solidarity Trade Union, National Education Section does not express reservations pertaining to the project on the establishment of ECVET European Credit System. It believes Poland should immediately commence works in order to become a real partner of the program. Moreover, it declares that representatives of the Trade Union will participate in works aimed at the development of Poland's strategy on this issue and appoints the following persons to conduct such works: Krzysztof Jędrzejczyk Janusz Wolniak Bogdan Skotnicki Jan Bryndza Wojciech Szczepański
Stowarzyszenie Techniczne Odlewników Polskich [Polish Association of Foundry Engineers and Technicians]	Polish Association of Foundry Engineers and Technicians sees ECVET as an opportunity for the development, improvement and skill upgrading of personnel pool at a level that satisfies the requirements of modern, knowledge-based economy, and at the same time brings more opportunities for young people to operate in a developed European society. The Association has presented its detailed position in the form of answers to questions posed in the consultation questionnaire: <u>Ad. I. The purpose of and reasons for an ECVET system</u> a) Affirmative answer to all issues presented therein. b) The main added value of the ECVET system is once more making us aware of the role vocational training plays in modern Europe, and in particular of the need to provide for an as objective assessment criteria for learning outcomes as it is possible, regardless of the context in which the qualifications have been gained (formal, non-formal, informal). <u>Ad. II. The technical basis for ECVET</u> a) several technical and formal issues, which should describe the scope of individual bodies' or other authorized entities' authority, should be made more specific. Such issues include: <ul style="list-style-type: none"> - who will verify the reliability and level of awarded qualifications and evaluations, - what will be the relationship between qualifications awarded by basic vocational schools and secondary vocational schools that meet the requirements pertaining to vocational education amounting to 120h of instruction and vocational training organized by other institutions and associations that are authorized to do so, - will graduation certificates or certificates stipulating the learning outcomes be

individualized or subject to a common system (form, graphics) as it is the case with higher education diplomas, which incorporate a supplement.

Undoubtedly, some of these issues will be irrelevant if they are solved at the stage of executive recommendations related with the implementation of the ECVET system.

b) and c) affirmative answer.

Ad. III. Implementing ECVET

a) it seems that evaluation criteria should be clear and transparent as far as teaching contents are concerned and agreed by way of social consultations between vocational education institutions, trade institutions (trade associations, chambers of commerce and other). Moreover, vocational higher education institutions should also be consulted. Analogous practice has probably been applied when providing opinions on vocational course teaching programs at basic vocational, secondary vocational and technical schools. In any case, opinions and competences of circles related with a given sector should be taken into consideration. Guidelines to ECVET system seem to be fully acceptable in this scope.

b) You can consider the application of the suggestion that credit points and validation should be unified on the European scale with taking into consideration certain cultural, environmental and trade differences, which can be included in the scope of informal training. However, certain content-related evaluation criteria should be the same and unchangeable for all, at least for some time.

c) You can use the system for the recognition of vocational qualifications that has been used in the country and add to them the proposals of the ECVET system pertaining to the entry of learning outcomes to the 'register of individual achievements' made as a result of continuing training. As far as constraints are concerned, in the light of the result expected by the originators of ECVET (European mobility), these are the costs of training and (so far) their a little 'virtual' usefulness due to lack of knowledge of foreign languages among the young generations of Poles, especially at the vocational education level. Efficient foreign language training should be a precondition for all other activities.

d) It is subject to social consultations and determination of the Ministry.

