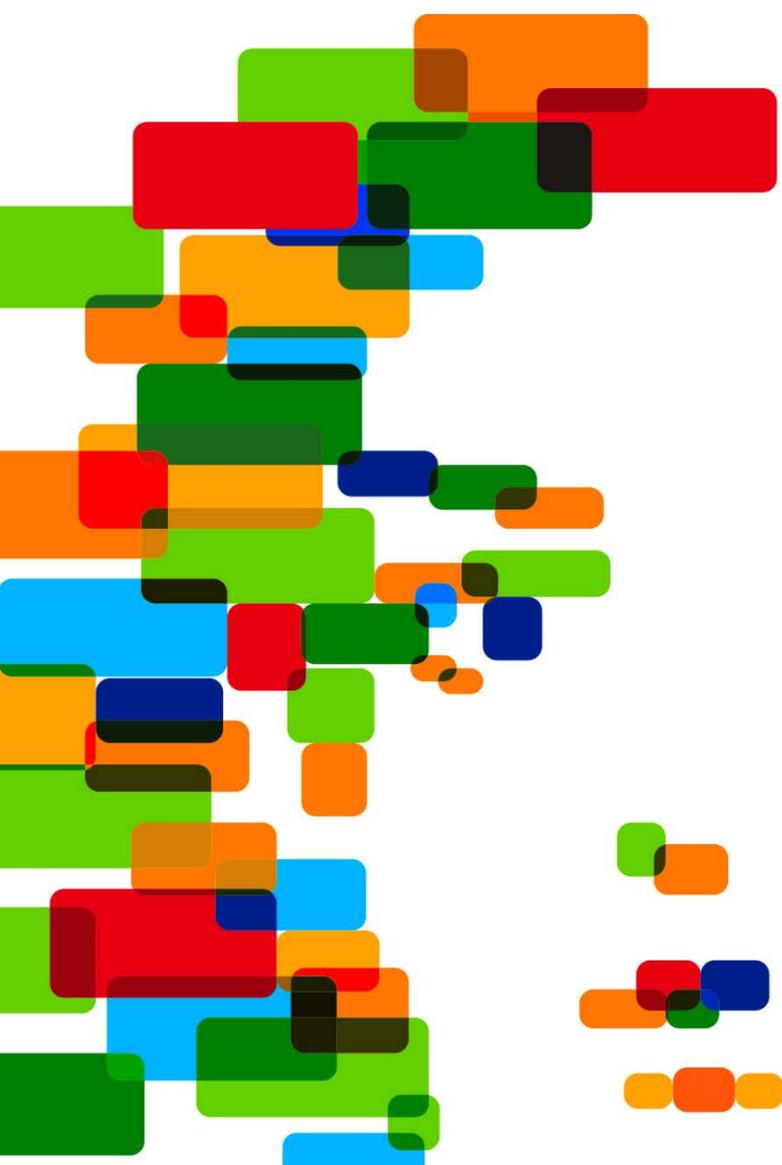


ECVET

Policy Document



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Servicio Andaluz de Empleo
CONSEJERÍA DE EMPLEO, EMPRESA Y COMERCIO



Erasmus+



Abbreviations:

EU : European Union

EQF : European Qualifications Framework

ECVET : European Credit System for Vocational Education and Training

ECTS : European Credit Transfer System

MoNE : Ministry of National Education

SVET :Strengthening the Vocational Education and Training System in Turkey Project

MoU : Memorandum of Understanding

VQA: Vocational Qualifications Authority

NA BIBB : German National Agency

TQF : Turkey Qualifications Framework

NQF : National Qualifications Framework

VOC-TEST Center : Accredited Testing Center



1. ECVET

1.1. What is ECVET?

The European Credit System for Vocational Education and Training (ECVET) is a credit transfer system developed for transferring, recognizing and accumulating knowledge, skills and competencies acquired through different learning pathways in vocational education and training. ECVET facilitates the understanding and recognition of the knowledge, skills and competences acquired by individuals in a different country, an educational institution or a learning environment. Thus ECVET is a tool designed to support lifelong learning, the mobility of learners in the learning process and the flexibility of learning pathways to achieve competences by creating a common language across Europe.

