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CHAPTER I

Express VET Mobility Database and Guides for ECVET Cluster of Countries Project

1.1. Starting Point and Summary

Europe 2020 strategy; initially aims to develop employment and vocational education within the context of its smart, sustainable and inclusive growth priorities. In addition to this, recognition of the skills which are acquired by informal and non-formal education is an obligation in lifelong learning era. In this context, integration and growth for more mobility, transfer of the information and skills are demanded. In the future, people will have to be more mobile in order to find, search for new business, job and education opportunities. It is required to have acquisition of knowledge in daily life, and it is required to transform these knowledge into skills in order to have a better career. On the other hand, there are some difficulties in recognition of the acquired skills. Differences in vocational education systems between institutions and countries, makes the mobility of vocational and technical education more difficult. In addition to this, being unable to transfer the knowledge which had been acquired formerly, hinders the effective usage of the skills and competences. While mobility in vocational education and training (VET) is already happening, the political ambition in Europe is to increase the numbers and the duration of mobility exchanges significantly. Development of learning mobility in VET implies putting in place a range of support activities adopted to the target group of VET learners including i.e. language learning, creating funding opportunities or other preparatory and accompanying measures. The recognition of qualifications and the transparency of what learners have achieved abroad are core to mobility in vocational education and training.

ECVET was designed as one of the European instruments to improve this recognition and transparency (such as, the European Qualifications Framework, Europass). With ECVET – European Credit System for Vocational Education & Training; it is aimed to facilitate officially recognition of skills and competences which are acquired abroad. It is also aimed to facilitate the credit transfer which shall not replace national VET systems. This system should be implemented voluntarily between the learning outputs candidate countries. With ECVET – European Credit System for Vocational Education & Training, it will be possible for the individuals to complete their education in different countries and different institutions. With ECVET – European Credit System for Vocational Education & Training, learning output components are identified and matched to credit scores. Thereby, the authorities who recognize the qualifications of member countries can be able to translate the credits and learning outputs which are acquired in other country into their own vocational education qualifications system. To support mobility, ECVET is expected to improve the possibilities for recognition of learning outcomes and thus to enable people to build on what they have learned abroad, in a different education and training institution or in different situations. In other words, thanks to ECVET, it should become easier to fully integrate mobility into learners' learning pathways and to make visible and recognized what they have learned abroad.

This report formed by the results of surveys and literature about ECVET implementation. We searched on the basics of VET systems of all partners. This report the needs and strategies recommend raising the quality of education and profile of teachers in VET institutions regarding the EU 2020 strategy and ECVET. Moreover, case studies and good

practices in use and integration of ECVET tools in the partner countries; and constitute a questionnaire on policiy makers', managers', teachers', and students' current knowledge and perceptions about ECVET in participating countries.

It is expected to be a starting point of the project implementation process and intended to let the institutions be informed about each other's' VET systems and Credit Transfer opportunities in general. This will also be an opportunity to share current experiences as each partner is from a different implementation cluster of ECVET. This report will be published on the Portal which will be developed as a Content Management System (CMS) and contribute to the implementation (methodology and content) of this project and introduction part of the Policy Papers.

1.2. The Consortium of The Project

1.2.1. MEB Mesleki ve Teknik Egitim Genel Mudurlugu - MoNE Directorate General for VET

The vocational and technical education system in Turkey includes two main dimensions: theoretical (school training) and practical (in-company training). Vocational education policies and activities are mostly carried out by the MoNE- Directorate General for Vocational and Technical Education-DG TVET (Formal education). Below are the tasks of Directorate General for Vocational and Technical Education:

1. To condition and implement policies towards the management of the schools and institutions of vocational and technical education and the education of their students.
2. To prepare or outsource the education and training programs, textbooks, educational tools and equipment of vocational and technical schools and submit them to the Board of Education.
3. To develop, implement and coordinate the implementation of policies and strategies which will enhance vocational and technical education and strengthen education-employment relationship.
4. To fulfil other tasks given by the minister.

There are 3291 vocational and technical high schools affiliated to DG TVET.

MISSION:
To meet the labour demands of economic and social sectors through vocational education, to train manpower who hold vocational qualifications in accordance with international standards, to develop and implement policies, strategies that will make the vocation valuable and provide everyone a profession.

VISION:
To be a leading institution established its quality values, raising creative, innovative, entrepreneurial and productive skilled labour force in its schools who add value to the economic growth, recognized by national and international vocational qualifications in cooperation with the economic and social sectors.

1.2.2. İzmir İl Milli Eğitim Müdürlüğü – Izmir Provincial Directorate of National Education

Izmir Provincial Directorate of National Education is a state department in charge with the planning and coordination of all kinds of educational and training activities in pre-school, primary, secondary and adult education in İzmir Province. The institution includes many departments such as; training teachers and In Service Training, Adult education, Culture, Health, Research and Development, Projects, Special Education and Guidance, and Sports departments. In addition, it provides, together with ministry of education and mayor, financial support and investment for the above mentioned institutions and departments. The institution is responsible for 42.744 teachers, 5.000 full time working personnel, 752.030 students, 3.069 primary /secondary schools, in-service training and adult training centers. The institution creates projects in the local, national and international levels. It is in cooperation with all other local, regional and national institutions since it is a state organization. On international level, our institution has many Comenius, Grundtvig, Leonardo and Youth projects.

The main theme of the Provincial Education Directorate is the students. Both increasing the academic success of the students and also improving their social skills, and to have a better personal development, it is important for them to learn how to learn. Another point is the families of the students. To have better academic success of the students it is obliged to support the families of the students firstly. So, the families having had a better communication with the schools are the basics of a successful student.

Directorate is also focusing on supporting the teachers for a better qualified training, with better pedagogical methods.

There are always in-service-trainings organized for this aim. Institution is always working with the other institutions (NGO's, Local – National- International Governmental and non-Governmental institutions) universities collaboratively.

1.2.3. Izmit Mesleki ve Teknik Anadolu Lisesi – Izmit Technical and Vocational High School

Our school started training and education, dated 14 November 1945 with 186 students. And 18 teachers with metalworking, leveling, and wood working departments. Opening with the Technical Vocational School in 1968 and Anatolian Technical High School in 1989. Our school today is training more than 4500 students, formal and non-formal education with in Electric / Electronic, ICT, Metal, Wood, Chemical, Machine, Motor Vehicles and Industrial Automation Technologies departments.

We, besides the technical and vocational training, try to make the students to understand vocational and universal values and to contribute for them, having environmentally conscious, open to creative ideas, and thinking, In order to reach higher education as individuals and the goal of preparing them the business and living; Our managers, teachers and with school staff have been working with all our strength.

Our school is working cooperatively more than 400 companies in Kocaeli Region. TÜPRAŞ The biggest Oil Refinery in Turkey), Ford, Toyota, Siemens, Fiat and Mercedes have established laboratories in our school. In additional to local partners, we have managed 8 different big capacity EU projects for the last 5 years and have made partnership with international institutions.

With these partnerships; Our primary target is to employ our graduates in the best institutions and to graduate as World citizens to be successful in global Economy, to Show themselves in an international environment, with the helping of abroad training.

