



ECVET in the countries within the TURCVET Project

ECVET Overview

This document is an overview of ECVET policies and practices in Bulgaria, Italy, Portugal, Romania and Turkey and is a result of TURCVET - an LLP- funded Leonardo da Vinci Partnership Project.



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INTRODUCTION

Turkey Bulgaria Italy Portugal Romania



This document is an overview of ECVET policies and practices in Bulgaria, Italy, Portugal, Romania and Turkey and is a result of TURCVET - an LLP- funded Leonardo da Vinci Partnership Project.

The document is expected to provide concise information about ECVET and to further promote it. It can be used by both trainers and learners, as well as by experienced and would-be participants in mobilities.

ECVET background



Turkey



The adoption of ECVET principles in Turkey however, is a relatively new area of interest within the Turkish VET reform. Turkey is committed to developing an ECVET system under the lifelong learning approach . This commitment was officially declared in an international meeting concerning ECVET on 28th March 2007 in Ankara. MoNE then prepared Country Report on ECVET, reflecting the views of the stakeholders. An ECVET approach specific to Turkey was discussed and based on lessons learnt from the practices of EU Member States. As a result of this development process, an ECVET Discussion Paper for Turkey - including a proposed Action Plan based on SWOT Analysis was prepared. In keeping with the Action Plan, a multi-actor working group agreed on an approach to assigning credits to the existing VET curriculum. Following this, a national credit allocation approach was used to allocate credit points to all learning outcomes based on knowledge, skills and competences.

- ❑ A major milestone towards a working NQF in Turkey was the establishment of the Vocational Qualifications Authority (VQA) in 2006.
- ❑ The VQA acts as the EQF National Co- ordination Point in Turkey and has the ultimate responsibility for transferring the qualification levels from the NQF to the European Qualifications Framework (EQF).
- ❑ Turkey has adopted 8 reference levels from the EQF for the National Qualification Framework (NQF) which are to be developed.
- ❑ VQA accredits voluntary professional organization as leading body to develop OS. Accredited bodies are developing OSs in more than 34 different fields of economy. Considerable number of OS (around 650 draft, 400 approved) and NQs (240 draft, 200 approved) have been prepared so far in cooperation with social partners and sector representatives.
- ❑ These OSs and NQs will shape the development of training standards to be used by

all training institutions in the country.

- VQA also has important responsibilities in the area of assessment and certification of learning outcomes gained by all individuals. VQA is in a process of accrediting awarding VOC-TEST Centres. 5568 certificates issued by these centres.



Bulgaria



THE DEVELOPMENT OF ECVET IN EUROPE (2011)

The Recommendation on the establishment of the European Credit system for Vocational Education and Training formally entered into force in June 2009. The European Parliament and the Council recommend that Member States create the necessary conditions and adopt measures, as appropriate, so that as from 2012 ECVET can be gradually applied to Vocational Education and Training qualifications at all levels of the European Qualifications Framework (EQF), and used for the transfer, recognition and accumulation of individuals' learning outcomes achieved in formal and, where appropriate, non-formal and informal contexts.

Modernising VET and preparing for ECVET in Bulgaria

Bulgarian VET reform started with improving VET standards, which are considered pivotal for national ECVET implementation. VET standards for the acquisition of vocational qualifications have been outcome oriented since 2007. In 2011 a new revised model of a VET-standard based on ECVET principles was set out through revision of existing VET-standards from different vocational areas.

The model was created using project results and discussed with social partners. It contains a set of units, each including learning outcomes described in knowledge, skills and competences, in addition to appointed NQF/EQF level and quality assurance assessment criteria. The new model will be applied for 20 pilot professions and will be the basis for new modular framework training curricula and modular training programs for all qualifications in the IVET and CVET systems. It will widen validation of prior learning. ECVET was implemented within the national lifelong learning strategy 2008-13 and is expected to lead to an integrated system for credit transfer in VET. In 2010 an inter-institutional working group was set up in the National Agency for VET (NAVET), a national referral point, for upgrading

the framework for elaboration of the VET standards according to ECVET. Afterwards the group started on further activities such as analyzing different projects on ECVET implementation, discussing legislative amendments in the VET Act (with respect to ECVET), as well as guidelines and handbooks for VET standards developers (using the units of learning outcomes approach). A discussion of ECVET implementation in Bulgaria was initiated. NAVET management board made several proposals and statements. As a result changes have been made in the VET Act and new regulations have come into force with regard to validation of competences. NAVET, along with the Human Resource Development Center (HRDC) have implemented a number of projects to promote ECVET among relevant actors. National ECVET experts have been chosen in 2014 to promote ECVET in VET.

Sources: The development of ECVET in Europe (2011) - Cedefop

http://navet.government.bg/bg/ECVET_BG



Italy



The Italian government begun to apply the European laws about ECVET in 2012. Over the last two years it was done very little. In 2012 a team of experts has been named that is trying to apply the directives of EU, about the validation of non-formal and informal learning.

The group includes:

- ☐ components of the National Agency LLP - Leonardo da Vinci,;
- ☐ researchers in the field of political education and vocational training and the labor market;
- ☐ members of ECVET Users' Group set up at Community level;
- ☐ experts involved in ECVET pilot projects;
- ☐ members of the National Coordination Point for the EQF, the National Reference Point for Quality and the National Europass Centre.



Portugal



- Portuguese National Public Consultation Report ~ Portugal ~ 2007

The following suggestions (public consultation) were identified:

- ☐ Identifying and / or defining the profile (s) entity (s) recognized for validation and recognition of competences;
 - ☐ Identification and definition of criteria and evaluation methodologies, recognition and capitalization of units in order to increase the credibility, transparency and mutual confidence in the ECVET system;
 - ☐ Identifying and / or defining the profile of the technical skills involved in the evaluation, validation, recognition, capitalization and transfer of learning outcome process;
 - ☐ Articulation between education and employment contexts - training.
- Recommendation of the European Parliament and of the Council (2009) – starting in 2012, this system should be gradually applied to qualifications of Vocational Education and Training (VET) at all levels of the European Qualifications Framework (EQF)
- The National Agency for Qualification and Vocational Education (ANQEP) IP, is, since March 2012, the National Contact Point for the European Credit System for Vocational Education and Training (ECVET). The main function of the National Contact Point is the implementation of the lines of Recommendation of the European Parliament and of the Council on the establishment of ECVET, namely the creation of methodologies and tools and the dissemination of information on ECVET.