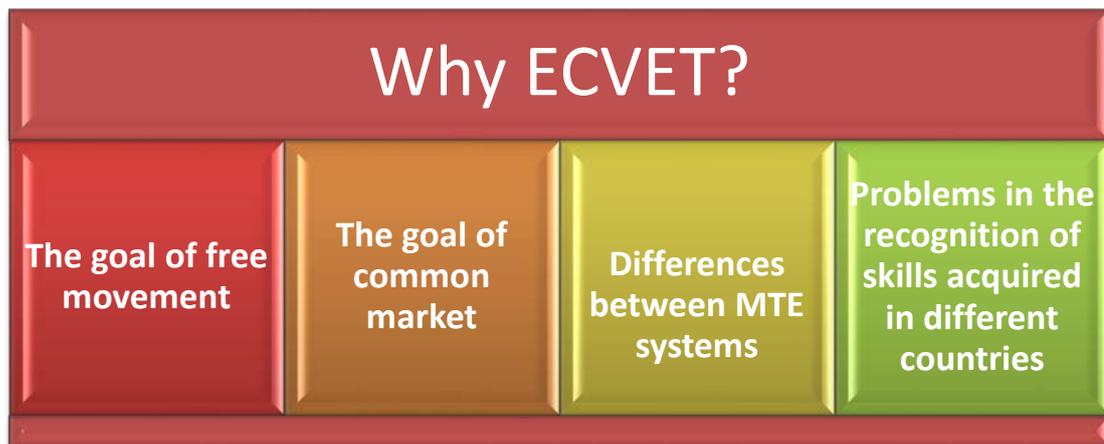
By means of ECVET which adopts the transfer, recognition, accumulation and transfer approach of learning outcomes, qualification systems in countries can be compared easily. In other words, ECVET is a useful tool to facilitate the accumulation and transfer of learning achievements of individuals who move from one learning environment to another and / or from one qualification system to another.

1.2. Background

Why ECVET is needed can be explained as follows:

- Problems on the training of qualified personnel required by competitive economies and sustainable development models and ensuring participation in vocational training,
- The need for the “mobility” of the labor force to be in line with global transformations and the common market target,
- Lack of transparency and mutual trust, approval / recognition mechanism among existing vocational education systems in Europe,
- Problems in the accumulation and recognition of learning outcomes acquired in different countries.

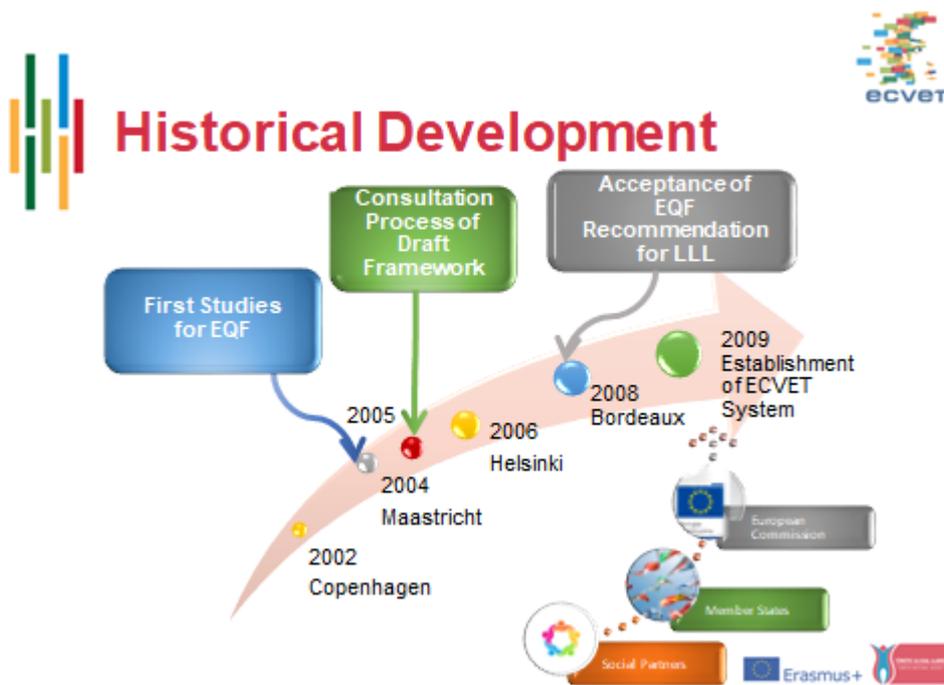
It was needed for a solution proposal from the EU perspective on these current problems of vocational education and training. As a result of the studies carried out, it was concluded that different systems could communicate with each other through learning achievements.