Our Chemical Tech. Laboratory and Automotive Laboratory are funded by several industrial institutions.
Our aims are
• To raise up to level of developed countries,
• To improve the students vocationally and socially
• To enable the students to reach the information that they need,
• Open to industrial developments and having broad world-view

1.2.4. Fondazione "ITS Regionale della Puglia per l'Industria dell'Ospitalità e del Turismo Allargato"

ITS IOTA APULIA FOUNDATION is a network that unites more than 100 Secondary Institute, Companies, Business Associations, Universities, Research Centers and Public Authorities for a yearly value of over 10 billion Euros.The Foundation was established on 1st September 2015 with Notary Deed and gained recognition as a legal entity on 1st October 2015 and registered in the register of the Prefecture of Lecce at no. 37.The Foundation has, immediately, started relationships with various European nations, signed a Framework Agreement of Cooperation for Academic and Institutional activity of Research, Training and Development of the economy and highly qualified employment with the Academy of Economic Studies of Bucharest, Faculty of Economics and Tourism, based in Bucharest (Romania), Memoranda of Understanding with the Ministry of Education of the Turkish Republic, with the European Cultural Routes Association Emperor Charles V (Spanish and Italian) with the recognition of the Council of Europe.

ITS IOTA Network operates institutionally for the tourism development in Apulia (South Italy).The Foundation ITS IOTA aims to increase the skills and to improve the dissemination of knowledge to support the development by integrating the research and development of innovative solutions, training and corporate culture and encouraging interaction between the actors of the production chain and the synergy between different industrial sectors.The organizational structure of ITIS is a "Network Strategy", which sees public and private entities committed to pursuing common goals related to a sustainable development of tourism.

The "Laboratory of Apulia Regional ITS on types of tourism" focuses its activities on specific objectives such as: orientation, tertiary specialized training, assessment and certification of skills, recognition of non-formal and informal credit, production of important materials for the training of trainers, support actions and fitting aimed at developing a Young apprenticeship programme, a "National vocational qualifications" and working towards employability points.The Foundation ITS IOTA aims to create "Specialists" in tourism which support the development, and, through research activities with local businesses but also national and international and academia, to promote the transfer of technological innovation for the development of P.M.I. and public-private territorial integrated systems, in order to promote communication and effective information but also the development within networks.

The extraordinary beauty and ecosystem of tangible and intangible local identity has in ITS the best performer because each element that composes it becomes a cultural and tourist attraction "enhanced", and through this upgrade, is the best strategy to create greater value and employment in our region. The scope of ITS IOTA, in according with COS-TFLOWS-2014, is to strengthen competitiveness of the European tourism sector by encouraging the extension of the tourism season and by increasing internal mobility, particularly, of Senior and Young People in Apuia.In this context, also with reference to international cooperation

opportunities provided by the European Union and in particular to the lines of action that can be implemented under Horizon 2020, the definition of joint projects that the parties aim to define by June 2015 will be particularly constructive

Consequently, through cooperation agreement with the Italian public institutions realized through the ITS IOTA development program, under the supervision of the Italian Ministry of Education, University and Research, it will be possible to extend forms of partnership between the European Partner Nations. The specific objectives of our ITS IOTA are:

- Tourism products/services as cultural attractors for sustainable and inclusive tourism,
- Strengthen the combination of Tourism- Territory Products quality,
- Promote excellence as an exaltation of the peculiarities of the places,
- Channels of tourisms and documentation communication through the new languages,
-The cultural paradigms of tourists in the Higher Education System.

1.2.5. DEHOGA Landesverband Sachsen-Anhalt e.V.

DEHOGA Association is a foundation of tourism and hotel business that approximately serves to 240.000 companies, one million workers and 100.000 academy course attendees in different regions of Germany. DEHOGA is subdivided into 17 regional associations which again have their own organizational infrastructure reaching down to the local level. DEHOGA is the one agency which has an academy located in Sachsen-Anhalt state.

DEHOGA is an association which is is located in Saxony-AnhaltSachsen-Anhalt state and it is in business of hotel and catering. The association represents benefits of the hotel business not only in regional level but also in federal level with a cooperation with the sector.

DEHOGA has done its hotel classification with nearly 270 criteria in over 8.000 hotels and hotel groups. They are always in cooperation with the other countries (Austria, Switzerland, Netherlands, Hungary, Czech Republic, Sweden) in Europe hotel classification standards.

DDEHOGA is an expert in tourism and hotel business in Germany with its extensive participation. They have achieved a reduction in the tax rate and it became %8 in hotel business after reduction. They also convinced the parliament to reduce more and provided one more reduction in the tax rate. So the tax rate became %7 in 18 December 2009. DEHOGA is an association that provided a strong link between business sector and Government by providing education to employers and employees and by standardization of the hotels.

DDEHOGA Sachsen- Anhalt association offers many education and courses about hotel business workers education and development. Sector workers are highly interested in these education and courses in order to update their information's. The association offers many courses about dietary and allergic cuisine in order to fulfil nowadays needs. With the help of these courses and awareness, all the food & beverage seller companies are forced to declare the ingredients of the product which they sell in Germany.

1.2.6. C.E.I.P. JUAN CARRILLO. CONSEJERÍA DE EDUCACIÓN DE LA JUNTA DE ANDALUCÍA

From the Department of Education equal rights and opportunities for women and men with the aim of moving towards a model of society that incorporates standards and guidelines more democratic and egalitarian coexistence is promoted.

The Plan STRIVE defends values such as respect, responsibility, evaluation culture, autonomy, peaceful coexistence, equality of opportunity and treatment and non-discrimination, in the Andalusian education system.

Law 17/2007, of 1 December, Andalusia Education, Title III addresses equity in the Public Education System and its Article 4.1 e), states as a fundamental principle the "Promotion of effective equality between women and men in all areas and practices of the educational system. "

From the Government of Andalusia necessary to comply with the provisions of Law 12/2007 of 26 November, for the Promotion of Gender Equality in Andalusia, approving the Strategic Plan for performances I have done equality of Women and Men in Andalusia (2010/2013), in order to become the backbone instrument of public policies on equal opportunity and treatment and serve to give more fair and equal responses, the different needs of the population, creating the conditions and structures necessary to ensure that equality becomes a visible reality.

The Ministry of Education, all Directorates and all schools supported with public funds are committed to the development and implementation of both laws.

The Treaty of Amsterdam (1999) established the European precept by which all activities of the European Union should be addressed to eliminate inequalities and promote equality of opportunity and treatment between women and men (Articles 2 and 3). This community commitment and the broad developed at European, state and Andalusian Autonomous Community regulatory framework put the equality as a strategic objective.

To promote, coordinate and implement the gender perspective in planning, management and evaluation of public policies developed by the respective Ministries, have launched the Units of Gender Equality in the Administration of the Government of Andalusia, whose main purpose it is to exercise functions of horizontal and transverse character, among which are the following:

Advise the competent bodies of the Ministry in the preparation of the Report Gender Impact Assessment, under Article 6 of Law 12/2007 of 26 November and Decree 93/2004, of March 9.
Carry out the monitoring, evaluation, development and implementation of the Strategic Plan for Equality of Women and Men established by Article 7 of Law 12/2007 of November 26, without prejudice to the functions which, for these purposes, correspond to other organs.
Receive official statistics of the Ministry and its SPVs, and perform the analysis, monitoring and control of data from the gender dimension.

Promote training and awareness of staff of the Ministry and instrumental in relation to the scope and meaning of the principle of equal opportunities, by developing training proposals entities.

Advise on the development of equality plans governed by Article 32 of Law 12/2007 of 26 November, which projected in their respective fields of action by the Administration of the Government of Andalusia, as well as collaborate in evaluation of these plans and encourage development of corrective measures.