Ad. IV. Measures for supporting the implementation and development of ECVET

Ad. V. ECVET's potential for enhancing mobility

It is difficult to answer these questions at this stage of project implementation, as they are mainly related with the vision and strategy for the development of education in Poland and its relationship with the vision and strategy for the development of national economy, in the context of international

	<p>cooperation.</p> <p>Final remark: If the EU expert Members of the Technical Working Group are truly interested in the opinion of Poles on the above-mentioned issues, it would be best if a competent expert from Poland, e.g. a representative of a relevant Department of the Ministry of Education, is invited to the group.</p>
<p>Stowarzyszenie Inżynierów i Techników Mechaników Polskich [Polish Association of Mechanical Engineers and Technicians]</p>	<p>The Association has answered the questions posed in the consultation questionnaire:</p> <p><u>Ad. I. The purpose of and reasons for an ECVET system</u></p> <ul style="list-style-type: none"> a) yes b) educational and professional mobility <p><u>Ad. II. The technical basis for ECVET</u></p> <ul style="list-style-type: none"> a) stipulate qualifications for the purpose of pursuing economic activity in a country b) yes c) yes <p><u>Ad. III. Implementing ECVET</u></p> <ul style="list-style-type: none"> a) develop standards for the classification of professions b) set weights for each learning units c) yes – National Vocational Qualifications Standards d) implementation based on National Vocational Qualifications Standards <p><u>Ad. IV. Measures for supporting the implementation and development of ECVET</u></p> <ul style="list-style-type: none"> a) prepare proposals for the unification of the classification of professions b) develop procedures for evaluation, transfer and recognition of qualifications <p><u>Ad. V. ECVET's potential for enhancing mobility</u></p> <ul style="list-style-type: none"> a) professional mobility in the labour market b) enhanced quality of vocational education c) ECVET may complement the evaluation of classification of professions, which are not included in the system of education.
<p>Komenda Główna Ochotniczych Hufców Pracy [Voluntary Work Corps Headquarters]</p>	<p>Voluntary Work Corps Headquarters has answered the questions posed in the consultation questionnaire:</p> <p><u>Ad. I. The purpose of and reasons for an ECVET system</u></p> <p>It proposes to add the following subsections to the goals of ECVET system:</p> <ul style="list-style-type: none"> 5. Improving quality and effectiveness of vocational education system 6. Shortening the time necessary for the preparation to perform a profession 7. Facilitating access to the acquisition of formal qualifications <p><u>Ad. II. The technical basis for ECVET</u></p>

	<p>It expresses doubts as to the award of credit points exclusively based on the length of the course. The principle that ECVET should be based on the learning outcomes and not the process as such is right.</p> <p><u>Ad. III. Implementing ECVET</u> It should be clearly emphasized that the assessment of qualifications should be based on measurable criteria, with taking into consideration all learning units. State and District Examination Boards could stage the examinations in accordance with the assumed principles.</p> <p><u>Ad. IV. Measures for supporting the implementation and development of ECVET</u> The need to develop relevant legal regulations, which would promote the implementation of ECVET should also be pointed out.</p> <p><u>Ad. V. ECVET's potential for enhancing mobility</u> Participation of a large number of entities in the works on the ECVET system and its implementation will contribute to increased cooperation and mobility of the interested parties. This will be made possible thanks to the clear attribution of tasks; e.g. one body should assess and award credit points, whereas another one should award formal qualifications. Detailed agreements on the organization, programs and methods of vocational education should precede the recognition of qualifications and diplomas. Teaching programs must include foreign language instruction and credit points for mastering them.</p>
<p>Krajowa Izba Gospodarcza [The Polish Chamber of Commerce]</p>	<p>The Polish Chamber of Commerce believes that the proposal presented by the European Commission stands a chance of practical implementation only in the case it is preceded by appropriately lengthy process of analysing the existing teaching standards and mutual recognitions of qualifications. It believes that the introduction of the system at national level should take at least five years. The Polish Chamber of Commerce thinks that the presented procedure for the award and acceptance of credit points is complicated. Adherence to it would require a considerable amount of work on the part of institutions responsible for the implementation of ECVET. Teaching standards and classification of skills and competences acquired at the level of general development and specific professional qualifications should constitute an indispensable element of its implementation. The Polish Chamber of Commerce proposes to consider the development of a catalogue of professional qualifications, the acquisition of which will be acceptable by institutions representing the member states who approve of the catalogue in the form of a partner agreement. It believes that the implementation of ECVET should be based on cooperation of public institutions and organizations representing entrepreneurs of various member states.</p>

Związek Rzemiosła Polskiego
[The Polish Crafts Association]

1) The purpose of and reasons for an ECVET system

The ECVET system allows for documenting, confirming and certifying the outcomes of vocational education pursued in a different country, regardless of its context, be it formal and informal vocational training and courses or non-formal one (in the course of work, self-education). Therefore, a major advantage of the System is the confirmation of professional knowledge, skills and competences acquired by a learner in different contexts and places, the information on which is subject to accumulation and transfer.