- **Government document: Strategy for growth, employment and industrial promotion**
(Lisbon, April 23rd 2013)

- **Implementation steps:**

- ☐ preparation for ECVET - gradual implementation (with the 1st European evaluation in 2014)
- ☐ Implementation in the long run- in VET qualifications at all levels of the European Qualifications Framework



Romania



Romania has developed a comprehensive learning outcomes-based national qualifications framework. This brings together nationally recognised qualifications from both initial and continuing VET, apprenticeship at the workplace, general and higher education, and helps integrate the validation of non-formal learning into the national qualification system.

A draft government resolution on NQF was presented in November 2011 and it has been ratified through no. 57/03.03.2014

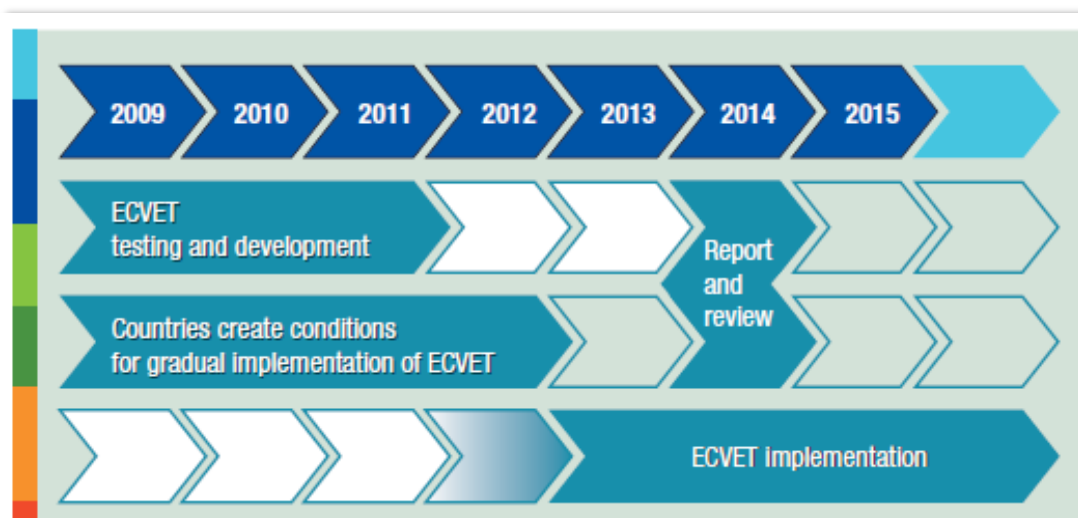
In 2011, national agencies responsible for implementing the Lifelong Learning Programme were invited to apply for funding with a view to establishing national teams of ECVET experts.

Many countries applied and funding was subsequently provided to 25 national agencies – among which the Romanian National Agency has been included (Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Malta, Netherlands, Poland, Portugal, Romania, Slovenia, Slovakia, Sweden, Switzerland and the UK)- for a two-year period (2012-2013).

Bringing together almost 200 national experts, across 25 European countries, the activities of these national teams centred predominantly on marketing and promotion - including the preparation of materials in local languages - and the provision of information, advice, support and training to all those interested, or involved, in ECVET implementation. National, regional and sectoral stakeholders were targeted by these teams alongside employers, and those working on educational policy or strategic development.

More recently, national agencies responsible for implementing the Erasmus+ Programme - the new EU funding programme for education, training, youth and sport - assumed responsibility for the continuing promotion of ECVET with the majority continuing to work with teams of national experts. There have been established National Team of ECVET Experts in Romania. The purpose of this Team is to promote and further develop the best use of

ECVET tools. Here is the timeline for the implementation of ECVET. The problem is that we are far away from the date we should implement this timeline. Practically, Romania is at the stage of “Countries create conditions for gradual implementing of ECVET”.



(Source CEDEFOP)

- ☐ The ECVET recommendation invites Member States to start progressive implementation from 2012 onwards.
- ☐ The first preparatory phase, from 2009 to 2012, during which countries were asked to create the necessary conditions for ECVET, is coming to an end. It is time to start gradual introduction prior to evaluation in 2014.
- ☐ Romania is progressing and is increasingly committed to ECVET implementation, although it is still far from a fully operational credit system in VET.
- ☐ The National Council for Adult Training (CNFPA) was established as the National Authority for Qualifications with responsibility for coordinating the national register of (vocational) qualifications and for putting the validation system into practice (e.g. authorising validation centres, certifying individual assessors, issuing formal competence certificates).
- ☐ One of the main challenges in recent years was to link these two development processes, structures and stakeholders from VET, higher education and the labour market in a more comprehensive framework.

- ❑ An important step was taken in June 2011 when the National Council for Adult Training and the Agency for Qualifications in Higher Education were merged into one single body – the National Qualifications Authority – responsible for developing and implementing a comprehensive NQF
- ❑ Apart from its transparency function, the comprehensive NQF is seen as a tool to support national reforms and modernisation of education and training. There is a reported lack of coherence in the qualification system and lack of progression possibilities between IVET, CVET and higher education systems.
- ❑ Several qualifications frameworks (notably for VET and higher education) exist and there is a lack of recognition for validation of non-formal and informal learning within formal education needed to support entry and mobility within the education system (European Commission et al., 2010, Romania, p. 2).
- ❑ There is a commitment to strengthening the learning outcomes approach as a part of the national reform programme.
- ❑ Learning outcomes are already embedded in competence-based VET reform and arrangements for validating non-formal learning. Many learning programmes developed in VET are based on competences.
- ❑ However, the evidence suggests that links between formal education and training and certification system are still not operational, and the two systems are not connected.
- ❑ Validation of non-formal learning is not recognised in the formal system (European Commission et al., 2010, Romania, p. 4) which is still valid.
- ❑ Occupational standards are used in CVET, and are based on actual elements of competence that are to be proved in the workplace. Vocational training standards are newly established, approved by the Minister for Education and based on learning outcomes to be achieved by the holder of qualification
- ❑ Merging the National Council for Adult Training and the Agency for Qualifications in Higher Education into the single body – the National Qualifications Authority – responsible for the development and implementation of a comprehensive NQF is seen

as an important step in supporting more approaches that are coherent.

The ECVET national institution in Romania is the National Center for the Development of Technical and Vocational Education www.tvet.ro



ECVET legislation at national level



Turkey



NATIONAL LAWS:

- ☐ Law on the vocational qualifications authority
- ☐ Law no 5544 and VQA legislation, Saturday, October 7, 2006

Official gazette issue no: 26312,

- ☐ Regulation on preparation of national occupational standard,
- ☐ Law no 5544 and VQA legislation, Friday, October 5, 2007

Official gazette issue no: 26664,

- ☐ Regulation on vocational qualification, testing and certification,
- ☐ Law no 5544 and VQA legislation, Tuesday, December 30,

2008 official gazette issue no:27096

One of the key principles of a lifelong learning system is that it should be able to recognize the value of the outcomes of learning no matter where or how or over what period of time the learning took place. This principle is strongly supported by two mechanisms developed by the European Union (EU) -the European Qualifications Framework for Lifelong Learning (EQF) and the European Credit System for Vocational Education and Training (ECVET).