Promote and support the development of measures to reconcile work, family and personal lives of women and men who are adopted from the Ministry responsible for public employees.

Perform technical assistance to staff and bodies of the Ministry and its instrumental in relation to the implementation of equality policies, especially in monitoring institutional advertising agencies.

Collaborate with the Andalusian Institute for Women in order to ensure proper cooperation in the coordination of actions on equality of women and men, in accordance with the provisions of the single additional provision of Law 12/2007.

In general, ensure the effective application of the principle of equal opportunities between women and men.

Interdepartmental Commission for Equality of Women and Men

The Interdepartmental Commission for Equality of Women and Men is the body for monitoring the actions and activities of the Administration of the Government of Andalusia on gender equality and evaluates the development and implementation of the first Strategic Plan for Equal women and Men in Andalusia (2010/2013).

The Ministry of Education has established the Gender Equality Unit, as cross-administrative unit, in compliance with Article 60.1 of Law 12/2007 and in compliance with the second additional provision of Decree 275/2010, enabled on the site a space specific e mail to facilitate documentation, information and resources generated.

Units of Gender Equality are essential to ensure gender mainstreaming as a strategy for improving public policies, involving the participation of all the ministries in implementing the principle of equality in all spheres of political management,

CHAPTER II

THE DEVELOPMENT OF ECVET in EUROPE

2.1. ECVET System Introduction

The European Credit system for Vocational Education and Training (ECVET) aims to give people greater control over their individual learning experiences and make it more attractive to move between different countries and different learning environments.[1] The system aims to facilitate the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different situations. It should ensure that these experiences contribute to vocational qualifications. ECVET aims for better compatibility between the different vocational education and training (VET) systems in place across Europe and their qualifications

ECVET was developed in the years 2003-2006 in the context of the Copenhagen process for enhanced co-operation in VET. Open and flexible pathways are crucial in VET policy and ECVET calls for flexible pathways to skills and qualifications to enable learners to obtain qualifications by cumulating credit earned in different locations, settings and timeframes. It is an instrument to improve the quality of VET mobility and as a tool to organise labour market relevant requalification measures. ECVET has continuously developed since the decision, stated in the Copenhagen Declaration (European Commission, 2002), on a system of credit transfer for vocational education and training to promote transparency, comparability, transferability and recognition of competence and/or qualifications, between different countries and at different levels. ECVET aims at promoting learner mobility, lifelong learning, and development of mutual trust and cooperation between VET providers in Europe.

ECVET is not a stand-alone element in European education and training. It belongs to a series of tools for developing intra-European mobility, supporting individualized career and learning paths, for better recognition of informal and non-formal learning, better transparency and mutual trust between education systems, increasing VET participation rates and motivation for lifelong learning. All contain features sustaining transparency and portability of qualifications across institutional, sectoral and national borders. Research indicate that increased uptake of ECVET to support learner mobility and recognition of learning outcomes in different fields of Europe education and training, at different qualifications levels of the EQF, and for various target groups from youngsters to adults.

2.2. European Credit Transfer System for VET and Its Development in Europe

First credit transfer system emerged in 19th century in United Kingdom. In 1980 European credit transfer system emerge for higher education in Europe. The function of the was developed with the concept of Life Long Learning (LLP). ECVET development in Vocational and Technical Education (VET) started in 2002 with the Copenhagen Declaration and continue up to today (2015). There have been taken many actions and progresses in ECVET history in

Europe. Countries are working to adapte the ECVET in their education system. The ECVET process can be aligned as it is seen below:

1. References to a credit transfer system for VET can be traced back to the Copenhagen Declaration, of 2002, where the recognition of competences and qualifications was confirmed, by the Directors General for Vocational Training (DGVT), and the European Commission, as a priority for VET.

2. In the years that followed, subsequent communiqués (Maastricht 2004, Helsinki 2006, Bordeaux 2008) confirmed a continuing commitment to a credit transfer system for VET. At the same time, a range of national and European-level testing and consultation activities were launched, involving many sectors and institutions, with a view to building a convincing ECVET proposal that could be presented for approval by the governing authorities. Centralised project funding was also made available by the European Commission, in 2008, to support the development of ECVET partnerships and to encourage the testing and experimentation of ECVET, with a focus on mobility in VET. As a result, 11 pilot projects were funded.

3. On 18 June 2009, a Recommendation of the European Parliament and of the Council on the ―establishment of a European Credit System for Vocational Education and Training (ECVET)‖ confirmed common ECVET principles, provided detailed technical specifications for ECVET and recommended wider ECVET promotion and implementation by all Member States.,

4. Since then, the focus has been on progressive implementation, with Member States encouraged to create conditions that will allow ECVET to be employed for all learners in VET. In 2010, the European Commission supported a second round of ECVET testing and experimentation activity, resulting in the funding of a further 8 pilot projects, this time with a focus on national implementation. Additionally, ECVET became a national priority under many of the funding actions within the Leonardo da Vinci sectoral programme (one of four sectoral programmes that made up the European Commission ‘s Lifelong Learning Programme 2007-2013).

5. In 2011, a group of 14 agencies responsible for overseeing national implementation of the Lifelong Learning Programme came together, under the leadership of the German national agency (NA BIBB), to support geographical mobility practitioners have started to work with ECVET.

6. In 2014, Member States, and the European Commission, are required to report to the European Parliament and the Council on experiences gained and on implications for future ECVET implementation, with a review of the Recommendation, and its technical annexes, also likely at this point.

CHAPTER III

WHAT'S THE SITUATION IN THE PARTNER COUNTRIES ABOUT ECVET

3.1. ECVET Developments in Turkey

The ECVET is a system based on the certification and validation of all the knowledge and skills that individuals have in Europe. Turkey adopted 8 reference levels of the European Qualification Framework (EQF) and implemented its adaptation to its National Qualification Framework (NQF). There are two main responsibilities of the Vocational Qualifications Authority (VQA) to strengthen the relationship between the MTO system and employment: First, it is expected that professional standards (MS) will be developed based on the competencies needed by the labor market. This process is going on in Turkey and professional standards have been established in many sectors and are being continued. These Professional Standards have begun to shape the development of educational standards to be used by all educational institutions in the country

In Turkey, the following developments related to ECVET have been recorded since 2005:

In 2006, FMC was established as an important milestone for an NQA operating in Turkey. MYK has been established as an EU-funded VET project with a two-year intensive workshop with the Ministry of National Education (MONE), Higher Education Council (YÖK) and related stakeholders and social partners. MYK acts as the National Coordination Point for the NQA in Turkey and is the highest level responsible for transferring the qualification levels from the NQA to the European Qualifications

Subsequently, a country report on ECVET, reflecting the views of stakeholders, is prepared by the Ministry of Education. A special ECVET approach in Turkey has been negotiated and this approach is based on the experience gained from the practices of the EU member states. An action plan was developed and an ECVET negotiation document on Turkey was prepared.

In accordance with this action plan, focus group meetings were organized with the participation of different actors related to ECVET. An agreement has been reached on an approach that embraces credit in the VET curriculum. Then, task has been initiated to develop a national credit transfer system to match the credit scores of all learning outcomes based on knowledge, skills and competencies.

By the competent institutions, the need for the development of an ECVET system in the context of life-long learning in Turkey is indicated. This intention has been clearly stated at an international meeting on ECVET dated 28 March 2007 in Ankara.

