T.C.
MİLLÎ EĞİTİM BAKANLIĞI

Needs and Situation Analyses

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ECVET

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

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VETExpress Project

This is the ultimate goal of the project; To prepare a useful ECVET Implementation Tools for Teachers, Administrators, Students and Parents to increase the transparency, recognition and effectiveness of ECVET, and to contribute to the process by preparing a Recommendation Policy Text for the use of ECVET in countries' educational systems.

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Investigation and Importance of Research

This Report 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.

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And Also 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

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

- Total 283 participants from 16 institutions
- Spain, Turkey, Italy and Germany

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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 16 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.

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)

Research Method

Cluster	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.

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

Literature Search

- Interviews with the
  - Regional Education Authorities,
  - Vocational Education Directorate of the Ministry of Education,
  - National Competence Authority,
  - National ECVET Communication Point,
- Examination of the articles about ECVET,
- CEDEFOP reports
- The results of the applied ECVET pilot projects.

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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 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.

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. 283 people from 14 institutions participated in this survey.

Demographic Status of Participants in the Survey
Participant Positions According to Countries
70
60
50
40
30
20
10
0
5
20
10
10
20
20
20
3
62
13
10
29
31
30
Manager DE
Parent DE
Teacher/Trainer DE
Manager IT
Parent IT
Student IT
Teacher/Trainer IT
Manager ES
Student ES
Teacher/Trainer ES
Manager TR
Parent TR
Student TR
Teacher/Trainer TR
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Demographic Status of Participants in the Survey
DISTRIBUTION BY PARTICIPANTS' TASK YEAR
6-10 Years
6%
1-5 Years
13%
11-15 Years
21%
15+ Years
60%
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Assessing the Awareness of ECVET
Managers and Teachers / Trainers
DO YOU KNOW WHAT ECVET IS?
Yes
15%
No
47%
To some extent
38%
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Assessing the Awareness of ECVET
Managers and Teachers / Trainers
DO YOU KNOW WHY EDUCATION INSTITUTIONS USE ECVET?
Yes
17%
No
47%
To some extent
36%
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Assessing the Awareness of ECVET
Managers and Teachers / Trainers
DO YOU HAVE MANAGED ANY INTERNATIONAL MOBILITY?
Yes
42%
No
58%
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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.

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.

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.

In this study we carried out with the participation of 283 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.

Assessing the Awareness of ECVET Tools
Learning Outcomes

How are Learning Outcomes used in ECVET?

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Assessing the Awareness of ECVET Tools
UNITS

What is UNITS?

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Assessing the Awareness of ECVET Tools
ECVET Points

What is ECVET Points?

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Assessing the Awareness of ECVET Tools
Credits

What is Credit?

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Assessing the Awareness of ECVET Tools
Credits

What is Credit Transfer?

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Assessing the Awareness of ECVET Tools
Credits

What is Credit Acummulation?

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Assessing the Awareness of ECVET Tools
Memorandum of Understanding

What is Memorandum of Understanding?

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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.

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.

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.

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.

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THANK YOU

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