The EQF was adopted by the EU in 2006 and ECVET in 2009, but they had been under parallel development since 2002 and there are strong links between them. Together they allow comparisons to be made about the level and size of different qualifications, which is an important step in giving recognition to learning. In the lifelong learning system which is being introduced in Turkey, the Turkish Qualifications Framework will link to the principles of the EQF and the Turkish credit system will link to the principles of ECVET.

Bulgaria



Bulgaria has adapted relevant existing laws and regulations and passed some new ones as a result of **EU regulations** as:

- ❑ RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2008/C 111/01)
<http://www.navet.government.bg/assets/cms/File/eurodocs/EQF-04-2008.pdf>
- ❑ RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of the European Credit System for Vocational Education and Training (ECVET) (2009/C 155/02) -
http://www.navet.government.bg/assets/cms/File/eurodocs/2013-docs/Preporaka_ECVET_BG.pdf

National Legislation

- ❑ NATIONAL STRATEGY FOR LIFELONG LEARNING FOR THE PERIOD 2014 – 2020 (DCM No 12/10.01.2014)
<http://www.strategy.bg/StrategicDocuments/View.aspx?lang=bg-BG&Id=880>
- ❑ VOCATIONAL EDUCATION AND TRAINING ACT amendment and supplement of 25 July 2014
http://www.navet.government.bg/assets/cms/File/normativni_dokumenti/2014-norm-docs/ZPOO-25-07-2014.pdf
- ❑ VALIDATION OF KNOWLEDGE, SKILLS AND COMPETENCES DCREE of 13.11.2014 (into force as from 01.01.2015)
http://www.navet.government.bg/assets/cms/File/news/07012015/Naredba_2_13.11.2014_validirane.pdf

Italy



In 2012 the Italian parliament promulgated a law about a reform of the labour market (98/2012), with the aim to achieve an inclusive and dynamic labour market. This law also takes into account the recommendations proposed by the EU upon the issue of lifelong learning. Nevertheless, Italy hasn't yet formulated a national framework of qualifications.



Portugal



- ☐ Report of the National Public Consultation Process - ECVET (2007)
- ☐ http://www.gep.msess.gov.pt/destaques/ecvet/ecvet_pt_300307.pdf (17-10-2014)
- ☐ RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of the European Credit System for Vocational Education and Training (ECVET) - (2009/C 155/02)

<http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:PT:PDF>
(17-10-2014)

- ☐ Strategy for growth , employment and industrial promotion 2013-2020 , of the Government of Portugal -

<http://www.portugal.gov.pt/media/1056918/20130424%20ECEFI.PDF> (17-10-2014)

(The first step was taken in 2010 with the entry into force of a National Qualifications Framework , structured into eight levels (with reference to EQF) , in which the secondary vocational education was positioned at level 4, considering that it is in terms of " learning outcomes ", presented as knowledge, skills and attitudes .The next steps will involve the creation of a national credit system applied to vocational education (now in final legal framework) that is intended to evolve to the ECVET principles and the adoption of models that can attest to the quality level of qualifications we produce. Again the ANQEP , as the National Reference Point , has sought to give a step forward , starting by making a survey of the mechanisms that the current system tend to ensure confidence that is required of training courses leading to current qualifications framework.

Romania



Legea Nr 1-Legea Educatiei Nationale.

National Education Law

National Qualification Framework:

- ☐ Planul Regional de Acțiune pentru Învățământ (PRAI)
- ☐ REGIONAL ACTION PLAN FOR EDUCATION – at regional level
- ☐ Planul Local de Acțiune pentru Învățământ (PLAI)
- ☐ REGIONAL ACTION PLAN FOR EDUCATION – at county level
- ☐ Planul de Acțiune al Școlii (PAS)
- ☐ School Action Plan – at the community level; school being the initiator.

National Qualifications Authority

National Center for the Development of Technical and Vocational Education www.tvet.ro

ECVET National Point

Responsible bodies and key actors



Turkey



MYK (VOCATIONAL QUALIFICATION INSTITUTION)

MYK is responsible for establishment of National Vocational

Qualification System compatible to EU. MYK realizes its duties in cooperation with Ministry of National Education, Higher Education Council, Employees and Employers' Organizations and other related institutions

Studies of ECVET within a consultation process are coordinated and carried out by MoNE. The main responsibilities of MoNE are as follows:

- ☐ To ensure the validity of certificates taken from vocational and technical training schools / institutions of the document and internationally
- ☐ To enable reflexion of The European Qualifications Framework and European Credit Transfer System in Vocational Education to Turkish Vet system
- ☐ To credit each of the modules according to the weight in occupational levels
- ☐ The people graduated from vocational and technical education in all levels or graduated from any levels should be evaluated based on their qualifications and certified.

Establishment and dissemination of centers for measurement of qualifications and preparation the projects to increase the number these centers.

Bulgaria



- ☐ National Agency for Vocational Education And Training (Национална Агенция за Професионално Образование и Обучение – НАПОО)
- ☐ Ministry of Education and Science (Министерство на образованието и науката)
- ☐ Human Resource Development Center (HRDC)
- ☐ Ministry of Labour And Social Policy (Министерство на труда и социалната политика)
- ☐ Council of Ministers (Министерски съвет)
- ☐ National Employment Agency (Агенция по заетостта)



Italy



- ☐ Ministry of Labor and Social Policy
- ☐ ISFOL
- ☐ National Agency LLP - Leonardo da Vinci



Portugal



- ☐ National Agency for Qualification and Vocational Education (Agência Nacional para a Qualificação e o Ensino Profissional – ANQEP)
- ☐ Ministry of Employment and Social Security
- ☐ Ministry of Education: Public schools which apply for specific ECVET projects
- ☐ IEFP (Professional and Educational Training Institute)
- ☐ General Directorate for Vocational Training (Direção Geral de Formação Vocacional)
- ☐ General Directorate of Employment and Workplace Relations (Direção Geral do Emprego e Relações do Trabalho)