MYK acts as the National Coordination Center of AED in Turkey and is responsible for transferring qualification levels from the NAF to the European Qualification Framework (NAF)at the highest level. In Turkey Many workshops and meetings were held to find

the appropriate reference level. The first and most important meeting was held in Kastamonu with the participation of many stakeholders from Turkey and many experts from the EU. Turkey adopted the 8 levels of reference from the EQF regarding the National Qualification Framework (NQF) to be developed. This system is based on documenting acceptable professional standards at these levels.

MYK, which is a voluntary professional organization as the leading institution for the development of Occupational Standards (MS), is accredited the organizations. Organizations, that are accredited, are developing MS and this is an ongoing process. These MS and National Qualifications will be used by all educational institutions in the country and will shape the development of educational standards. The FMC also has important responsibilities for the evaluation and approval of the learning outcomes earned by all individuals. The process of setting up the accredited test centers through the VOC-TEST Centers project is ongoing. 5568 certificates were issued by these centers on learning outcomes.

The first term projects of VOC-TEST Centers Vocational Standards Development, Vocational Knowledge Accumulation and Skills Test and Documentation Centers Project have been completed. However, in National Agency for European Affairs, there are efforts going on ECVET. The ECVET National Team was established by the Turkish National Agency in 2013. That team arranges events for better awareness and policy development and implementation on ECVET. Turkey's new Lifelong Learning Strategy pays attention to improving access to lifelong learning beyond the formal education system. Learning in enterprises is seen as important to promote the transition from school to work. Comprehensive career information is also a priority.

The gap between required and acquired skills is one of the main obstacles in labour market matching and mobility. Thus, the quality and relevance of education and training systems is important both in meeting local labour market needs and in gaining international recognition and credibility. In Turkey, work in this area is enabling all VET schools and workplaces to become learning organisations for the development of effective local learning centres and to bring learning and learners together in response to the local needs of the labour market. Schools are supported to enhance their quality based on self-assessment and action planning in line with the European Quality Assurance in Vocational Education and Training (EQAVET) principles. Another important area where support is planned is the establishment of integrated systems for validating non-formal and informal learning. The European Credit System for VET (ECVET) for formal and non-formal VET needs to be implemented as well. This system is crucially important for the recognition of achieved learning outcomes. It facilitates horizontal and vertical transitions between formal and non-formal VET training institutions.

The validation of non-formal and informal learning (NFIL) and quality assurance (EQVET) are valuable tools to support the implementation of ECVET. The update country report on the validation of non-formal and informal learning indicates that there seems to be a systematic and coordinated approach to validation in Turkey and the relationship between

validation and qualifications is well-defined. However, the programmes and modules in education need to be aligned with the occupational standards and the qualifications. This work in the Ministry of National Education (MoNE) has been initiated and is in progress in 2016.

There are different applications in different sectors for the recognition and certification of prior learning. In the vocational sector, the Basic Education Law on National Education No 1739 arranges non-formal and formal education (Basic and secondary education) in a way to complement each other and the Vocational Training Law No 3308 arranges vocational and technical training. According to this Law, within the context of validation in relation to qualifications which have been developed based on occupational standards, the assessment of prior informal and non-formal competences, as well as of competences gained during vocational training, are defined by the relevant rules and regulations. Law No 5544 determines the principles for national qualifications in the technical and vocational fields regarding auditing, assessment and evaluation, and certification for non-formal learning and informal learning. The Laws also sets up the Vocational Qualification Authority (VQA). The VQA regulates and coordinates evaluation and certification activities for the validation of formal and non-formal qualifications.

Validation is a goal of the work proceeding from the Turkish Qualifications Framework (TQF). The alignment of VET curricula and qualifications with the national occupational standards and to support the link between education and employment is a goal. Moreover, to identify and certify the individuals' qualifications with a quality assured process and to support lifelong learning through the validation of non-formal and informal learning are in the policy agenda of the VQA, which manages the TQF. It is obligatory to design all formal and non-formal VET training programmes according to the national occupational standards and designed as learning outcomes in Turkey

The validation processes in the scope of LLL aim for the definition and the recognition of all knowledge, skills and competences achieved in informal and non-formal learning contexts in all TQF levels. Thus, the TQF was designed to allow for certifying the qualifications achieved as a result of the learning in a non-formal and informal learning environment. The qualifications and related VNFIL infrastructure depicts the most common practice regarding the validation of informal and non-formal learning in Turkey.

Through validation, the learners will be provided with;

- Access to the programmes,
- Access to the exams,
- Exemptions,
- Certification of units,
- Credit accumulation and transfer,
- Award of qualifications.

All education/training programmes in formal and non-formal learning need to be designed/ redesigned based on learning outcomes so that also informal learning can be validated. These programmes and curricula need to be based on learning outcomes so that they can be related to national standards and qualifications and can be integrated into the TQF.

No widespread or systematic use of credit accumulation and transfer has been saw in any of the sectors of the education system in Turkey except higher education. Nevertheless, the TQF design does allow for the inclusion of qualifications that have been achieved through credit accumulation: for example, in the categorisation of 'unit' qualifications in the range of qualification types. Also, qualification type specifications in the TQF include credit rating of each type and this would facilitate the development of credit systems by bodies responsible for the award of qualifications. There is work going on in the MoNE in relation to ECVET for capacity building.

3.2. ECVET Developments in Germany

Implementing ECVET is supposed to support the shift to learning outcomes and the development of the German qualifications framework. Also, ECVET is hoped to provide a better understanding between stakeholders and foster transnational mobility and permeability between learning pathways.

Based on a 10-projects-initiative funded by the Federal Ministry of Education and Research, a national approach for the assessment, accreditation and recognition of learning, the so-called DECVET (Development of a Credit System for Vocational Education and Training in Germany), was tested between 2007 and 2012 (www.decvet.net). Its main aims were to develop and test procedures for the accreditation of competences and learning outcomes. These procedures are expected to improve mobility and permeability within the educational system as a whole and between different parts of the system. Final results are expected by the end of 2013. The initiative focused on four interfaces within the German education and training system:

- between vocational training preparation and the dual VET system
- joint cross-cutting VET qualifications within a single occupational field
- between dual and school-based VET;
- between dual initial VET and continuing VET.

ECVET is currently being piloted across Europe until 2013. The aim is for the practical experiences thus obtained to serve as a basis for proposals for the further practically oriented development of the ECVET set of instruments. Consideration of quality assurance measures and concepts also plays a part in the implementation of this instrument. Within this context, particular reference is made to the Recommendation on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training (EQARF).

- The European Commission will support the introduction of ECVET via the following measures:
- Development of user guides and further instruments
- Adaptation of the europass documentation
- Funding for a European ECVET Network

Monitoring and supervision of and evaluation research into the results and piloting of ECVET and review and adaptation of the ECVET Recommendation in conjunction with the member states if necessary.

In Germany, the piloting of a credit point system for vocational education and training is taking place within the scope of the DECVET Pilot Initiative, which is being funded by the Federal Ministry of Education and Research (BMBF), and within the context of transnational mobility and innovation transfer measures as part of the PLL Leonardo da Vinci Programme. In order to support educational stakeholders in Germany in the piloting of ECVET principles, the National Agency Education for Europe at the Federal Institute for Vocational Education and Training (NA at BIBB) has acted on behalf of the BMBF in establishing an ECVET National Coordinating Agency. This Agency provides information on current developments, provides advice and support to stakeholders in the development of materials which are relevant to practice and fosters the exchange of experiences.