The education systems in Europe are quite fragmented and complex. This is the case in vocational education and training too. Even the number and acquisition procedures of different qualifications in a single country can make the transfer of learning outcomes achieved difficult. ECVET supports the mobility of individuals by enabling the transfer of learning outcomes between countries and even within regions or states in the same country, and increases the opportunities for the access to lifelong learning, whether in the context of formal, informal or non-formal learning.

The expected impact of ECVET implementation is to further develop intra-European mobility, to make individualized career paths more prominent, to promote better non formal and informal learning, to ensure transparency and mutual trust between education systems.

ECVET is compatible with both the credit transfer system in higher education and national vocational education and training systems. Learning outcomes are defined with the European Credit Transfer System for Vocational Education and Training (ECVET) and matched with credit scores. Thus, the authorities recognizing the qualifications in the Member States are able to translate the acquired learning outcomes and credits in another country into their vocational qualifications system.



With the European Credit Transfer System for Vocational Education and Training (ECVET), individuals are able to complete their education in different countries and in different institutions.

This new initiative was founded on the success of the Credit Transfer System (ECTS) in Higher Education, which was launched in 1989. ECTS has been developed to ensure the recognition and transparency of education that an individual acquired in a country other than his own.

The development of ECVET started in 2002 with the Copenhagen Declaration. It was emphasized by the European Commission Copenhagen Declaration in 2002 that the transfer of credit in VET should be improved, and in the reports (**Maastricht 2004**, **Helsinki 2006**, **Bordeaux 2008**) of the following years, indicated the need of the establishment of a credit transfer system related to VET. Thus, a number of testing and consulting activities have been initiated at the European level to create an ECVET proposal.

In 2008, the European Commission has issued a call for proposals for financing international partnerships within the Lifelong Learning Program; to promote the development of ECVET partnerships, to test the implementation of the ECVET process and to promote its experience. In this context, 11 pilot projects related to ECVET from five countries (Belgium, France, Germany, Italy and Luxembourg) were financed. Many of these projects addressed

issues related to vocational education and training, and tested ECVET in the context of the transnational mobility of learners. However, some have raised issues related to workers' mobility and lifelong learning.

While these developments were taking place, in 2004, the first step towards the European Qualifications Framework (EQF) was taken. These studies have started in response to a common reference demand from Member States, social partners and other stakeholders to increase the transparency of qualifications. In this context, with the support of the EQF Expert Group, the European Commission has prepared a framework consisting of eight levels, which is based on learning outcomes.

In the second half of 2005, a consultation process covering the European framework for the drafting of the framework aimed at assisting transparency and portability of qualifications and promoting lifelong learning has been initiated. At the end of the consultation process, opinions on the draft framework were evaluated and changes were made by the social partners and experts in Europe.

The revised document was accepted as a proposal by the European Commission on 6 October 2006. The proposal was negotiated by the European Parliament and the Council during 2007 and was formally adopted on 23 April 2008 as the European Qualification Framework Recommendation for Lifelong Learning .