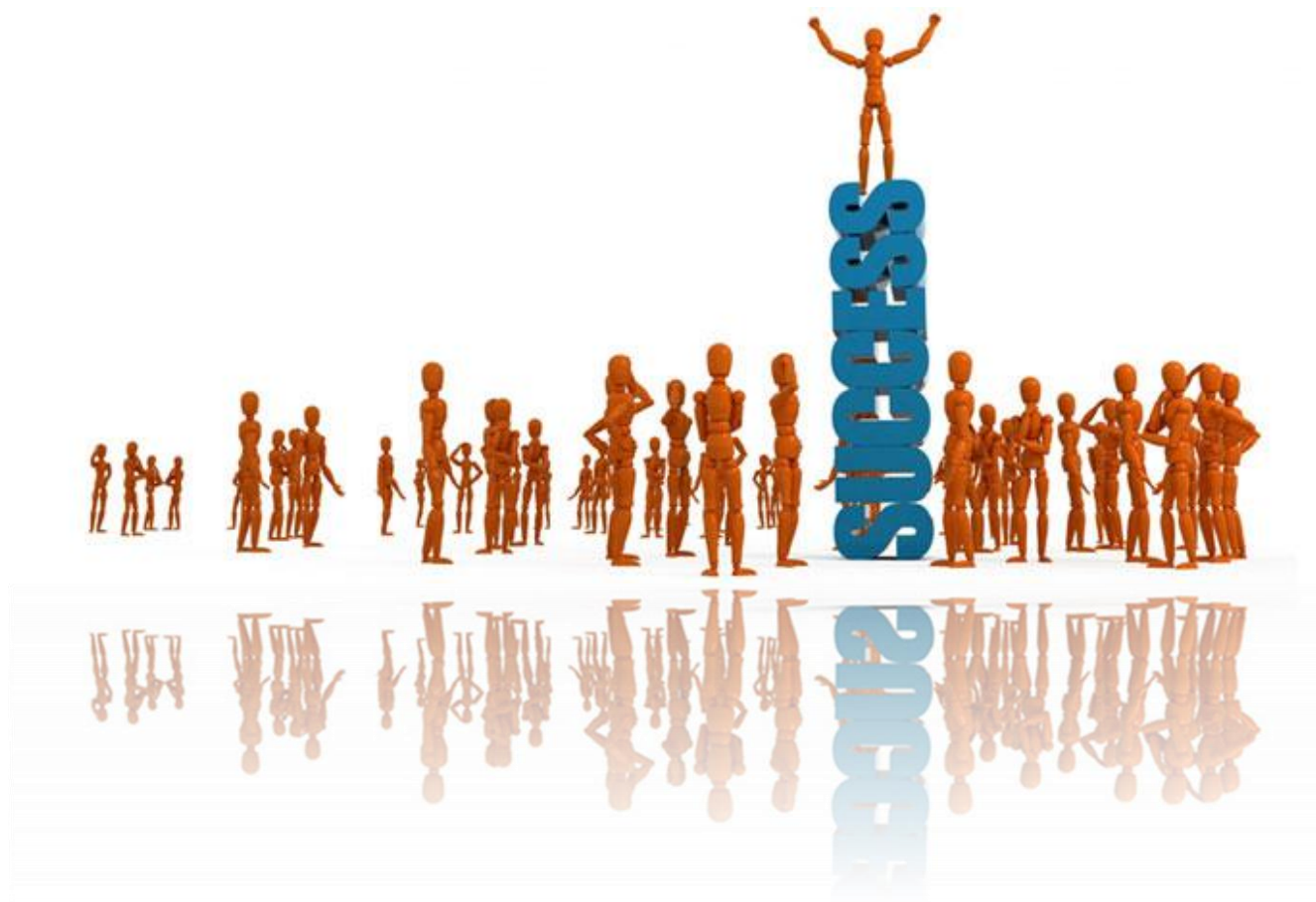
Romania



- ☐ National Qualifications Authority – responsible for the development and implementation of a comprehensive NQF is seen as an important step in supporting more coherent approaches.
- ☐ The ECVET national institution in Romania is the National Center for the Development of Technical and Vocational Education www.tvet.ro
- ☐ ANCPDEFP is the National Agency for the Community Projects
- ☐ The Ministry of Education/Inspectorate and VET Schools



Achievements



Turkey



ECVET was experienced at limited numbers of formal VET training institutes in 2012 – 2013 teaching years. The outcomes of ECVET experiences were assessed. It is in the process of making necessary changes for implementing and extending ECVET at formal VET system.

The development process started about three years ago and it is still ongoing. Turkey has not only been working on ECVET at a national level but also participating and contributing to studies that take place in a broader EU context.

Despite being a new concept, the development of ECVET in Turkey has already reached some technical milestones. Turkey is committed to developing an ECVET system under the lifelong learning approach. Turkey has already reached some technical milestones. Turkey is committed to developing an ECVET system under the lifelong learning approach. This commitment was officially declared in an

international meeting concerning ECVET on 28th March 2007 in Ankara. The Educational Research and Development Directorate (ERDD) of MoNE is the unit responsible for the development of ECVET in Turkey. First, in the same year, an extensive consultation process took place, with over 250 responses from

a broad range of stakeholders. ERDD then prepared a Country Report on ECVET, reflecting the views of the stakeholders. The major conclusions compiled in the country report are the following:

MoNE then organized a series of workshops with the participation of representatives of CoHE, social partners, teachers from VET, trainers and members of the curricula working groups of MoNE. An ECVET approach specific to Turkey was discussed on experiences from

the practices of EU Member States.

As a result of this development process, an ECVET Discussion Paper for Turkey - including a proposed Action Plan based on SWOT Analysis - was prepared. In keeping with the Action Plan, a multi-actor working group agreed on an approach to assigning credits to the existing VET curriculum. Following this, a national credit-allocation approach was used to allocate credit points to all learning outcomes based on knowledge, skills and competences. The basic elements of the ECVET approach specific to the Turkish VET.



Bulgaria



In Bulgaria ECVET is considered to contribute to the reform of VET by applying the LO approach, improving the transparency and readability of qualifications, the relevance of qualifications to the labour market requirements, permeability between the VET and HE, and the transparency of LO for a qualification in a specific economic sector in different Member States. Additionally ECVET supports the creation of sustainable cooperation structures between VET providers in different Member States.

The strategic national documents for ECVET implementation are the National LLL Strategy (2008-13) and the governmental 'programme for development of education, science and youth policies in Republic of Bulgaria'.

Capacity building (legislative and regulative framework, remits and allocation of responsibilities, allocation of resources).

The new draft Act for amending and supplementing the VET Act is foreseen to create the necessary conditions for the implementation of ECVET, EQF, EQAVET and the validation mechanisms for the recognition of LO from prior learning, and to provide synergy in reforming the VET system. The National Agency for Vocational Education and Training (NAVET) has been appointed the national coordination point (NCP) in June 2012.

Understanding qualifications (NQF, LO approach to all processes).

