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**WDROŻENIE MODELU FINECVET W EDUKACJI FORMALNEJ I POZAFORMALNEJ**

**IMPLEMENTATION OF THE FINECVET MODEL TO THE FORMAL AND NONFORMAL EDUCATION**

# **Description of the good practice of the ECVET system in Finland**

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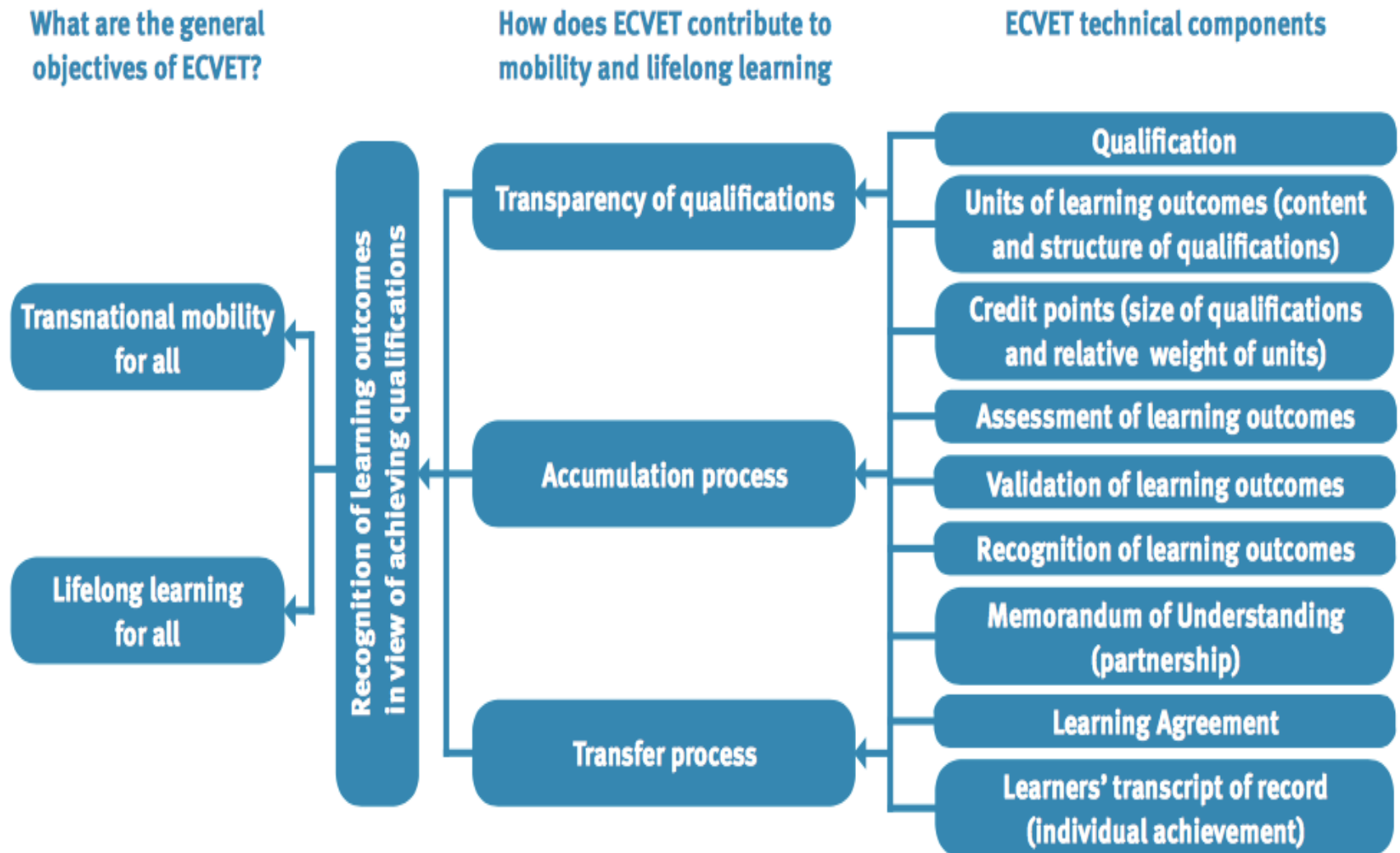


# Implementation the ECVET system in partners country



- ❖ Only Finland have already implemented all elements of ECVET system including a description of qualification, transfer, recognition of learning outcomes, accumulation of achievements and individual learning pathways in both formal and nonformal education
- ❖ In all 3 countries the central institutions are responsible for developing descriptions of qualifications

# ECVET objectives and its technical components



- ❖ **Matriculation examination is of a very high rank in Finland. Vocational education is of a very high status, too. In addition to their professional education, teachers have to complete a pedagogical preparing course taking almost a year of studying. For working under EVCET, teachers receive additional remuneration.**
- ❖ **The educational programme involves 35% of theoretical studying in school, 10% of individual learning and the remaining 20% of laboratory, professional work and practical workshops.**

Division into theoretical and practical learning is difficult, as students have individual learning pathways; every student can build their own way to complete their qualifications.

Students can receive knowledge in many different environments, including project work, prolonged job training, school and school workshops, laboratory. Some students may complete their almost entire education in their workplaces and learn only some issues according to traditional studying, i.e. at school.

It can be also observed that students can build their theoretical competences through practical activities (as it is very often the case). I would like to emphasise that in Finland there is no separate learning for theory and for practical skills. Both ways to gain professional competencies join and intertwine.

## ❖ Testing knowledge and skills:

- ⑩ the teacher/instructor checks their student's competences 2 times in 6 weeks. Following a 6-week period, the student has to pass a practical test. Marks range between 1 and 3.
- ⑩ Receiving a 1 is considered a pass. What follows is the teacher and the student discussing the practice and establishing next goals together.
- ⑩ In consequence, it may be observed that constant checking of knowledge, testing students are absent from the school, and that there is a high teacher autonomy and the focus is on the student, not on documenting everything

- ❖ **Finnish National Board of Education (FNBE) has determined that 1 year of schooling is equivalent to competence points (ECVET points)**
- ❖ **The ECVET Users Group: „Expressing credit of learning outcomes in terms of credit points has proven either too challenging or not useful enough to many of the VET providers that use ECVET, so that at this stage credit points appear as a “secondary and marginal element”**

**In Spain and Poland there are some elements of ECVET system including a description of qualification and only partly: transfer of learning outcomes, accumulation of achievements and individual learning pathways.**



# CONCLUSIONS



**Implementation of ECVET system has been a long-term process in Finland**

**ECVET implementation was connected with the preparation of teachers for new educational and administrative tasks**

**A widespread dissemination of knowledge on ECVET system among all vocational stakeholders is a primary task of education policy-makers**



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# Thank You !

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