The Federal Republic of Germany was actively involved in the negotiations for the Commission's draft and the Recommendation of the European Parliament and succeeded in implementing a number of negotiating aims. These include the retention of the principle of voluntary participation in the acceptance and implementation of ECVET and the bottom-up principle – i.e. no rigid stipulations are made by the European Commission and national educational legislation is respected. This made it clear that the application of ECVET and in particular the accumulation of learning units only take place in accordance with the respective national and regional regulations and provisions and that no new citizens' rights are created in respect of automatic recognition of learning outcomes or credit points.

Developed by Member States in cooperation with the European Commission, ECVET has been adopted by the European Parliament and the Council in 2009. The adoption and implementation of ECVET in the participating countries is voluntary. Currently, the participating countries and the Commission support a Europe-wide testing of this instrument to which all stakeholders have been invited to participate.

ECVET: AN INSTRUMENT FOR MOBILITY AND RECOGNITION:

ECVET's purpose is to enable recognition of learners' achievements during periods of mobility by creating a structure, bringing a common language, and stimulating exchanges and mutual trust among VET providers and competent institutions across Europe. In the context of

international mobility but also mobility within countries, ECVET aims to support recognition of learning outcomes without extending learners' education and training pathways.

ECVET for valorising mobility

ECVET contributes to making recognised mobility an integrated part of individuals' learning pathways. It makes it easier for employers to understand qualifications achieved abroad. It also improves the credibility of international education and training experience by identifying and documenting what the learner has achieved.

ECVET for lifelong learning

ECVET supports flexibility of programmes and pathways to achieve qualifications, enhancing the opportunities for lifelong learning. It makes it easier to recognise the learning achievements that young people or adults have gained in other contexts - be it countries, institutions or systems (for example initial or continuous training) but also formal, non-formal, or informal ways of learning.

ECVET for attractiveness of VET

By giving learners the possibility to undertake parts of their training abroad, VET providers can enrich the training provision, raise the attractiveness of training programmes and enhance their pan-European reputation. The improved possibilities for lifelong learning created by ECVET facilitate cooperation between VET providers and companies. This means that ECVET can strengthen the link between education and training and the labour market.

ECVET IN BRIEF

ECVET is based on concepts and processes which are used in a systematic way to establish a common and user-friendly language for transparency, transfer and recognition of learning outcomes. Some of these concepts and processes are already embedded in many qualifications systems across Europe.

ECVET is based on:

- Learning outcomes, which are statements of knowledge, skills and competence that can be achieved in a variety of learning contexts.
- Units of learning outcomes that are components of qualifications. Units can be assessed, validated and recognised.
- ECVET points, which provide additional information about units and qualifications in a numerical form.
- Credit that is given for assessed and documented learning outcomes of a learner. Credit can be transferred to other contexts and accumulated to achieve a qualification

on the basis of the qualifications standards and regulations existing in the participating countries.

- Mutual trust and partnership among participating organisations. These are expressed in Memoranda of Understanding and Learning Agreements.

Teacher training

Initial training for teachers differs depending on the age of the students, the level of education, the specific studies and the nature of the training objectives. It thus includes several training pathways that lead to degree status:

- Bachelor - Preschool teacher
- Bachelor - Primary school teacher
- Bachelor - Associate of lower secondary education
- Fellow of upper secondary education
- Teacher in higher education, short and long type
- A teacher of technical courses and professional practice in secondary education obtains that title after successful studies in the following areas:

Upper level short type:

Average technical normal section - family and social economy
Average technical normal section - clothing
Average technical normal section - wood - construction
Average technical normal section – electromechanical

Higher level within the teaching of social advancement

community education panel: Certificate of Pedagogical Aptitude (CAP)
In certain situations, a person not having the required degree may be brought in to teach if he/she holds a qualification deemed adequate.
Four types of institutions organise initial teacher education:

The High Schools

Bachelor in preschool or elementary teaching
Aggregation of lower secondary education (Teacher Training Course)
Aggregation of upper secondary education (AESS)
Certificate of pedagogical skills appropriate to higher education (CAPAES)

University Master's degree in Educational Sciences

Master of teaching aims / Aggregation of upper secondary education (AESS)
Certificate of pedagogical skills appropriate to higher education (CAPAES)

The Higher Schools of Arts (ESA)
Aggregation of upper secondary education (AESS)

The Social Welfare Institutions

- Certificate of pedagogical skills (CAP)
- Certificate of pedagogical skills appropriate to higher education (CAPAES)
- In technical and vocational training, teachers are usually:
- AESI qualified (in economics or science, for example) and can sometimes teach up to level 4;
- AESS qualified (same disciplines, for example);
- people with professional experience who have obtained a CAP;
- or possibly people from the profession without a teaching qualification who hold a qualification deemed adequate

3.3. ECVET Developments in Italy

The regions have competence for vocational training in Italy, whereas education is a matter for the State. Participation in the school-based general education system is high. Around 70 % of students obtain the State diploma (maturità). The majority obtain it by following the vocational stream. So far a lower proportion of students has participated in initial vocational training in the strict sense (regional VET and apprenticeship), but increasing that proportion is one of the main points of the process of reform and dynamic development currently under way.

In January 1999 it was decided to increase the duration of compulsory school education from eight to nine years. In May of the same year, compulsory training until the age of 18 was introduced. That requirement can be fulfilled not just in upper secondary school but also by attending regional vocational training or an apprenticeship. 1998 law completed the process of transferring competences for vocational training to the regions. At the same time the regions are delegating competences to the provinces.

Important reforms seek to expand apprenticeship, which should facilitate the transition to working life, and to introduce higher technical education and training (istruzione e formazione tecnica superiore — IFTS) to qualify young diploma-holders with a subsequent integrated path between school and training. Opportunities for post-secondary and university training are currently being expanded. Cofunding by the ESF is of major importance for the purposes of regional vocational training in Italy, equivalent to around 70 %.

VET providers actively participate in mobility actions funded by EU programmes. Within these, learning abroad can be recognised by the home institution. Education and training providers define units of learning outcomes for mobility actions. VET and HE structures are compatible

with ECVET principles. Most reforms included designing learning outcomes-based curricula and units. The Ministry of Education, University and Research issued guidelines for ET providers that include learning outcomes. Higher technical education and training is organised in modules and units; training credits are recognised by HE institutions and are ECTS-compatible. In principle, the ET system enables switching between learning pathways. Legislation on certification and validation of competences was introduced in 2012 (Legge Fornero) and in 2013 the Decree 13/2013 defined the standards. Studies point to a growing interest to ECVET. A recent formal decision (the State-region agreement, January 2015) defines indicators and procedures to certify competences and to develop a credit system for IVET and CVET compatible with ECVET. This decision has to be implemented by the regions even if in some (seven regions), certification and validation system has already been set up. A team of experts and a community of practice exist, but the latter needs to be developed. An NCP-ECVET has not yet been officially nominated.

The actors involved in this sector don't know so many and we need more political work for to add ECVET in mobility not just for academy but too in high schools.

ECVET has been designed for the entire vocational education and training system and serves to deliver credits expressed in learning outcomes to obtain, in a dual logic of necessity and opportunities, qualifications or qualifications or certified learning outcomes in multiple steps and with an integrated mix of modes: formal training, mobility experience abroad, recognition of skills developed at work, etc.

