

Scenarios for establishing a Memorandum of Understanding (MoU)

Scenarios for developing a MoU can vary, both in terms of the partners involved and in terms of the content of the MoU. The examples below are just a few of the many possible scenarios.

Scenario 1: MoU established between National-Regional-Sectoral Authorities and one or more countries



The MoU could be concluded between competent institutions that are in charge of qualifications on a higher level, such as ministries, qualifications authorities, or chambers of commerce. In such cases, a broader area of application is possible: for example, the MoU could apply to all training providers preparing learners for a particular qualification or even be related to more than one qualification. The content of such a MoU is described in a rather general manner with more specific detail covered in the Learning

Agreement (LA) that will be prepared for individual learners. In this case, the MoU should clearly state rules relating to recognising the learning outcomes that a learner acquires during a mobility period. Training providers - such as schools, training centres, or companies - operating in the framework of the MoU should be able to refer back to the MoU when organising individual learner mobility with partner organisations.

Example: In the testing phase of the SME MASTER Plus project, a partnership agreement was signed between the 'French Chamber of Skilled Crafts of Ille-et-Vilaine' and the 'Slovenian Chamber of Skilled Crafts' with the application of ECVET piloted within the framework of training for Master Craftspersons - Master Craftsperson qualifications studied in SME MASTER Plus included Master Baker, Master Florist, Master Hairdresser and Master Joiner. Further information available at: <http://www.sme-master.eu>.

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Scenario 2: MoU established between Training Providers based on the Principle of Reciprocity (hosting and sending)



The MoU can be used to establish procedures and arrangements for using ECVET in the mutual exchange of learners from two or more training providers from different countries; that is, the involved training providers act as both hosting and sending organisations. The information presented in the MoU - in relation to the qualifications and units of learning outcomes suitable for the envisaged mobilities and the procedures and responsibilities for assessment,

documentation, validation and recognition - must fit the context and regulations of all training providers concerned. Partners must consider whether the organisations involved are competent to cover all ECVET-related functions (identifying one or more units of learning outcomes suitable for those undertaking mobility; delivering education and training programmes and learning activities suited to the unit/s of learning outcomes being targeted during the mobility period; assessing whether individual learners have achieved the expected learning outcomes; validating and recognising learner credit on return to the home institution) or whether it is necessary to involve additional organisations such as national or regional authorities.

Note: It is possible that not all roles are previously officially defined in a specific context - for example, in those cases where qualifications are not structured in units of learning outcomes.

Example: In the M.O.T.O. project, a MoU was established between 'Kópavogur Institute of Education' in Iceland and 'Lapland Vocational College' owned by the Rovaniemi Municipal Federation of Education in Finland. The qualifications addressed by the MoU included chef/waiter (Iceland) and travel consultant/tourism activities organiser (Finland). Both institutions were deemed competent for all ECVET-related functions. The MoU was established as a framework for future Learning Agreements covering students from the Icelandic VET provider wishing to undertake some aspects of their training in Finland and vice-versa. Further information available at: http://www.ecvetprojects.eu/Documents/MOTO_model_final.pdf.

Scenario 3: MoU established between Training Providers - one being the Sending Organisation and the other acting as Host Organisation



In some cases, the principle of reciprocity of hosting and sending is not applicable and the MoU is established between a single training provider acting as the sending (home) organisation and another training provider, in another country, acting as the host organisation. In these cases, the information presented in the MoU refers only to the qualification or units concerned with validation and recognition also limited to practices in the sending organisation; information on

the training programme or learning activities being delivered during the mobility period, and in relation to assessment activity taking place in the host country, relate solely to the host organisation. In this scenario it is not necessary to compare qualifications and identify common units or to develop REFERENCE UNITS relevant for mobility and credit transfer in both countries.

However, the MoU should clearly state that the sending organisation accepts the assessment procedures carried out abroad and will recognise learning outcomes assessed in this manner for credit transfer purposes. If the organisation abroad is a company that agrees to host students during the mobility period, it should be considered whether the establishment of a MoU is feasible or necessary:

- › On the one hand, it might help to save time when concluding individual Learning Agreements where general aspects of cooperation are already covered by the MoU.
- › On the other hand, companies may prefer to avoid additional paperwork and to simply produce Learning Agreements (LAs) as needed - in the case of the latter, the LA will probably be more detailed to include arrangements for ensuring credit transfer.

Example: Two students from an Austrian VET Business School who study Slovenian as second foreign language, decided to do their compulsory internship in a financial insurance company in Slovenia. As this was the first time the Slovenian company had hosted students from this VET school, representatives of the two organisations decide to conclude only Learning Agreements, to evaluate the mobility project afterwards and to decide - based on these experiences - whether longer-term cooperation arrangements should be established. In the evaluation phase, all involved actors agreed that the mobility project had been successful and decided to conclude a MoU covering a period of three years including more detailed information on their mobility arrangements and.