



*European Quality Assurance Reference Framework for
Vocational Education and Training*



European Credit system for Vocational Education and Training

Moving from Principles to Implementation Launching Conference

Brussels 17-18 November 2009

[EQARF Workshops](#)

[Anders Vind](#)

[LO – Danish Confederation of Trade Unions /](#)

[ETUC](#)

**EQARF Workshop A:
Implementation of EQARF at system level**

Outline:

Presentation

What does Trade Unions expect from EQARF?

How can Trade Unions contribute to the implementation

From the case of Denmark

EQARF Workshop A:
Implementation of EQARF at system level

**Q: What does Trade Unions expect from
from EQARF?**

A: That EQARF supports

- well-functioning VET/CVET programs
- the usage of this programs
- building of partnerships and stakeholder involvement
- and thereby supports mobility on the labour market

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Q: How can Trade Unions contribute to the implementation ?

A: Will depend very much on the national system – but in broad terms:

- at program level
- at institutional level
- at student level

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DK
Case

Policy priorities	Objectives	The case of Denmark
1. Employability	<p>Competences & attitudes</p> <p>Completion/drop-out</p> <p>Transition to employment</p> <p>Quality of employment</p>	<p>Dual training principle: trainees spend 2/3 of their training in a company.</p> <p>Flexible and modularised system with possibilities for partial qualifications and credit transfer across IVET programmes.</p> <p>Objectives for VET programmes laid down by the Ministry, in cooperation with social partners (thereby reflecting labour market demands).</p>
2. Matching	<p>Information/knowledge</p> <p>Responsiveness</p> <p>Adaptation/flexibility</p> <p>Innovation</p>	<p>Stakeholder involvement at all levels of the system.</p> <p>Social partners responsible for monitoring skills and labour market development, and continuously adapting VET programmes.</p> <p>Innovation and development projects stipulated centrally and initiated locally.</p>

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3. Access	<p>Basic competences for everyone</p> <p>Targeted provision of VET</p> <p>Participation rates for certain groups</p> <p>Permeability/transparency</p>	<p>Modularised and flexible IVET.</p> <p>Short IVET programmes targeted at trainees with a lack of academic proficiency.</p> <p>Broad entry routes into IVET, allowing the trainees the possibility of trying out various VET programmes before making their final decision.</p> <p>Public CVET courses with a specific focus on adults with a low level of educational attainment.</p> <p>CVET courses targeted at refugees and immigrants, and young people with particular difficulties.</p> <p>Modularised and flexible CVET.</p> <p>IVET and CVET are in the process of merging, in order to increase transparency, and the possibility of transferring credits between the two systems.</p>
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