The system works by providing those who design and issue qualifications and qualifying guidelines to be used to make the qualifications more flexible and modular, first of all articulating them into learning outcomes as the smallest part of the qualification that can be evaluated and, where appropriate, Certification.

Each unit corresponds to a specific combination of knowledge, skills and skills and can be of different size.

The description of qualifications in terms of units of learning outcomes improves readability in favour of "competent" people, qualifying authorities, and certification of qualifications and for employers. Education and training courses based on Ecvet's guidance must also be optimized and made more suitable for mobility and recognition mechanisms.

During the past decade, all segments of the VET system have been affected by an important reform process, still not completed.

In the second cycle education reform (e.g. IFP-ISCED 3), the documents attached to the regulations of Law 53/2003 issued for each type of training offer included in the cycle, lay out the expected outcomes in terms of knowledge, abilities and skills. In particular, the ‘student educational, cultural and professional profile’ defined in Annex D of the regulations indicates the learning outcomes common to all pathways (set of education and training

standards for basic skills), as well as the specific learning outcomes for each professional profile (set of minimum national education and training standards for specific technical and vocational skills). These are the basis on which education and training providers develop study programmes (training offer plans (plano dell'offerta formativa)). Specific guidelines to support education and training providers in drawing up their training offer plans according to a learning outcome approach were also provided by the Ministry of Education in cooperation with teachers, social partners, professional associations, representatives of the regions and autonomous provinces. Education and training providers develop study programmes that comprise learning modules aimed at developing basic, transversal and technical vocational skills (Cedefop ReferNet Italy, 2012).

Under the IFTS, pathways are organised in modules and capitalised units. They enable students to gain training credits valid in the university system and are ECTS-compatible (Cedefop ReferNet Italy, 2012).

Generally, second cycle education, as well as higher education, has mostly a tradition of holistic qualification structure based on a close fit between learning outcomes and learning processes, and a final assessment at the end of a programme. Successful completion of the programme is a prerequisite for the award of the nationally recognised certificate (Cedefop, 2014, forthcoming).

Over the past few years, increased cooperation between the state, the regions and the provinces has made education and training more flexible, enabling students to switch to different pathways to avoid school drop-out. There are several important systemic elements:

(a) a set of education and training standards for basic skills to be developed in IFP (2011);

(b) a set of minimum education and training standards (valid at national level) for technical and vocational skills in relation to the professional profiles included in the national qualifications index (repertorio nazionale delle qualifiche) (2011);

(c) intermediate (after three years) and final (after four years) certifications (valid at national level) that enable students to switch from general education pathways to VET options (2011) (Cedefop ReferNet Italy, 2012).

Validation of non-formal and informal learning

Italy introduced legislation on the recognition of non-formal and informal learning in 2013, with the National Legislative Decree, 16 January 2013, No 13. The decree includes:

(a) glossary, principles, institutional duties and responsibilities within the public certification system;

(b) process service standards: the way certification and validation must be provided;

(c) awarding standards: what a certificate contains, what kind of information is being transferred and how it is traceable;

(d) system standards: division of responsibilities and quality assurance;

(e) 'national repertory of professional qualifications', which constitutes the unitary national framework for the certification of competence.

Cross-country mobility for VET

Among the activities carried out to promote a 'mobility culture' in VET is the MoU signed by the Italian and German Ministries of Labour and Social Policy and the Ministries of Education, University and Research in November 2012. The agreement envisages three-year cooperation aimed at promoting youth employment and the exchange of information and good practices in the context of the labour market and VET. Promoting the mobility of young people between the two countries is one of the main objectives of such cooperation. The MoU aims also at encouraging the creation of a network of schools and enterprises which could aid communication and cooperation between education and training and the labour market, through actions such as company visits, virtual enterprises, professional placements, and mobility experiences for young people.

Transfer of learning outcomes acquired abroad is possible on a case-by-case basis (varies from individual to individual, institution to institution).

Status of ECVET policy decision

There has been a formal decision to develop a new credit system that is compatible with ECVET (currently Italy does not have a fully developed credit system) for IVET and CVET. The more relevant and recent policy reference is the National Legislative Decree 16 January 2013, No 13, adopted within the labour market reform 92/2012. It includes concrete measures to develop a LLL system in Italy and constitutes the legal basis for a 'national public certification system' for validating and recognising knowledge, skills and competence achieved outside formal education. The national certification system is also being designed to introduce a national credit system consistent with ECVET.

The credit system will be developed as a legal framework. It will be based on a learning outcomes approach, with qualifications articulated in minimum certifiable components consistent with units of learning outcomes. Introduction of credit points is not yet foreseen.

The specific responsibilities of different stakeholders in developing the credit system have been defined.

3.4. ECVET Developments in Spain

The Vocational Training in Spain is articulated through two subsystems:

- Education Vocational training system regulated by the Ministry of Education and Culture and Sport.

- Vocational Training for Employment regulated by the Ministry of Employment and Social Security.

Education Vocational training system is configured as an alternative study at the end of compulsory secondary education, and also at the end of the high school and are ordered in:

- Basic FP, with duration of 2000 hours equivalent to two training courses. Upon completion, the title of "Basic Professional in ..."

- Vocational training of middle grade with duration of 2000 hours, equivalent to two training courses with at least one full quarter of internships in business and with possibility of DUAL mode. Upon completion you get the title of "Technician in ...."

- Vocational training of a higher grade with duration of 2000 hours, equivalent to two training courses with at least one full quarter of internships in business and with possibility of DUAL mode. Upon completion, the title of "Superior Technician in ..."

This training is designed according to the National System of Professional Qualifications.

The Vocational Training for Employment (FPE) courses are part of the Occupational Vocational Training (FPO) and Continuing Training programs. It is a set of actions whose purpose is to promote and extend training among companies and workers employed and unemployed that contributes to the improvement of competitiveness and productivity of companies. It also aims to improve the employability of workers, especially those groups that have greater difficulties in accessing or maintaining the labor market.

These lessons are based on the different professional families of the National Qualifications System and to their completion a Certificate of Professionalism issued by the Public Employment Service (SEPE) is obtained.

The parts involved in the governance of the ECVET are: The Department of Education and Culture and Sport together with the Department of Employment and National Health Service.

The vocational training in Spain is integrated by two subsystems:
- Subsystem of Initial or Ruled Vocational training, which depends of Department of Education and Culture and Sport and of the Autonomous communities.
- Subsystem of Vocational training for the Employment linked to the Department of Employment and National Health Service and to the Autonomous Communities.

The Department of Education and Department of Employment and Immigration will be the person in charge of the preparations of the ECVET on the initial vocational training, and the Department of Employment it will be in turn of the constant vocational training. The Point of National Coordination is the Headquarter of Vocational training of the Department of Education, Culture and Sports.

ECVET National Coordination Point
Ministry of Education, Culture and Sport - Sub-directorate General for Guidance and Vocational Training

The first priority is the development of the Marco Nacional of Qualifications. It is fundamental that the frame is prepared before taking any decision on the ECVET. The Technical Committee for the Vocational training, the General Advice(Council) of Vocational training, the School

board of the State and the Sectorial Conference on Education they are approaching the situation of the ECVET.

The financing for the development of the system ECVET, according to CEDEFOP's report, more than 80 % of the financing sources comes fundamentally from European Funds. Spain, contributes with national financing according to general budgets of the State, granted to the Department of Education, Culture and Sport.