There is a close link between ECVET and NQF. Every profession from the list of professions corresponds to a certain NQF and EQF level. NQF was adopted by decision No 96 of the Council of Ministers in February 2012. A draft model of a new VET-Standard (SER), including assessment criteria, was elaborated in line with the EQF/NQF principles and ECVET characteristics on a project base. The LO approach and the 'unitisation' of qualifications were introduced in the VET-Standard (SER) elaboration process.

Ensuring transfer of learning outcomes (units of LO including credits, crediting/assessing LO, recognition and validation of LO).

Work has started on introducing integrated modules of entrepreneurship in the training programmes for general education subjects. Some good practices exist for the recognition of LO from secondary vocational schools in HE institutions. Ensuring the transfer of learning outcomes is at a preparatory phase.

Cross-border cooperation

(agreements on learning mobility, use of European templates).

The main transnational mobility scheme in VET in Bulgaria is offered by the Human Resource Development Centre (HRDC) within former the Leonardo da Vinci sector programme and currently within the new ERASMUS +.



Monitoring ECVET implementation strategies in Europe, 2013

<http://www.cedefop.europa.eu/en/publications/21204.aspx>

Italy



Following the recommendations of the European Commission, several pilot experiences have put in place in order to facilitate the mobility and stimulate innovations inside the systems of qualifications. These experiences are funded by the Leonardo Da Vinci Program.

Color Competency Project is one of these experiments and learning outcomes recognition for migrants (march 2011 – april 2013). This project had the aim the experimental application of ECVET, in which six Regions have been involved acting as the competent authority for the qualifiers.



Portugal



Argumentation (clear rationales, clear identification of added value):

- Mobility between different education and training systems, permeability within a national education and training system, recognition of informal and non-formal learning, flexibility and Lifelong Learning, progressive completion of qualifications are considered the added value of ECVET implementation.

Commitment (policy- and decision-makers, communication and information to stakeholders and the public):

- Portugal is working on the implementation of ECVET but the necessary conditions are not yet in place. Governance of the ECVET implementation process is under the competences of the National Agency for Qualification and Professional Education (ANQEP). The process includes other stakeholders, such as the sectoral councils for qualification (CSQ), which comprise representatives of education and training institutions, trade unions, employers' associations, enterprises, technological centers, and experts in specific areas.

Capacity building (legislative and regulative framework, remits and allocation of responsibilities, allocation of resources):

- The legislation that establishes the national qualifications system (SNQ) refers to the design of qualifications in terms of learning outcomes. However, VET legislation has not yet been changed accordingly. The organization in charge is ANQEP. This body is also in charge of the NQF and is the national representative in the EQAVET network.

Understanding qualifications (NQFs or registers, LO approach to all processes):

- There is an NQF in place in Portugal. The legislation that establishes it refers to the design of qualifications in terms of learning outcomes. Work now is focused on learning outcomes in specific areas (e.g. tourism and commerce). The national catalogue of qualifications (CNQ), which is part of the national qualifications system, has been regularly updated with new qualifications. This catalogue includes non-higher education qualifications. The CNQ will be a major tool for the implementation of ECVET in Portugal

Ensuring transfer of learning outcomes (units of LO including credits, crediting/assessing LO, recognition and validation of LO):

- The CNQ already integrates standards for recognition, validation and certification of competences, which are organised in competence units

Cross-border cooperation (agreements on learning mobility, use of European templates):

- Participation in LdV pilot projects.

(Monitoring ECVET implementation strategies in Europe, 2013)



Romania



At national level there is a clear identification of the ECVET added value, for all the actors involved in VET: the main ECVET added value will be its contribution to the modernisation of VET. The involvement of stakeholders and link with (European or national) policy priorities, the support of national and European partnerships and networks and the involvement of competent authorities in the exercise of linking national qualifications frameworks and systems to ECVET are also considered important. The use of ECVET is foreseen in the LLL strategy development and in the VET strategy development.

The use of ECVET for transfer and recognition of achieved LO is stipulated in the new Law for education, since January 2011. The organisation in charge of ECVET is the Ministry of Education, through the National Centre for TVET Development (NCTVETD), since November 2011. NCTVETD has been appointed as the Romanian NCP.

ECVET, as ECTS, is included as main instrument to be used for credit transfer of LO between the different levels, contexts and training pathways.

The transfer of learning outcomes is not yet fully operational due to the legislative framework not yet being updated (NQF legislative framework was approved only on November 2013 and there is not enough secondary legislation and methodology for making operational the transfer of LO.)

The IVET qualifications are described in the vocational standards. These standards are structured in units of competences that describe in terms of learning outcomes what the learner needs to prove at the end of a VET program. The standards comprise:

- ☐ The qualification title, its level comprising EQF levels 2 to 5.
- ☐ Short description of the occupation – the characteristics of the main activities of the occupation;

- The list of the units of competences composing the qualification and the number of credits allocated to each of them. The units of competences represent a coherent and explicit set of competences. The competences describe what a student needs to know, understand, and perform at the end of the education and training program, the outcomes of learning. The list of units of competences is organised as follows:

I. Key competences. These refer to the transferrable competences that support individuals' integration on the labour market, as well as social integration.

II. General technical competences. These comprise the knowledge of the principles and context, as well as the common practices that are at the basis of several qualifications. They are thus common to several VET qualifications.

III. Specialised technical competences. They comprise the specific competences for the given qualification.

- In Romania, in IVET there are three types of assessment:
- continuous formative assessment that supports the students in successfully achieving their learning objectives;
- summative assessment at the end of a series of learning activities leading to the achievement of learning outcomes corresponding to a theme, chapter or unit. On the quality of the summative assessments depends the successful implementation of ECVET;
- assessment in view of certification, which takes place at the end of the training program. Access to the final exam is given to those trainees who are assessed to have successfully acquired all the units of competences composing a qualification as described in the relevant vocational standard.

In the case of CVET, assessment in view of certification takes place at the end of the training program. The local/county Centres for assessment and recognition of the qualifications are accredited by the National Authority for the Qualification.

A methodology for the transfer and recognition of the learning outcomes is available only for those learning outcomes achieved by the IVET students during the on-the-job trainings and

abroad mobility (including Leonardo da Vinci) – Methodology approved through Ministerial Ordinance nr. 4931/2008.

The national law of education offers general rules of the validation of non-formal and informal learning, but the second level's regulations (methodologies) are not very clear, thus the implementation remains poor.

The National Centre for Technical and Vocational Education and Training Development developed, within a ESF project, new standards for IVET qualifications. The new qualification standards are described in terms of units of learning outcomes and they have credits attached.

In CVET, the occupational standards describing the CVET qualifications and HE qualification standards are also divided in units, but the units contains professional or transversal competencies.

The main weakness concerning the status of ECVET policy making is the fact that there is no clear formal policy decision in relation to the implementation of ECVET.