ECVET, which was developed in accordance with the EQF in cooperation with the European Commission and the member states and social partners, was adopted by the European Parliament and the Council in 2009. Adoption and implementation of ECVET is voluntary in participating EU member and candidate countries.

Although the adoption and implementation of ECVET is voluntary, many steps have been taken and progress has been made in the historical process of ECVET in Europe. Since 2009, member and candidate countries have been encouraged to establish the conditions under which ECVET can be used by all learners in Europe. Activities carried out for this purpose are;

- In 2010, the European Commission approved the financing of eight more pilot projects on ECVET and underlined the importance of national implementation in these projects.
- In addition, ECVET was one of the priorities of the Leonardo da Vinci sectoral program, which was one of the four sectoral programs of the European Commission's Lifelong Learning Program, between 2007 and 2013.
- In 2011, the 14 National Agencies responsible for managing the national implementation of the Lifelong Learning Program conducted studies on the preparation of supporting documents on ECVET under the leadership of the German National Agency (NA BIBB). These national agencies, known as NetECVETs, have created the ECVET Toolkit network of ECVET documents and tools and made it available to the beneficiaries.
- In 2014, the EU Council and its Parliament requested from Member States and the EU Commission to report on their work / record on ECVET from 2009 onwards.

ECVET is a voluntary process. Member States are continuing their preparations for the implementation of ECVET, and many countries have made progress in establishing the necessary conditions. Despite the approval and the adoption of ECVET principles, many Member States are still far from full and systematic practice.

In addition to the understanding, adoption and implementation of ECVET principles, pilot studies of modular education systems throughout Europe and pilot studies to prepare learning outcomes through in member and candidate countries are underway.

1.3. Basic Structure of ECVET

Types of Mobility

- Exploration and preparation visit
- Mobility with a working experience or vocational training
- Vocational education learner mobility under a specific agreement

- Mobilities in which learning outcomes acquired abroad are recognized (mobilities using ECVET tools)

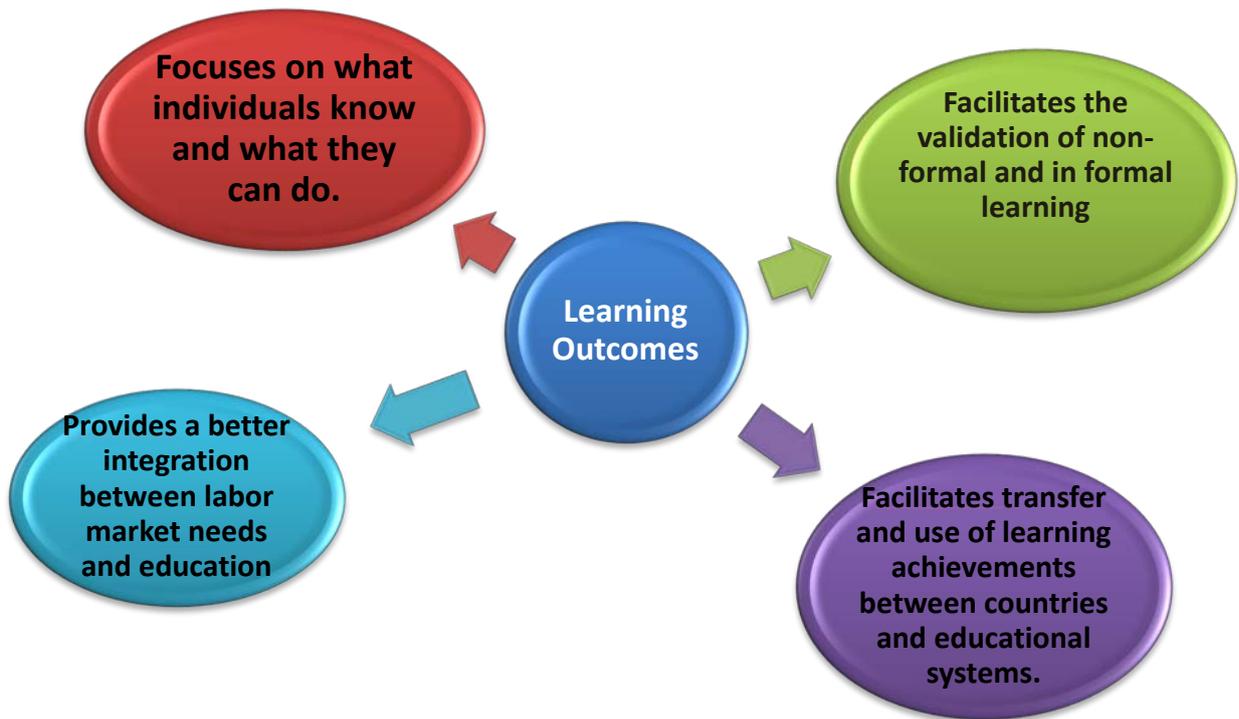
Things to do before mobility;