Taking into consideration a considerable level of the diversification of vocational training systems in the countries of the European Community, ECVET will allow individuals for a broader and more efficient use of knowledge and competences acquired in another country.

The document presents major goals and functions of ECVET, as well as the role and tasks of relevant institutions and bodies. However, taking into consideration the principle presented in the document, which stipulates that each country would implement ECVET at its discretion and that the System should apply only to qualifications that are subject to legal regulations, you should be very cautious when appointing respective bodies and determining the scope of System implementation in Poland.

The Polish Craft Association believes that not only organizations and institutions with statutory authorization to confirm professional qualifications, such as the Central Examination Board, but also the Polish Crafts Association, which is responsible for the operation of examination boards at Chambers of Crafts that stage journeyman and master craftsman examinations, should be included in the process as an institution committed to it, as it is the case in other member countries.

2) The technical basis for ECVET

The document presents fundamental principles of the System and stipulates that specific technical issues related to the implementation of ECVET should be agreed at the national level, especially as the originators of the document forecast the preparation of additional materials (e.g. specimen certificate) and declare the promotion of activities related with the development of supporting materials for the implementation of ECVET. The Polish Crafts Association has no reservations pertaining to the evaluation, recognition, confirmation, accumulation and transfer of points.

In the case of System implementation in Poland, the proposal of allocating 120 credit points to qualifications and units earned in the course of one-year training program may only be an initial one. Points and their allocation to individual learning units are symbolic. However, the most important issue is ensuring that the number of allocated points is adequate to the type and scope of competences acquired as a result of the completion of a given unit, and is included in the professional

qualifications of a given profession.

3) In order to effectively improve the transparency of qualifications and contribute to the development of mutual trust as a result of the implementation of ECVET system, it is undoubtedly necessary to commit a large number of entities in the member countries, which is in fact a precondition for the functioning of the whole System. This means that it is necessary to engage not only state administration bodies, but also organizations associating employers, including crafts associations. Mutual trust should be mainly based on partner cooperation of respective institutions across the European Union. Crafts organizations in EU countries are included in the systems of education and each one of them, to a varying extent, is responsible for implementation of tasks of vocational training systems, including training and certification of professional qualifications (journeyman and master craftsman examinations).

4) The implementation of ECVET in Poland must be related with all paths leading to the confirmation of professional qualifications. At present, there are three such paths in Poland:

- examination boards at Chambers of Crafts which stage journeyman and master craftsman examinations (for the leavers of formal, informal and non-formal education),
- examination boards at District Examination Boards (exclusively for vocational school leavers),
- examination boards appointed by the Superintendent for Schools.

Principles set for ECVET in Poland should take into consideration this fact, because otherwise it would be difficult to reach social acceptance.

5) The implementation of ECVET System in Poland should start with the identification of institutions and organizations, which because of formal (statutory) participation in the system of professional qualification confirmation should be included in the implementation of System tasks. The Ministry of Education may be the body responsible for the implementation of ECVET in Poland. However, due to considerable importance of informal and non-formal education, the Ministry of Labour may also perform this task. Taking into consideration the importance of the problem and the need to include several institutions in the process and to prepare adequate grounds and materials that are indispensable for the operation of the System, its implementation in Poland may last at least 24 months.

6) The ECVET System will be effective only if adequate number of partners with statutory responsibility for qualifications from the largest number of member states decide to implement ECVET in their countries. Therefore, any initiatives and activities at national level aimed at the presentation of the idea of ECVET and the implementation of joint undertakings at supranational level are of great importance.