In Romania, for example, all the participants in a LdV mobility are asked to fill in the training agreement in terms of ECVET and to use the Europass Mobility document to certify the learning outcomes during the LdV placements.

CoP is in place, but it needs to be developed further.

(Source: Cedefop, 2011)

Challenges



Turkey



- ☐ Qualitative differences among VET institutions Out comes of VET institutions are not assessed regularly
- ☐ Occupational / task analysis which is basis of module programs are not updated regularly ECVET credit are not assigned on module programs implemented at VET institutions
- ☐ Difficulties to maintain skill training standards realized at workplaces / enterprises
- ☐ Difficulties to set up and maintain effective cooperation among VET institutions and enterprises for work force training
- ☐ Difficulties to validate and recognize prior learning for identifying level of competence of the workforce in life long learning.



Bulgaria



Most of the challenges are set in the **National Strategy for Lifelong Learning for the period 2014 – 2020 (DCM No 12/10.01.2014)**

- ☐ Application of the National Qualifications Framework and elaboration of sector-specific qualifications frameworks;
- ☐ Introduction of a system for validation of knowledge, skills, and competences attained through non-formal training and informal learning until 2018;
- ☐ Introduction of a credits system in vocational education and training until 2016 and ensuring compatibility with the higher education credit accumulation and transfer system;
- ☐ Expansion of the use of the European system of identification, assessment, and certification of knowledge, skills, and competences – the Europass CV and the European Skills Passport;

<http://www.strategy.bg/StrategicDocuments/View.aspx?lang=bg-BG&Id=880>

- ☐ Introduction of the “LO-based curricula” and training programmes requires a new design and new teaching approaches;
- ☐ Necessity of trainings for teachers and trainers in the new forms of LO-oriented methods of teaching and training - independent and integrated learning, project work, group work, peer learning and action learning, development of critical thinking;
- ☐ Need for a close cooperation between school teachers and practitioners in the companies;

- ☐ Individual organization of the training process;
- ☐ Overcoming foreign language barriers in mobility activities;
- ☐ Need for an improvement of the administrative and financial capacity.



Italy



The team of experts is working in order to increase the knowledge of ECVET and its specific techniques in order to facilitate a wider understanding and a perception of the added value of this tool by the actors engaged in the fields of education and vocational training. The objective is to gain a progressive accumulation of learning outcomes in the logic of lifelong learning and the transfer of results from one learning context to another.

The challenges of the team are:

- ☐ supporting the implementation and the concrete utilization of this tool in Italy;
- ☐ promoting a more effective and spread utilization of the opportunities of experimentation currently provided by the Leonardo Da Vinci Program, in order to support the development of ECVET and the consolidation of mutual trust between the different actors and between countries;
- ☐ valorizing the results of the pilot ECVET experiences performed already in Italy.

Portugal



□ In view of the transfer, capitalization and recognition of learning acquired through life with a view to cooperation and mutual trust between Member States , the system favours the recognition of learning outcomes (independent of having been obtained in formal, non-formal or informal learning) and is constituted as an engine of mobility , in that it can boost the active demand for education and training.

□ It is equally important the articulation between the ECVET System and the European Qualifications Framework (EQF) and the actual needs of the labour market, as well as their promotion and ownership by all stakeholders in education and training systems. Only in this way ECVET system will constitute a real contribution to promoting employability, business modernization, growth and social cohesion of the Member States.

By 2020, Portugal should have a workforce with an average skill level and aligned with the actual needs of enterprises:

- Strengthening the practical-professional and experimental components and promoting a greater alignment of the acquired knowledge to the defendant by the companies;
- Content enrichment and diversification of technical training in line with the actual needs of enterprises;
- Awareness of students and families about the importance of technical training (at various levels of education), with a view to boosting the demand for this type

of qualifications;

- Qualifying and ongoing enhancement of technical skills of current workers;
- Promoting a greater coordination and cooperation between educational institutions and enterprises;
- Increase in the average level of qualification and internationally recognized faculty in Portugal, in order to maximize the quality and adequacy of the training supply in the country



Romania



It is essential in implementing ECVET to ensure that learning outcomes for qualifications and units are clearly identified and described to enable mutual understanding of qualifications and judgments on:

- ☐ whether the qualifications concerned by the mobility partnership lead to the same or similar occupation;
- ☐ whether learning outcomes as described in one setting or context are comparable with those in another setting or context.

It may be useful to devise tools such as grids or templates for describing learning outcomes in order:

- ☐ to compare qualifications across the different qualifications systems;
- ☐ to highlight the similarities between qualifications and learning outcomes;
- ☐ to make the difference between learning outcomes visible.

Assessed learning outcomes constitute credit. Credit is the basis for enabling transfer between learning contexts and for the accumulation of learning outcomes.

In Romania the qualifications are not designed in terms of units . The recommendation is to use ECVET for mobility purposes by creating units used only for mobility. For the moment this is the field in which ECVET is frequently used. These units can then be transferred. The learning outcomes will be validated by

exempting the learner from the corresponding part of the education and

training pathway in the home institution (meaning s/he will not have to undergo the learning process again). However, these learning outcomes will only be recognised when the final assessment, leading to the award of the qualification, is successfully completed by the learner.

<http://www.ecvetprojects.eu/Projects/ProjectDetail.aspx?id=9>



Good practices and successful projects



Turkey



Strengthening Vocational Education and Training in Turkey Project - abbreviated as SVET is a five-year project resulting from an agreement signed between the European Commission and the Government of Turkey, and has a total budget of € 58.2M. The project aims at strengthening Turkey's VET system rather than imposing an alien structure. Turkey's international trade, its political ambitions for joining the EU, and its promotion of domestic and international investments give the project an urgent international dimension. ONE OF THE MAIN RESULT IS Establishment of the Vocational Qualifications Authority (VQA) at 21th sep 2006

MAS ECVET-Mobilityin Automotive Sector Through ECVET” Projesi; Avrupa Komisyonu tarafından ödüle layık görülen “Highlight the Competences (HtC)” başlıklıprojenin yenilikçi sonuçlarının Almanya, Türkiye ve İtalya’daki otomotiv sektörüne transferini amaçlıyor

Credit Transfer in Vocational Technical Education- ECVET- Leonardo Da Vinci Innovation Transfer Project; 2009 metgem:
Mutual Countries: Germany, Sweden, Italy, Switzerland, Turkey
Duration: 24 Months- Completed

MECVET Project

2013-2015

The result of the project is to develop and test a modular system of credits in vocational training at elderly care action-oriented skills in care sector. Based on the method developed in ESO-CERT units are defined, described the action-oriented skills needed identified learning outcomes assessed and developed the competence assessment process and

tested. For the recognition of credits required for a competency test developed in the ESO-CRS online competence assessment platform is transferred.