Between the parties (sending and host institution);

- Establishment of partnership
- Signing of the Memorandum of Understanding (MoU)
- Determination of the learning outcomes for mobility
- Determination of the methods of the monitoring and evaluation of learning outcomes
- Explaining how to validate learning outcomes
- Signing of a learning agreement

Units of each learning achievement, are determined by the competent authorities at the national level. Competencies; consists of units including learning outcomes.

Learning outcomes can be obtained in different environments, at different times, through different learning paths. There may be common learning outcomes in different types or levels of qualifications. For this reason, learning outcomes can be transferred and accumulated between qualification levels or types. ECVET provides a framework for recognition and validation of learning outcomes in vocational training.



Transfer of Achievements: is the recognition and validation of the knowledge, skills and competences acquired through a different type or level of qualification or training program.

Validation: It is the process through which results of the learning process and if the targeted learning outcomes have been achieved are confirmed. It is the giving of certificate, diploma, title, equivalence, credit unit or exemption for the approval of the acquired skills and competencies.

Recognition: It is the activities to validate the learning achievements of an individual to entitle an individual for a qualification (or part of it) or to be exempted from part of a training program

1.4. Why Should We Use ECVET?

VET providers, employers, and learners, are advised to use ECVET for the following reasons:

VET providers;

- Enabling transparent and trust based cooperation opportunity,
- Providing the opportunity to realise mobility and changes with an improved quality,
- Enabling the use of simplified procedures and a common language (learning outcomes) for the recognition of learning outcomes obtained in other institutions and countries.

Employers;

- Allowing to use a common language among employers since the qualifications are expressed as “learning outcomes” in ECVET,
- Ensuring an increase of the workforce with international experience,
- Facilitating the recruitment procedures due to the more transparent definition of qualifications,
- Facilitating the employment of eligible personnel.

Learners;

- Recognition of international mobility,
- After mobility, transferring of learning achievements without repetition of the learning process,
- Supporting student centered approach,
- Recognition of work-based learning periods (internship),
- Allowing the recognition of prior learning,
- Providing lifelong learning and career flexibility.

2. CURRENT SITUATION

In today's world where distances are shortened, interaction and integration among individuals, groups, institutions and countries are developing and increasing. Economy, environment, social, cultural, political, education, technology and science cause dependency and interactions that exceed the borders of countries. Because of the opportunities and challenges that result from this interaction, new arrangements and reforms are needed. With these new arrangements and reforms, it is necessary to ensure the international recognition of the vocational education process which has a a complicated system.

It is a necessity to facilitate mobility among countries in order to make the resources used for vocational education and training which has the highest cost in the education system more efficient on an international scale. Transparency, transferability and recognition between education and business world can be achieved through qualifications and / or competencies among different countries. In the field of vocational education and training, difficulties are encountered in mobility across the EU. These difficulties are; the differences between vocational education systems, difficulties in the implementation of the exchange programs, and the problems in the recognition of learning outcomes.