Recognition is done across the program “ACREDITA” who can accredit units of competence acquired across the labor experience and not formal routes of formation-training.

These units of competence correspond with those who compose the studies of Vocational training.

If one takes part in this process it is possible to accredit one or more units of competence. When all the units of competence accredited correspond to same included in a certificate of professionalism it will be possible obtain the above-mentioned certificate.

In the case that obtains the official accreditation of all the units of competence contained in an official title (degree) of vocational training you will be able to obtain the title (degree) providing that you expire with the requirements of access to these studies and deal the professional modules that are not related to the units of competence.

The Department of Education, Culture and sport, and the Department of Employment and National Health Service, and the autonomous administrations, are the organisms entrusted to realize the summons and defining the professional profiles that they will be able to accredit in every summons.

The person in charge of the Recognition and Validation of the credits transferred in the transnational mobility is The Department of Education, Culture and Sport and the Department of Employment and National Health Service across the corresponding Councils of the Autonomous Communities.
In Spain, the vocational training is coherent with the philosophy of the European System of Credit transfer for the Education and the Vocational training (ECVET), since the system of vocational training is based on modular programs of learning. All the degrees of initial vocational training of the educational system are 2.000 hours(o'clock) of duration, both the degrees of average degree (CINE-3B) and the degrees of top degree (CINE-5B), and express in results of learning and in allowing the acquisition of professional competences following the standards established in response to the needs of the productive sector. All the diplomas support the acquisition and improvement of personal and social competences and citizenship activates. In the new system for the recognition of the professional competences

acquired across the professional experience there is established the evaluation and partial accreditation of the units of competence of the professional qualifications (established standards) included in the degrees of vocational training or in the certificates of professionalism.
Thus, the units of competence accredited there can give place to the confirmation or exemption of the formative modules correspondents included in any of the degrees of vocational training or in the certificates of professionalism. For the present time, the procedure of confirmation alone is in use for the education and vocational training in both levels, way and Superior. Nevertheless, the Department of Education is employed at the legal frame for the confirmation of the university level. The first draft of the Royal decree recognizes the autonomy of the universities and establishes that every university will decide what modules or units it will confirm, up to a maximum of 15 %, as well as the method that will be in use. As soon as there comes near to an official decision on the ECVET in the government, the workgroups, included all the interested parts and the entail to the different consultative groups, it will be possible implement.

One of the short-term events on the ECVET is the approval of The Spanish Frame of Qualifications (MECU). In the current draft of Royal decree eight levels are established for the classification of the Spanish qualifications, and the describers are defined of each one. The criteria to determine the levels are based on the results of the learning, that is to say, on the capacities that have been acquired, independently of the way of learning (in the educational system, in the work …). The MECU is going to allow comparing the qualifications recognized in Spain with those of the rest of Europa by means of the EQF (Marco Europeo of Qualifications for the Learning along the Life).

I think that nowadays the directors, teachers / forming and students of EFP do not have sufficient information about the ECVET since few diffusion has been realized in the matter. This ignorance in the sector is considered to be one of the weaknesses of the introduction of the ECVET in Spain, since the above mentioned information in these actors is fundamental, since they will be the managers of helping and developing the ECVET in the centers of Vocational training

Later we mention the principal obstacles that can be generated in ECVET's implementation in Spain:

- The principal problem is that ECVET is not a system consolidated yet, to the being a system that voluntarily receives every country, attending to recommendations not legislated of the EU.

- It is possible to think that the absence of a national frame of qualifications determines the lack mistake of impulse, though from a functional point of view, one believes that in these moments, the absence of the MECU is not an important obstacle, since all qualifications have a level the assigned one.

- One of the principal obstacles in centers of training they are located in the scanty knowledge of the system ECVET on the part of the forming ones and teachers, as well as of parents and student body.

- In relation to the Recommendation of 2009, it can only still for defining how it is the procedure of assignment of credit points ECVET, though the value of the above-mentioned points is not considered to be important, since the results of learning are knowledge and demonstrable skills.

- Another important obstacle in the area of the centers of training is small mobility of the pupils, fundamentally for the barrier of the language. And much more in not qualified workers and of major age. Likewise, is observed as an obstacle the traditional absence of mobility of the pupils / workers between contexts of learning.

Later possible solutions are detailed to overcome these obstacles in the implementation of the ECVET:

- Is important to create and to support networks for the collaboration and the credit transfer between the centers of training. The collaboration between professionals and companies of different countries is scanty and residual. In this respect one emphasizes that the problem can be serious if there are neither financing nor incentives for the mobility ECVET.

- It thinks that it is necessary to experiment more on the processes of recognition of the formal and not formal experience, as well as to spread the existence of the process of recognition of the citizenship, which nowadays is removed from this information.

- It is necessary to realize a clear differentiation between mobility in the labor area and in the area of the learning. It is necessary to bear in mind that the labor mobility is not AN ECVET's object, only it is the mobility in contexts of learning. The labor mobility does not treat itself directly from ECVET, since it is an object of Europass's documents and, of specific form, from the regular professions. Likewise, it is necessary to highlight that, nowadays, one does not see with clarity that is suitable to use Europass in the processes ECVET, since Europass is a document that is received at the end of the learning process. If it is estimated suitably as a describer of competences.

- Before the raised difficulties it is necessary to begin to work from the different organizations involved in the FP and, of special form, from the centers of national reference of vocational training and from the integrated centers

CHAPTER VI

ANALYZE THE DEGREE OF KNOWLEDGE ABOUT ECVET

4.1. Investigation and Importance of Research

The European credit system for vocational education and training (ECVET) is a powerful tool of the strategic framework for European cooperation in education and training (ET 2020) for increasing cross-border cooperation in education and training. It should lead to portable qualifications and transferable learning outcomes, thereby making learning mobility and lifelong learning a reality for young and adult learners. ECVET benefits from the development of national qualifications frameworks and validation mechanisms in Europe. EU Member States have started implementing ECVET, as Cedefop's 2010 and 2011 monitoring reports show.

This document is expected to be a starting point of the project implementation process and intended to let the institutions be informed about each other's' VET systems and Credit Transfer opportunities in general. This will also be an opportunity to share current experiences as each partner is from a different implementation cluster of ECVET.

This document is aimed primarily at education policymakers and bodies responsible for developing ECVET in education and training systems. It is therefore potentially of interest to national, regional, local and sectoral organisations, depending on their remits.

4.2. Scope and Restrictions of Research

This research is expected to be a starting point of the project implementation process and intended to let the institutions be informed about each other's' VET systems and Credit Transfer opportunities in general. This will also be an opportunity to share current experiences as each partner is from a different implementation cluster of ECVET.

The universe of the research is vocational schools in the Seville in Spain, Magdeburg in Germany, Lecce in Italy and Izmir region of Turkey. A total of 283 people from 14 different schools participated in the survey in these four Countries.

This study is limited to the measurement degrees of the measurement tools, to the adequacy of the statistical techniques used, and to the personal information and opinions of the beneficiaries participating in the survey.