ECVET DIGITAL PLATFORM: This project aims the following points:

Enhance the cooperation among the institutions on ECVET through digital platform,

Create a suitable environment to present ECVET basic and required information to the people in Europe through a digital platform.



Bulgaria



The three projects chosen and described below have been presented, among others, by representatives of the Ministry of Education and Science and the National Agency for Vocational Education and Training as good practices.

☐ The “CREDCHEM” project

“Development and testing of a credit transfer system to improve mobility within the chemicals sector” with the leading role of Germany and partners from Bulgaria, Italy, Czech Republic and Slovakia focuses on qualifications in the chemical industry.

The project assumes that, given the commonalities in work processes and tasks, operators and laboratory professionals in the chemicals sector have comparable knowledge and skills, regardless of the country in which they followed their training.

CREDCHEM aims at bringing closer the interests of employers in the chemical sector with those of learners (potential employees). While the former are seeking a skilled workforce, the latter are interested in obtaining learning/working experiences abroad. The integration of recognized mobility periods into the formal training programme would benefit both parties.

The work of CREDCHEM focuses on qualifications for production and laboratory staff. It is interesting to note that in some of the countries, the qualifications concerned are delivered by higher education institutions (thus using ECTS); while elsewhere these are VET qualifications.

<http://www.ecvet-projects.eu/Projects/ProjectDetail.aspx?id=15>

☐ The “Be-TWIN” project, testing a joint ECVET-ECTS implementation

The methodology proposed by Be-TWIN strives to be instrumental for “a dialogue” between two important instruments in higher education (HE) and vocational education and training (VET) - the ECTS and ECVET credit systems. Both systems aim at facilitating accumulation and transfer of assessed learning outcomes and at enabling recognized mobility in Europe, as well as fostering lifelong learning and the transparency of European educational systems. In the context of Be-TWIN, learning outcomes shall operate as the primary information layer.

The methodology fundamentally rests on three pillars, which underpin both the methodology required to link ECVET and ECTS and the actual case studies carried out within the Be-TWIN framework.

1. Cooperation refers to the enhanced interaction between higher education and vocational education and training. Cooperation based on mutual trust, enhanced understanding of both credit systems and an increased sense of the opportunities of cooperation form the basis for any future endeavors.

2. Trust

Tools developed, e.g. national quality assurance systems complying with European criteria; qualification frameworks serving the transparency and understanding of different qualifications; credit systems (ECTS and ECVET) or standardized descriptions of a concrete qualification in the Diploma Supplement or the Europass, contribute to mutual trust that needs to be well established between the two spheres.

3. Diversity means respecting the autonomy and specificity of each stakeholder (training providers, local, regional and national authorities, certifying bodies, etc.). The partners agreed very early on that respect for the uniqueness of institutions’ missions and traditions should further strengthen the partnership. Only when higher education and the vocational education and training sector have a clear grasp of each other’s identity can they engage in open and fruitful debate.

Be-TWIN Methodological Guide July2010-FINAL

http://www.unica-network.eu/sites/default/files/Be-TWIN_Methodological_Guide_July2010-FINAL.pdf

□ The “PILE UP” project (2011 – 2013)

The Pile Up project aims to develop and implement common European units of learning outcomes, based on ECVET, which can then be used to gain insight into and assess those skills and competences, enabling workers to PILE them UP to reach a higher level of qualification.

To develop and implement these units of learning outcomes the partnership transfers the knowledge and experience gained in the Leonardo da Vinci Transfer of Innovation project CREDCHEM, which aims at the creation of units of learning outcomes for handling and laboratory jobs in the chemical industry.

“The concrete objective of PILE UP is to implement units of learning outcomes in VET to upgrade skilled workers, by:

- 1) transferring an innovative method for the development of learning units;
- 2) innovating existing profiles for All-Round Process Operators and Maintenance Technicians;
- 3) generating a common understanding of competence profiles;
- 4) generating units of learning outcomes based on this common understanding for All-Round Process Operator EQF level 3 and Maintenance Technician EQF level 4;
- 5) theoretical and practical testing of these units of learning outcomes in VET sector and Process Industry;

Pile Up - Process Industry LEarning Unit Project.

<http://pile-up.eu/index.php/project-description/objectives>

www.navet.government.bg

Ital



We can consider three projects of success with three different ways through which three Italian Regions have applied the ECVET recommendations.

Veneto Region:

It has established “Il Borsino delle Professioni” (Professions Stock Exchange) an orientation system online for students, vocational training centers and companies. Inside the Borsino there is a first description of professional qualifications according to the competencies and the information about the professional profiles and their relationship with schooling paths in Veneto are available.

Emilia Romagna Region:

A regional law of the 2003 established the right to obtain a certification and a recognition of skills acquired in various situations of learning: school paths, vocational education, professional and personal experiences (ex: volunteer work, community life, etc.). The Region is equipped with the Regional System of Formalization and Certification of Competences (SRFC) addressed both to the participants to vocational paths, and to who has different work characteristics for which it is best valorize the competencies learned in other contexts.

Tuscany Region:

It is engaged by several years in the approach to skills training and professional world. One of the products in this regard is the Directory of Professionals Careers of Tuscany Region, elaborated under the project for the construction of the

regional system of standards for the recognition and certification of skills. The application allows searches and explore the contents of the register, according to three main lines: Regional Sectors, Professional Figures, Areas of Activity (ADA), which in turn are described by a set of knowledge and skills.



Portugal



□ No borders in tourism hospitality European Training and WORK

“The EU-centralised project was coordinated by CST Assisi – The Italian Centre for Advanced Studies in Tourism and in Tourist Promotion and lasted from 2008 until 2011.

The aim of the project was to test if the specific pathways within the qualification systems of each participating country (IT, FR, PT, SI) are ‘ECVET ready’. For this purpose the project partners selected a professional profile which would be quite common in all tourism and hospitality sectors of the partner countries, namely the receptionist’s profile.

For the testing phase the partners agreed on a common descriptive matrix, on learning outcomes descriptors and on common units.

To develop the units of learning outcomes, the following steps were taken:

- Description and selection of the job profiles to be tested by N.E.T.WORK
- Setting up of a transnational comparative matrix offering an analytical description of the national training pathway corresponding to the qualification of the selected job profiles
- Analysis of common activities of training pathways in terms of knowledge, skills and competences
- Development of operational guidelines for the construction of units of learning outcomes.