2.1. Challenges in Implementing ECVET in Turkey

a. Grade Passing System

As the current assessment and evaluation system in our country is in effect, based on the Secondary Education Institutions Regulation which is based on class passing, does not comply with the principles of measurement and evaluation of the learning achievement based modular system, which forms the basis of vocational and technical education program. Therefore, as the learner is considered to be successful at the end of the year and passing his grade with the average, it is not possible to separate the modules they are successful and unsuccessful. This situation prevents the recording of acquired learning achievements.

b. Certification in VET

Although the necessary definitions have been made according to national qualifications Framework (NQF), vocational education has been applied depending on the courses. Therefore, the transition process in vocational education is very demanding and does not have sufficient flexibility. The Europass certificate supplement attached to the vocational education diploma is a document that helps to make diplomas and certificates clear, understandable and transparent. The Europass certificate supplement improves the comprehensibility of the skills and qualifications provided to its owner and enables national and international mobility.

c. Administration of VET Institutions

The authorities of vocational training institutions are very limited. The managers of the institutions do not have the power to decide on the mobility of the individuals who receive vocational training as well as the validation and recognition of the achievements. In similar cases, the decision can be taken by the senior management and this situation causes the process to be hanged out the bureaucracy and the required decisions cannot be taken or delayed.

2.2. Legislation and Practices Supporting the Implementation of ECVET

a. Europass Certificate Supplement:

The Europass Certificate Supplement is a document developed by EU to contribute to the international mobility of the workforce and to ensure the transparency of the skills acquired. In Turkey, Europass Certificate Supplements were prepared firstly for 62 fields and 226 branches and the graduates have been given together with their diplomas since 2013-2014 academic year. The National Reference Point web site (urn.meb.gov.tr), which is the first contact point for VET, has been designed and put into operation. As a result of the changes in the fields of vocational programs as well as in their respective curricula, the existing Europass Certificate Supplements were updated in 2017 and therefore the actual number of Europass Certificate Supplement has amended as 54 Fields and 206 branches.

b. Secondary Education Institutions Regulation by Ministry of National Education

Registration and transfer of the students enrolled in an exchange programme

ARTICLE 28- (1) Within the framework of intercultural student exchange programs, in order not to exceed one academic year, the students who leave the school in order to study abroad are kept in their schools and their status is not considered as quota but students are not transferred to the school. In this context, the study documents taken abroad are evaluated according to the provisions of the Ministry of National Education's Equivalency Regulation published in the Official Gazette No. 25393 dated 5/3/2004 and reflected on the student achievement. (Additional clause: RG-28/10 / 2016-29871) The secondary school diploma is given by the school directorate to which the student is registered, based on the certificate of equivalency issued for the students who have completed the 12th grade abroad).

(2) The students who come to Turkey within the framework of Intercultural student exchange programs to receive education for a period of maximum one academic year and who deemed as appropriate by the Ministry of Education are considered to be a guest student to the school designated regardless of the specific requirements for the transportation of school. These students receive an educational status document covering the duration of the study.

ARTICLE 45- (f) ... The form and number of the exams and the duration of the practical exams are determined by the teachers' board and applied upon the approval of the school principal in which the practical exams will be applied.

ARTICLE 73- (2)

Those who graduate from vocational and technical secondary education programs, and wish to get a document can receive one indicating the courses, modules, credits and the name of the enterprise where he / she undertook vocational training /internship was taken with the Europass certificate / diploma supplement which contains information about the basic qualifications gained during the education within the scope of European Qualification Framework.

ARTICLE 125 - (1) The students can receive skills' training (Amended expression: RG-13/9/2014 -29118) internships in the enterprises located abroad within the framework of a

sister school application, international bilateral agreement, protocol or a project provided that they will take of all kinds of responsibility including insurance. The expenses can be covered either by themselves or by the project.