4.3 Research Method

When members and candidate countries of EU are examined, it is seen that they are divided in four different clusters in terms of enabling the transfer of learning outputs achieved by means of non-formal and VET education. (Monitoring ECVET implementation strategies in Europe in 2013, CEDEFOP, 2014)

Cluster I: countries with units/modules and credit systems
Cluster II: countries with units/modules and no credit systems

Cluster III: countries without units/modules and predominantly apprenticeship-based IVET
Cluster IV: countries without units/modules and predominantly school-based IVET

Cluster[1]	Predominant ways to speed up ECVET implementation
Cluster 1 (units/modules and credit systems exist): FI, IS, IE, LU, RO, SI, ES, SE, UK	Communication with VET providers and other national stakeholders/more practical bottom-up approach; More push for implementation from EU level; More individualised support.
Cluster 2 (units/modules exist, but no credit systems): BE (DE), HR, EE, FR, HU, NL, PL, PT, RS, TR	Awareness raising, information and promotion, lobbying activities (particularly strong); Clarify/simplify ECVET terminology, methodologies and guidance documents/translate documents into national languages; Integrate with other EU transparency tools.
Cluster 3 (no units/modules, apprenticeship-based IVET): AT, DK, DE, LI, NO, CH	Clarify/simplify ECVET terminology, methodologies and guidance documents/translate documents into national languages; Develop toolkits.
Cluster 4 (no units/modules, schoolbased IVET): BE (FL), BE (FR), BG, CY, CZ, MK, EL, IT, LV, LT, MT, ME, SK	Awareness raising, information and promotion, lobbying activities; Integrate with other EU transparency tools; More push for implementation from EU level.

Figure 1. Ways to speed up ECVET implementation by country cluster

Turkey, Germany, Italy, and Spain, where this research was conducted, are from different clusters and represent countries from 4 different clusters.

Research; the measurement ratings of the measurement instruments and the qualifications of the statistical techniques used, and the personal knowledge and opinions of the managers, teachers / trainers, students and parents involved in the survey participating in the implementation. The literature was first searched in this survey aiming to measure the extent to which the implementation of ECVET in the member countries of these four different clusters has taken place, and the awareness of ECVET by the learner and their parents about the teachers and administrators working in vocational and technical education institutions in these countries. This literature search; interviews with the Regional Education Authorities, Vocational Education Directorate of the Ministry of Education, National Competence

[1] Source: survey of stakeholders and governing actors, 2013.

Authority, National ECVET Communication Point, examination of the articles about ECVET, CEDEFOP reports and the results of the applied ECVET pilot projects.

Survey method was used to collect data in the survey. The questionnaire consists of 3 parts. In the first part, the name of the institution, the department, the duty of the person filling the questionnaire (manager, teacher, student, parent) and the year of duty information were asked about the demographics of the trainees. In Chapter 2, whether they or their students are involved in an ECVET application, in Chapter 3; The level of knowledge about ECVET tools was asked with a triple Likert type scale.

4.4 Demographic Status of Participants in the Survey

A total of 283 people from 14 different schools participated in the survey in these four Countries.

Figure 2. Number of Participants According to Countries

Participants who participated in the survey consist of the managers and teachers who work in institutions operating in Germany, Spain, Italy and Turkey and the students and their parents.

Figure 3. Participant Positions According to Countries

Among the respondents, the distribution of respondents for the task year question is as follows.

Figure 4. Distribution by Participants' Task Year

4.5. Assessing the Awareness of ECVET

Figure 5. Knowledge of ECVET at the level of teachers and school managers

Figure 6. The rate of teachers and school managers who knows why using ECVET?

Figure 7. The rate of teachers and school managers who coordinated international mobility

Figure 8. Knowledge of ECVET Tools at the level of teachers and school managers?

Although 42% of managers and teachers who participated in the survey stated that they had previous experience of international mobility management, only 6% stated that they have enough knowledge about ECVET Tools and 32% stated that they have some knowledge. This shows that the familiarity and awareness of ECVET is not sufficient.

Figure 9. Do you use ECVET Tools for your students?

The proportion of those with partial and complete knowledge of ECVET is 38%. However, only 15% of participants used ECVET tools in their international mobility projects. This is indicative of the lack of guidelines and sample implementation resources for beneficiaries to benefit about the implementation.

Figure 10. Knowledge of ECVET at the level of Parents

When we look at the awareness of ECVET at the level of parents, we see the proportion of 35%. However, none of the parents who responded that they had a basic idea of what ECVET is are aware about ECVET Tools. This shows that the parents who have knowledge about vocational education know about ECVET but do not have any knowledge about its implementation.

Figure 11. Knowledge of ECVET at the level of Students

In this study we carried out with the participation of 282 people from 16 institutions in 4 different countries; we see that ECVET's awareness among students is as low as 20%. 60% of students who answered Yes or To Some Extent to this question declared that they had full or partial knowledge of ECVET Tools. It is seen that the students get this information from

international mobility projects they have recently joined. During the questionnaire studies, we verbally asked the source of information to the students who have knowledge about ECVET although they han't participated in any international mobilities before. Students showed social media accounts of their friends who participated in international mobility projects as source of information. This will be beneficial in terms of reviewing the idea of using the social media more effectively for the dissemination of the projects and their results.

4.6. Assessing the Awareness of ECVET Tools

4.6.1. Learning Outcomes

Figure 12. How are Learning Outcomes used in ECVET?

Figure 13. How are Learning Outcomes Described?

4.6.2. UNITS

Figure 14. What is Unit?

Figure 15. How does it relate to a qualification?

Figure 16. How should units be described when using ECVET?

4.6.3. ECVET Points

Figure 17. What are ECVET Points?

Figure 18. How many ECVET points are allocated to units?

Figure 19. How many ECVET points are allocated to units?

4.6.4. Credits

Figure 20. What is Credit?

Figure 21. What is Credit Transfer?

Figure 22. What is Credit Accumulation?

4.6.5. Memorandum of Understanding

Figure 23. What is Memorandum of Understanding?

Figure 24. Why is a Memorandum of Understanding needed?

Figure 25. Who is the component institutions involved in ECVET?

4.6.6. Learning Agreement and Personel Transcript

Figure 26. What is Learning Agreement?

Figure 27. Why is a Learning Agreement needed?

Figure 28. What is Personal Transcript?

4.6.7. Organisation

Figure 29. How is credit transfer organized in the framework of ECVET partnerships?

Figure 30. Who organizes the assessment of Learning Outcomes?

Figure 31. ECVET applicable to non-formal and informal learning?

4.7. Do you think that ECVET can be useful for your VET education and for your future?

In response to the question of whether ECVET is a useful tool for the future of vocational education and its beneficiaries, 75% of respondents did not give any answer. 84% of the respondents are positive when "non-responders" are excluded from this chart, which clearly indicates the participants' lack of information on ECVET.

4.8. Information

Do you think that students and teachers need more information on ECVET system?

87% of the participants indicated that students and teachers need to be more informed about the European Credit Transfer System for Vocational Education Training. For this purpose, local informing activities will be carried out in all four partner countries in the framework of the VetExpress project. 2 big dissemination events will be held on International scale in Turkey, where the coordinator institution is located.

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Do you think that teachers and students need a guide for understand and use ECVET?

92% of the participants stated that the existing promotional tools (books, reports, web site, official announcements) describing ECVET are complex and difficult to understand, and that there is a need for simpler and more understandable resources introduced through case studies.

Do you think that useful online platform can support people for use this instrument?

Online Support Portals are environments that enable the beneficiary to get support quickly and easily on a specific topic, including computers or mobile devices. The EU Commission supports the spread and expansion of Online learning environments.

92% of the survey participants stated that an online tool is needed to facilitate the spread of ECVET, which is easily accessible, supports social media, and contains sample tools.

BIBLIOGRAPHY