The target group comprises all bodies involved in training paths and mobility

within the tourism industry, people and institutions involved in the definition of national and community training policies, training agencies, trade unions as well as employer's associations." (<http://netecvet.com/2013/07/05/n-e-t-work-ecvet-system-for-no-borders-in-tourism-hospitality-european-training-and-work>)

□ Innovation Transfer Project ECVET-LLL

"The project aims on developing paths to empowering people for their lifelong learning activities and also it aims on internationalising VET by merging partner's experience and training competences in healthcare/ social care sector – under the focus of EQF and ECVET and recognition of prior learning.

The consortium of 8 partners in 6 countries consists of training providers, high schools, vocational schools, association in healthcare sector and governmental institutions. All are experienced in European cooperation and transnational activities, so there will be a solid perspective for a strong impact of the national and transnational round-tables and into the healthcare/social care –sector."

(<http://www.ecvet-lll.eu/index.php/pt>)

□ IPAN - International Production Automation Network

"It is a project of Partnerships , such as basing their main activities in transnational meetings that take place along the same timetable , between which it is proposed ECVET units in the field of ' Automated Production ' , involving many technical fields , to be developed between the partners ."

([http://www.cenfim.pt/projetos/\(S\(1faglt45lsweapr020mg hx55\)\)/ver_projecto_acces s.aspx?id=125](http://www.cenfim.pt/projetos/(S(1faglt45lsweapr020mg hx55))/ver_projecto_acces s.aspx?id=125))

Romania



1) In 2011, national agencies responsible for implementing the Lifelong Learning Programme were invited to apply for funding with a view to establishing national teams of ECVET experts. Many countries applied and funding was subsequently provided to 25 national agencies - Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Malta, Netherlands, Poland, Portugal, Romania, Slovenia, Slovakia, Sweden, Switzerland and the UK - for a two-year period (2012-2013).

Following this project the National Teams of ECVET experts have been launched in early 2012 to multiply the information and advice on ECVET on national level by counselling practitioners in VET competent bodies and VET authorities. When the experts were appointed, Romania could already build on significant experience with ECVET pilot projects and 'Leonardo'-funded mobility projects that used ECVET as it is our project of "Transferring Competences and Promoting ECVET". Hence, the Experts could utilise lessons learned in projects and disseminated on national and European level. A need to synthesise these results and build on them to develop sustainable solutions has been perceived. As multipliers and promoters, the ECVET experts contributed to this aim. www.ecvet-team.eu

The experts often encountered the perception that ECVET was a ready-made system; a standard, certificate or label to obtain. Hence, the experts noted that the general concept that lies at the core of ECVET is not fully understood yet by practitioners and stakeholders which give us opportunities to have a follow up of our project.

2) **Cooperative Management for the Future** (LLP-1-IT-LEONARDO-LMP)

Has among its aims:

- Implementation of a European credit system for ECVET Outcomes of the European

Coop Campus Project Leveraging existing co-operative manager knowledge

- Integrating ECVET accredited mobility units into the professional development plans of EU based managers of co-operatives.
- Improving and developing the abilities of co-operative elected members
- Integrating ECVET accredited mobility units into the professional development plans of EU based elected members.
- Sustaining co-operative values and competitiveness
- Providing a model of learning and assessment which balances 'living ' co-operative values and principles with the commercial needs of the business.
- Mutual recognition of the co-operative manager profile across Europe
- A description of the knowledge, skills and understanding required by all managers working in co-operatives in the EU.
- Adopting a common method of co-operative managerial skills evaluation
- Best practice in assessing the competencies of co-operative managers through a blend of formal and informal learning.
- Allowing for mobility in co-operative managers' training pathways
- Knowledge transfer opportunities provided by ECVET accredited mobility units

The materials are in Romanian as well. Source – website and leaflet of the project.

- www.coopcampus.eu

3) **ECVET TC NET** Leonardo project no. 142847-LLP-1-2008-1-AT-LEONARDO-LNW

“Guide for Developing the ECVET Model in Tourism and Catering” the final product of the project with a variant in Romanian language.

4) **ECVET - HEALTH-TOURISM** - Leonardo Project 2012-1-HU1-LEO05-05823

There is a published “Compendium” in the dissemination plan, accessible in Romanian.

Conclusions

Turkey Bulgaria Italy Portugal Romania



Turkey

How Can ECVET implementation at VET System be Enhanced?

Enhancing effective cooperation among VET stakeholders (including moNE and VQA)
Enhancing effective cooperation among VET institutions and workplaces / companies for skill training of VET school students and apprentices
Updating module programs by taking reference of competence based learning outcomes
Assigning ECVET credit on module programs by taking reference of learning outcomes as a base
Assessing learning outcomes as transparent and valid as possible
Setting up common training standards required for VET institutions
Enhancing capacity of VET institutions to meet common training standards
Enhancing cooperation between Turkey and EU for implementing ECVET in life long learning
Setting up ECVET web site for VET institutions
Assessing, revising and updating ECVET implementation of VET institutions regularly
In Turkey, the first year of vocational secondary school and apprenticeship training should be common. The curriculum of this year can be designed to provide opportunities to the individuals to select their occupation more properly and to accord occupational training.

Bulgaria

A lot has been done but still there's a lot to be done, especially in terms of developing new educational standards and in introducing the LO approach in VET practices.

Italy

In this field like in several other fields Italy is not able to work in a coordinate way to give at every citizen the same possibilities. Furthermore, the Italian ruling class continues to demonstrate that it hasn't a global vision and a prospective, because the last two governments have not implemented the instruction of the EU Commission, despite the severe economic crisis.

Portugal

The Portuguese Government intends to bet on enhancing the levels of qualification of human resources in line with the actual needs of the labor market through greater linkages between educational institutions and the vocational education system and settled in the dual /professional apprenticeship system companies.

Romania

One major condition is the need for ECVET to be embedded within qualifications systems and, more specifically, within national qualifications frameworks.

This approach will significantly affect the extent to which ECVET becomes fully operational in Romania. This 'mainstreaming' of ECVET is supposed to require an approach tailored to the characteristics and specificities of the education and training system and qualifications framework.

What is we can tell is that at the moment the ECVET has not yet embedded within qualification system.

Ultimately, ECVET and credit transfer will be seen as a normal feature of vocational education and training at all qualification levels which is not the case in Romanian VET Education System.

National reforms have to introduce 'learning outcomes', partial qualifications or validation procedures which are relevant to ECVET. Why? Because they pursue similar objectives and might mutually reinforce one another.

"Once specific objectives for ECVET implementation have been agreed on, commitment to ECVET must be formalised. This can be done in various ways and can be expressed in implementation papers or strategy papers prepared by ministries responsible for VET, competent authorities, the social partners, VET providers, sectoral umbrella organisations, etc."

(CEDEFOP, The necessary conditions for ECVET implementation)





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