(2) In case the students, as an individual or group, want to receive skills training suitable for their own field in the enterprises abroad, his/her parents apply to the governor's office together with the official letter issued by the enterprise which will provide the training. When the application is approved ID information of the trainee as well as the enterprise's address, duration of the training is officially given to the embassy or the consulate located in the related country. Skill training of the student is financed by his/her parents.

(3) The students who completed their skills training, partially or whole, abroad are required to submit the document issued by the enterprise to their school. They are asked to complete the rest of the skills training, if any, at their school.

(4) Skills training abroad can be received through intensive training programs. Those who received such a training will take year-end skill test.

c. Regulation on Training Boards and Councils in Educational Institutions

The tasks of the training boards are to:

ARTICLE 12- (8) (ı) conduct testing and evaluations in order to measure the students' achievements,

(i) plan exams, skill tests and joint examinations,

(j) evaluate the students' level of success based on their achievements in various exams and competitions at national and international level.

(9) Training boards in educational institutions are also responsible for:

(c) assessing the project, competitions, fair and exhibition activities and,

(ç) discussing and making decisions on the issues related to the students who will receive skills' training as well as do his/her internship at enterprises.

d. Quality Assurance

“Ministry of National Education Vocational and Technical Education Institutions Quality Assurance Directive” has been published in order to determine the procedures and principles

regarding quality assurance in educational institutions affiliated to the General Directorate of Vocational and Technical Education.

In addition, under the coordination of the MoNE Strategy Development Department, studies are carried out for the National Education Quality Framework, and the documents and guides to be prepared under this scope are planned to be submitted to the Council of Turkey Qualifications Framework in the near future.

d. Establishment of Vocational Qualifications Authority

Turkey, has adapted its National Qualifications Framework which has 8 levels and fully compatible with the European Qualifications Framework (EQF). The establishment of Vocational Qualifications Authority (VQA) in 2006 has been seen as a milestone on the of having a functioning NQF. VQA was established within the EU-funded Strengthening VET in Turkey Project (SVET) as a result of two years of intensive work and cooperation among MoNE, Higher Education Council, relevant stakeholders and social partners. VQA is the National Reference Point for NQF in Turkey and it is the senior authority responsible for transferring qualifications levels from NQF to EQF.

2.3. RECOMMENDATIONS

2.4. Quality Assurance

Number of accredited test and certification centers (VOC-TEST) should be increased and recognition of non-formal and informal learning should be promoted.

VET Accreditation should be ensured, hence standardization and quality culture should be embedded.

Equivalent measurement and evaluation procedures should be determined by the relevant institutions of national occupational standards (recognition)

2.5. Legal Framework

In order to prevent the loss of rights and to increase the motivation of the teachers who should accompany the students in their overseas mobility, the Regulation on Additional Course Fees should be revised and related articles should be amended.

Public Training Centers and Vocational Training Centers should be authorized as VOC-TEST Centers

Compensation training to be offered after skills training or internship which is realized simultaneously with the formal education should be made more attractive for teachers. Additionally it should be offered by different institutions.

2.6. Awareness & Motivation

The institutions represented in the National ECVET Team should offer trainings and seminars for their staff on learning output/achievement, credits, testing & evaluation and recognition, institutional communication and internationalization strategies.

Good examples should be disseminated; opportunities for mutual learning and sharing experience should be created.

Supporting mechanisms should be developed for employers to implement ECVET

2.7. Testing and Evaluation

Testing and evaluation system, considering quality assurance provisions, should be structured based on learning outcomes / achievements in a modular and flexible form instead of course passing system

Testing and evaluation should be done by independently but not by the trainers who give the training .

E-school system should be updated to be compatible with ECVET practices (Modules should be selected together with their codes)

Regulations should be made in order to allow that the grades of the students which they obtain abroad will be considered as their 3rd exam in the school.

2.8. OTHERS

More importance should be attached to vocational foreign language courses,

Financial resources that encourage ECVET mobility should be diversified and increased,

Using the social activity module (Article 50), it may be appropriate to incorporate the attainments obtained out of the learning program with an additional document.

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